

#### **Board of Education**

#### **Public Meeting Agenda**

#### Wednesday, September 24, 2025 – 7:00 pm 1st Floor Boardroom

https://sd38.zoom.us/webinar/register/WN RQ4Ac7HQRtme5ce-KM7qdA

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 handaminam language group on whose traditional and unceded territories we teach, learn and live.

1.	Reco	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.	Prese	entations, Briefs, Special Recognition				
	(a)	Presentations				
		Nil.				
	(b)	Briefs				
		Nil.				
	(c)	Special Recognition				
		Nil.				

#### 4. Questions from the Public

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

#### 5. Executive

#### 6. Approval of Minutes of Prior Meetings

- (a) Record of an in-camera meeting of the board held Wednesday, June 18, 2025.
- (b) Regular meeting of the board held Wednesday, June 18, 2025 for approval.
- (c) Record of a special in-camera meeting of the board held Tuesday, June 24, 2025.
- (d) Special meeting of the board held Tuesday, June 24, 2025 for approval.
- (e) Record of special in-camera meeting of the board held Tuesday, September 2, 2025.
- (f) Special meeting of the board held Tuesday, September 2, 2025 for approval.

#### 7. Business Arising from Prior Minutes

- (a) Strategic Plan: Annual Report to the Board 2025
  Report from the Superintendent of Schools attached.
- (b) **RECOMMENDATION 2026/27 Capital Plan Capital Programs** Report from the Secretary Treasurer attached.
- (c) RECOMMENDATION Enhanced Student Learning Report (ESLR)
  Report from the Superintendent and Assistant Superintendent Brautigam attached.

#### 8. New Business

- (a) Summer Learning 2025 Highlights
  Update from the District Administrator, Continuing Education.
- (b) **RECOMMENDATION New City Centre School Naming Process**Report from the Committee Chairperson attached.
- (c) MOTION School Traffic Safety

#### 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

(i) **RECOMMENDATION**: Audited Financial Statements for the Fiscal Year Ended June 30, 2025.

Report from the Committee Chairperson attached.

(ii) A meeting was held on September 16, 2025. The next meeting is scheduled for Tuesday, January 6, 2026, at 3:30 pm.

#### (b) Education Committee

Chairperson: Heather Larson Vice Chairperson: David Yang

(i) Minutes of the meeting held on June 11, 2025, are attached for information.

A meeting was held on Wednesday, September 17, 2025. The next meeting is scheduled for Wednesday, October 15, 2025, at 6:00 pm.

#### (c) Facilities and Building Committee

Chairperson: Ken Hamaguchi Vice Chairperson: Heather Larson

(i) Minutes of the meeting held on June 4, 2025, are attached for information.

A meeting was held on Wednesday, September 3, 2025. The next meeting is scheduled for Wednesday, October 1, 2025, at 4:30 pm.

#### (d) Finance and Legal Committee

Chairperson: Donna Sargent

Vice Chairperson: Debbie Tablotney

- (i) **RECOMMENDATION**: Trustees Expenses for the Three Months ended June 30, 2025. Report from the Committee Chairperson attached.
- (ii) Minutes of the meeting held on June 11, 2025, are attached for information.

A meeting was held on Wednesday, September 17, 2025. The next meeting is scheduled for Wednesday, October 15, 2025, at 10:00 am.

#### (e) Policy Committee

Chairperson: Debbie Tablotney Vice Chairperson: David Yang

- (i) **RECOMMENDATION**: Policy 311/311-R: Freedom of Information and Protection of Privacy. Report from the Committee Chairperson attached.
- (ii) Minutes of the meeting held on June 9, 2025, are attached for information.

A meeting was held on Monday, September 15, 2025. The next meeting is scheduled for Tuesday, October 14, 2025, at 11:00 am.

#### 11. Board Committee and Representative Reports

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

A meeting was held on September 10, 2025. The next meeting is scheduled for Wednesday, November 5, 2025, at 9:30 am.

#### (b) BCSTA

Provincial Council meeting will be held on October 24, 2025.

#### (c) BCPSEA

Nil.

#### 12. Correspondence

(a) For action:

Nil.

#### (b) For information:

Report on the Budget 2026 Consultation from the Select Standing Committee on Finance and Government Services. (pages 1-10 and 58-63 attached)

#### 13. Adjournment



#### **Board of Education**

Telephone 604 668 6000 www.sd38.bc.ca

#### The next meeting is scheduled for Wednesday, October 22, 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 2025-2026**

	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	<b>BCSTA Provincial Council</b>		
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	<b>Board of Education</b>	Board of Education		
	Cambie Coordinating	Child Care Development Advisory	ELL Consortium	Richmond Sister City Advisory	Richmond Sustainability Action
Representative	Alice Wong	Heather Larson	David Yang	Alice Wong	Rod Belleza
Alternate	Rod Belleza	Rod Belleza	Donna Sargent	Ken Hamaguchi	David Yang
District Staff Rep	Cindy Wang/Maryam Naser	Maryam Naser	Liz Hayes-Brown	Shaun Sephton	Maryam Naser
Reports To	Finance and Legal Committee	Facilities and Building Committee	Education Committee	Education Committee	Facilities and Building 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: September 24, 2025

**From:** Cindy Wang, Secretary Treasurer

Subject: Record of an In-camera Board Meeting held June 18, 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 June 18, 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. Administrative items were discussed. (e) **Standing Committee Reports:** (f) Board Committee and Representative Reports: Administrative items were discussed. Administrative items were discussed. (g) Correspondence:

(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, June 18, 2025 – 7:00 pm 1<sup>st</sup> 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 7:01 pm.

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

The Chairperson noted that, as the choir was ready to perform, they would do so prior to the start of the agenda items.

#### 3. Presentations, Briefs, Special Recognition

#### (a) **Presentations**

#### (i) Spul'u'kwuks Choir

Assistant Superintendent Laing introduced the Spul'u'kwuks Choir, led by music teacher Bryan Milks, who performed three songs.

Trustees thanked the choir for their performance.

The Chairperson then returned to Item 1 and continued with the agenda.

#### 1. Recognition of Visitors, Announcements, Trustees' Updates

#### (a) Recognition of Visitors

Nil.

#### (b) Announcements

**Trustee Larson:** June 21 is National Indigenous Peoples Day, a time to honour and celebrate the diverse cultures, histories, and contributions of First Nations, Inuit, and Métis Peoples. It is also a day to reflect on the strength, knowledge, and enduring stewardship of the land that Indigenous Peoples have upheld since time immemorial.

In Richmond Schools, students and staff will engage in learning rooted in the First Peoples Principles of Learning and Land-Based Education. This day offers opportunities to recognize and celebrate Indigenous knowledge, arts, and excellence in meaningful and respectful ways.

#### (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

#### 114/2025 MOVED BY D. SARGENT AND SECONDED R. BELLEZA:

**THAT** the Wednesday, June 18, 2025 regular agenda of the Board of Education be adopted as circulated.

**CARRIED** 

#### 3. Presentations, Briefs, Special Recognition

#### (a) **Presentations**

(i) Spul'u'kwuks Choir

This item was addressed prior to Item 1 – "Recognition of Visitors, Announcements, Trustees' Updates" on the agenda.

#### (ii) Rotary Club of Richmond Sunset

Trustee Tablotney introduced members of the Rotary Club in attendance. President Jim Ling then introduced Jason Tam, who presented on Rotary Club initiatives and their support for students in the Richmond School District. Trustees thanked Mr. Tam for his presentation, after which he and Mr. Ling responded to questions from trustees.

(b) **Briefs** 

Nil.

(c) Special Recognition

Nil.

#### 4. Questions from the Public

The President of the Richmond Teachers' Association expressed appreciation for the work on the Strategic Plan. She then inquired about the Inclusion Review and where opportunities exist to engage in that process.

#### 5. Executive

The Superintendent shared brief remarks to mark the final board meeting of the school year, reflecting on key accomplishments and expressing appreciation to staff, educators, and administrators for their dedication to students. He also extended gratitude to the Board for its ongoing commitment and advocacy.

#### 6. Approval of Minutes of Prior Meetings

- (a) A record of an in-camera meeting of the board held Wednesday, May 21, 2025 was included for information.
- (b) Regular meeting of the board held Wednesday, May 21, 2025

#### 115/2025 MOVED BY D. SARGENT AND SECONDED BY D. YANG:

**THAT** the Board of Education approve the Minutes of Wednesday, May 21, 2025 regular meeting as circulated.

**CARRIED** 

#### 7. Business Arising from Prior Minutes

#### (a) Strategic Plan Update – Priority 3

Assistant Superintendent Laing and the Director, Richmond Project Team presented on Strategic Priority 3 – Optimized Facilities & Technology. Assistant Superintendent Laing spoke to Goal 1 and the Director, Richmond Project Team spoke to Goals 2 and 3. Trustees thanked staff for their presentation, following which staff responded to various questions from trustees regarding the strategic priority.

#### (b) Sexual Orientation and Gender Identity (SOGI) Annual Report

The Director of Instruction, Student Services spoke to his report as included in the agenda package. Trustees thanked him for his presentation. He then responded to various trustees' questions including how the district evaluates the effectiveness of its policies.

#### (c) Feeding Futures School Food Programs Fund

The Director of Instruction, Student Services and Manager, Feeding Futures presented an update on the Feeding Futures School Food Program. Trustees thanked staff for their presentation, following which staff responded to various questions from trustees regarding the program.

#### (d) 2024 Charitable Donations Report

The Secretary Treasurer referred to the report from the Assistant Secretary Treasurer as included in the agenda package. She expressed appreciation for the generous donations received by the district and thanked the Finance team for their ongoing support and contributions to the school district.

#### (e) RECOMMENDATION – 2026/27 Five Year Capital Plan (Major Capital)

The Secretary Treasurer provided information on the proposed project requests under the Major Capital Programs included in the 2025/26 Five Year Capital Plan submission to the Ministry of Education. She expressed appreciation and acknowledged the Richmond Project Team and Planning Department for their dedicated work.

#### 116/2025 MOVED BY D. SARGENT AND SECONDED BY D. YANG:

**THAT** the Board of Education of School District No. 38 (Richmond) approve the 2026/27 Five-Year Capital Plan through the adoption of the board resolutions for submission to the Ministry of Infrastructure.

**CARRIED** 

#### (f) RECOMMENDATION – 2025/26 Eligible School Site Proposal

The Secretary Treasurer referred to the report as included in the agenda package and acknowledged the Richmond Project Team and Planning Department for their work.

#### 117/2025 MOVED BY H. LARSON AND SECONDED BY D. TABLOTNEY:

**THAT** the Board of Education of School District No. 38 (Richmond) approve the 2025/26 Eligible School Site Proposal (ESSP) through adoption of the 2025/26 ESSP Resolution.

**CARRIED** 

#### (g) RECOMMENDATION – School Charges for the 2025/26 School Year

The Superintendent referred to his report as included in the agenda package and noted a correction to the Kidd Elementary School Supplies Fee, which should be \$35. He then responded to trustees' questions, including inquiries about the increase in the School Supplies Fee for elementary schools.

#### 118/2025 MOVED BY D. SARGENT AND SECONDED BY R. BELLEZA:

**THAT** the Board of Education (Richmond) approves the 2025/26 Schedule of School Charges for Elementary and Secondary Schools in accordance with the School Act.

**CARRIED** 

#### (h) Diversity, Equity, and Inclusion Advisory Committee Annual Update

Assistant Superintendent Brautigam referred to her report as included in the agenda package. Trustees thanked her for the report. She then responded to various questions from trustees, including questions about the metrics used to assess progress.

#### 8. New Business

#### (a) 2024 Climate Change Accountability Report Summary

The Director, Richmond Project Team spoke to the report as included in the agenda package on behalf of the Director, Facilities Services. He highlighted the District Sustainability and Climate Action Plan (DSCAP) and emission trends in the district.

Trustees thanked the Director, Richmond Project Team for the presentation. The Director, Richmond Project Team then responded to a trustee's question regarding fleet emissions.

### (b) RECOMMENDATION – Richmond International Education Tuition Fee Increase Effective 2026/27 School Year

The Director, Richmond International Education spoke to his report as included in the agenda package.

He then responded to trustees' questions regarding the potential impact of the tuition fee increase.

#### 119/2025 MOVED BY D. YANG AND SECONDED BY R. BELLEZA:

**THAT** the Board of Education (Richmond) approve a tuition fee increase for students registered in Richmond International Education (RIE) from CAD\$16,000 (Sixteen Thousand Canadian Dollars) per year to CAD\$17,000 (Seventeen Thousand Canadian Dollars) per year, effective September 2026.

#### 9. Questions from the Public

Members of the public inquired about the following:

- The closure of the Steveston Library;
- The new Personalized Learning Time (PLT) schedule at Steveston-London Secondary School;
   and
- An update regarding Board Policy 105: District Code of Conduct.

The Superintendent noted staff will follow up directly with individuals to address these questions after the meeting.

#### 10. Standing Committee Reports

#### (a) Audit Committee

Chairperson: David Yang Vice Chairperson: Rod Belleza

The next meeting is scheduled for September 16, 2025.

#### (b) Education Committee

Chairperson: Heather Larson Vice Chairperson: David Yang

(i) Minutes of the meeting held on May 14, 2025, were attached for information.

A meeting was held on Wednesday, June 11, 2025. The next meeting is scheduled for Wednesday, September 17, 2025, at 6:00 pm.

#### (c) Facilities and Building Committee

Chairperson: Ken Hamaguchi Vice Chairperson: Heather Larson

Minutes of the meeting held on May 7, 2025, were attached for information.

A meeting was held on Wednesday, June 4, 2025. The next meeting is scheduled for Wednesday, September 3, 2025, at 4:30 pm.

#### (d) Finance and Legal Committee

Chairperson: Donna Sargent

Vice Chairperson: Debbie Tablotney

(i) Minutes of the meeting held on May 14, 2025, are attached for information.

A meeting was held on Wednesday, June 11, 2025. The next meeting is scheduled for Wednesday, September 17, 2025, at 10:00 am.

#### (e) Policy Committee

Chairperson: Debbie Tablotney Vice Chairperson: David Yang

(i) **RECOMMENDATION**: Policy 201 Bylaw: Board Operations.

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

#### 120/2025 MOVED BY D. TABLOTNEY AND SECONDED BY A. WONG:

**THAT** the Board of Education approve revised *Policy 201 Bylaw: Board Operations*, in accordance with Board Policy 204: Creation and Revision of Policy and Regulations.

**CARRIED** 

- (ii) A Notice of Motion for the September 24, 2025 Public Board Meeting regarding Policy 311/311-R: Freedom of Information and Protection of Privacy was attached for information.
- (iii) Minutes of the meeting held on May 12, 2025, were attached for information.

A meeting was held on Monday, June 9, 2025. The next meeting is scheduled for Monday, September 15, 2025, at 11:00 am.

#### 11. Board Committee and Representative Reports

(a) Council/Board Liaison Committee

Nil.

(b) BCSTA

Trustee Yang noted that he is registered to attend the Canadian School Boards Association Congress and that, due to the wildfire situation in Manitoba, the event will now be held virtually.

(c) BCPSEA

Trustee Tablotney noted that three upcoming BCPSEA calls are scheduled for June 24, 2025 — one each for the Board Chairperson, the Trustee Representative, and staff.

#### 12. Correspondence

(a) For action:

Nil.

- (b) For information:
  - (i) Letters from the Board of Education to the Richmond Members of Parliament dated May 30, 2025.

#### 13. Adjournment

The Chairperson noted that this was the final board meeting of the school year and expressed thanks to staff and partner groups for their contributions and support.

#### 121/2025 MOVED BY D. YANG AND SECONDED BY H. LARSON:

**THAT** the regular meeting of Wednesday, June 18, 2025 of the Board of Education be adjourned at 10:26 pm.

**CARRIED** 

K. HAMAGUCHI Chairperson

C. WANG Secretary Treasurer



Date: September 24, 2025

From: Cindy Wang, Secretary Treasurer

Subject: Record of an In-camera Special Board Meeting held June 24, 2025

The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at an in-camera special meeting of the Board held June 24, 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: 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 Special Public Meeting Minutes

Tuesday, June 24, 2025 – 5:30 pm 1st Floor Boardroom and via Zoom

#### **Present:**

K. Hamaguchi Chairperson Vice Chairperson D. Yang Trustee R. Belleza Trustee H. Larson Trustee D. Sargent Trustee D. Tablotney Trustee A. Wong C. Usih Superintendent of Schools **Secretary Treasurer** C. Wang **Assistant Superintendent** R. Laing Executive Assistant (Recording Secretary) T. Lee

The Chairperson called the meeting to order at 5:34 pm.

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

#### 1. Adoption of Agenda

#### 128/2025 MOVED BY A. WONG AND SECONDED D. YANG:

**THAT** the Tuesday, June 24, 2025 special public agenda of the Board of Education be adopted as circulated.

**CARRIED** 

#### 2. Business Arising from Prior Minutes

#### (a) 2026/27 Five Year Capital Plan

The Secretary Treasurer spoke to her report as included in the agenda package and highlighted the recent acquisition of a new City Centre school. She noted that the amended 2026/27 Five Year Capital Plan is to update Seismic Mitigation Program project list to include the new site.

#### 129/2025 MOVED BY H. LARSON AND SECONDED BY D. YANG:

**THAT** the Board of Education of School District No. 38 (Richmond) approve the amended 2026/27 Five-Year Capital Plan through the adoption of the board resolutions for submission to the Ministry of Infrastructure.

**CARRIED** 

#### 3. Correspondence

- (a) For information:
  - (i) Letters from the Board of Education to the Select Standing Committee dated June 4, 2025.

The Chairperson reported on his presentation to the Select Standing Committee on Finance and Government Services for the 2026 Budget Consultation.

#### 4. Adjournment

#### 130/2025 MOVED BY D. YANG AND SECONDED BY D. SARGENT:

**THAT** the special public meeting of Tuesday, June 24, 2025 of the Board of Education be adjourned at 5:38 pm.

**CARRIED** 

K. HAMAGUCHI
Chairperson

C. WANG
Secretary Treasurer



Date: September 24, 2025

From: Cindy Wang, Secretary Treasurer

Subject: Record of an In-camera Special Board Meeting held September 2, 2025

The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at an in-camera special meeting of the Board held September 2, 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;
- 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 Special Public Meeting Minutes

Tuesday, September 2, 2025 – 5:30 pm 1<sup>st</sup> Floor Boardroom and via Zoom

#### **Present:**

K. Hamaguchi Chairperson Vice Chairperson D. Yang Trustee R. Belleza Trustee H. Larson Trustee D. Sargent Trustee D. Tablotney Trustee A. Wong Superintendent of Schools C. Usih **Secretary Treasurer** C. Wang **Assistant Superintendent** R. Laing Director, Richmond Project Team J. Ho Director, Communications & Marketing D. Sadler T. Lee Executive Assistant (Recording Secretary)

The Chairperson called the meeting to order at 5:49 pm.

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

#### 1. Adoption of Agenda

#### 136/2025 MOVED BY D. YANG AND SECONDED A. WONG:

**THAT** the Tuesday, September 2, 2025 special public agenda of the Board of Education be adopted as circulated.

**CARRIED** 

#### 2. New Business

#### (a) RECOMMENDATION – New City Centre School Catchment Review Process

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

Discussion ensued regarding the proposed new city centre school catchment review process and public engagement timeline, and a motion was presented.

#### 137/2025 MOVED BY D. YANG AND SECONDED D. SARGENT:

**THAT** the Board of Education direct staff to amend the city centre catchment review timeline by extending the public engagement phase from September 3–October 17 to September 3–October 27.

**AND FURTHER THAT** the Board of Education approve the new city centre school catchment review process and timeline as amended in this report.

Discussion ensued regarding the motion. Following discussion, trustees voted on the motion.

**CARRIED** 

**CARRIED** 

NEGATIVE: A. WONG

#### 3. Adjournment

#### 138/2025 MOVED BY D. TABLOTNEY AND SECONDED BY D. YANG:

**THAT** the special public meeting of Tuesday, September 2, 2025 of the Board of Education be adjourned at 6:07 pm.

K. HAMAGUCHI
Chairperson

C. WANG
Secretary Treasurer



#### Report to the Board of Education (Public)

Date: September 24, 2025

**From:** Christopher Usih, Superintendent of Schools

**Subject:** Strategic Plan: Annual Report to the Board 2025

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

#### INTRODUCTION

The purpose of this report is to provide trustees with an annual update on the progress made towards the board's strategic plan during the 2024-2025 school year and to outline the proposed areas of focus for the upcoming 2026-2030 strategic plan.

#### **BACKGROUND**

In accordance with Board Policy 101-R Strategic Planning, each September staff provide the board with an update on progress made in relationship to the strategic plan, as well as the areas to be focused upon for the upcoming year. This year's annual report incorporates progress made on objectives addressed since last year's annual report in September 2024.

#### STRUCTURE OF REPORT

#### Progress made on items scheduled for focus during the 2024-2025 school year:

The report addresses each strategic priority in order. Goals and objectives which were scheduled to be addressed in the operational plans during the 2024-2025 school year are included in this section. A brief summary of progress made within each objective area is provided.

#### Areas for focus for the upcoming 2026-2030 Strategic Plan:

Recommended areas of focus for the upcoming 2026-2030 strategic plan are included.

#### **CONCLUSION**

The vast majority of the actions scheduled for completion during the 2020-2025 strategic plan were achieved, and the district, through the work of every school and district-based employee, has made excellent progress on the board's strategic priorities.

Respectfully submitted,

Christopher Usih, Superintendent

Attachment:

Appendix A: Strategic Plan - Annual Report to the Board September 2025

### Richmond School District

# Strategic Plan Annual Report to the Board

**SEPTEMBER 2025** 





#### **Table of Contents:**

Priority One: Inspired Learners	3
Priority Two: Equity and Inclusion	8
Priority Three: Optimized Facilities and Technology	12
Priority Four: A Progressive Workplace	16
Priority Five: A Connected Learning Community	20











#### **Inspired Learners**

We are all learners — our students and parents, our staff and our community partners. We will provide welcoming and engaging school environments where all can thrive. We aim to inspire everyone in our educational community to be lifelong learners.

#### **Equity and Inclusion**

Equity and inclusion are foundational to learning and leading, and are critical to success, wellbeing, and fulfillment. It is our mission to ensure that all of our students, families, and staff feel welcomed, are treated respectfully, and have a sense of belonging. We acknowledge our responsibility to support all learners so they may successfully complete their education with a sense of dignity, purpose and options.

#### Optimized Facilities and Technology

We will optimize and improve our facilities and our technology to provide a learning environment that is safe, secure and accessible, and that inspires innovation and creativity.

#### A Progressive Workplace

We will attract and retain the best people by promoting and supporting the health and wellness and professional development of our workforce. We will raise awareness of the Richmond School District as an employer of choice, and as the best place to learn and lead.

#### A Connected Learning Community

Communication and collaboration are crucial within our district, within our schools, and with our partners and communities. We will model collaboration and put in place the opportunities, tools and techniques needed for our communities to connect and to work together.

1

## STRATEGIC PRIORITY 1 Inspired Learners

We are all learners — our students and parents, our staff and our community partners. We will provide welcoming and engaging school environments where all can thrive. We aim to inspire everyone in our educational community to be lifelong learners.



#### STRATEGIC PRIORITY ONE - INSPIRED LEARNERS

#### Goal One: Learners have increased capacity to adapt and thrive in an ever-changing world

Objective One: Deepen and support learners' ability to reflect and set goals related to curricular and core competencies

Objective Two: Support educators to deepen their understanding and effective implementation of the curriculum

**Objective Three:** Design and offer a variety of learning options to meet the evolving and diverse needs of learners

Objective Four: Strengthen learning by fully embedding formative assessment practices that involve both students and adults

**Objective Five:** Create more opportunities for learner involvement in activities that raise awareness of, and increase engagement in, global citizenry and environmental stewardship

Objective Six: Provide tools, technologies, and practices to increase learner engagement and agency

Objective Seven: Support and increase the use of inquiry-based activities and processes to enhance and personalize learning

#### **Key Achievements for Goal One 2020-2025:**

- Built teacher capacity through a variety of professional learning offerings, including dedicated professional development days with focused facilitation from district staff and guest keynotes, Secondary Lit/Num Leads days, centralizing support through online and in-person offerings (ex. Continued resource development and creation housed on Learn 38 as central learning and resource hub, mentoring sessions and in-person check-ins and celebrations)
- Ensuring students receive meaningful feedback around goals and objectives of the competency based-individual education plans (CB-IEPs), in particular through progress reporting 3x/year
- Inquiry grants focused on global citizenry and environmental stewardship (this was not a grant area for grant areas or Eco-Wise Grants) (include some #;'s: supported over 110 inquiry grants in the 2024-2025 school year 8 grants focused on outdoor learning at \$2000 each and 21 Eco-Wise Grants)

#### Recommended Areas of Focus 2026-2030:

- Continue to build teacher competencies through enriching and diverse professional learning opportunities that are offered by the district and within school teams.
- Ensure ongoing collaboration between inclusive education and curriculum/assessment teams regarding inclusive assessment practices and ongoing progress monitoring
- Through collaboration between inclusive education and curriculum/assessment teams, work with schools to build capacity in implementing effective tier 1 and 2 interventions
- Continue a focus on inquiry through inquiry grants and school learning stories to deepen educator and student learning on topics related to strategic and school goals
- Engage in community partnership grants to support learner agency, self-determination, community engagement and OPAL
- Expand partnerships with local industry, trades, and post-secondary institutions for work placement, mentorship, and apprenticeship opportunities.

#### Goal Two: The district fosters resilient and healthy life-long learners

Objective One: Build learners' awareness of, and engagement with, the core competencies

Objective Two: Provide a wider range of mental and physical health programs and supports for student and staff well-being,

including ongoing supports and partnerships outside the district

**Objective Three:** Increase awareness of, and participation in, healthy living activities

#### **Key Achievements for Goal One 2020-2025:**

- As one of initial five pilot regions in the province, the establishment and subsequent implementation of Richmond Integrated Child & Youth Team (ICY), fostering strong community partnerships and supports for mental health
- Student leadership in mental health literacy and wellness promotion (i.e. Here 4 Peers, Agenda Gap, Beyond the Blues)
- Ongoing collaboration with City of Richmond and Vancouver Coastal Health through shared committees, information sharing, and initiatives (i.e. Wellness Strategy, Community Wellness Table, Healthy Schools Partnership)
- Initiation and development of Community Schools programming focused on supporting diverse learners in elementary schools through after-school opportunities in collaboration with community partners.
- Participation in Mental Health Literacy study at elementary and secondary levels in partnership with University of Alberta and mentalhealthliteracy.org
- Work with BC Children's Hospital Health Promotion team to develop a comprehensive draft of District Mental Health and Well-Being Guiding Document
- Ongoing Parent Education Events focused on mental health, well-being, and and tools to support student well-being in the digital age.
- Dedicated commitment to purposeful professional development for Secondary Alternate Program staff to support diverse learners, including specific student populations, utilizing a trauma-informed approach.
- Complementing existing food security initiatives (i.e. Feed-U-Cate 38) with the effective implementation of Feeding Futures funding to enhance student nutrition supports.

#### **Recommended Areas of Focus 2026-2030:**

- Increase capacity of schools to implement inclusive and adaptive programming for physical health and career education
- Increase support and capacity for implementation of the K-12 Physical Health Education curriculum
- Focused attention on K-12 universal mental and physical health promotion strategies embedded throughout the curriculum
- Focus on priority areas outlined in District Mental Health and Well-Being Guiding Document (1. Strengthen Student and Adult SEL, 2. Build Mechanisms to Utilize Range of Data Tools, 3. Build and Communicate Comprehensive Framework Reflecting Mental Health in Schools Priorities and Strategic Plan, 4. Increase Opportunities for Student Voice, 5. Strengthen Relationships with Families)
- Expand the number of Community Schools after-school program offerings in partnership with the City of Richmond

#### Goal Three: Indigenous People's history, perspectives, and learning approaches are embedded within district planning and practices

Objective One: Honour and implement the Truth and Reconciliation Commission call to action related to education

Objective Two: Deepen understanding and embed the First People's Principles of Learning

**Objective Three:** Increase access to authentic learning opportunities and resources to enhance understanding of Indigenous Peoples' culture and history

#### **Key Achievements for Goal One 2020-2025:**

- Continued focus for learners at the school-level through co-teaching and co-planning with Indigenous teacher consultants at schools
- Developed and created resources on Learn 38 to support teacher instructional planning and teaching
- Established and implemented the Indigenous focused graduation requirement for the 2023 graduation program
- Non-Instructional Day (NID) implemented 2024 and 2025 with robust learning for all district employees
- Evidence of commitment to reconciliation in schools by, for example, moniker changes, personalized land acknowledgements, First Peoples Principles of Learning (FPPL) posted in all classrooms, land based learning inquiry grants, communication of teaching standard 9, use of circle protocols

#### Recommended Areas of Focus 2026-2030:

- Continue to support learners at the school level and resource creation and development to be stored centrally on Learn38
- Continue NID annually
- Continue cultural competency training and reconciliation practices
- Continue to establish a robust IEC

#### Goal Four: The district builds literacy, numeracy, and digital literacy through innovation and a commonly held vision

**Objective One:** Develop and implement a K-12 literacy vision and framework

**Objective Two:** Develop and implement a K-12 numeracy vision and framework

Objective Three: Support, develop and deepen students' and staff understanding of digital literacy and its integrated implementation

#### **Key Achievements for Goal One 2020-2025:**

- Continued development and implementation of the Pillars of Literacy and Numeracy, supported by resource development to aid in the alignment of proficiency indicators as a District
- Offerings of professional collaboration time for school teams supported by Teacher Consultants (15 elementary schools participated with varying sizes in school teams)
- Updating reporting handbooks to reflect current language and ensure user-friendly language that stresses a strength-based approach to communicating student learning

- Dedicated attention to early literacy and identifying students who require interventions early on and continuing to support teachers with strategies for instruction to deliver an effective literacy program
- Facilitated professional learning to increase digital literacy skills for staff and students and expanded the integration of technology across the curriculum.

#### **Recommended Areas of Focus 2026-2030:**

- Increase teacher capacity in effective pedagogical approaches in literacy, numeracy, and mathematics through increased access to resources and professional learning opportunities.
- Use common district proficiency rubrics for reading, writing and mathematics across schools to ensure equitable assessment practices.
- Increase delivery of early interventions through the use of evidence-based literacy and numeracy screening tools to identify students who are at-risk.
- Enhance students' and staff's digital literacy and AI skills to support meaningful integration across all areas of the curriculum and improve learning outcomes

2

## STRATEGIC PRIORITY 2 Equity and Inclusion

Equity and inclusion are foundational to learning and leading, and are critical to success, well-being, and fulfillment. It is our mission to ensure that all of our students, families, and staff feel welcomed, are treated respectfully, and have a sense of belonging. We acknowledge our responsibility to support all learners so they may successfully complete their education with a sense of dignity, purpose and options.



#### STRATEGIC PRIORITY TWO - EQUITY AND INCLUSION

#### Goal One: District learning environments are equitable and inclusive

**Objective One:** Support all learners to develop a sense of connection, belonging and positive personal and cultural identity **Objective Two**: Provide equitable and inclusive learning opportunities for all learners

**Objective Three:** Devote focused attention and specialized support to address the individual needs of learners with disabilities and diverse abilities

**Objective Four:** Actively address and support the unique needs of children and youth in care of the Ministry of Children and Family Development

**Objective Five:** Provide support for staff to increase understanding of and embed evidence-based practices related to the implementation of inclusive learning communities

**Objective Six:** Develop and implement initiatives to support equitable access to technology

#### **Key Achievements for Goal One 2020-2025:**

- The depth and breadth of professional learning opportunities provided to staff. 51 learning events in 2024/25 for all employee groups.
- Support for all learners to develop a sense of connection, belonging, and positive personal and cultural identity as a focus in schools
- Increased understanding of and embedded evidence-based practices and legislated requirements related to the implementation of inclusive learning communities
- Development of district belonging survey tool to monitor student feelings of connection, belonging and safety
- Continued development, expansion and engagement with student focus groups to understand their sense of belonging and to gather feedback for district planning
- New Indigenous Gathering Spaces have been established and are being utilised for academic support and cultural activities
- Effective communication pathways with Ministry of Children and Family Development that support (Children and Youth in Care (CYIC)
- Implementation of actions identified in the alternative programs review
- Established inclusive learning networks to build capacity for aligned and coordinated approach in practices
- Capacity building for the equitable and appropriate use and distribution of inclusive, Indigenous and Alternative Program technology
- Establishment of the Indigenous Education Advisory Committee (IEAC) in 2023/24 and Indigenous Education Council (IEC) in 2024/2025

- Data analytics demonstrated improve equitable access to technology for students and staff resulting from implemented initiatives

#### **Recommended Areas of Focus 2026-2030:**

- Narrow achievement gaps and graduation rates for students in priority populations through monitoring, identifying and measuring indicators of success
- Continue to monitor students feelings of belonging, safety and connectedness through the use of the district belonging survey and disaggregate for priority populations
- Complete implementation of findings from the alternative programs report
- Conduct a comprehensive inclusive education review
- Align with the Ministry of Education and Child Care's (MECC) Safe, Caring and Inclusive Schools Framework
- Conduct comprehensive review of Indigenous academic and cultural supports
- Ensure well supported transitions for priority populations (eg. elementary to secondary, secondary to post secondary, program of choice to neighbourhood, pre-K to K)
- Further develop the IEC
- Assess and refine how technology is allocated to schools to achieve greater equity of access for all students.

Goal Two: The district actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation, and socio-economic status

**Objective One:** Identify and develop a plan to respond to current district challenges related to systemic discrimination and marginalization

**Objective Two:** Enhance awareness and understanding of unconscious bias and privilege and how they influence interactions throughout our learning community

**Objective Three:** Support students and staff to develop a deeper understanding of the history and impacts of systemic discrimination **Objective Four:** Ensure students and staff have access to current and relevant learning resources that reflect the diversity of, and the challenges faced by our community and the world

#### **Key Achievements for Goal One 2020-2025:**

- Development of a protocol for responding to incidents of student harm
- The depth and breadth of professional learning and training offered by district staff and the district antiracism consultant; 63 sessions during the 2024-2025 school year for all employee groups
- Development of a resource hub on Learn38 to support teachers teaching about cultural diversity, celebrations, history, systemic discrimination and marginalization
- Library and bookroom audits have diversified resources available to students

- Development and annual distribution of district internal calendar highlighting days of significance representing the diversity of our community as a planning tool for all departments and schools
- Establishment of two more Indigenous Gathering spaces in 2020-2025 (Boyd and Kidd)
- Establishment of Indigenous Family Night and Graduation Ceremony events for Indigenous students and families
- Piloted Indigenous Graduation Coach program

#### Recommended Areas of Focus 2026-2030:

- Develop, implement and refine how the district responds to incidents of harm for students and employees, including documented protocols and anti-oppression backgrounders
- Continue professional learning and training to reach all employee groups and to be responsive to the learning needs of employees
- Continue to consult the Diversity, Equity and Inclusion Advisory Committee (DEI AC) regarding district initiatives related to equity and inclusion
- Ensure that equity and inclusion is encompassing all areas relevant to the SD38 community including, for example, ableism
- Engage all of the SD38 community to be in alignment with the Ministry's Safe, Caring and Inclusive Schools Framework
- Train student leaders to be anti-oppression ambassadors
- Continue to ensure that resources provided are appropriate and reflect the values and diversity of the district and MECC
- Expansion of Indigenous graduation coaches to all secondary schools

3

# Optimized Facilities and Technology

We will optimize and improve our facilities and our technology to provide a learning environment that is safe, secure and accessible, and that inspires innovation and creativity.



#### STRATEGIC PRIORITY THREE - OPTIMIZED FACILITIES AND TECHNOLOGY

#### Goal One: The district's technology infrastructure is stable, secure, and relevant to support learning

Objective One: Develop and implement a three-year Learning and Business Technology Plan

**Objective Two:** Increase access to technology hardware and software, and ensure they are reliable and relevant for their intended purpose

Objective Three Expand learning opportunities to support the integration of technology:

**Objective Four:** Implement and support the use of a common platform (M365 and Teams) that enhances communication, learning and community

Objective Five: Strengthen the security of our network, data, software, systems, and practices

Objective Six: Increase cybersecurity education and training to enhance awareness and proactivity

Objective Seven: Enhance wireless access and network stability in all district facilities

#### **Key Achievements for Goal One 2020-2025:**

- Increased access to technology hardware by implementing sustainable structures for schools and the district to acquire and allocate hardware.
- Annual evaluation of software applications to identify, consolidate and support the applications that provide the greatest educational value and support operational effectiveness. Established a structure and process to complete PIAs on these core applications.
- Expanded opportunities for synchronous and asynchronous professional learning for staff, with a focus on increasing capacities for effective use of technology, including being responsive to new technological developments and innovations.
- Implemented a common platform (M365 suite) that enhanced communication, collaboration, learning and community, and supported effective staff and student use of the tools.
- Implemented numerous cybersecurity protocols, including technical infrastructure and human capacity, that have substantially reduced the risk exposure and increased the districts threshold to detect, mitigate and respond to cyber threats.
- Completed the secondary school video surveillance project and wireless network refresh, improving security and network stability.
- Completed print management solution refresh with enhanced multifunction device capacity while achieving financial efficiencies

#### **Recommended Areas of Focus 2026-2030:**

- Enhance professional learning and support structures to increase staff and student capacity to leverage technology to enrich teaching, learning and organizational effectiveness.
- Implement guidelines, curate resources, and support the integration of artificial intelligence into teaching, learning and district operations.
- Enhance cybersecurity tools, infrastructure and staff capacity to detect and respond to cyber threats, to further strengthen our cybersecurity posture and reduce exposure to risk.
- Strengthen safe and reliable computing and technological infrastructure to ensure learning and business needs can be achieved

#### Goal Two: The district's facilities are well-maintained, equitable, safe, and conducive to learning

**Objective One:** Provide equitable learning environments through effective and efficient facilities planning, management and resource allocation

Objective Two: Provide clean, healthy and safe facilities

**Objective Three:** Implement the 2020 Maintenance Review recommendations to optimize service delivery and improve the quality and timeliness of maintenance to our facilities

Objective Four: Implement strategic recommendations in the Long-Range Facilities Plan

Objective Five: Work collaboratively with the Ministry of Education to accelerate seismic upgrading of our schools

Objective Six: Create learning environments that are flexible and support inclusive educational practices

#### **Key Achievements for Goal One 2020-2025:**

- Developed and on-going implementation of the Facilities Renewal Program, for roofing, flooring, painting, paving, ventilation, and HVAC replacement to maintain and update the district facility conditions, fostering a clean, healthy, and safe learning environment
- Conducted Facilities Services Department Review and on-going implementation of the recommendations aimed to continue providing high standard operational and custodial services
- Ongoing review, update and implementation of the Long Range Facilities Plan and Five Year Capital Plan
- Ongoing collaboration with the Ministry of Infrastructure Capital Management to implement a number of major capital projects, including seismic upgrade projects, city centre school expansion, and purpose build childcare facilities
- Continued collaboration with Learning Services and schools to ensure provision of flexible and inclusive educational spaces

# **Recommended Areas of Focus 2026-2030:**

- On-going maintainance and update of district facility conditions through implementation of Facilities Renewal Program to provide a healthy and safe learning environment
- Continue implement the Annual Capital Plan Minor Capital Programs, including the AFG, CNCP, BEP programs
- Continue optimization of resource allocation and provide high standard operational and custodial services in schools and district facilities
- Continue update and implementation of the recommendations of the Long Range Facilities Plan, including city centre school catchment review
- Continue collaboration with Ministry of Infrastrucuture through Richmond Project Team to deliver major capital projects, including seismic upgrade programs and new city centre school upgrade project

# Goal Three: The district fosters energy efficient and environmentally sustainable facilities and practices

Objective One: Develop and implement a five-year Sustainability and Climate Action Plan

Objective Two: Improve energy efficiency, climate resiliency and sustainability of all facilities through capital improvements

**Objective Three:** Implement sustainable practices and programs to improve waste diversion rates, reduce waste generation, reduce greenhouse gas emissions, conserve water and promote climate action

Objective Four: Increase sustainability education and awareness training and learning opportunities for staff and students

# **Key Achievements for Goal One 2020-2025:**

- Established and on-going implementation of the District Sustainability and Climate Action Plan (DSCAP)
- Established Richmond Sustainability Advisory Committee (RSAC)
- Developed and on-going implementation of the standard operating procedures to incorporate energy efficiency and sustainability measures into capital projects
- Collaborated with FortisBC and BCHydro to identify and implement programs to support energy efficiency options in both minor and major capital projects
- Collaborated with schools and teacher consultants on programs and initiatives to foster greater sustainability awareness within schools

# **Recommended Areas of Focus 2026-2030:**

- Review and update the next Five Year District Sustainability and Climate Action Plan (DSCAP)
- Ongoing implementtion of the DSCAP by integrate energy efficiency and sustainability measures into both minor and major capital programs
- Ongoing community engagement through the Richmond Sustainability Advisory Committee (RSAC)
- Continue collaboration with teacher consultants and schools on programs to promote greater sustainability awareness within schools

4

# A Progressive Workplace

We will attract and retain the best people by promoting and supporting the health and wellness and professional development of our workforce. We will raise awareness of the Richmond School District as an employer of choice, and as the best place to learn and lead.



# STRATEGIC PRIORITY FOUR - A PROGRESSIVE WORKPLACE

# Goal One: Inclusion, equity, and diversity are foundational to employment at every level of the district

**Objective One:** Ensure all HR practices consider and reflect equity, diversity, and inclusion to actively address various forms of implicit bias, discrimination, and privilege

**Objective Two:** Develop and provide opportunities for employees to learn about workplace equity, diversity, and inclusion **Objective Three:** Build capacity for equity, diversity and inclusion and appreciation and understanding as part of standard workplace culture

# **Key Achievements for Goal One 2020-2025:**

- Equity statements are now included on every job posting across the district, for both internal and external applicants
- Gender neutral terminology, job description language and interviewing processes have been reviewed and updated through an EDI lens
- Addition of interview questions which elicit values and actions in addressing discrimination in the workplace
- Introduction of EDI and 2SLGBTQ+ workplace training to management staff
- Introduction of training and support for all administrators and managers to effectively support their staff in difficult situations related to equity, diversity, and inclusion in the workplace
- Offerings of antiracism workshops for all staff

# Recommended Areas of Focus 2026-2030:

- Continue to provide reconciliation, EDI and 2SLGBTQ+ workplace training to management staff
- Continue to offer professional learning activities focusing on reconciliation, EDI and 2SLGBTQ+ education
- Continue to offer antiracism workshops to all employees
- Continue to provide training and support for all administrators and managers to effectively support their staff in difficult situations related to equity, diversity, and inclusion in the workplace

# Goal Two: Professional learning, leadership and skill development for all staff is promoted, encouraged, and supported

**Objective One:** Develop human resources plans to ensure equity of access and continuity of learning, skill development and training for all

Objective Two: Design a comprehensive leadership development plan across the district

# **Key Achievements for Goal Two 2020-2025:**

- Research and review of best practice from other school districts and public sector employees
- Consultations and survey amongst employee groups to gather data related to leadership development
- Introduction of employee leadership series professional development opportunity

# Recommended Areas of Focus 2026-2030:

- Identify current professional learning priorities by department and align opportunities with these priorities
- Continue to identify and provide leadership development opportunities across employee groups
- Implementation of a multi-year plan

# Goal Three: Employee health and well-being is valued and supported within a culture of caring

Objective One: Define the district's Foundations of a Healthy Workplace pillars

Objective Two: Identify the primary areas of focus to grow or enhance existing supports

Objective Four: Provide opportunities for employees to engage in health and well-being activities

# **Key Achievements for Goal Three 2020-2025:**

- Introduction of Healthy Workplace including newsletters and a variety of offerings
- Regular Healthy Workplace communications and feedback cycle developed and implemented for all employees
- District wide fitness offerings
- Healthy Workplace grants available to all employees
- Regular communications from FSEAP

### **Recommended Areas of Focus 2026-2030:**

- Create additional access points for Healthy Workplace Initiative Grants
- Review current offerings for effectiveness and use
- Consult with partner groups for feedback
- Implement cyclical feedback processes
- Enhance access and offerings to FSEAP

# Goal Four: High quality staff with growth potential are recruited and retained in all positions across the district

Objective Two: Review and enhance recruitment and selection practices across the district

Objective Three: Provide opportunities for management staff to build and enhance their assessment and hiring capabilities

Objective Four: Highlight and promote our District as an employer of choice

# **Key Achievements for Goal Four 2020-2025:**

- Development of relevant HR professional learning for all HR staff with recruitment responsibilities
- Attended career fairs
- shared document for attendees to share learnings from each session across the recruitment team
- HR staff with recruitment responsibilities attend at least one professional learning session each school year
- Templates created for use across team, hiring checklists utilized, digital tools utilized to improve efficiency

- Provided resources and professional learning opportunities and monitor use
- Began development of training modules for administrators and managers to use and access in interviewing processes

### Recommended Areas of Focus 2026-2030:

- Continue to creatively work with post-secondary institutions to offer opportunities to potential employees
- Analyze and enhance access to employee services
- Continue to provide resources and professional learning opportunities for management staff to build and enhance their assessment and hiring capabilities
- Continue to develop training modules for administrators and managers to use and access in interviewing processes
- Continue to promote Richmond as an employer of choice through various social media platforms and the district website

# Goal Five: All staffing allocations are determined equitably, responsibly, and responsively

Objective Five: Analyze and refine current staffing allocation processes

# **Key Achievements for Goal Five 2020-2025:**

- Collected information from comparable school districts to learn and compare with others' experiences
- Surveyed management staff to understand current experiences with allocation formulas, or lack thereof
- Reviewed categories of positions currently allocated by formula, and categories of positions without formula allocation

### Recommended Areas of Focus 2026-2030:

- Continue to analyze current staffing processes and identify areas for growth
- Continue to review district staffing formulas and ensure they are applied consistenly

# Goal Six: The district has effective risk management policies and practices in place to ensure safety and stability

Objective One: Conduct a review to identify, assess and prioritize current and potential risk factors

Objective Two: Develop risk mitigation plans and embed them in policy to manage and address risk

# **Key Achievements for Goal One 2020-2025:**

- Established District Enterprise Risk Management Policy
- Conducted periodic review and reporting cycle for enterprise risk assessment across district departments

# **Recommended Areas of Focus 2026-2030:**

- Continue implementation of the Enterprise Risk Management Policy by conducitn periodic risk assessment, risk register update and monitoring cycle across various functions of the school district



# A Connected Learning Community

Communication and collaboration are crucial within our district, within our schools, and with our partners and communities. We will model collaboration and put in place the opportunities, tools and techniques needed for our communities to connect and to work together.



# STRATEGIC PRIORITY FIVE - A CONNECTED LEARNING COMMUNITY

### Goal One: External communication practices effectively serve and inform the public

Objective One: Develop and implement communications guidelines and cohesive design standards

Objective Two: Utilize analytics to improve district and schools' websites to enhance the user experience

# **Key Achievements for Goal One 2020-2025:**

- Transformed how the Richmond School District communicates with its community through a comprehensive, multi-year external communications strategy. In response to community feedback, the district developed a proactive and intentional approach to public storytelling, anchored by the creation of the *Around the District* series and a fully implemented content strategy. This shift led to a dramatic increase in both the volume and visibility of district communications. Total views on the district's website and social media platforms grew from 886,000 in 2022–23 to over 1.7 million in 2024–25. This sustained growth demonstrates a meaningful increase in public awareness, transparency, and engagement with the district's work.
- Established a consistent and professional district voice through the development of comprehensive Communication Guidelines and Design Standards. These standards, supported by branded templates, annual audits, and staff training, have helped ensure that all district messaging is aligned, accessible and reflective of the Richmond School District.
- Built robust analytics and reporting infrastructure to support continuous improvement. New automated systems now track engagement across district and school websites and social media channels. Monthly and annual reporting processes have enabled data-informed decisions around content strategy, platform performance, and user experience.
- Improved digital accessibility across all public platforms. The district implemented accessibility upgrades aligned with W3C Web Content Accessibility Guidelines (WCAG), ensuring that information is more usable and inclusive for all members of the community.
- Conducted annual audits of district and school communications to verify adherence to design and content standards.
- Established and implemented an annual review process for public-facing content across district websites. This work ensures that information remains current, accessible and responsive to the evolving needs of the community.

# Recommended Areas of Focus 2026-2030:

- Align all external communication practices with the district's three new strategic priorities: Success for All Students, Equity and Inclusion, and Organizational Effectiveness.
- Ensure that communication tools, messaging, and outreach strategies actively support public understanding of district goals and reinforce the board's strategic direction.
- Build communication strategies into system-wide initiatives to help connect families and community members to learning, services, and supports that contribute to student success.

- Reflect the district's commitment to equity by ensuring public communications are inclusive, representative, and accessible to all members of the community.
- Strengthen trust and connection between the district and its communities through clear, transparent, and responsive public messaging.

# Goal Two: Internal communication practices effectively improve collaboration and productivity

Objective One: Complete a comprehensive intranet review and implement improvements to internal communications
Objective Two: Implement, train, and support a district-wide platform that effectively delivers communication while promoting collaboration and connection

Objective Three: Improve distribution strategies and practices

### **Key Achievements for Goal One 2020-2025:**

- Established a centralized and modern internal communications system through a multi-year, staged transformation. Informed by direct staff feedback, the district led a full redevelopment of its internal communications approach. This work included consultation, governance planning, technology development, testing and training. The result is a fully integrated system built around RichNet, the district's internal communication platform, supported by an all-staff bulletin and a clear governance structure. This foundational shift has improved staff access to timely, relevant information, enhanced collaboration, and significantly reduced reliance on mass email.
- Launched RichNet in March 2024, creating a reliable and accessible hub for internal communication. The platform has received more than 2.2 million visits to date, averaging over 11,000 visits per day, and has become the primary destination for staff seeking district updates and resources.
- Designed, developed, and implemented the RichNet Bulletin as a new system-wide communication tool to support internal information sharing. Built in response to staff feedback, the bulletin was created to streamline weekly communication and reduce reliance on mass email. Since its launch, it has been enhanced with features such as custom content feeds, improved formatting, and analytics integration to increase its relevance, accessibility, and effectiveness in delivering targeted updates to staff.
- Strengthened consistency and professionalism in internal communication by publishing communication guidelines, templates, and branding tools on RichNet. These resources provide clarity and structure, supporting alignment across departments and promoting a unified district identity.
- Developed and delivered comprehensive training for staff across the system. RichNet tutorial videos and department-specific supports have helped build capacity, ensure effective use of the platform, and promote shared ownership of internal communications.

# **Recommended Areas of Focus 2026-2030:**

- Align internal communication systems, platforms, and practices with the implementation of the district's strategic priorities.
- Continue to strengthen RichNet as the district's central platform for internal communication, ensuring it remains responsive to the needs of all employee groups and departments.
- Support organizational effectiveness by embedding communication strategies that promote collaboration, coordination, and alignment across all schools and departments.
- Ensure that internal communications contribute to an inclusive and respectful workplace culture by supporting shared understanding, transparency, and timely access to information.
- Build internal capacity through ongoing training, tools, and governance practices that ensure communications are consistent, purposeful, and aligned with the district's strategic direction.

### Goal Three: Our students' voices and perspectives are valued, encouraged, and embedded

**Objective One:** Create a variety of ongoing opportunities to activate student voice to provide ideas, and observations and input to school and district decision-making

Objective Two: Increase engagement and collaboration between students, staff, and trustees

# **Key Achievements for Goal One 2020-2025:**

- Establishment of annual Student Voice Forum to gather voice from a diverse group of representatives from each secondary school
- Continued development, expansion and engagement with student focus groups to understand their sense of belonging and to gather feedback for district planning
- Establishment of means to collect student voice data regarding specific school experiences such as ELL programming in secondary, and feelings of belonging Gr 3-12

# **Recommended Areas of Focus 2026-2030:**

- Ensure a diversity of students representing priority populations is represented at district student initiatives such as Table 38, Student Voice Forum, etc
- Ensure students with diverse abilities and disabilities have voice in determining goals and objectives in CB-IEP development and implementation
- Establish an authentic means to gather Indigenous student voice to improve the school experience for Indigenous learners
- Continue annual data gathering regarding student feelings of connection, belonging and positive personal and cultural identity

# Goal Four: The Richmond School District is an engaged and collaborative community partner

**Objective One:** Engage the community through in-person and online consultation, and provide opportunities to contribute meaningful input into school and district decision making.

Objective Two: Strengthen engagement by incorporating public participation best practices within the decision making process.

# **Key Achievements for Goal One 2020-2025:**

- Integrated IAP2 public participation best practices into consultation planning and execution. These standards have been embedded into major district initiatives, including the strategic plan and Roots & Rivers engagement process, resulting in more inclusive and effective consultation practices.
- Identified and documented opportunities for engagement across schools and departments, building a coordinated and proactive approach to consultation.
- Promoted consultation opportunities across multiple platforms using targeted communications and branded materials to encourage community participation.

# **Recommended Areas of Focus 2026-2030:**

- Support the implementation of the district's strategic priorities by ensuring community engagement is clearly communicated, accessible, and inclusive.
- Continue to apply public participation best practices (e.g. IAP2) to strengthen community trust, transparency, and shared ownership in decision making.
- Align engagement efforts with the goals of student success and equity by ensuring underrepresented voices are meaningfully included in district conversations.
- Monitor and refine community engagement practices using feedback and participation data to ensure continuous improvement and responsiveness to community needs.



# Report to the Board of Education (Public)

Date: September 24, 2025

**From:** Cindy Wang, Secretary Treasurer

Kristopher Wilkins, Director, Facilities Services

**Subject:** 2026/27 Capital Plan Minor Capital Programs

#### **RECOMMENDATION**

**THAT** the Board of Education of School District No. 38 (Richmond) approve the 2026/27 Capital Plan Minor Capital Programs through the adoption of the board resolution for submission to the Ministry of Infrastructure.

### STRATEGIC PLAN REFERENCES

Strategic Priority 3: Optimized Facilities & Technology

✓ Goal 2: The district's facilities are well-maintained, equitable, safe, and conducive to learning.

### **POLICY CONSIDERATIONS**

Submitted in accordance with Board Policy 701 and Regulation 701-R - Facilities Planning and Development.

### **BACKGROUND**

The annual Capital Plan submissions from the Boards of Education are used by the Ministry of Infrastructure to determine which priority capital projects may be approved in the Ministry's Capital Plan for the following fiscal year. The capital plan submissions also provide the Ministry with important insight into future year capital priorities, which can be used for longer term government planning and the determination of potential future capital funding requirements for the public education system.

The provincial legislation requires that prior to the Ministry's consideration of a school district's capital plan for approval, a board of education must approve the capital plan by board resolution. Ultimately, the Ministry has the authority to either: approve; approve with modifications, or reject a capital plan, as submitted by the board to the Ministry. The Ministry's capital plan is subject to annual capital funding approval by the Treasury Board of the provincial government.

#### **ANALYSIS**

The 2026/27 minor capital plan totals over \$16 million and consists of the following categories:

1. School Enhancement Program (SEP)

SEP projects are investments that will contribute to the safety and function of a school and will extend the life of the existing asset. Currently eligible SEP projects can include electrical, energy, health and safety, mechanical, and roofing upgrades with budgets between \$100,000 and \$2 Million.

Up to five projects may be submitted annually, and for the 2026/27 Capital Plan, one dust extraction system replacement, one boiler replacement, one elevator modernization, one window replacement, and one multi-site mechanical system upgrade projects are included.

2. Carbon Neutral Capital Program (CNCP)

The CNCP is a program that is available to provide capital funding specifically for energy efficiency projects that lower school districts' carbon emissions. Available funds are based on the bank of carbon offsets collected annually by the Province from the district. Five lighting retrofits are included in this capital plan to convert existing lighting to LED (light-emitting diode).

3. Bus Acquisition Program (BUS)

BAS is a program that is available to provide funding for new or replacement buses. The 2026/27 minor capital plan includes two buses that are eligible for replacement with zero emission electric vehicle buses.

4. Playground Equipment Program (PEP)

The PEP program provides funding to purchase and install new or replacement playground equipment. Up to three projects may be submitted annually for provincial funding consideration.

5. School Food Infrastructure Program (FIP)

The FIP is a program to assist school districts with creating, improving, or expanding infrastructure for Feeding Future Funds across all communities in British Columbia.

6. Building Envelope Program (BEP)

There are two schools eligible for the provincial Building Envelope Program. These will be submitted within the Capital Plan and prioritized based on the assessments, provincial prioritization, and synergies with other approved capital projects.

### CONCLUSION

The 2026/27 Capital Plan Minor Capital Programs is built upon the district's Long Range Facilities Plan, aligning with major capital projects to create synergies and ensure well-maintained facilities that meet the needs of Richmond's learning community.

Cindy Wang, MSc, CPA-CA Secretary Treasurer

Kristopher Wilkins, BEng Director, Facilities Services <u>Attachments:</u>

- Board Resolution 2026/27 Capital Plan Minor Capital Programs
- 2026/27 Capital Plan Minor Capital Programs

Richmond School District 7811 Granville Avenue, Richmond BC V6Y3E3 604-668-6000 I sd38.bc.ca



September 24, 2025

**Board Resolution** 

In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 38 (Richmond) hereby approves the proposed 2026/2027 Capital Plan Minor Capital Programs as provided on the Capital Plan Summary for submission to the Ministry of Infrastructure.

I hereby certify this to be a true copy of the resolution for approval of the proposed Capital Plan Minor Capital Programs for 2026/2027 adopted by the Board of Education on this the 24<sup>th</sup> day of September, 2025.

Cindy Wang, MSc, CPA, CA Secretary-Treasurer

# 2026-2027 MINOR CAPITAL PLAN Richmond School District #38

Final

SCHOOL	CHOOL ENHANCEMENT PROGRAM (SEP) PROJECTS											
Priority	Facility Name	Project Description	Total (Capital Plan)			Program Total						
1	Palmer Secondary	Dust Extraction System Replacement	\$	968,000								
2	McNair Secondary	Boiler Replacement	\$	648,000								
3	Burnett Secondary	Elevator Modernization	\$	302,000	\$	4,566,000						
4	Garden City Elementary	Window replacements	\$	491,000	Ψ	4,500,000						
5	2 Elementaries	HVAC System Upgrade (Garden City and Spul'u'kwuks)	\$	2,157,000								

CARBON	CARBON NEUTRAL CAPITAL PROGRAM (CNCP) PROJECTS										
Priority	Facility Name	sility Name Project Description	Name Project Description			Total		Program			
Filolity	Project Description			(Ca	pital Plan)		Total				
1	Gilmore Elementary	LED Lighting Upgrade		\$	511,000						
2	Kidd Elementary	LED Lighting Upgrade		\$	284,000						
3	Errington Elementary	LED Lighting Upgrade		\$	288,000	\$	1,464,000				
4	Grauer Elementary	LED Lighting Upgrade		\$	280,000						
5	Odlin Crescent	LED Lighting Upgrade		\$	101,000						

<b>BUS REPL</b>	BUS REPLACEMENT PROGRAM (BUS)								
Priority	Asset No.	<b>Total</b> (Capital Plan)	Program Total						
1	A3181 (#153)	C 76 (Replace with Electric Bus)	TBD	TPD					
2	A9383 (#147)	C 76 (Replace with Electric Bus)	TBD	TBD					

PLAYGRO	PLAYGROUND EQUIPMENT PROGRAM (PEP) PROJECTS										
Priority	Facility Name	Project Description	<b>Total</b> (Capital Plan)	Program Total							
1	Ferris Elementary	Complete Replacement of Playground Equipment	\$200,000								
2	Odlin Crescent	New Playground Equipment for new school	New Playground Equipment for new school \$200,000								
3	Garden City Elementary	Complete Replacement of Playground Equipment	\$200,000								

BUILDING	BUILDING ENVELOPE PROGRAM (BEP) PROJECTS										
Priority Facility Name		Project Description	Total	Program							
Priority	racility Name	Project Description	(Capital Plan)	Total							
1	Steveston-London Secondary	Building Envelope Upgrade (1975 Block)	\$6,663,000	\$ 9,346,000							
2	Wowk Elementary	Building Envelope Upgrade	\$2,683,000	ع,540,000							

FOOD INFRASTRUCTURE PROGRAM (FIP) PROJECTS										
Priority	Facility Name	Project Description		<b>Total</b> (Capital Plan)				Program Total		
1	Odlin Crescent	New food prep and cooking area, new appliances, food distribution fridge	\$	15,100						
2	3 sites	Additional food distribution fridges at 3 sites (Palmer Secondary, Boyd Secondary, Tomsett Elementary)	\$	12,000	\$	27,100				



# Report to the Board of Education (Public)

Date: September 24, 2025

From: Christel Brautigam, Assistant Superintendent

Subject: Enhancing Student Learning Report (ESLR)

### RECOMMENDATION

**THAT** the Board of Education approve the ESLR for submission to the Ministry of Education and Child Care for the October 1, 2025 submission deadline.

### **INTRODUCTION**

The purpose of this report is to provide Trustees with the Enhancing Student Learning Report (ESLR) (attached).

### **BACKGROUND**

The Framework for Enhancing Student Learning describes the approach the BC Ministry of Education and Child Care is taking towards continuous improvement for student learning and is a shared commitment to improve student success and equity of learning outcomes for every student in British Columbia.

The Framework for Enhancing Student Learning consists of legislation that guides the approach to continuous improvement within British Columbia's K-12 public education sector through a combination of accountability and evidence-informed decision making. The Framework for Enhancing Student Learning formalizes planning and reporting expectations for all school districts with a focus on improving equity of learning outcomes and enhancing the intellectual, social, and career development of all students in the K-12 public system.

The framework consists of three main components:

- 1. A <u>policy</u> guiding the requirement for each Board of Education to have a multi-year strategic plan focused on improving student outcomes.
- 2. A <u>Ministerial Order</u> requiring each Board of Education to publicly report progress on their strategic goals and related student outcomes through an annual report.
- 3. A number of supports for school districts to help with planning, reporting, and actions related to improving student outcomes.

### **REPORTING STRUCTURE**

The district will submit its fifth Annual Report to the Ministry of Education and Child Care (MECC) on October 1, 2025. The report will be shared publicly via the district and Ministry's websites.

This year, the MECC has introduced updates to the Enhancing Student Learning Report framework. School districts are divided into two groups: one third will submit a full report, while the remaining two thirds, including SD38, will complete an Interim Progress Report.

The Interim Progress Report consists of two main sections, both using Ministry-provided templates:

- o Part 1: Review Data and Evidence: Pre-Populated Provincial Template
- Part 2: Respond to Results

Part 1 provides pre-populated provincial data and district staff have added district-specific data, including analysis and interpretation of both provincial and district data, as required by the framework.

Part 2 requires districts to outline actions and strategies to address gaps or issues identified in the data review.

### **CONCLUSION**

The Framework for Enhancing Student Learning encourages and enables school districts to engage in a meaningful annual cycle of planning for continuous improvement of student outcomes. The Richmond Board of Education, through the development of its Strategic Plan 2020-2025, as well as the 2021-2025 Enhancing Student Learning Reports, demonstrate a clear commitment to the principles inherent in the Framework for Enhancing Student framework.

Respectfully submitted,

Christel Brautigam
Assistant Superintendent

# **Richmond School District**

# **Enhanced Student Learning Report**September 2025

# Part 1 – Review Data and Evidence Pre-Populated Provincial Template

In Review of Year 5 of Richmond School District Strategic Plan 2020-2025

Approved by Board on [date]





# **Table of Contents**

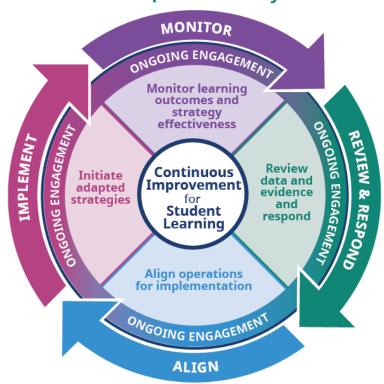
Intellectual Development	6
Educational Outcome 1: Literacy	6
Educational Outcome 2: Numeracy	16
Human and Social Development	26
Educational Outcome 3: Feel Welcome, Safe, and Connected	26
Career Development	40
Educational Outcome 4: Graduation	40
Educational Outcome 5: Life and Career Core Competencies	43

# **Enhancing Student Learning Report:**

# **Ministry Note**

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

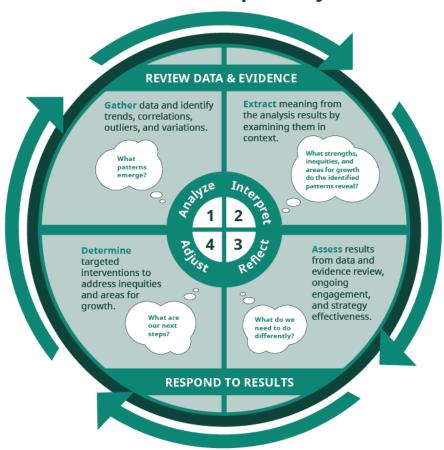
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This "Review and Respond Cycle" is actioned within the "Review and Respond" portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

# **Review and Respond Cycle:**



# For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board's Strategic Plan within the district is referred to as an "implementation plan". The name of this plan may vary between districts, with other names such as an operational plan or action plan.

# **Review Data and Evidence**

# Part 1



# **Review Data and Evidence Provides:**

- Visuals of the provincial data required by the Enhancing Student Learning Reporting Order
- A summary of the district team's:
  - 1. Analysis (What patterns emerge?)
  - **2. Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

# A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the Enhancing Student Learning Reporting Order. These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

**Please note:** As per the <u>Protection of Personal Information when Reporting on Small Populations</u> policy, this report <u>does not</u> display data points that:

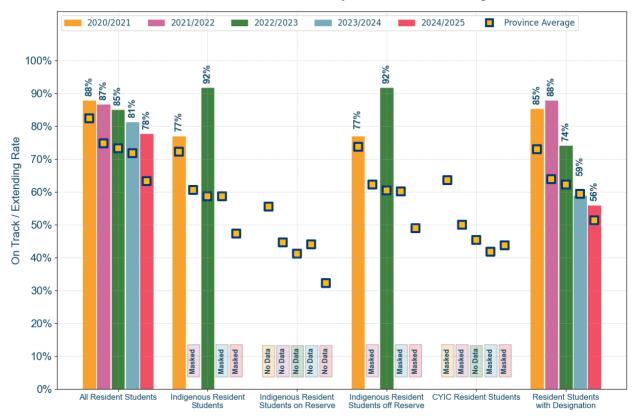
- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

# **Intellectual Development**

# **Educational Outcome 1: Literacy**

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD038 - Grade 4 FSA Literacy - On Track / Extending Rate



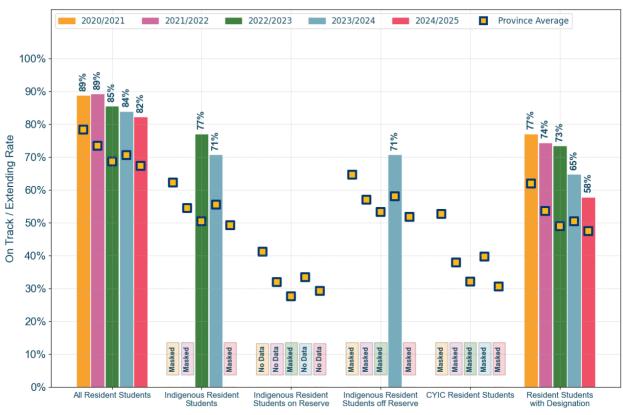
SD038 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1405   59%	1591   83%	1588   80%	1755   84%	1670   85%
Indigenous Resident Students	32   41%	Masked	24   50%	19   63%	16   75%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	32   41%	Masked	24   50%	19   63%	16   75%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	121   22%	153   32%	140   36%	141   36%	165   47%

SD038 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1486   67%	1506   83%	1476   82%	1602   87%	1870   89%
Indigenous Resident Students	27   37%	Masked	22   59%	22   77%	Masked
Indigenous Resident Students on Reserve	0	0	Masked	0	0
Indigenous Resident Students off Reserve	27   37%	Masked	Masked	22   77%	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	174   30%	188   35%	210   43%	180   53%	250   62%

SD038 - Grade 7 FSA Literacy - On Track / Extending Rate

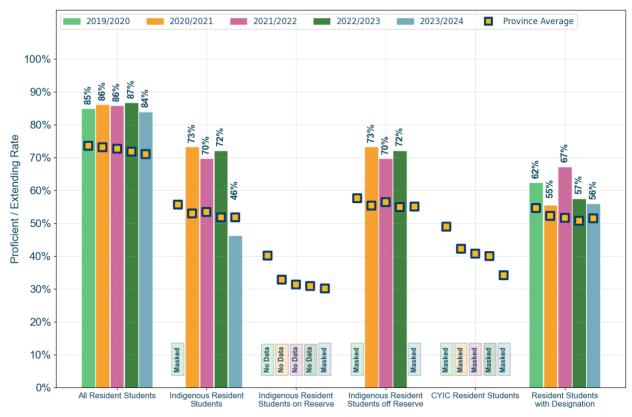


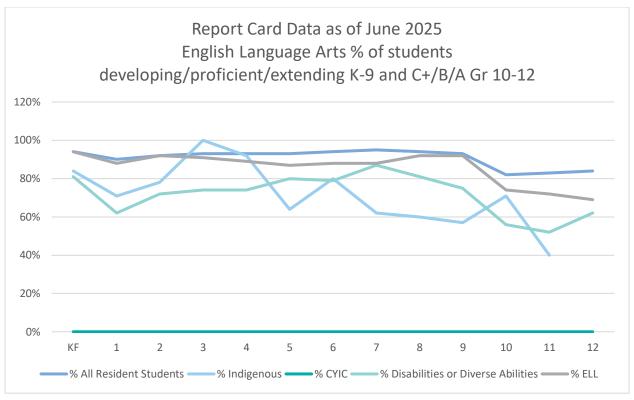
### Measure 1.2: Grade 10 Literacy Expectations

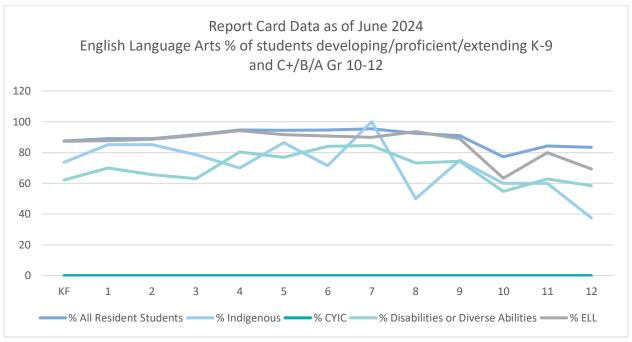
SD038 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1647   37%	1620   88%	1627   89%	1773   95%	1768   94%
Indigenous Resident Students	Masked	25   68%	26   50%	23   78%	29   66%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	25   68%	26   50%	23   78%	29   66%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	176   26% 196   77% 188   70%		183   83%	188   77%	

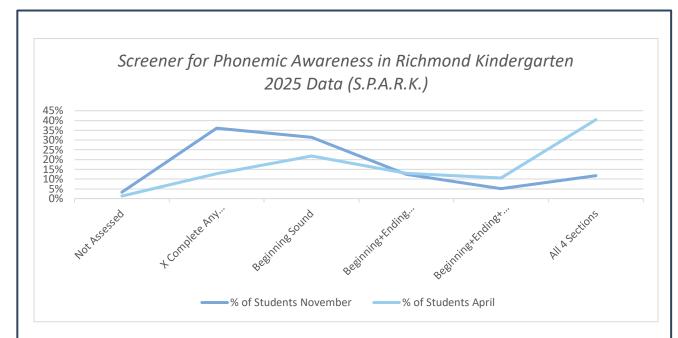
SD038 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate







	Spring Snapshot Reading Proficiency K-7 % of students Emerging 2021-2025										
		K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7		
2021-2022	% NYM or Emerging	8	14	12	8	4	3	2	3		
2022-2023	% NYM or Emerging	10	14	11	7	8	6	4	4		
2023-2024	% Emerging	14	15	15	10	9	10	8	7		
2024-2025	% Emerging	11	13	11	10	8	9	7	6		



The SPARK measures a student's ability in phonemic awareness. All students in Kindergarten participate in the SPARK. The chart represents the number of students who were: not assessed, who assessed but could not complete any section, who can identify beginning sounds only, who can identify beginning and ending sounds, who can identify beginning, ending sounds as well as blend sounds, and finally those who can do all three of those skills plus segment sounds. The blue line represents the number of Kindergarten students achieving each level of mastery of phonemic awareness skills in November of the academic year. The orange line is the number of students and their skill level in the spring. Students are expected to have achieved three of the four skills by the end of Kindergarten.

# **Analysis:**

# **Outcome 1 - Literacy**



Grade 4, 7, and 10 Literacy Expectations

# **#1: Key Context**

### **GRADE 4:**

### • Data limitations:

 15% of Grade 4 students did not write the FSA in 2024/25. Although SD38 has a high participation rate, some students do not write the FSA due to reasons other than language or learning limitations.

### • Note on Masked Data:

Due to low cohort numbers CYIC and Indigenous student results are masked. There is a
performance gap for students in both of these cohorts.

### • Note on ELL students:

 While the ESLR doesn't require districts to report on ELL results, ELL learners make up a significant portion of the population in SD38. In the Grade 4 FSA, 77% of ELL students are on track or extending.

### **GRADE 7:**

### • Data limitations:

 11% of Grade 7 students did not write the FSA in 2024/25. Although SD38 has a high participation rate, some students do not write the FSA due to reasons other than language or learning limitations.

### • Note on Masked Data:

Due to low cohort numbers CYIC and Indigenous student results are masked. There is a
performance gap for students in both of these cohorts.

### Note on ELL students:

 While the ESLR doesn't require districts to report on ELL results, ELL learners make up a significant portion of the population in SD38. In the Grade 7 FSA, 68% of ELL students are on track or extending.

### **GRADE 10:**

### • Data limitations:

- The GLA data represents the 23/24 cohort of learners whereas report card data is a reflection of the 24/25 cohort of learners.
- Of the Indigenous students that wrote the GLA in 2023, 43% received proficient or extending.

### Note on Masked Data:

 Due to low cohort numbers CYIC student results are masked. There is a performance gap for CYIC students.

### • Note on ELL students:

 While the ESLR doesn't require districts to report on ELL results, ELL learners make up a significant portion of the population in SD38. In the Grade 10 GLA, 62% of ELL students are proficient or extending.

### #2: Trends

### FSA Grade 4:

FSA literacy scores have been declining in the district and provincially, although the district consistently performs above the provincial average. Possible reasons include:

- A need to focus literacy instruction on curricular outcomes
- Formative period of missed schooling due to the COVID-19 pandemic
- Change of timing of the assessment from spring of Grade 4 to fall of Grade 4

While the provincial average dropped considerably this year, the relative drop in Richmond was proportionately small.

Students in all priority populations perform at a lower rate than the total student population.

### FSA Grade 7:

FSA literacy scores have been declining slightly for three years in the district, although the district consistently performs above the provincial average. Possible reasons include:

- A need to focus literacy instruction on curricular outcomes
- Formative period of missed schooling due to the COVID-19 pandemic
- Change of timing of the assessment from spring of Grade 7 to fall of Grade 7

Students in all priority populations perform at a lower rate than the total student population.

### **GLA Grade 10:**

- GLA literacy scores have fluctuated slightly for three years in the district remaining at 84% or above. The district consistently performs above the provincial average.
- Students in all priority populations perform at a lower rate than the total student population.

### **Report Card Data:**

\*\*Note: In both sets of report card data CYIC is masked due to a low population of one to five students per grade cohort.

### Grade 4:

• Grade 4 report card data for ELA shows 93% of students as developing/proficient/extending. Report card data also shows that 37% of students are developing in ELA, therefore, moving forward this will be an area of focus to move these students towards greater proficiency.

### Grade 7:

Grade 7 report card data for ELA shows 95% of students as developing/proficient/extending.
 Report card data also shows that 30% of students are developing in ELA, therefore, moving forward this will be an area of focus to move these students towards greater proficiency.

### Grade 10:

 Grade 10 report card data demonstrates slight improvement over last year for all resident students in English Language Arts. In 2025 82% of students had a standing in the C+/B/A range over the 2024 rate of 78%. There continues to be a dip in performance from Grade 9, where assessment is done by proficiency indictors to Grade 10 when students enter the graduation program and move to percentages and letter grades.

### **SPARK Data:**

SPARK is a Kindergarten screener for phonemic awareness in which all students participate. The data indicates that over the year the majority of students have progressed from not having any of the assessed skills to having some or all of the skills. Some possible reasons for not all students achieving all skills include:

- 100% participation includes all students regardless of their ability or English language level
- Developmental readiness of individual students
- A need to focus on early literacy intervention strategies

### **Reading Snapshot Data:**

- The spring reading snapshot data shows that student reading is improving both from last year to this year and by grade cohort.
- The success rate on the spring snapshot is over 10% higher than the fall FSA snapshot, indicating that student reading has improved over the course of the year.

# **#3: Comparisons**

### **Report Card Data:**

### Grade 4:

Grade 4 report card data for ELA shows 93% of students as developing/proficient/extending.
 With close to 7% of students emerging in ELA, this data is in alignment with the district reading data collected in the spring. This further demonstrates growth as compared with fall FSA data.

### Grade 7:

• Grade 7 report card data for ELA shows 95% of students as developing/proficient/extending. With close to 5% of students emerging in ELA, this data is in alignment with the district reading data collected in the spring. This further demonstrates growth as compared with fall FSA data.

### Grade 10:

• Grade 10 report card data for ELA shows 82% of students with a C+/B/A standing. This is in alignment with the 23/24 GLA data. Note there is a small decline in performance from the prior three years.

### **Reading Assessment Data:**

• A limitation in comparison exists in that ELL level 1 and 2 do not write the FSA but are assessed as part of the spring reading snapshot.

# **Interpretation:**

Outcome 1 - Literacy





Please refer to the <u>Guidelines for Reporting on Masked Data</u> to ensure student privacy when referencing small populations.

- 1. What new information emerged when comparing the provincial data with relevant local data?
  - Students have shown growth throughout the year as compared with the fall FSA assessment.
  - Report card data represents multiple opportunities for students to show their learning, whereas FSA data is more of a snapshot
  - The number of students who are developing in ELA should be addressed to move them towards proficiency

### 2. What strengths and areas for growth were uncovered?

- The literacy data and evidence reveals that focused attention on literacy is required.
   Typically, Richmond learners perform highly in literacy, and although this is true overall and the downward trends mirror the provincial downward trend, there is a need to support learners in their literacy development to swing the trend back to an upwards one. The district's Pillars of Literacy framework and focused implementation plan will be attended to this coming school year with monitoring of its success.
- ELL students show a larger achievement gap when compared to non-ELL students in literacy, particularly in the senior grades.
- As evidenced by the S.P.A.R.K. data there are a number of students who do not demonstrate mastery of all early literacy skills in Kindergarten. The data from this assessment supports teachers to tailor instruction and intervention to student needs.

- S.P.A.R.K. results indicate the need for a grade 1 phonemic awaress and foundational literacy assessment. This will be put into effect in the fall of 2025.
- To grow consistentcy, District reading assessments will be done by all teachers using the same proficiency scale rubric for K-9.

# 3. How do the results from the analysis inform the district's commitments to improving equity for all priority populations?

The district is committed to improving equity for all priority populations. The results demonstrate that this is a required area of focus as there are persistent performance gaps.

Students with disabilities and diverse abilities perform at a lower level than their peers. A deeper dive into student achievement and potential is required to determine if these students are performing at their capacity as per their CB-IEPs and learning plans, or if additional strategies can be employed to narrow the achievement gap for these students.

Indigenous students also perform at a lower level than their peers. The district is committed to narrowing this achievement gap with increasing the connection time between the elementary Indigenous Success Team and the students they support from bi-weekly to weekly, adding an Indigenous Graduation Coach to all secondary schools and carefully monitoring attendance of Indigenous students to intervene early and provide supports.

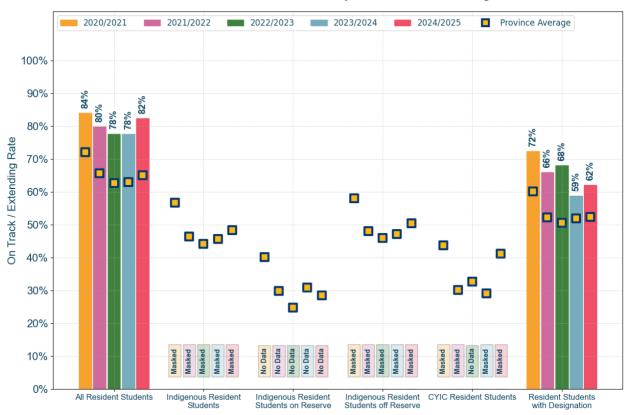
# **Educational Outcome 2: Numeracy**

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD038 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1405   59%	1591   83%	1588   80%	1755   84%	1670   85%
Indigenous Resident Students	32   41%	Masked	24   50%	19   63%	16   75%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	32   41%	Masked	24   50%	19   63%	16   75%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	121   24%	153   33%	140   36%	141   36%	165   48%

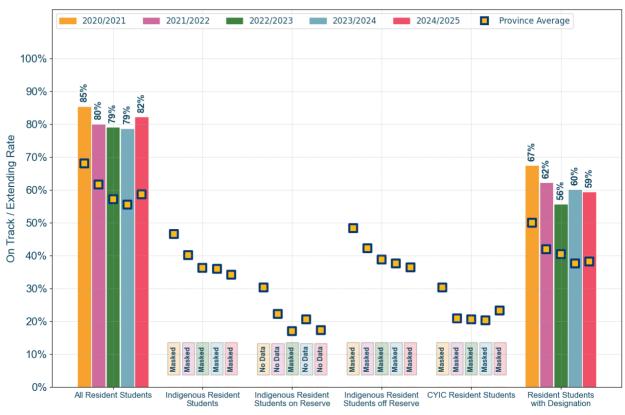
SD038 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD038 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1486   66%	1506   83%	1476   82%	1602   87%	1870   89%
Indigenous Resident Students	27   41%	Masked	22   59%	22   82%	Masked
Indigenous Resident Students on Reserve	0	0	Masked	0	0
Indigenous Resident Students off Reserve	27   41%	Masked	Masked	22   82%	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	174   30%	188   35%	210   43%	180   53%	250   61%

SD038 - Grade 7 FSA Numeracy - On Track / Extending Rate

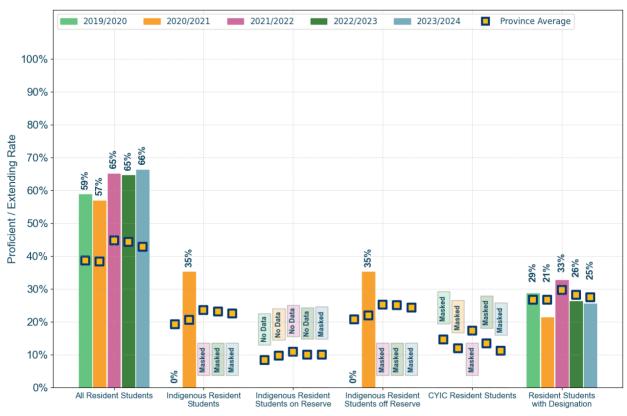


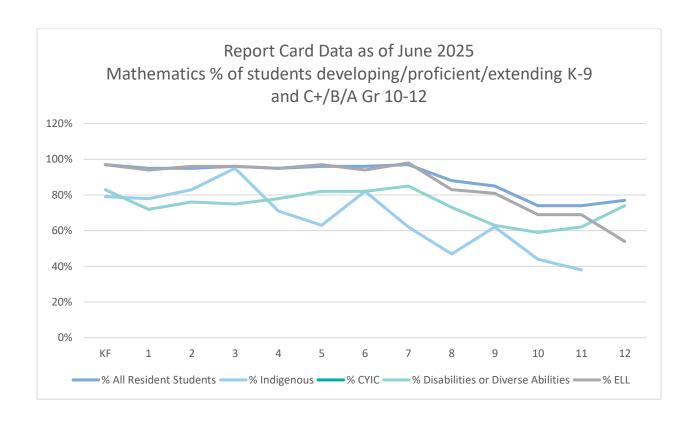
### Measure 2.2: Grade 10 Numeracy Expectations

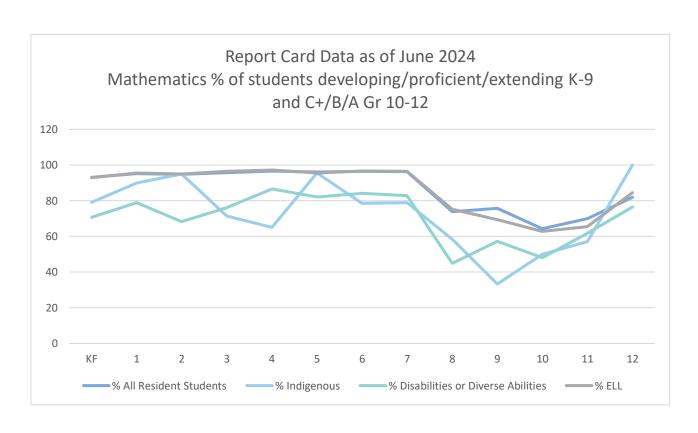
SD038 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1639   65%	1619   88%	1629   95%	1773   94%	1773   94%
Indigenous Resident Students	Masked	26   77%	26   77%	23   78%	30   70%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	26   77%	26   77%	23   78%	30   70%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	174   49%	197   74%	187   78%	183   80%	189   78%

SD038 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate





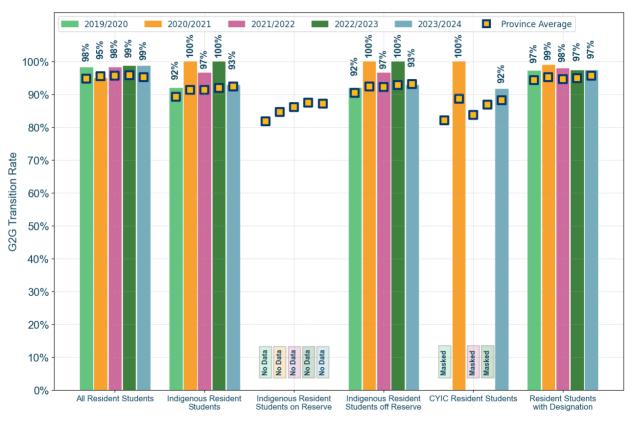


#### Measure 2.3: Grade-to-Grade Transitions

SD038 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1643	1621	1637	1773	1769
Indigenous Resident Students	25	26	29	22	28
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	25	26	29	22	28
CYIC Resident Students	Masked	11	Masked	Masked	12
Resident Students with Designation	175	197	193	183	188

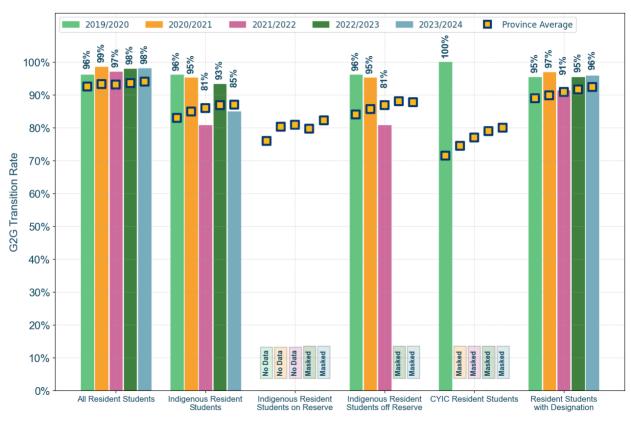
SD038 - Grade 10 to 11 Transition Rate



SD038 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1612	1615	1566	1706	1859
Indigenous Resident Students	26	21	26	30	20
Indigenous Resident Students on Reserve	0	0	0	Masked	Masked
Indigenous Resident Students off Reserve	26	21	26	Masked	Masked
CYIC Resident Students	11	Masked	Masked	Masked	Masked
Resident Students with Designation	153	165	219	198	193

SD038 - Grade 11 to 12 Transition Rate



# **Analysis:**

#### Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

# **#1: Key Context**

#### **GRADE 4:**

#### • Data limitations:

 15% of Grade 4 students did not write the FSA in 2024/25. Although SD38 has a high participation rate, some students do not write the FSA due to reasons other than language or learning limitations.

#### • Note on Masked Data:

 Due to low cohort numbers CYIC and Indigenous student results are masked. There is a slight performance gap for Indigenous students but not for CYIC.

#### Note on ELL students:

 While the ESLR doesn't require districts to report on ELL results, ELL learners make up a significant portion of the population in SD38. In the Grade 4 Numeracy FSA, 84% of ELL students are on track or extending.

#### **GRADE 7:**

#### • Data limitations:

 11% of Grade 7 students did not write the FSA in 2024/25. Although SD38 has a high participation rate, some students do not write the FSA due to reasons other than language or learning limitations.

#### • Note on Masked Data:

Due to low cohort numbers CYIC and Indigenous student results are masked. There is a
performance gap for students in both cohorts.

#### • Note on ELL students:

 While the ESLR doesn't require districts to report on ELL results, ELL learners make up a significant portion of the population in SD38. In the Grade 7 Numeracy FSA, 80% of ELL students are on track or extending.

#### **GRADE 10:**

#### Data limitations:

 The GNA data represents the 23/24 cohort of learners whereas report card data reflects the 24/25 cohort of learners.

#### • Note on Masked Data:

Due to low cohort numbers CYIC and Indigenous student results are masked. There is a
performance gap for students in both cohorts.

#### Note on ELL students:

 While the ESLR doesn't require districts to report on ELL results, ELL learners make up a significant portion of the population in SD38. In the Grade 10 GNA, 61% of ELL students are on track or extending.

#### #2: Trends

#### FSA Grade 4:

- FSA numeracy scores improved this year in the district after a decline in the previous two years. This will need to be monitored as it may speak to the particular cohort this year, and/or this year's assessment. The district consistently performs above the provincial average.
- Students in all priority populations perform at a lower rate than the total student population.

#### FSA Grade 7:

- FSA numeracy scores improved this year in the district after a decline in the previous two years. This will need to be monitored as it may speak to the particular cohort this year, and/or this year's assessment. The district consistently performs above the provincial average.
- Students in all priority populations perform at a lower rate than the total student population.

#### **GNA Grade 10:**

- GNA numeracy scores have fluctuated slightly for three years but are starting to increase. The
  district consistently performs above the provincial average.
- Students in all priority populations perform at a lower rate than the total student population.

#### **Report Card Data:**

\*\*Note: In both sets of report card data CYIC is masked due to low population of one to five students per grade cohort.

#### **Grade 4:**

 Grade 4 report card data for Math shows 95% of students are in the developing/proficient/ extending range. Report card data also shows that 28% of students are developing in Math. Moving forward this will be an area of focus to move these students towards greater proficiency.

#### Grade 7:

• Grade 7 report card data for Math shows 97% of students are in the developing/proficient/ extending range. Report card data shows that 23% of students are developing in math. Moving forward this will be an area of focus to move these students towards greater proficiency.

#### Grade 10:

• Grade 10 report card data for Math in June 2025 shows that 75% of students are achieving letter grades of A, B, or C+. This represents a 10% increase over the June 2024 data. It is also worth noting that the steep decline in performance in 2024 from grade 7 to grade 8 is less pronounced in 2025, indicating that there is more alignment between elementary and secondary instruction and attention to supporting transition.

# **#3: Comparisons**

#### **Report Card Data:**

#### Grade 4:

• Grade 4 report card data for Math shows 95% of students are in the developing/proficient/ extending range.

#### Grade 7:

 Grade 7 report card data for Math shows 97% of students are in the developing/proficient/ extending range.

#### Grade 10:

• Grade 10 report card data for Math shows about 75% of students have a C+/B/A standing. This is an increase over the 2023/24 GNA data which shows about 66% of students in the proficient or extending range. It is worth noting that the 23/24 data shows Richmond students at about 20% higher than the provincial average for the GNA.

## **Interpretation:**

#### **Outcome 2 - Numeracy**



#### Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

Please refer to the <u>Guidelines for Reporting on Masked Data</u> to ensure student privacy when referencing small populations.

#### 1. What new information emerged when comparing the provincial data with relevant local data?

Richmond continues to demonstrate strength in literacy and numeracy when compared to provincial data. Relative to their performance on the GLA, Richmond students demonstrate weaker performance on the GNA. This is consistent with the provincial trend.

#### 2. What strengths and areas for growth were uncovered?

Most measures show that Richmond students perform better in literacy than in numeracy. This is most pronounced in the grade 10 graduation assessments. Students in secondary grades show a decline in their performance in numeracy as measured by the GNA and report cards. The gap in performance between ELL students and non-ELL students is relatively small in the area of numeracy.

# 3. How do the results from the analysis inform the district's commitments to improving equity for all priority populations?

The district is committed to improving equity for all priority populations. The results demonstrate that this is a required area of focus as there are persistent performance gaps.

Students with disabilities and diverse abilities perform at a lower level than their peers. A deeper dive into student achievement and potential is required to determine if these students are performing at their capacity as per their IEPs and learning plans, or if additional strategies can be employed to narrow the achievement gap for these students.

Indigenous students also perform at a lower level than their peers. The district is committed to narrowing this achievement gap with increasing the connection time between the elementary Indigenous Success Team and the students they support from bi-weekly to weekly, adding an Indigenous Graduation Coach to all secondary schools and carefully monitoring attendance of Indigenous students to intervene early and provide supports.

# **Human and Social Development**

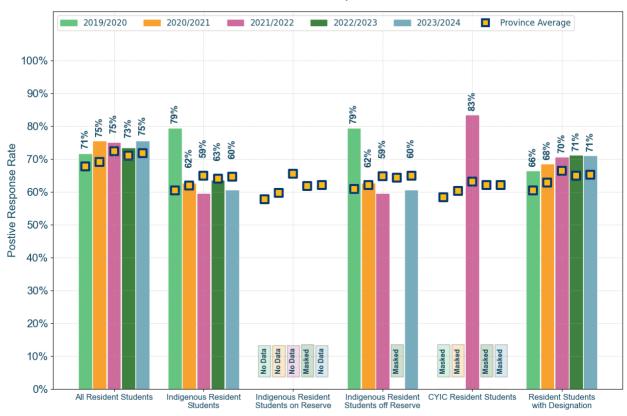
# **Educational Outcome 3: Feel Welcome, Safe, and Connected**

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

SD038 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	4560   63%	4387   71%	4709   82%	4828   84%	5115   82%
Indigenous Resident Students	75   39%	86   56%	63   59%	68   60%	69   61%
Indigenous Resident Students on Reserve	0	0	0	Masked	0
Indigenous Resident Students off Reserve	75   39%	86   56%	63   59%	Masked	69   61%
CYIC Resident Students	Masked	29   41%	21   57%	Masked	Masked
Resident Students with Designation	475   53%	466   58%	531   71%	533   73%	506   66%

SD038 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10

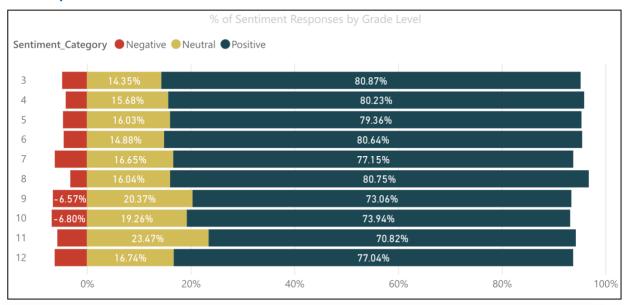


# **Elementary District Belonging Survey Results by Grade: Feel Welcome**

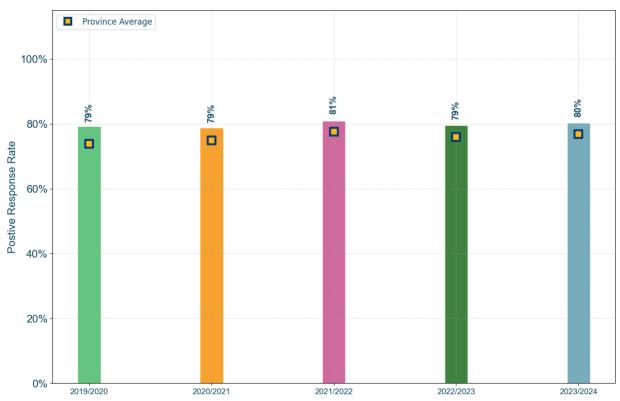
#### **Question:**

I feel welcome at school

#### **Results by Grade:**



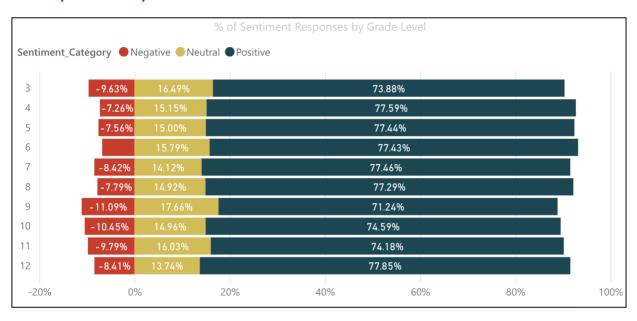
SD038 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10



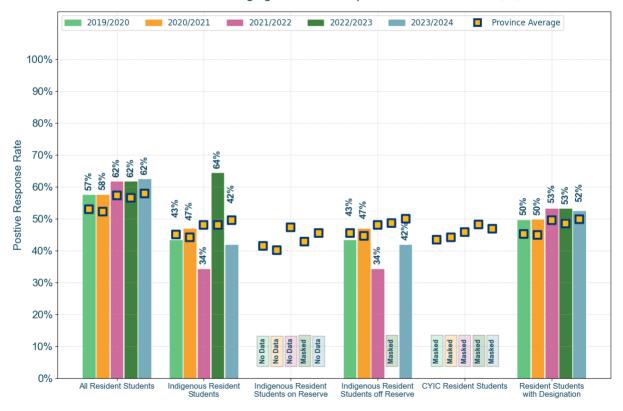
# **District Belonging Survey Results: Safety**

Breakdown of Results by Question:		Neutral	Positive	Unknown
I feel safe when I'm at school	4.15%	12.43%	82.86%	0.56%
How safe do you feel participating in Clubs/Teams?	7.60%	14.91%	74.83%	2.66%
How safe do you feel outside on school grounds?	7.38%	16.95%	75.17%	0.50%
How safe do you feel outside at recess and lunch?	9.11%	20.61%	69.63 <sup>%</sup>	0.66%
How safe do you feel in the washroom?	20.25%	22.42%	56.74%	0.59%
How safe do you feel in the library?	3.82%	7.02%	88.55%	0.62%
How safe do you feel in the hallways?	7.59%	15.95%	75.83%	0.63%
How safe do you feel in the gym?	8.35%	17.18%	73.73%	0.74%
How safe do you feel in the classroom?	4.38%	10.02%	85.27%	0.33%
How safe do you feel in the change room?	18.05%	20.89%	59.74%	1.32%

#### **Summary of Results by Grade:**



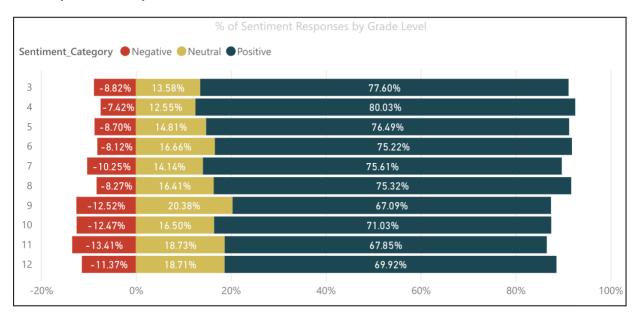
SD038 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



# **District Belonging Survey Results: Belonging**

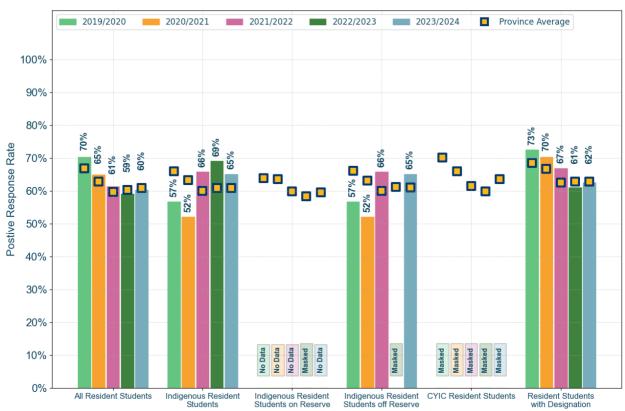
Breakdown of results by Question:	Negative	Neutral	Positive	Unknown
I feel like I belong at my school	7.98%	19.93%	71.25%	0.84%
Do you feel like you belong outside on school grounds?	8.68%	16.29%	74.17%	0.86%
Do you feel like you belong outside at recess and lunch?	7.52%	13.12%	78.46%	0.91%
Do you feel like you belong in the library?	8.61%	13.24%	77.32%	0.83%
Do you feel like you belong in the hallways?	11.11%	17.20%	70.59%	1.10%
Do you feel like you belong in the gym?	12.13%	15.25%	71.53%	1.09%
Do you feel like you belong in the classroom?	8.00%	13.52%	77.72%	0.76%
Do you feel like you belong in Clubs/Teams?	13.16%	17.21%	67.02%	2.61%

#### **Summary of Results by Grade:**



Measure 3.2: Students Feel that Adults Care About Them at School

SD038 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10

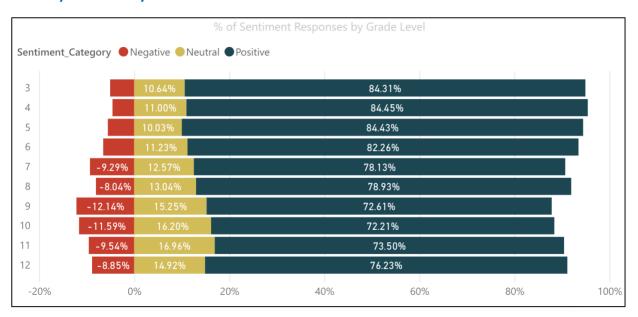


# **District Belonging Survey Results: Adults Care**

#### **Breakdown by Question:**

Question_Text	Negative	Neutral	Positive	Unknown
There are at least two adults in my school that care about me and believe in me	12.07%		86.88%	1.05%
The adults in my school create a welcoming environment	6.04%	19.50%	73.25%	1.20%
The adults in my school are available to help me	5.58%	18.91%	74.79%	0.72%

#### **Summary of Results by Grade:**

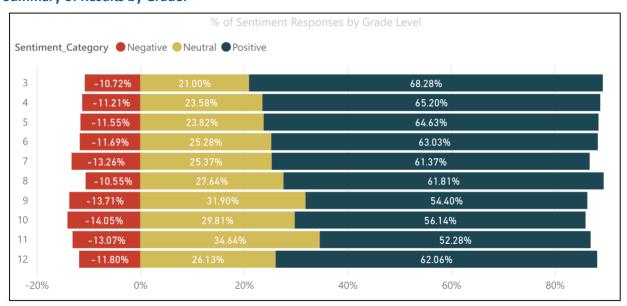


# **District Belonging Survey Results: Identity**

#### **Breakdown by Question:**

Question_Text	Negative	Neutral	Positive	Unknown
I see myself and my identity reflected throughout the school	12.69% 13.94%	26.46%	59.16%	1.69%
I see myself and my identity reflected throughout my school	13.94%	32.42%	52.81%	0.83%
I feel like I can be myself at school	10.80%	<b>23</b> .25%	64.76%	1.19%

#### **Summary of Results by Grade:**



#### Middle Years Development Instrument 2025 Results - Grade 5

#### WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

MEASURES
Optimism
Happiness
Self-Esteem
Absence of Sadness
General Health



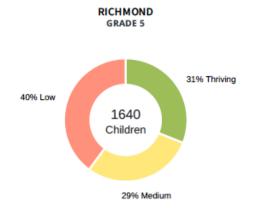
High Well-being (Thriving)
Children who score in the high
range on at least 4 of the 5
measures of well-being and have
no low-range scores.

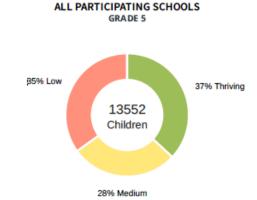


Medium Well-being Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



Low Well-being Children who score in the low range on at least 1 of the 5 measures of well-being.





#### Average for all Schools

#### **CONNECTEDNESS WITH ADULTS**

#### **ADULTS AT SCHOOL**

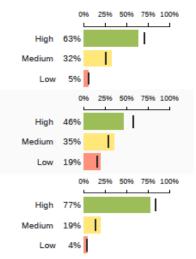
Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

#### ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."

#### **ADULTS AT HOME**

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."



#### NUMBER OF IMPORTANT ADULTS AT SCHOOL



Average for all Schools



One 10% 11%



25%

## Middle Years Development Instrument 2025 Results - GRADE 8

#### WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

MEASURES
Optimism
Happiness
Self-Esteem
Absence of Sadness
General Health



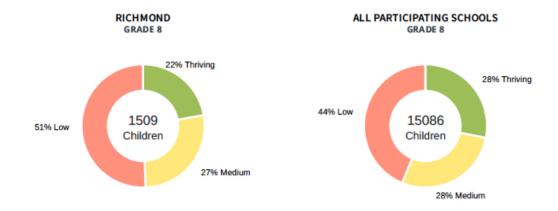
High Well-being (Thriving)
Children who score in the high
range on at least 4 of the 5
measures of well-being and have
no low-range scores.



Medium Well-being Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



Low Well-being Children who score in the low range on at least 1 of the 5 measures of well-being.



#### RESULTS FOR RICHMOND

Average for all Schools

#### **CONNECTEDNESS WITH ADULTS**

#### **ADULTS AT SCHOOL**

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



#### ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."



#### **ADULTS AT HOME**

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."



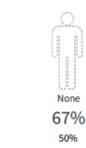
#### NUMBER OF IMPORTANT ADULTS AT SCHOOL



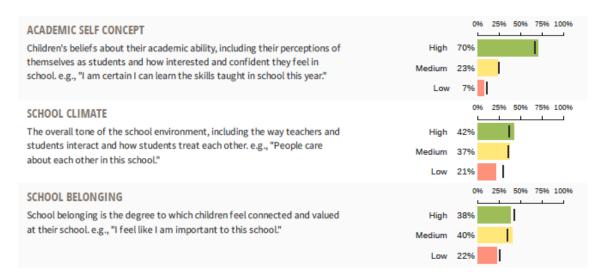
Average for all Schools



12%







#### **Emerging Themes from 2024–2025 Student Voice Initiatives**

Focus Areas: Welcome, Safe, Belonging, Adults Who Care, and Identity

#### Table 38 & President's Council:

In the 2024–2025 school year, there were:

- 5 Table 38 sessions (~100 students per session)
- 5 President's Council sessions (~30 students per session)
- Students from all secondary schools across the district participated. Sessions were hosted at various high schools to promote inclusivity and shared leadership.

#### Theme: Building a Sense of Belonging in Schools.

As leaders of their school's student governance structures, these students consistently explored what contributes to — or detracts from — a student's sense of belonging. They shared ideas and initiatives from their own schools aimed at supporting students who may feel excluded, with the goal of spreading best practices across the district

#### **Student Voice Forum February 2025:**

This forum brought together a diverse group of ~110 students (Grades 9–11) who were not part of Table 38 or President's Council, along with 20 adult allies including district senior team members, Trustees, PVPs, and Learning Services staff.

The event was co-designed and planned by a Student Voice Planning Committee, made up of students from most of Richmond's secondary schools. Their leadership helped ensure that the day was relevant, meaningful, and inclusive of a wide range of student perspectives.

**Purpose:** To provide a safe and empowering space for students to share their lived experiences in school — both positive and challenging, express hopes for more inclusive, caring learning environments,

explore personal identity and the impact of storytelling on belonging, and work collaboratively in school-based teams (students and staff) to develop an action plan that strengthens a sense of belonging within their specific school context.

**Discussion Topics Included:** Transitions after High School, Mental Health and Wellbeing, Technology Use, Learning Opportunities in High School, Student Voice, and Creating Safer Spaces for Belonging.

# **Analysis:**

#### Outcome 3 - Feel Welcome, Safe, and Connected

Arallyze

Feel Welcome, Feel Safe, Sense of Belonging

# **#1: Key Context**

- Indigenous student and students with disabilities participation in the SLS is lower than the district participation rate.
- The provincial SLS data is one year behind. The district belonging survey tool data was collected in Spring 2025.
- The district participates in the MDI administration every other year; prior to this year, the last MDI administration occurred in the 2022/23 school year.

#### **District Belonging Survey:**

- This year district staff, in consultation with a school-based staff working group, developed a
  district belonging tool to provide more data about how students in Grades 3-12 feel about being
  welcome, safe, belonging, identity and how adults care about them.
- 5619 Students in Grades 3-7 participated in the elementary survey
- 3889 Students in Grades 8-12 participated in the secondary survey

#### Data limitations of the survey:

- Information about student identity was not collected in a quantifiable way
- The survey included a "neutral" response which is difficult to interpret

#### #2: Trends

The participation rate in the SLS is increasing, however it is lower than the participation rate in the FSA, GNA and GLA.

#### **Feel Welcome:**

- Indigenous students indicate lower feelings of welcomeness than the provincial average and the rest of the student population.
- Students with disabilities indicate a slightly lower feeling of welcome than the rest of the student population.

- Three-year trends indicate a steady sense of welcome of all students and students with disabilities and diverse abilities as slightly higher than the provincial average.
- The district belonging survey indicates similar data to the provincial SLS.

#### Feel Safe:

The feeling of safety has hovered around 80% on the provincial SLS for the last three years.

The district belonging survey data disaggregates for how safe students feel in different areas in the school.

- Students indicate a slightly higher feeling of safety overall than the provincial SLS (83% vs 80%)
- Students feel most safe in the classroom and library and the least safe in washrooms and change rooms

#### **Sense of Belonging:**

- The feeling of belonging is lower than the sense of welcome and safety on the SLS.
- In 23/24 Indigenous students reported a very low sense of belonging.
- Students with disabilities have a three year trend of reporting a sense of belonging just above 50% which is lower than the overall student population.
- The district belonging student survey data indicates a higher sense of belonging (72% vs 62% on the SLS).
- Students feel the highest rate of belonging in their classrooms, and outside at breaks and lunch.

#### **Adults Care:**

- On the SLS students report a low rate of feeling like adults care about them (60%).
- On the district belonging survey students indicate a much higher rate of feeling that adults care about them (86%).
- On the SLS students in priority populations indicate a higher rate of feeling that adults care about them than the general student population.

#### **Identity:**

• The district belonging survey asked some questions about identity. Overall, questions about identity demonstrated lower overall positive responses.

# **#3: Comparisons**

Participation in the 2025 MDI administration (Grade 5-87%, Grade 8-86%) was in a similar range to the 2023 MDI administration (Grade 5-84%, Grade 8-87%). With respect to the Well-Being Index, the percentage of Grade 5 students (31%) and Grade 8 students (22%) that are considered to be 'thriving' was higher in 2025 than in 2023. The number of students in both grades that are considered to be 'low' also decreased from 2023.

#### **Sense of Belonging:**

• On the MDI in 2025, students in both Grade 5 and Grade 8 indicate an increased level of school belonging compared with 2023.

#### **Adults Care:**

• On the MDI in 2025, students in both Grade 5 and Grade 8 indicate higher rate of connectedness with adults at school compared with 2023.

# **Interpretation:**

#### Outcome 3 - Feel Welcome, Safe, and Connected





1. What new information emerged when comparing the provincial data with relevant local data?

While some of the local data matches the results in the SLS, generally local data shows higher rates of students feeling welcome, safe, belonging and that adults care about them. Possible reasons for this are:

- The district survey collects data from grades 3-12 and therefore has a larger sample size.
- The district survey is short and focused, whereas the length of the SLS may contribute to survey fatigue for students.
- The district survey is conducted within the classroom context and may be therefore an
  environment that feels more safe and familiar contributing to more positive answers

However, both local and provincial sources of data indicate there is a need to focus on all areas of feeling welcome, safe and connected as there is room for improvement.

2. What strengths and areas for growth were uncovered?

Classrooms in our district provide safe and connected learning environments where students feel like they belong.

3. How do the results from the analysis inform the district's commitments to improving equity for all priority populations?

Students in priority populations indicate a greater connection to the adults who support them. This is likely due to specialist teachers and support staff who provide additional supports in smaller cohorts or individually.

However, students in priority populations, except in the area noted above, indicate lower feelings of safety and belonging and this will continue to be an area of focus to improve equity.

# **Career Development**

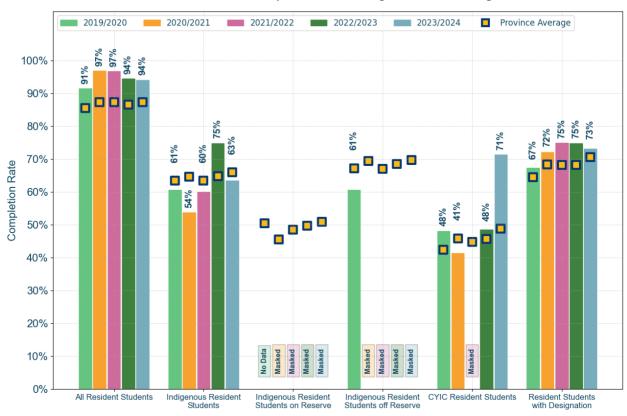
# **Educational Outcome 4: Graduation**

Measure 4.1: Achieved Dogwood within 5 Years

SD038 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1682   141	1636   172	1719   161	1669   157	1787   175
Indigenous Resident Students	18   2	29   3	24   2	28   3	28   3
Indigenous Resident Students on Reserve	0	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	18   2	Masked	Masked	Masked	Masked
CYIC Resident Students	25   2	27   3	Masked	25   2	28   3
Resident Students with Designation	247   20	228   23	253   23	268   25	240   23

SD038 - 5-Year Completion Rate - Dogwood + Adult Dogwood



2019/2020 2020/2021 2021/2022 2022/2023 2023/2024 Province Average 97% 100% 90% 80% 70% Completion Rate 60% 46% 50% 40% 30% 20% 10%

SD038 - 5-Year Completion Rate - Dogwood

# **Analysis:**

0%

**Outcome 4 - Graduation** 

All Resident Students

Achieved Dogwood Within 5 Years

# Padlyze 1

Resident Students with Designation

CYIC Resident Students

# **#1: Key Context**

 Small cohort sizes can result in large fluctuations in data year over year as one student represents a higher percentage in a small cohort.

Indigenous Resident Students on Reserve Indigenous Resident Students off Reserve

• The graduation rate for priority populations is below the overall student graduation rate.

# **#2: Trends and Comparisons**

• Graduation rates are 95% or higher in the last three years.

Indigenous Resident Students

- Graduation rates for students with disabilities and diverse abilities is lower than the overall student population, higher than the provincial average and remains in the low to mid 70% range.
- Graduation rates for Indigenous and CYIC remains below the overall student population and fluctuates quite a bit due to low cohort sizes.

# **Interpretation:**

#### Outcome 4 - Graduation



#### Achieved Dogwood Within 5 Years

Please refer to the <u>Guidelines for Reporting on Masked Data</u> to ensure student privacy when referencing small populations.

- What new information emerged when comparing the provincial data with relevant local data?
   N/A
- 2. What strengths and areas for growth were uncovered?

SD38 continues to have a very high graduation rate.

There is an inequity in the graduation rate between the overall student population and all priority populations.

Although there is a gap, there is an upward trend overall in the data, indicating that the strategies being employed by district support and school teams taking a personalized approach to learners in these priority populations may be taking effect. Close monitoring of this trend will be required to determine how current strategies continue to work, as the small populations can greatly affect the data trends.

3. How do the results from the analysis inform the district's commitments to improving equity for all priority populations?

There is a need to focus on narrowing the graduation gap for priority populations.

# **Educational Outcome 5: Life and Career Core Competencies**

Measure 5.1: Post-Secondary Transitions

SD038 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	1547	1418	1460	1533	1453
Indigenous Resident Students	21	Masked	Masked	Masked	19
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	21	Masked	Masked	Masked	19
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	67	89	90	115	147

SD038 - Immediate Transition to Post-Secondary



2018/2019 2019/2020 2020/2021 2021/2022 2022/2023 Province Average 100% 90% 79% 78% 77% 80% 70% 64% 60% 62% **Fransition Rate** 21% 28% 21% 60% ooo **.** • 50% 40% 30% 20% 10% 0% Indigenous Resident Students Indigenous Resident Students on Reserve Indigenous Resident Students off Reserve Resident Students with Designation All Resident Students CYIC Resident Students

SD038 - Within 3 Years Transition to Post-Secondary

The district continues to augment the number of Dual Credit career program offerings that are available to students. In 2024/25, the district launched a new Health Career Dual Credit program opportunity in partnership with Kwantlen Polytechnic University (KPU). The program will run from February - June, 2026 and supports degrees in Health Science, Nursing/Psychiatric Nursing, and Biotechnology.

# **Analysis:**

Outcome 5 - Life and Career Core Competencies



**Post-Secondary Transitions** 

# **#1: Key Context**

• Learners in SD38 transition to post-secondary at a rate higher than the provincial average, which is in line with high graduation rates and overall high achievement. There are, however, persistent gaps between the overall student population and priority populations.

#### **Data Limitations**

Post-secondary transition data is limited as it only reflects BC post secondary institutions (PSI).
 Many students attend post-secondary institutions out-of-province or country, and this is not reflected in the data. Additionally, some students transition into work-site trades training not

associated with a PSI, transition directly to the world of work or to community living. These pathways are equally as valuable as PSI attendance and are not captured in the data. Also, PSI data tracks first-year entry only, and not program completion or outcomes.

#### #2: Trends

• There is an overall decline in the district and provincially in post-secondary transition rates.

## **#3: Comparisons**

• There are persistent gaps between the overall student population and the priority populations.

# **Interpretation:**

#### **Outcome 5 - Life and Career Core Competencies**



**Post-Secondary Transitions** 

Please refer to the <u>Guidelines for Reporting on Masked Data</u> to ensure student privacy when referencing small populations.

- What new information emerged when comparing the provincial data with relevant local data?
   N/A
- 2. What strengths and areas for growth were uncovered?

With Ministry guidance through participation in monthly Dual Credit Community of Practice meetings, the district is committed to enhancing the number of viable Dual Credit program opportunities available to students. A strength is that there is expressed interest in participating in these opportunities from students across the district as reflected in enrolment in dual credit programs. An area of growth is to continue exploring possible Dual Credit program partnerships with local post-secondary institutions.

3. How do the results from the analysis inform the district's commitments to improving equity for all priority populations?

There is regular, ongoing communication between Career Programs staff and secondary schools, as well as a deliberate connection with the Indigenous Education department and secondary alternate program staff, to ensure these program offerings are communicated as well as available to priority populations. The district has been able to provide specific opportunities (i.e. Kwantlen Polytechnic University's Strive program) for a number of years that is specifically geared towards equity-seeking groups.

# Richmond School District Interim Progress Report for the Enhancing Student Learning Report September 2025

# Part 2 – Respond to Results

In Review of Year 5 of Strategic Plan 2020-2025

Approved by Board on [date]





# Interim Progress Report for Enhancing Student Learning:

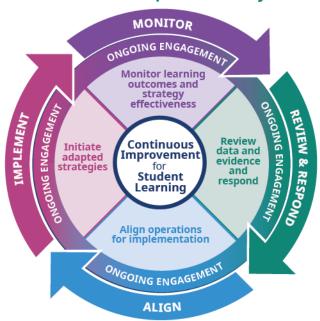
# **Ministry Note**

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a 3-year cycle. In this 3-year cycle, a district team submits a full Enhancing Student Learning report once and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

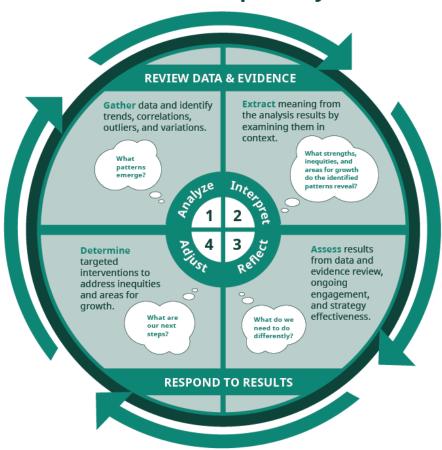
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This "Review and Respond Cycle" is actioned within the "Review and Respond" portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

# **Review and Respond Cycle:**



#### For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board's Strategic Plan within the district is referred to as an "implementation plan". The name of this plan may vary between districts, with other names such as an operational plan or action plan.

# **Interim Progress Report**

# **Respond to Results**

#### Part 2b



Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence (Part 1)** to complete **Respond to Results (Part 2b).** 

# **Interim Progress Report Provides:**

• **Continuous improvement information.** As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board's approach to continuous improvement of student achievement and equity of outcomes for all learners.

# **Reflect and Adjust Chart**



Intellectual Development						
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions			
Capacity building through the creation of a comprehensive reference package for schools to effectively support priority populations.	Narrow the gaps between priority populations (CYIC, Indigenous, Disabilities). and all learners	A review of data indicated the need to support schools in the identification and implementation of targeted and intensive supports for priority populations. This resource is intended to assist in the development of support plans to ensure positive academic outcomes for students.	This resource is being completed during summer 2025 and will be in the introduce and implement stage in 2025/26.			
Literacy and Numeracy support blocks in secondary and TTOC release time in elementary to build teacher capacity	Improve achievement in literacy and numeracy K-12	In secondary the focus has been mostly on supporting grade 8s and a much more pronounced focus on literacy than numeracy. In elementary the focus was on building teacher capacity through professional learning, and we did see strong results in ELA and Math across elementary schools. Leadership engagement and professional learning for leaders is a factor in the success of this model.	As literacy requires a greater focus, the secondary support blocks are being continued for literacy in 2025/26.  There will be a follow up opportunity for teachers to access release time with the support of Learning Services to continue the focus on literacy and numeracy and enhance their professional learning.  Teacher consultants are assigned to a group of schools to support teachers with literacy and			

			numeracy pedagogy
Expansion of SPARK screener to Grade 1	Improve elementary literacy, targeted to early literacy and interventions.	The SPARK screening tool allows for targeted interventions around specific skills needed for students. Our data shows students improving in literacy over the course of a year.	This is a new strategy that will be in the introduce and implement phase in 2025/26
District Reading assessments in all elementary schools	Improve reading proficiency in elementary	Overall, the reading data showed small gains K-7 across the district.	A district wide proficiency rubric for all students will be used to assess reading twice a year K-9.
Grow educator understanding of proficiency descriptors in reading, writing, and numeracy	Grow consistency of assessment and instruction with proficiency as a target.	This was a new goal for this year and is in the beginning stages of effectiveness. Moving to a common tool for assessment and linking proficiency indicators to reporting will help grow the effectiveness of this goal.	Using common proficiency rubrics for assessment across Language Arts and Math courses to grow consistency of practice and effectiveness of instruction.
Review teacher timetables for literacy and numeracy instruction and for inclusive practice at Tier 1 and 2	Improve literacy and numeracy achievement Improve achievement gaps for students with disabilities and diverse abilities and students of Indigenous ancestry	This process has highlighted where literacy and numeracy instruction requires more attention during the instructional day. Guidelines and sample schedules have been shared with all teachers.	This strategy will be continued in 2025/26.
		Data from the 2024-2025 school year has indicated the need for a more strategic approach to scheduling support provided by the Indigenous Success Team. As a result, elementary Indigenous Success teachers will meet with	

		students at each school on a weekly basis in the 2025-2026 school year and Indigenous graduation coach time has been added to all secondary schools.  All support schedules for students with diverse abilities and disabilities will be reviewed by school principals and district staff. Feedback will be offered to ensure a strategic approach to student support and success.	
Full implementation of Pillars of Literacy and Numeracy Foundations	Improve literacy and numeracy achievement	Numeracy achievement is improving, and literacy achievement is starting to catch up	The strategy will be continued in 2025/26.
School Learning Plans focused on Literacy and/or Numeracy and/or student wellbeing that are evidenced by school-based, district-based and provincial level data	Improve literacy and numeracy achievement focused on individual school needs	Schools are transitioning their school learning plans for 2025/26 to include a focus on literacy and/or numeracy.	This strategy will be implemented in 2025/26
	Comprehensive district mental health plan which includes focus on student wellbeing is in the process of being finalized and informed by a range of data sources.	District mental health plan currently in the process of being finalized will be tweaked to align with Strategic Plan 2026 – 2030.	
The Indigenous Success Team together with school staffs will investigate some of the reasons	Narrow achievement gaps for Indigenous Learners	Review of data has indicated the need for Indigenous Success Team (IST) staff to be actively	This strategy will be monitored for its success in 2025/26

for inequities, and work with school staffs to enact strategies based on the data gathered from Indigenous learners and their families to narrow the achievement gap in literacy. This achievement gap will also be highlighted to all school leaders so they can focus on strategies to support Indigenous learners with their staff.

engaged in direct student support throughout the school year to ensure that students of Indigenous ancestry are engaged ongoing in cultural learning and experiences.

Examples include post-secondary visits, engagement with elders, time spent in Indigenous Gathering Spaces, art projects, land-based learning, and community connections.

Further to the findings of the Ministry of Education and Child Care HAWD Report, there is an identified need for conversations among schools and district staff around supporting the success of Indigenous learners ongoing. The two key components of the dialogue and planning will focus on supporting engagement in cultural experiences and the connection and prioritization of academic success. As a result, the collaborative work to support literacy outcomes for Indigenous learners will include the coordinated involvement of school-based resource teachers. curricular content teachers, enrolling classroom teachers, Indigenous Grad Coaches, the

		Indigenous Success Team, Indigenous Teacher Consultants, and other District staff.	
A deeper dive into achievement and potential of students with disabilities and diverse abilities is required to determine if these students are performing at their capacity as per their CB-IEPs and learning plans, or if additional strategies can be employed to narrow the achievement gap for these students.	Narrow achievement gaps for students with disabilities and diverse abilities	Data collected at school visits have contributed to a culture of ongoing dialogue and collaboration around student support and planning with the intention of ensuring student success. Support for school teams is ongoing around all matters relating to the meaningful inclusion of all students with disabilities and diverse abilities. School visits and collected data have also highlighted the need for information-sharing among applicable staff around the unique learning profiles of each of their students with diverse abilities and how supports can be best structured to ensure that every student is reaching their full potential.  Capacity-building around these	These strategies will be continued in 2025/26
		areas has included strategic use of material and personnel resources so that they are being effectively utilized to ensure positive academic outcomes for students.  Resulting support for schools has	

		included conversations with PVP, information sharing and Q&As at PVP meetings, workshops for teachers, in-service sessions, and resource teacher training.  In addition, parent meetings and parent conversations have yielded feedback around student support and have helped to inform where capacity-building opportunities may exist within the district.	
Focused attention from district and school-based staff to set up learning plans and check ins with CYIC, their teachers and their support teams to help CYIC reach their full potential.	CYIC may experience a lack of connection to supportive adults in school communities.  This strategy was chosen in order to designate someone in the building as responsible for targeted support.	This strategy has assisted the district in tracking and addressing issues, such as regular attendance, social emotional learning, and academic supports.	This strategy will continue for 2025/26.
Secondary ELL Student Survey January 2025 resulted in focus groups that elicited feedback from students around opportunities and barriers that exist in our schools for English language learning.  Examination of the structures of English language support services in our district has included a deep dive comparing basic allocation services to supplemental services for English Language Learners to	ELL learners perform very closely to the overall student population until the graduation years when the performance drops somewhat. This could be due to many factors including the level of English in senior courses, however, it bears investigating further to ensure there are no other factors contributing to this inequity.	Data collected regarding the experiences of secondary ELL was utilized to examine the ways in which ELL service delivery in schools could be improved to enhance student engagement and academic performance and to increase opportunities for ELL within our secondary schools.	Feedback from students regarding barriers and data regarding academic supports and progress will be used to continue to examine ELL support structures in secondary schools in the 2025-2026 year

ensure that services are being optimally provided and are in alignment with Ministry guidelines and best practice.			
The district aligns resource allocation with the board's mandate and strategic priorities.	Be more explicit connecting the alignment between district departments and student outcomes.	A new strategic plan is in development for 2026-2030 and will include goals, objectives and measures of success.	Prioritize the allocation of resources to support the priorities in the new strategic plan to improve outcomes for all learners.

Human and Social Development				
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions	
Development of a district belonging survey tool to measure belonging, safety and connectedness Gr 3-12.	SLS survey results show lower than expected results. This strategy was chosen to gather data from a wider student sample with a shorter survey.	This strategy has given us more detailed information on areas to target next year. It also provides schools specific information about their own data in order to take action as needed.	This strategy will be continued annually with the addition of demographic and cultural data to further examine where adjustments are needed.	
Targeted wrap- around planning and case management for CYIC and Indigenous learners with a focus on narrowing the gaps and leveraging increased feelings of belonging to positively affect academic achievement	Students in these priority populations feel less safe, welcome and connected than the overall student population	We are seeing improvements in students in these priority populations feeling connected to adults.  Indigenous Gathering Spaces play a big role in improving feelings of connectedness.	This strategy will be continued	
Intersectional collaboration is ongoing in the form of District Based Team, including monthly meetings to discuss how best to	Narrow the wellbeing gaps for students in priority populations	We hope this strategy will show results in 2025/26	This strategy will continue to be implemented in 2025/26.	

support students referred by schools. DBT is comprised of a group of staff specialists who develop recommendations for schools that, are in turn, communicated to school teams as a part of an actionable student support plan.			
Gather data on the efficacy of the Indigenous Gathering spaces to determine if they are supporting students to feel connected to school and community	Narrow the wellbeing gaps for Indigenous students	Data indicates that regular usage has greatly increased of the four Indigenous Gathering Spaces in the district. The Indigenous Gathering Spaces are situated geographically across the district to ensure that each is accessible to the community in each quadrant of the district. Use includes gathering for the purpose of cultural engagement, such as food preparation and sharing, and cultural programming, often around the performing and visual arts. Indigenous Elders and Knowledge-Keepers are often invited into these spaces to connect with students and share Indigenous Teachings.  Student feedback reflects that the spaces provide a sense of belonging, safety, and joy. The existence of the spaces enhances pride and demonstrates the	This strategy will continue to be implemented in 2025/26.

district commitment to de-
colonizing and highlighting
Indigenous Success as a priority.

Career Development				
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions	
Secondary graduation coaches	Narrow the graduation gap for Indigenous students	Following a very successful year at the pilot secondary school, the Indigenous Grad Coach Pilot has concluded on June 30.	The Grad Coach model is being expanded for implementation in every secondary school in the district. An Indigenous Grad Coach has been identified at all 10 secondary schools, each with a dedicated block for supporting Indigenous students. The focus of the Grad Coaches is academic support with the mandate of improving graduation rates for Indigenous students, in alignment with the Ministry of Education and Child Care Framework for Enhancing Student Learning. Onboarding of the new Grad Coaches will begin in September.	
Continue exploring possible Dual Credit program partnerships with local post-secondary institutions	Expand dual credit options for students to enable bridging to post-secondary options.	We are in the initial stages of expanding opportunities with partners. A strength is that there is expressed interest in participating in these opportunities from students across the district as reflected in	With Ministry guidance through participation in monthly Dual Credit Community of Practice meetings, the district is committed to enhancing the number of viable Dual Credit program opportunities available	

	enrolment in dual credit	to students.
	programs.	



### **Report to the Board of Education (Public)**

Date: September 24, 2025

From: Debbie Tablotney, Trustee and Chairperson of School Naming Committee

Subject: New City Centre School Naming Process

#### **RECOMMENDATION**

**THAT** the Board of Education approve School Naming Committee Terms of Reference, school naming selection criteria, and new city center school naming process as presented in this report.

#### **POLICY REFERENCE**

- Policy 701.11 Naming of Board-Owned Facilities or Parts of Board-Owned Facilities
- Policy 701.11-R Naming of Board-Owned or Parts of Board-Owned Facilities
- Policy 201 Bylaw Board Operations

#### **BACKGROUND**

- At the end of the 2024/25 school year, the board acquired a new city centre school located at 8671
  Odlin Crescent. The school is projected to open to students in September 2026. In preparation for
  the school opening, several operational arrangements and governance decisions are required,
  including a new school catchment, school name, along with facility upgrade.
- During the June 18, 2025 board in-camera meeting, the Board established a School Naming Committee (the committee) in accordance with Policy 701.11-R. The committee consists of the following members:
  - o Three trustees: Trustee Sargent, Trustee Tablotney (Committee Chair), and Trustee Yang.
  - Three staff members: Superintendent of Schools, Assistant Superintendent Equity, Diversity and Inclusion, and Secretary Treasurer.
  - As with other board committees, trustees serve as voting members, while staff members provide support and advice to the committee.

#### PROPOSED COMMITTEE TERMS OF REFERENCE

- According to Section 14.3 of Policy 201 Bylaw, the committee shall develop its terms of reference once it has been formally established and recommends it to the board for approval.
- The proposed Committee Terms of Reference are as follows:
  - Receive, review and conduct research on public submissions of the new school name to ensure alignment with board approved criteria;
  - Ensure recommendations of shortlist and final proposed name aligning with the board's values, policies and board approved criteria;

- o Consider input from education partners and the broader community; and
- Provide summary report, recommended shortlist of names, and final recommendation of new school name for the board's consideration and approval.

#### PROPOSED SCHOOL NAMING SELECTION CRITERIA

- While Policy 701.11-R does not limit the number and type of public submissions, it is important for
  the board to establish a set of school name selection criteria to ensure transparency, consistency,
  and alignment with the board's values and policies. The following criteria are informed by a review
  of school naming policies from school districts across British Columbia. Some school districts have
  policies that prohibit, or strongly discourage, naming facilities after individuals.
- The board and committee may consider using the following criteria to guide the development and approval of the shortlist of school names and final recommendation.
  - Geographic relevance: school names may be chosen to reflect the school's location or nearby geographical features.
  - Indigenous history and language: if a place-based name that acknowledges and honours
     Indigenous history or is in an Indigenous language is being considered, seek early engagement
     and involvement with the appropriate Indigenous communities and Rightsholders.
  - Avoid confusion: school names should avoid causing confusion with other schools in the district or neighbouring districts by being similarly named.
  - To ensure a facility name stands the test of time, it must reflect the spirit and intent of the board's vision, mission and values.
  - When reviewing names of persons, the following should be taken into consideration:
    - o It can be difficult to select one person when many have merits; and
    - No person is perfect, and flaws brought forward about a suggested namesake can negatively affect their legacy and reputation in the community.

#### PROPOSED NEW CITY CENTRE SCHOOL NAMING PROCESS

	Proposed Process	Proposed Timeline
1.	Board of Education: - Receive report from the School Naming Committee	September 24, 2025 Public Board
	- Approve the Committee Terms of Reference, school naming selection criteria and school naming process	Meeting
	- Public announcement of the school naming process on September 25, 2025	
	- Notify the Musqueam First Nations leadership and partner groups regarding the school naming process	
2.	Three-month submission period as per policy	September 25 to December 31, 2025
3.	School Naming Committee:	January 2026
	- Provide summary of the public submissions to the board in the next available	

	Proposed Process	Proposed Timeline
	in-camera meeting after the closing date for submission	
	- Within one month of the closing date for submissions, establish a draft shortlist for the board's consideration, provide details of the shortlisted submissions, and provide a summary of all of the submissions received	
4.	Board of Education:	January 2026
	- Receive the committee's in-camera report of summary of all public submissions, and recommended shortlist of submissions and associated details	
	- Approve the committee's recommendation with shortlist of submissions	
5.	School Naming Committee:	February - March
	- Undertake necessary research to provide the board with further background to the shortlisted names	2026
	- Provide the board at the April special board in-camera meeting its recommendation of proposed new school name and a draft press release	
6.	Board of Education:	April 2026
	- Receive the committee's report on background associated with each shortlisted submission, along with final recommendation and draft press release of the new school name	Special Board Meeting
	- The board may resolve into a Committee of the Whole during this meeting to consider the committee's report	
	- The board, by resolution, vote in-camera on the name of the new school	
7.	Board of Education:	May 2026
	- Announce the new school name at the next public meeting	

#### **CONCLUSION**

The new city centre school marks an important step in the board's commitment to expand educational infrastructure to serve Richmond's student population and to balance enrolment in the city centre area. Several key initiatives, including the school naming process, will be undertaken during the 2025/26 school year to ensure the new school will begin operation in September 2026 and serve the needs of the Richmond learning community.

Respectfully submitted,

Debbie Tablotney Trustee, Chairperson of School Naming Committee



#### **Report to the Board of Education (Public)**

Date: September 24, 2025

**From:** David Yang, Trustee, Chairperson of Audit Committee

**Subject:** 2024/25 Audited Financial Statements

#### RECOMMENDATION

**THAT** the Board of Education (Richmond) approve the Audited Financial Statements for the fiscal year ended June 30, 2025, as presented;

**AND FURTHER THAT** the Chair of the Board, the Superintendent of Schools, and the Secretary Treasurer be authorized to sign the audited financial statements.

#### **BACKGROUND**

Pursuant to Sections 156 (Accounting Practices) and 157 (Financial Statements) of the School Act and Ministerial Order 033/09, the Board is required to approve and submit its audited financial statements in the form required by the Ministry of Education and Child Care no later than September 30 in each year.

KPMG LLP, the District's auditors, have completed their audit of the 2024/25 financial statements of the Richmond School District. They have expressed an unqualified audit opinion that the financial statements are complete, accurate in all material respects and prepared in accordance with accounting requirements under PSAB and Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Respectfully submitted,

David Yang Trustee, Chairperson of Audit Committee

Attachments: 2023/24 Audited Financial Statements Financial Statement Discussion and Analysis Audited Financial Statements of

# School District No. 38 (Richmond)

And Independent Auditors' Report thereon

June 30, 2025

June 30, 2025

## Table of Contents

Management Report	1
Independent Auditors' Report	2-5
Statement of Financial Position - Statement 1	6
Statement of Operations - Statement 2	7
Statement of Changes in Net Debt - Statement 4	8
Statement of Cash Flows - Statement 5	9
Notes to the Financial Statements	10-34
Schedule of Changes in Accumulated Surplus (Deficit) by Fund - Schedule 1 (Unaudited)	35
Schedule of Operating Operations - Schedule 2 (Unaudited)	36
Schedule 2A - Schedule of Operating Revenue by Source (Unaudited)	37
Schedule 2B - Schedule of Operating Expense by Object (Unaudited)	38
Schedule 2C - Operating Expense by Function, Program and Object (Unaudited)	39
Schedule of Special Purpose Operations - Schedule 3 (Unaudited)	41
Schedule 3A - Changes in Special Purpose Funds and Expense by Object (Unaudited)	42
Schedule of Capital Operations - Schedule 4 (Unaudited)	46
Schedule 4A - Tangible Capital Assets (Unaudited)	47
Schedule 4B - Tangible Capital Assets - Work in Progress (Unaudited)	48
Schedule 4C - Deferred Capital Revenue (Unaudited)	49
Schedule 4D - Changes in Unspent Deferred Capital Revenue (Unaudited)	50

#### MANAGEMENT REPORT

Version: 2519-1773-8791

Management's Responsibility for the Financial Statements.

On behalf of School District No. 38 (Richmond)

The accompanying financial statements of School District No. 38 (Richmond) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

The preparation of financial statements necessarily involves the use of estimates based on management's judgment particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and reliable financial information is produced.

The Board of Education of School District No. 38 (Richmond) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a quarterly basis and externally audited financial statements yearly.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 38 (Richmond) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

#### INDEPENDENT AUDITOR'S REPORT

To the Board of Education of School District No. 38 (Richmond), and To the Minister of Education and Child Care, Province of British Columbia

#### **Opinion**

We have audited the financial statements of School District No. 38 (Richmond), (the "Entity"), which comprise:

- the statement of financial position as at June 30, 2025
- the statement of operations for the year then ended
- the statement of changes in net debt for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies (hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended June 30, 2025 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

#### **Basis for Opinion**

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "Auditor's Responsibilities for the Audit of the Financial Statements" section of our auditor's report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### Emphasis of Matter - Financial Reporting Framework

We draw attention to Note 2(a) to the financial statements which describes the applicable financial reporting framework and the significant differences between the financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

#### Other Information

Management is responsible for the other information. Other information comprises:

- Unaudited Schedules 1-4 attached to the audited financial statements.
- Information, other than the financial statements and auditor's report thereon, included in the Financial Statement Discussion and Analysis document; and

Our opinion on the financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained the information, other than the financial statements and auditor's report thereon, included in the Financial Statement Discussion and Analysis document and the Unaudited Schedules 1-4 attached to the audited financial statements as at the date of this auditor's report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in the auditor's report.

We have nothing to report in this regard.

# Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget and Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

#### Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

#### We also:

- Identify and assess the risks of material misstatement of the financial statements, whether
  due to fraud or error, design and perform audit procedures responsive to those risks, and
  obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.
  - The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the
  planned scope and timing of the audit and significant audit findings, including any significant
  deficiencies in internal control that we identify during our audit.

**Chartered Professional Accountants** 

Vancouver, Canada DATE

Statement of Financial Position

As at June 30, 2025

715 dt 7dile 50, 2025	2025 Actual	2024 Actual
	\$	\$
Financial Assets	02.267.404	150 554 426
Cash and Cash Equivalents (Note 3)	93,367,494	158,774,436
Accounts Receivable	( 000 2 (1	100.755
Due from Province - Ministry of Education and Child Care	6,989,261	182,755
Other (Note 4)	6,549,759	3,509,545
Portfolio Investments (Note 5)	782,071	659,252
Total Financial Assets	107,688,585	163,125,988
Liabilities		
Accounts Payable and Accrued Liabilities		
Due to Province - Ministry of Education and Child Care	34,058	-
Due to Province - Other	1,666	-
Other (Note 6)	36,790,103	32,022,965
Unearned Revenue (Note 7)	11,388,941	14,922,296
Deferred Revenue (Note 8)	9,608,330	9,552,242
Deferred Capital Revenue (Note 9)	315,431,441	303,824,280
Employee Future Benefits (Note 10)	16,337,139	15,046,958
Asset Retirement Obligation (Note 18)	24,119,672	24,175,727
Capital Lease Obligations (Note 11)	3,365,935	4,118,342
Total Liabilities	417,077,285	403,662,810
Net Debt	(309,388,700)	(240,536,822)
Non-Financial Assets		
Tangible Capital Assets (Note 12)	504,552,276	413,179,506
Prepaid Expenses	895,094	594,443
Total Non-Financial Assets	505,447,370	413,773,949
Accumulated Surplus (Deficit) (Note 20)	196,058,670	173,237,127
Contractual Obligations (Note 24)		
Contingent Liabilities (Note 17)		
Approved by the Board		
Signature of the Chairperson of the Board of Education	Date Si	aned
or the champerson of the board of Education	Date 3	Silva
Signature of the Superintendent	Date Si	gned
Signature of the Secretary Treasurer	Date S	gned

Statement of Operations Year Ended June 30, 2025

	2025	2025	2024
	Budget	Actual	Actual
	(Note 16)		
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	318,801,925	321,748,288	299,711,347
Other	52,800	77,936	80,586
Municipal Grants Spent on Sites		18,487,169	
Federal Grants	1,749,140	1,475,836	1,559,503
Tuition	18,544,632	17,844,512	20,621,325
Other Revenue (Note 21)	9,824,804	10,228,049	9,507,766
Rentals and Leases	1,813,622	2,025,377	1,779,538
Investment Income	3,661,896	4,152,610	6,116,361
Amortization of Deferred Capital Revenue	12,189,174	12,320,825	11,315,766
Total Revenue	366,637,993	388,360,602	350,692,192
Expenses (Note 19)			
Instruction	304,410,305	300,031,513	281,881,066
District Administration	10,008,126	9,235,422	7,950,828
Operations and Maintenance	52,521,283	53,946,541	51,942,896
Transportation and Housing	2,055,594	2,092,941	1,934,490
Debt Services	258,413	232,642	217,608
Total Expense	369,253,721	365,539,059	343,926,888
Surplus (Deficit) for the year	(2,615,728)	22,821,543	6,765,304
Accumulated Surplus (Deficit) from Operations, beginning of year		173,237,127	166,471,823
Accumulated Surplus (Deficit) from Operations, end of year	_	196,058,670	173,237,127

Statement of Changes in Net Debt Year Ended June 30, 2025

	2025	2025	2024
	Budget	Actual	Actual
	(Note 16)		
	\$	\$	\$
Surplus (Deficit) for the year	(2,615,728)	22,821,543	6,765,304
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets		(110,997,350)	(38,118,010)
Amortization of Tangible Capital Assets		19,624,580	18,801,181
Total Effect of change in Tangible Capital Assets	-	(91,372,770)	(19,316,829)
Acquisition of Prepaid Expenses		(895,094)	(594,443)
Use of Prepaid Expenses		594,443	742,245
Total Effect of change in Other Non-Financial Assets	-	(300,651)	147,802
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	(2,615,728)	(68,851,878)	(12,403,723)
Net Remeasurement Gains (Losses)	_		
(Increase) Decrease in Net Debt		(68,851,878)	(12,403,723)
Net Debt, beginning of year		(240,536,822)	(228,133,099)
Net Debt, end of year		(309,388,700)	(240,536,822)

Statement of Cash Flows Year Ended June 30, 2025

Tear Effect June 30, 2023	2025 Actual	2024 Actual
On anoting Tuenga etions	\$	\$
Operating Transactions  Symples (Definit) for the year	22 921 542	6 765 204
Surplus (Deficit) for the year	22,821,543	6,765,304
Changes in Non-Cash Working Capital		
Decrease (Increase)	(0.047.730)	550 O11
Accounts Receivable	(9,846,720)	578,011
Prepaid Expenses	(300,651)	147,802
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	4,802,860	3,609,073
Unearned Revenue	(3,533,355)	(2,442,250)
Deferred Revenue	56,088	1,365,868
Employee Future Benefits	1,290,181	1,150,724
Asset Retirement Obligations	(56,055)	-
Amortization of Tangible Capital Assets	19,624,580	18,801,181
Amortization of Deferred Capital Revenue	(12,320,825)	(11,315,766)
Recognition of Deferred Capital Revenue Spent on Sites	(22,029,276)	-
Total Operating Transactions	508,370	18,659,947
Capital Transactions		
Tangible Capital Assets Purchased	(82,021,111)	(20,931,434)
Tangible Capital Assets -WIP Purchased	(27,969,695)	(14,952,672)
Total Capital Transactions	(109,990,806)	(35,884,106)
Financing Transactions		
Capital Revenue Received	45,957,262	31,723,169
Capital Lease Payments	(1,758,949)	(2,577,772)
Total Financing Transactions	44,198,313	29,145,397
Investing Transactions		
Investments in Portfolio Investments	(122,819)	82,652
Total Investing Transactions	(122,819)	82,652
Net Increase (Decrease) in Cash and Cash Equivalents	(65,406,942)	12,003,890
Cash and Cash Equivalents, beginning of year (Note 3)	158,774,436	146,770,546
Cash and Cash Equivalents, end of year	93,367,494	158,774,436
Cash and Cash Equivalents, end of year, is made up of:		
Cash (Note 3)	30,346,650	24,152,439
Cash Equivalents (Note 3)	63,020,844 93,367,494	134,621,997 158,774,436
Supplementary Cash Flow Information (Note 23)	93,307,494	130,774,430

#### NOTE 1 AUTHORITY AND PURPOSE

The School District, established on April 12, 1946, operates under authority of the *School Act* of British Columbia as a corporation under the name of "The Board of Education of School District No. 38 (Richmond)", and operates as "School District No. 38 (Richmond)." A board of education ("Board") elected for a four-year term governs the School District. The School District provides educational programs to students enrolled in schools in the district and is principally funded by the Province of British Columbia through the Ministry of Education and Child Care (MECC). School District No. 38 (Richmond) is exempt from federal and provincial corporate income taxes.

#### NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### a) Basis of Accounting

The financial statements have been prepared in accordance with Section 23.1 of the *Budget* Transparency and Accountability Act of the Province of British Columbia. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards except in regard to the accounting for government transfers as set out in Notes 2(f) and 2(n).

In November 2011, Treasury Board provided a directive through Restricted Contributions Regulation 198/2011 providing direction for the reporting of restricted contributions whether they are received or receivable by the School District before or after this regulation was in effect.

As noted in Notes 2(f) and 2(n), Section 23.1 of the *Budget Transparency and Accountability Act* and its related regulations require the School District to recognize government transfers for the acquisition of capital assets into revenue on the same basis as the related amortization expense.

As these transfers do not contain stipulations that create a liability, Canadian public sector accounting standards would require that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410; and
- externally restricted contributions be recognized as revenue in the period in which the
  resources are used for the purpose or purposes specified in accordance with public sector
  accounting standard PS3100.

PAGE 128 Page 10

#### NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

#### a) Basis of Accounting (Continued)

The impact of this difference on the financial statements of the School District is as follows:

Year-ended June 30, 2024 - increase in annual surplus by \$20,407,403.

June 30, 2024 - increase in accumulated surplus and decrease in deferred contributions by \$303,824,280.

Year-ended June 30, 2025 - increase in annual surplus by \$11,607,161.

June 30, 2025 - increase in accumulated surplus and decrease in deferred contributions by \$315,431,441.

#### b) Cash and Cash Equivalents

Cash and cash equivalents include cash and highly liquid securities that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. These cash equivalents generally have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term cash commitments rather than for investing.

#### c) Accounts Receivable

Accounts receivables are measured at amortized cost and shown net of allowance for doubtful accounts.

#### d) Portfolio Investments

The School District has investments in Guaranteed Investment Certificates (GIC's) and term deposits that have a maturity of greater than 3 months at the time of acquisition. These investments are not quoted in an active market and are reported at amortized cost, and the associated transaction costs are added to the carrying value of these investments upon initial recognition.

#### e) Unearned Revenue

Unearned revenue includes tuition fees received for courses to be delivered in future periods and receipt of proceeds for services or products to be delivered in a future period. Revenue will be recognized in that future period when the courses, services, or products are provided.

PAGE 129 Page 11

#### NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

#### f) Deferred Revenue and Deferred Capital Revenue

Deferred revenue includes contributions received with stipulations that meet the description of restricted contributions in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. When restrictions are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability as detailed in Note 2(n).

Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital revenue and amortized over the life of the asset acquired as revenue in the statement of operations. This accounting treatment is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that creates a liability, in which case, the transfer is recognized as revenue over the period that the liability is extinguished.

#### g) Employee Future Benefits

#### i) Post-Employment Benefits:

The School District provides certain post-employment benefits, including vested and non-vested benefits, for certain employees pursuant to certain contracts and union agreements.

The School District accrues its obligations and related costs, including both vested and non-vested benefits, under employee future benefit plans. Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of expected salary escalation, termination rates, retirement rates and mortality. The discount rate used to measure obligations is based on the cost of borrowing. The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime (EARSL) of active employees covered under the plan.

#### ii) Pension Plans:

The School District and its employees make contributions to the Teachers' Pension Plan and Municipal Pension Plan. The plans are multi-employer plans where assets and obligations are not separated. The costs are expensed as incurred.

PAGE 130 Page 12

#### NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

#### h) Asset Retirement Obligations

A liability is recognized when, as at the financial reporting date:

- a) there is a legal obligation to incur retirement costs in relation to a tangible capital asset:
- b) the past transaction or event giving rise to the liability has occurred;
- c) it is expected that future economic benefits will be given up; and
- d) a reasonable estimate of the amount can be made.

The School District's asset retirement obligations include liability for the removal of asbestos and other hazardous material in several of the buildings owned by the School District. The estimated costs have been capitalized into the carrying amount of tangible capital assets and are being amortized on the same basis as the related tangible capital asset (see Note 2(j)). Assumptions used in the calculations are reviewed annually.

#### i) Liability for Contaminated Sites

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of chemical, organic or radioactive material or live organism that exceeds an environmental standard. The liability is recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when a site is not in productive use and all the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standards;
- the School District:
  - o is directly responsible; or
  - o accepts responsibility;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site.

#### j) Tangible Capital Assets

The following criteria apply:

Tangible capital assets acquired or constructed are recorded at cost which includes
amounts that are directly related to the acquisition, design, construction, development,
improvement or betterment of the assets. Cost also includes overhead directly
attributable to construction as well as interest costs that are directly attributable to the
acquisition or construction of the asset.

PAGE 131 Page 13

#### NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

- j) Tangible Capital Assets (Continued)
  - Donated tangible capital assets are recorded at their fair value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value. Transfers of capital assets from related parties are recorded at carrying value.
  - Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.
  - Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.
  - Buildings that are demolished or destroyed are written-off.
  - Works of art, historic assets and other intangible assets are not recorded as assets in these financial statements.
  - The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events initiate the need to revise. Estimated useful lives are as follows:

Buildings40 yearsFurniture & Equipment10 yearsVehicles10 yearsComputer Software5 yearsComputer Hardware5 years

#### k) Capital Leases

Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to the School District are considered capital leases. These are accounted for as a leased tangible capital asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs, e.g., insurance, maintenance costs, etc. The discount rate used to determine the present value of the lease payments is the lower of the School District's rate for incremental borrowing or the interest rate implicit in the lease.

All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

PAGE 132 Page 14

#### NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

#### 1) Prepaid Expenses

Prepaid fees and dues, licenses, and rent are included as a prepaid expense and stated at acquisition cost and are charged to expense over the periods expected to benefit from it.

#### m) Funds and Reserves

Certain amounts, as approved by the Board, are set aside in accumulated surplus for future operating and capital purposes (see Note 20 - Accumulated Surplus). Transfers to and from funds and reserves are an adjustment to the respective fund when approved (see Note 14 - Interfund Transfers).

### n) Revenue Recognition

Revenues are recorded on an accrual basis in the period in which the transactions or events occurred that gave rise to the revenues, the amounts are considered to be collectible and can be reasonably estimated.

Contributions received or where eligibility criteria have been met are recognized as revenue except where the contribution meets the criteria for deferral as described below. Eligibility criteria are the criteria that the School District has to meet in order to receive the contributions including authorization by the transferring government.

For contributions subject to a legislative or contractual stipulation or restriction as to their use, revenue is recognized as follows:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year related expenses are incurred,
- Contributions restricted for site acquisitions are recorded as revenue when the sites are purchased, and
- Contributions restricted for tangible capital assets acquisitions, other than sites, are recorded as deferred capital revenue and amortized over the useful life of the related assets.

Donated tangible capital assets, other than sites, are recorded at fair market value and amortized over the useful life of the assets. Donated sites are recorded as revenue at fair market value when received or receivable.

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that meets the criteria for liability recognition in which case the transfer is recognized as revenue over the period that the liability is extinguished.

PAGE 133 Page 15

#### NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

#### n) Revenue Recognition (Continued)

Revenue from transactions with performance obligations is recognized when (or as) the performance obligation is satisfied (by providing the promised goods or services to a payor).

Revenue from transactions with no performance obligations is recognized when the District:

- a) has the authority to claim or retain an inflow of economic resources; and
- b) identifies a past transaction or event that gives rise to an asset.

Investment income is reported in the period earned. When required by the funding party or related Act, investment income earned on deferred revenue is added to the deferred revenue balance.

#### o) Expenditures

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed. Interest expense includes interest charged on capital leases.

#### Categories of Salaries

- Principals, Vice-Principals, and Directors of Instruction employed under an administrative officer contract are categorized as Principals and Vice-Principals.
- Superintendents, Assistant Superintendents, Secretary-Treasurers, Trustees, and other employees excluded from union contracts are categorized as Other Professionals.

#### Allocation of Costs

- Operating expenses are reported by function, program, and object. Whenever possible, expenditures are determined by actual identification. Additional costs pertaining to specific instructional programs, such as special and Indigenous education, are allocated to these programs. All other costs are allocated to related programs.
- Actual salaries of personnel assigned to two or more functions or programs are allocated based on the time spent in each function and program. School-based clerical salaries are allocated to school administration and partially to other programs to which they may be assigned. Principals and Vice-Principals salaries are allocated to school administration and may be partially allocated to other programs to recognize their other responsibilities.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

PAGE 134 Page 16

#### NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

#### p) Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, portfolio investments, accounts payable, and accrued liabilities-other.

Except for portfolio investments in equity instruments quoted in an active market that are recorded at fair value, all financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of these investments upon initial recognition and amortized using the effective interest rate method. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a financial liability.

Unrealized gains and losses from changes in the fair value of financial instruments are recognized in the statement of remeasurement gains and losses. Upon settlement, the cumulative gain or loss is reclassified from the statement of remeasurement gains and losses and recognized in the statement of operations. Interest and dividends attributable to financial instruments are reported in the statement of operations.

All financial assets except derivatives are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the statement of operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense.

#### q) Measurement Uncertainty

Preparation of financial statements in accordance with the basis of accounting described in Note 2(a) requires management to make estimates and assumptions that impact reported amounts of assets and liabilities at the date of the financial statements and revenues and expenses during the reporting periods. Areas requiring the use of management estimates relate to the potential impairment of assets, asset retirement obligation, liabilities for contaminated sites, rates for amortization and estimated employee future benefits. Actual results could differ from those estimates.

PAGE 135 Page 17

#### NOTE 3 CASH AND CASH EQUIVALENTS

	2025	2024
Cash – Operating Fund	\$25,520,267	\$18,894,480
Cash – Special Purpose Fund	4,826,383	5,257,959
Cash Equivalents – Special Purpose Fund	931	1,231
Central Deposit Investment	62,923,444	134,524,297
Investments held by Richmond Community Foundation	96,469	96,469
_	\$93,367,494	\$158,774,436

During fiscal 2012, the School District transferred scholarship funds to the Richmond Community Foundation. Richmond Community Foundation will retain, invest and have disbursed scholarships on behalf of the School District, in exchange for an administration fee. The funds will be invested in pooled funds with the Foundation's other assets.

#### NOTE 4 ACCOUNTS RECEIVABLE - OTHER

_	2025	2024
Due from Federal Government Due from Benefit Carrier - unrestricted deposit account Other	\$3,445,900 2,740,768 363,091	\$1,073,434 2,232,656 203,455
_	\$6,549,759	\$3,509,545

The amount Due from Benefit Carrier - unrestricted deposit account represents surplus funds in excess of the required reserves held by the Benefit Carrier.

#### NOTE 5 PORTFOLIO INVESTMENTS

Guaranteed Investment Certificates (GIC's) included in portfolio investments are held with local banking institutions and earn average interest at 3.23% (2024 – 4.18%).

	2025	2024
"s	\$782,071	\$659,252

PAGE 136 Page 18

#### NOTE 6 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES - OTHER

	2025	2024
Trade payables	\$8,999,599	\$7,265,989
Salaries and benefits payable	21,762,559	21,773,714
Accrued vacation pay	2,450,632	2,210,936
Other	3,577,313	772,326
	\$36,790,103	\$32,022,965
NOTE 7 UNEARNED REVENUE		
	2025	2024
Balance, beginning of year	\$14,922,296	\$17,364,546
Fees received	14,311,157	18,179,075
Fees recognized as revenue	(17,844,512)	(20,621,325)

#### NOTE 8 DEFERRED REVENUE

Balance, end of year

Deferred revenue includes unspent grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board, i.e., the stipulations associated with those grants and contributions have not yet been fulfilled.

	2025	2024
Balance, beginning of year	\$9,552,242	\$8,186,374
Changes for the year:		
Increase:		
Provincial grants - MECC	59,250,652	56,955,923
Federal grants	1,436,172	1,566,332
Other revenue	8,353,412	8,450,014
Investment income	43,312	73,745
	69,083,548	67,046,014
Decrease:		_
Transfers to revenue	(69,027,460)	(65,680,146)
Balance, end of year	\$9,608,330	\$9,552,242

PAGE 137 Page 19

\$14,922,296

\$11,388,941

#### NOTE 9 DEFERRED CAPITAL REVENUE

Deferred capital revenue (DCR) includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. Once spent, the contributions are amortized into revenue over the life of the asset acquired.

	2025	2024
Balance, beginning of year	\$303,824,280	\$283,416,877
Changes for the year:		
Increase:		
Transfer from Deferred Revenue - capital additions	15,505,343	15,333,869
Transfer from Deferred Revenue - work in progress	27,969,695	14,672,196
Settlement of Asset Retirement Obligation	46,642	-
Provincial grants - MECC	43,404,874	30,564,347
Other revenue	1,946,635	314,801
Investment income	605,753	844,021
	89,478,942	61,729,234
Decrease:		
Transfer to DCR - capital additions	(15,505,343)	(15,333,869)
Transfer to DCR - work in progress	(27,969,695)	(14,672,196)
Transfer to Revenue - site purchases	(22,029,276)	-
Transfer to Revenue – settlement of asset		
retirement obligation	(46,642)	-
Amortization	(12,320,825)	(11,315,766)
	(77,871,781)	(41,321,831)
Balance, end of year	\$315,431,441	\$303,824,280

#### NOTE 10 EMPLOYEE FUTURE BENEFITS

Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the School District has provided for the payment of these benefits.

	2025	2024
Reconciliation of Accrued Benefit Obligation		_
Accrued Benefit Obligation - April 1	\$14,760,677	\$15,035,436
Service Cost	1,224,250	1,239,571
Interest Cost	643,207	612,999
Benefit Payments	(575,931)	(935,130)
Actuarial (Gain) Loss	(1,444,265)	(1,192,199)
Accrued Benefit Obligation - March 31	\$14,607,938	\$14,760,677

PAGE 138 Page 20

2025

2024

#### NOTE 10 EMPLOYEE FUTURE BENEFITS (Continued)

	2025	2024
Reconciliation of Funded Status at End of Fiscal Year Accrued Benefit Obligation - March 31 Market Value of Plan Assets - March 31	\$14,607,938	\$14,760,677
Funded Status - Deficit	(14,607,938)	(14,760,677)
Employer Contributions After Measurement Date Benefit Expense After Measurement Date	159,957 (416,471)	151,877 (466,864)
Unamortized Net Actuarial Loss Accrued Benefit Liability - June 30	(1,472,687) \$(16,337,139)	28,706 \$(15,046,958)
Reconciliation of Change in Accrued Benefit Liability Accrued Benefit Liability - July 1 Net Expense for Fiscal Year Employer Contributions Accrued Benefit Liability - June 30	\$15,046,958 1,874,192 (584,011) \$16,337,139	\$13,896,234 2,021,520 (870,796) \$15,046,958
Components of Net Benefit Expense Service Cost Interest Cost Amortization of Net Actuarial Loss Net Benefit Expense	\$1,188,646 628,418 57,128 \$1,874,192	\$1,235,741 620,551 165,228 \$2,021,520

The significant actuarial assumptions adopted for measuring the School District's accrued benefit obligations are:

	2025	2024
Discount Rate - April 1	4.25%	4.00%
Discount Rate - March 31	4.00%	4.25%
Long Term Salary Growth - April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth - March 31	2.50% + seniority	2.50% + seniority
EARSL - March 31	11.9	10.4

The impact of changes in assumptions between the March 31, 2025, measurement date and June 30, 2025, reporting date have been considered and are not considered to be material.

The most recent valuation of the obligation was performed at March 31, 2025. The next valuation will be performed at March 31, 2028 for use at June 30, 2028. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31, adjusted for transactions to June 30, was adopted for all periods subsequent to July 1, 2004.

PAGE 139 Page 21

#### NOTE 11 CAPITAL LEASE OBLIGATIONS

The School District has obligations under capital leases. The present value of future minimum lease payments, rates of interest and end dates of these leases are shown below:

	2025	2024
Macquarie Financial, with interest at 1.51%, expired November 1, 2024	-	7,218
CSI EPC, with interest at 3.15%, expired December 31, 2024	-	33,009
CSI EPC, with interest at 3.15%, expired March 31, 2025	-	149,832
CSI EPC, with interest at 3.95%, expired December 31, 2024	-	79,789
CSI EPC, with interest at 3.00%, expired February 28, 2025	_	170,821
CSI EPC, with interest at 3.95%, expires July 31, 2025	19,161	50,783
CSI EPC, with interest at 4.01%, expires August 31, 2025	61,399	225,140
CSI EPC, with interest at 4.01%, expires August 31, 2025	242,798	650,907
CSI EPC, with interest at 4.01%, expires August 31, 2025	53,834	159,139
CSI EPC, with interest at 6.01%, expires November 30, 2025	20,542	46,078
CSI EPC, with interest at 6.06%, expires February 28, 2026	43,944	67,398
CSI EPC, with interest at 5.70%, expires March 31, 2026	112,230	194,542
CSI EPC, with interest at 5.90%, expires August 31, 2027	697,434	991,221
CSI EPC, with interest at 5.90%, expires March 31, 2028	119,806	155,531
CSI EPC, with interest at 5.90%, expires March 31, 2028	123,580	159,122
CSI EPC, with interest at 5.90%, expires May 31, 2029	188,941	233,001
CSI EPC, with interest at 5.90%, expires May 31, 2028	334,412	429,856
CSI EPC, with interest at 5.90%, expires May31, 2028	245,024	314,956
CSI EPC, with interest at 5.58%, expires June 30, 2029	75,621	-
CSI EPC, with interest at 5.10%, expires August 31, 2029	130,001	-
CSI EPC, with interest at 5.10%, expires August 31, 2028	770,975	-
CSI EPC, with interest at 5.05%, expires December 31, 2028	126,233	
	\$3,365,935	\$4,118,342

Repayments are due as follows:

	2025
2026	\$1,592,437
2027	1,123,523
2028	791,920
2029	129,075
Total minimum lease payments	\$3,636,955
Less amounts representing interest	271,020
Present value of net minimum capital lease payments	\$3,365,935

Total interest on leases for the year was \$232,642 (2024 - \$217,608).

### NOTE 12 TANGIBLE CAPITAL ASSETS

#### **Net Book Value:**

	Net Book Value	Net Book Value	
	2025	2024	
Sites	\$114,459,036	\$55,169,613	
Buildings	370,422,733	340,520,955	
Furniture & Equipment	7,315,240	6,538,163	
Vehicles	2,990,408	2,104,457	
Computer Software	194,423	193,069	
Computer Hardware	9,170,436	8,653,249	
Total	\$504,552,276	\$413,179,506	

## June 30, 2025

			Disposals/	Total
Cost:	Opening Cost	Additions	Transfers	2025
Sites	\$55,169,613	\$59,289,423	\$ -	\$114,459,036
Buildings	631,251,826	26,000,471	-	657,252,297
Buildings - WIP	11,261,212	27,969,695	(9,702,044)	29,528,863
Furniture & Equipment	12,199,799	2,034,603	(1,283,680)	12,950,722
Vehicles	4,055,916	1,322,431	(858,049)	4,520,298
Computer Software	440,748	88,607	(97,580)	431,775
Computer Hardware	17,536,064	3,994,164	(4,972,204)	16,558,024
Total	\$731,915,178	\$120,699,394	\$(16,913,557)	\$835,701,015

	Opening Accumulated			Total
Accumulated Amortization:	Amortization	Additions	Disposals	2025
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	301,992,083	14,366,344	-	316,358,427
Furniture & Equipment	5,661,636	1,257,526	(1,283,680)	5,635,482
Vehicles	1,951,459	436,480	(858,049)	1,529,890
Computer Software	247,679	87,253	(97,580)	237,352
Computer Hardware	8,882,815	3,476,977	(4,972,204)	7,387,588
Total	\$318,735,672	\$19,624,580	\$(7,211,513)	\$331,148,739

PAGE 141 Page 23

#### NOTE 12 TANGIBLE CAPITAL ASSETS (Continued)

#### June 30, 2024

			Disposals/	Total
Cost:	Opening Cost	Additions	Transfers	2024
Sites	\$55,169,613	\$ -	\$ -	\$55,169,613
Buildings	583,021,437	48,230,389	-	631,251,826
Buildings - WIP	25,979,515	14,952,672	(29,670,975)	11,261,212
Furniture & Equipment	11,932,588	1,060,767	(793,556)	12,199,799
Vehicles	4,043,087	398,679	(385,850)	4,055,916
Computer Software	436,033	97,178	(92,463)	440,748
Computer Hardware	18,021,710	3,049,300	(3,534,946)	17,536,064
Total	\$698,603,983	\$67,788,985	\$(34,477,790)	\$731,915,178

	Opening			
	Accumulated			Total
Accumulated Amortization:	Amortization	Additions	Disposals	2024
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	288,521,163	13,470,920	-	301,992,083
Furniture & Equipment	5,248,572	1,206,620	(793,556)	5,661,636
Vehicles	1,924,690	412,619	(385,850)	1,951,459
Computer Software	252,464	87,678	(92,463)	247,679
Computer Hardware	8,794,417	3,623,344	(3,534,946)	8,882,815
Total	\$304,741,306	\$18,801,181	\$(4,806,815)	\$318,735,672

- Included in capital assets is equipment under capital lease with a cost of \$9,918,686 (2024 \$12,817,092) and accumulated amortization of \$5,203,923 (2024 \$6,522,223).
- Buildings work in progress (WIP) having a value of \$29,528,863 (2024 \$11,261,212) have not been amortized. Amortization of these assets will commence when the asset is put into service.

PAGE 142 Page 24

#### NOTE 13 EMPLOYEE PENSION PLANS

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan, jointly trusteed pension plans. The board of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investment of assets and administration of benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits provided are based on a formula. As at December 31, 2024, the Teachers' Pension Plan has about 52,000 active members and approximately 43,000 retired members. As at December 31, 2024, the Municipal Pension Plan has about 273,000 active members, including approximately 32,000 from school districts.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2023, indicated a \$4,572 million surplus for basic pension benefits and a balance of \$1,437 million in the rate stabilization account. The next valuation will be December 31, 2026.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2021 indicated a \$3,761 million funding surplus for basic pension benefits and a balance of \$3,185 million in the rate stabilization account. The next valuation as at December 31, 2024.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

School District #38 (Richmond) paid \$24,759,516 (2024 - \$23,710,723) for employer contributions to these plans in the year ended June 30, 2025.

PAGE 143 Page 25

#### NOTE 14 INTERFUND TRANSFERS

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2024, were as follows:

	Operating Fund Special I		Purpose Funds Ca		apital Fund	
	2025	2024	2025	2024	2025	2024
Funding Local Capital						
Reserve-as permitted under						
School Act	\$(11,754,262)	\$(10,201,795)	\$ -	\$ -	\$11,754,262	\$10,201,795
Capital assets purchased	(779,126)	(686,269)	(945,996)	(914,132)	1,725,122	1,600,401
Settlement of Asset						
Retirement Obligation	(9,413)	-	_		9,413	
	\$(12,542,801)	\$(10,888,064)	\$(945,996)	\$(914,132)	\$13,488,797	\$11,802,196

#### NOTE 15 RELATED PARTY TRANSACTIONS

The School District is related through common ownership to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

#### NOTE 16 BUDGET FIGURES

Budget figures, included in the financial statements, are the School District's Amended Annual budget approved by the Board through the adoption of an Amended Annual Budget on February 19, 2025. Changes between the Annual Budget (approved by the Board on April 24, 2024) and the Amended Annual Budget are listed below:

	Annual Budget	Amended Budget	Change
Statement 2			
Total Revenue	\$357,526,671	\$366,637,993	\$9,111,322
Total Expense	360,560,436	369,253,721	8,693,285
Budgeted Surplus/(Deficit) for the year	\$(3,033,765)	\$(2,615,728)	\$418,037

PAGE 144 Page 26

# **NOTE 16 BUDGET FIGURES** (Continued)

	Annual Budget	Amended Budget	Change
Statement 4		<u> </u>	
Surplus/(Deficit) for the year Total Effect of change in Tangible	\$(3,033,765)	\$(2,615,728)	\$418,037
Capital Assets	(41,528,745)	(37,827,839)	3,700,906
(Increase) Decrease in Net Financial Assets (Debt)	\$(44,562,510)	\$(40,443,567)	\$4,118,943

Significant changes between the annual and amended budget were:

## Statement 2

## Total Revenue

• Budgeted revenues were amended based on actual student enrolment, labour settlement funding, international student tuition fees revenue, investment income, increased classroom enhancement fund staffing grant, and classroom enhancement fund remedy grant.

# Total Expense

 Budgeted expenses were amended based on revised projections/cost estimates and labour settlement provisions, the additional staffing costs for the classroom enhancement fund staffing and remedy grants.

## NOTE 17 CONTINGENT LIABILITIES

In the ordinary course of operations, the School District has legal proceedings brought against it. It is the opinion of management that final determination of these claims will not have a material effect on the financial position or operations of the School District.

PAGE 145 Page 27

### NOTE 18 ASSET RETIREMENT OBLIGATION

Legal liabilities exist for the removal and disposal of asbestos and other hazardous materials, such as lead piping, within some district owned buildings that will undergo major renovations or demolition in the future. A reasonable estimate of the fair value of the obligation has been recognized. The obligation was measured at current cost as the timing of future cash flows canoe be reasonably determined. These costs have been capitalized as part of the assets' carrying value and are amortized over the assets' estimated useful lives.

	2025	2024
Asset Retirement Obligation, beginning of year	\$24,175,727	\$24,175,727
Settlements during the year	(56,055)	
Asset Retirement Obligation, end of year	\$24,119,672	\$24,175,727

## NOTE 19 EXPENSE BY OBJECT

	2025	2024
Salaries and benefits	\$308,789,841	\$289,895,009
Services and supplies	36,891,996	35,013,090
Interest	232,642	217,608
Amortization	19,624,580	18,801,181
	\$365,539,059	\$343,926,888

PAGE 146 Page 28

# NOTE 20 ACCUMULATED SURPLUS

Accumulated surplus balances are comprised of:

•	2025	2024
Invested in Tangible Capital Assets	\$165,099,168	\$104,118,793
Local Capital Internally Restricted by Board for:		_
Capital Lease Obligations	7,443,425	8,933,102
Current Capital Projects	9,259,714	16,246,867
Future Capital Projects	-	22,753,924
Under Review by Board	4,341,563	4,480,391
Contingency Reserve	2,000,000	2,000,000
Subtotal Internally Restricted	23,044,702	54,414,284
Total Capital Fund Accumulated Surplus	\$188,143,870	\$158,533,077
Operating Fund - Internally Restricted/Appropriated by Board for:		
Restricted Due to Nature of Constraints:	5(1.700	470 720
Collective Agreement Obligations	561,790	479,738
Targeted Funding School Generated Funds	1,659,124	2,153,348
Restricted for Anticipated Unusual Expenses:	2,700,000	2,700,000
Addressing Learning Impacts Restricted for Multiple Years Operations:	-	1,500,000
Support for Educational Plans	473,511	1,788,068
School Funds	982,639	2,180,147
Support for Operational Initiatives	1,086,056	1,741,948
Purchase Order Commitments	279,196	478,020
Subtotal Internally Restricted	\$7,742,316	\$13,021,269
Unrestricted Operating Surplus	172,484	1,682,781
Total Operating Fund Accumulated Surplus	\$7,914,800	\$14,704,050
Total Accumulated Surplus	\$196,058,670	\$173,237,127

PAGE 147 Page 29

## NOTE 21 OTHER REVENUE

Other Revenue, shown on Statement 2, comprises the following:

	2025	2024
Operating Fund:		
Other School District/Education Authorities	\$611,327	\$527,100
Miscellaneous:		
Cafeteria	309,792	315,772
Miscellaneous	15,413	1,758
Child Care Fees	-	104,739
Sale of Capital Assets	36,443	125,757
Microsoft Class Action Settlement	517,374	-
Recognition of Unrestricted School		
Generated Funds	-	300,000
_	\$1,490,349	\$1,375,126
Special Purpose Funds:		
School Generated Funds	\$8,166,546	\$7,165,926
Educational Trust Funds	454,696	438,422
Strong Start	9,436	9,628
Just B4	100,422	99,629
_	\$8,731,100	\$7,713,605
Capital Fund:		
Sale of Land	\$ -	\$410,000
Long Range Facilities Plan	6,600	9,035
_	\$6,600	\$419,035
Total Other Revenue	\$10,228,049	\$9,507,766
- Total Other Revenue	ψ10,220,0 <del>7</del> 7	Ψ2,201,100

# NOTE 22 ECONOMIC DEPENDENCE

The operations of the School District are dependent on continued funding from the Ministry of Education and Child Care (MECC) and various governmental agencies to carry out its programs. These financial statements have been prepared on a going concern basis.

# NOTE 23 SUPPLEMENTARY CASH FLOW INFORMATION

During the year, the School District had acquired tangible capital assets under capital leases of \$1,006,544 (2024 - \$2,233,904).

### NOTE 24 CONTRACTUAL OBLIGATIONS

The School District has entered into a number of multiple-year contracts for the construction of tangible capital assets. These contractual obligations will become liabilities in the future when the terms of the contracts are met. Disclosure relates to the unperformed portion of the contracts.

	2026	2027	2028
Approved Capital Projects -			
Unperformed Portion	\$31,028,810	\$18,600,000	\$1,851,408

### NOTE 25 RISK MANAGEMENT

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The Board ensures that the School District has identified its risks and ensures that management monitors and controls them.

# a) Credit risk:

Credit risk is the risk of financial loss to an institution if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held consisting of cash, amounts receivable and investments.

The School District is exposed to credit risk in the event of non-performance by a debtor. This risk is mitigated as most amount receivables are due from the provincial and federal governments and are collectible. It is management's opinion that the School District is not exposed to significant credit risk associated with its cash deposits and investments as they are placed in recognized British Columbia institutions and the School District invests solely in guaranteed investment certificates and term deposits.

## b) Market risk:

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk and interest rate risk.

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates. It is the management's opinion that the School District is not exposed to significant currency risk, as amounts held, and purchases made in foreign currency are insignificant.

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District is exposed to interest rate risk through its investments. It is management's opinion that the School District is not exposed to significant interest rate risk as they invest primarily in guaranteed investment certificates and term deposits that have a maturity date of no more than 3 years.

PAGE 149 Page 31

# NOTE 25 RISK MANAGEMENT (Continued)

# c) Liquidity risk

Liquidity risk is the risk that the School District will not be able to meet its financial obligations as they become due.

The School District manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the School District's reputation.

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2023 related to credit, market, or liquidity risks.

Unless otherwise noted, it is management's opinion that the School District is not exposed to significant interest, currency or credit risks arising from its financial instruments. The fair values of these financial instruments approximate their carrying value, unless otherwise noted.

PAGE 150 Page 32

# FINANCIAL STATEMENT PRESENTATION – BY FUND (UNAUDITED)

While Canadian public sector accounting standards ("PSA Standards") require that financial information for each fund be presented separately within the unaudited Schedules to these financial statements, there is no reporting requirement to provide segmented summary information.

Thus, for the reader's ease of use of these financial statements, this information is presented below, for both the Statement of Financial Position and the Statement of Operations.

# i) Statement of Financial Position by Fund

	Operating	Special Purpose	Capital	Total	Total
	Fund	Funds	Fund	June 30, 2025	June 30, 2024
	\$	\$	\$	\$	\$
Financial Assets					
Cash and Cash Equivalents	88,443,711	4,923,783	-	93,367,494	158,774,436
Accounts Receivable					
Due from Province - MECC	10,627	49,243	6,929,391	6,989,261	182,755
Other	5,977,767	571,992	-	6,549,759	3,509,545
Portfolio Investments	-	782,071	-	782,071	659,252
Total Financial Assets	94,432,105	6,327,089	6,929,391	107,688,585	163,125,988
Liabilities					
Accounts Payable and Accrued Liabilities					
Due to Province - MECC	34,058	-	-	34,058	-
Due to Province - Other	1,666	-	-	1,666	-
Other	34,249,008	545,563	1,995,532	36,790,103	32,022,965
Due To/From	25,401,587	(3,826,804)	(21,574,783)	_	-
Unearned Revenue	11,388,941	-	-	11,388,941	14,922,296
Deferred Revenue	-	9,608,330	-	9,608,330	9,552,242
Deferred Capital Revenue	-	-	315,431,441	315,431,441	303,824,280
Employee Future Benefits	16,337,139	-	-	16,337,139	15,046,958
Asset Retirement Obligation	-	-	24,119,672	24,119,672	24,175,727
Capital Lease Obligations	-	-	3,365,935	3,365,935	4,118,342
Total Liabilities	87,412,399	6,327,089	323,337,797	417,077,285	403,662,810
Net Financial Assets (Debt)	7,019,706	-	(316,408,406)	(309,388,700)	(240,536,822)
Non-Financial Assets			504 552 256	504 550 056	412 150 506
Tangible Capital Assets	005.004	-	504,552,276	504,552,276	413,179,506
Prepaid Expenses	895,094	-	-	895,094	594,443
Total Non-Financial Assets	895,094	-	504,552,276	505,447,370	413,773,949
Accumulated Surplus (Deficit)	7,914,800	-	188,143,870	196,058,670	173,237,127

PAGE 151 Page 33

# FINANCIAL STATEMENT PRESENTATION – BY FUND (UNAUDITED)

# ii) Statement of Operations by Fund

	2025				2025	2024
	Budget	Operating	Special Purpose	Capital	Actual	Actual
	(Total)	Fund	Funds	Fund	Total	Total
	\$	\$	\$	\$	\$	\$
Revenues						
Provincial Grants						
Ministry of Education and Child Care	318,801,925	259,394,184	58,811,997	3,542,107	321,748,288	299,711,347
Other	52,800	77,936	-	-	77,936	80,586
Municipal Grants Spent on Sites	-	-	-	18,487,169	18,487,169	-
Federal Grants	1,749,140	-	1,475,836	-	1,475,836	1,559,503
Tuition	18,544,632	17,844,512	-	-	17,844,512	20,621,325
Other Revenue	9,824,804	1,490,349	8,731,100	6,600	10,228,049	9,507,766
Rentals and Leases	1,813,622	2,025,377	-	-	2,025,377	1,779,538
Investment Income	3,661,896	2,521,566	8,527	1,622,517	4,152,610	6,116,361
Amortization of Deferred Capital Revenue	12,189,174	-	-	12,320,825	12,320,825	11,315,766
Total Revenue	366,637,993	283,353,924	69,027,460	35,979,218	388,360,602	350,692,192
Expenses						
Instruction	304,410,305	233,376,827	66,654,686	-	300,031,513	281,881,066
District Administration	10,008,126	8,381,727	853,695	-	9,235,422	7,950,828
Operations and Maintenance	52,521,283	34,185,358	573,083	19,188,100	53,946,541	51,942,896
Transportation and Housing	2,055,594	1,656,461	-	436,480	2,092,941	1,934,490
Debt Services	258,413	-	-	232,642	232,642	217,608
Total Expense	369,253,721	277,600,373	68,081,464	19,857,222	365,539,059	343,926,888
Surplus (Deficit) for the year	(2,615,728)	5,753,551	945,996	16,121,996	22,821,543	6,765,304
Accumulated Surplus (Deficit) from Operations, begin	ning of year	14,704,050	-	158,533,077	173,237,127	166,471,823
Interfund Transfers (Note 14)		(12,542,801)	(945,996)	13,488,797	-	-
Accumulated Surplus (Deficit) from Operations, end o	f vear	7,914,800	_	188,143,870	196,058,670	173,237,127

PAGE 152 Page 34

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

				2025	2024
	Operating Fund	Special Purpose Fund	Capital Fund	Actual	Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	14,704,050		158,533,077	173,237,127	166,471,823
Changes for the year					
Surplus (Deficit) for the year	5,753,551	945,996	16,121,996	22,821,543	6,765,304
Interfund Transfers					
Tangible Capital Assets Purchased	(779,126)	(945,996)	1,725,122	_	
Local Capital	(11,754,262)		11,754,262	_	
Other	(9,413)		9,413	-	
Net Changes for the year	(6,789,250)	-	29,610,793	22,821,543	6,765,304
Accumulated Surplus (Deficit), end of year - Statement 2	7,914,800	-	188,143,870	196,058,670	173,237,127

Version: 2519-1773-8791 August 20, 2025 11:49

PAGE 153 Page 35

Schedule of Operating Operations Year Ended June 30, 2025

Revenues         S         \$           Provincial Grants         258,208,342         259,394,184         243,331,497           Other         52,800         77,936         80,586           Tuition         18,544,632         17,844,512         20,621,325           Other Revenue         1,435,804         1,490,349         1,371,212           Rentals and Leases         1,816,622         2,925,377         1,779,538           Investment Income         2,293,800         2,521,566         4,104,108           Total Revenue         328,349,000         283,353,24         271,292,180           Expenses         8         2,938,00         2,521,566         4,104,108           Total Revenue         325,964,479         233,376,827         218,587,344           District Administration         9,067,681         8,381,727         7,082,623           Operations and Maintenance         326,976,47         34,185,358         32,950,247           Transportation and Housing         1,619,193         1,656,461         1,251,871           Total Expense         279,349,000         277,600,373         260,142,085           Net Transfers (to) from other funds         7,791,126         (686,269)           Local Capital         3,000,000 <th>Tear Effect state 50, 2025</th> <th>2025 Budget (Note 16)</th> <th>2025 Actual</th> <th>2024 Actual</th>	Tear Effect state 50, 2025	2025 Budget (Note 16)	2025 Actual	2024 Actual
Provincial Grants           Ministry of Education and Child Care         258,208,342         259,394,184         243,331,497           Other         52,800         77,936         80,586           Tuition         18,544,632         17,844,512         20,621,325           Other Revenue         1,435,804         1,490,349         1,575,126           Rentals and Leases         1,813,622         22,625,377         1,779,538           Investment Income         2,293,800         2,521,566         4,104,108           Total Revenue         32,349,000         233,376,827         271,292,180           Expenses         1         33,697,647         233,376,827         218,587,344           District Administration         9,067,681         8,381,727         7,082,623           Operations and Maintenance         32,697,647         34,185,358         32,950,247           Transportation and Housing         1,619,193         1,656,461         1,521,871           Total Expense         279,349,000         277,600,373         260,142,085           Operating Surplus (Deficit) for the year         3,000,000         5,753,551         11,150,095           Net Transfers (to) from other funds         (779,126)         (686,269)           Local Capita		\$	\$	\$
Ministry of Education and Child Care         258,208,342         259,394,184         243,331,497           Other         52,800         77,936         80,586           Tuition         18,544,632         17,844,512         20,613,255           Other Revenue         1,435,804         1,490,349         1,375,126           Rentals and Leases         1,813,622         2,025,377         177,95,38           Investment Income         2,293,800         2,521,566         41,041,08           Total Revenue         282,349,000         283,353,924         271,292,180           Expenses           Instruction         235,964,479         233,376,827         218,587,344           District Administration         9,067,681         8,381,727         7,082,623           Operations and Maintenance         32,697,647         34,185,358         32,950,247           Transportation and Housing         1,619,193         1,656,461         1,521,871           Total Expense         3,000,000         5,753,551         11,150,095           Net Transfers (to) from other funds           Tangible Capital Assets Purchased         6,799,126         (686,269)           Local Capital         (3,000,000)         11,554,262         (10,201,795)	Revenues			
Other         52,800         77,936         80,586           Tuition         18,544,622         17,844,512         20,621,325           Other Revenue         1,435,804         1,490,349         1,375,126           Rentals and Leases         1,813,622         2,025,377         1,779,538           Investment Income         2,293,800         2,521,566         4,104,108           Total Revenue         282,349,000         283,353,924         271,292,180           Express           Instruction         235,964,479         233,376,827         218,587,344           District Administration         9,067,681         8,381,727         7,082,623           Operations and Maintenance         32,697,647         34,185,358         32,950,247           Transportation and Housing         1,619,193         1,654,610         1521,871           Total Expense         279,349,000         277,600,373         260,142,085           Operating Surplus (Deficit) for the year         3,000,000         5,753,551         11,150,095           Net Transfers (to) from other funds         7,791,269         (686,269)           Local Capital         3,000,000         11,754,262         (10,001,795)           Other         6,000,000	Provincial Grants			
Tuition         18,544,632         17,844,512         20,621,325           Other Revenue         1,438,804         1,490,349         1,375,126           Rentals and Leases         1,813,622         2,025,377         1,779,538           Investment Income         2,293,800         2,521,566         4,104,108           Total Revenue         282,349,000         283,353,924         271,292,180           Expenses         235,964,479         233,376,827         218,587,344           District Administration         9,067,681         8,381,727         7,082,623           Operations and Maintenance         32,697,647         34,185,358         32,950,247           Transportation and Housing         1,619,193         1,656,461         1,521,871           Total Expense         3,000,000         277,600,373         260,142,085           Operating Surplus (Deficit) for the year         3,000,000         5,753,551         11,150,095           Net Transfers (to) from other funds         7,79,126         (686,269)           Local Capital Assets Purchased         7,79,126         (686,269)           Local Capital Met Transfers         (3,000,000)         (11,54,262)         (10,201,795)           Operating Surplus (Deficit), for the year         (3,000,000)         (12,542,801)<	Ministry of Education and Child Care	258,208,342	259,394,184	243,331,497
Other Revenue         1,435,804         1,490,349         1,375,126           Rentals and Leases         1,813,622         2,025,377         1,779,538           Investment Income         2,293,800         2,521,566         4,104,108           Total Revenue         282,349,000         283,353,924         271,292,180           Expenses         Instruction         235,964,479         233,376,827         218,587,344           District Administration         9,067,681         8,381,727         7,082,623           Operations and Maintenance         32,697,647         34,188,358         32,950,247           Transportation and Housing         1,619,193         1,656,461         1,521,871           Total Expense         279,349,000         277,600,373         260,142,085           Operating Surplus (Deficit) for the year         3,000,000         5,753,551         11,150,095           Net Transfers (to) from other funds         2         7,79,126         (686,269)           Local Capital         (3,000,000)         (11,754,262)         (10,201,795)           Other         2         (6,791,26)         (686,269)           Local Capital         (3,000,000)         (11,754,262)         (10,201,795)           Other         2         (6,789,250) <td></td> <td>52,800</td> <td>77,936</td> <td>80,586</td>		52,800	77,936	80,586
Rentals and Leases Investment Income Investment Income Total Revenue         1,813,622 2,93,800 2,521,566 4,104,108 2,293,800 2,521,566 4,104,108 2,521,566 4,104,108 2,521,506 2,521,506 4,104,108 2,521,506 2,521,506 2,521,506 2,521,506 2,521,506 2,521,506 2,521,506 2,521,506 2,521,506 2,521,507 2,521,50	Tuition	18,544,632	17,844,512	20,621,325
Investment Income   2,293,800   2,521,566   4,104,108   70 tal Revenue   282,349,000   283,353,924   271,292,180   282,349,000   283,353,924   271,292,180   282,349,000   283,353,924   271,292,180   282,349,000   283,353,924   271,292,180   283,376,827   218,587,344   205,000   233,966,479   233,376,827   218,587,344   205,000   206	Other Revenue	1,435,804	1,490,349	1,375,126
Total Revenue         282,349,000         283,353,924         271,292,180           Expenses         Instruction         235,964,479         233,376,827         218,587,344           District Administration         9,067,681         8,381,727         7,082,623           Operations and Maintenance         32,697,647         34,185,358         32,950,247           Tansportation and Housing         16,19,193         1,656,461         1,521,871           Total Expense         279,349,000         277,600,373         260,142,085           Operating Surplus (Deficit) for the year         3,000,000         5,753,551         11,150,095           Net Transfers (to) from other funds         7         (779,126)         (686,269)           Local Capital         (3,000,000)         (11,754,262)         (10,201,795)           Other         3,000,000         (11,754,262)         (10,201,795)           Other         3,000,000         (12,542,801)         (10,888,064)           Total Net Transfers         3,000,000         (12,542,801)         (10,888,064)           Operating Surplus (Deficit), for the year         3,000,000         (12,542,801)         (10,888,064)           Operating Surplus (Deficit), beginning of year         14,704,050         14,442,019           Operating	Rentals and Leases	1,813,622	2,025,377	1,779,538
Expenses	Investment Income	2,293,800	2,521,566	4,104,108
Instruction         235,964,479         233,376,827         218,587,344           District Administration         9,067,681         8,381,727         7,082,623           Operations and Maintenance         32,697,647         34,185,358         32,950,247           Transportation and Housing         1,619,193         1,656,641         1,521,871           Total Expense         279,349,000         277,600,373         260,142,085           Operating Surplus (Deficit) for the year         3,000,000         5,753,551         11,150,095           Net Transfers (to) from other funds         (3,000,000)         (11,754,262)         (10,201,795)           Other         (3,000,000)         (11,754,262)         (10,201,795)           Other         (3,000,000)         (12,542,801)         (10,888,064)           Total Operating Surplus (Deficit), for the year         (6,789,250)         262,031           Operating Surplus (Deficit), beginning of year         14,704,050         14,704,050           Operating Surplus (Deficit), end of year         7,914,800         14,704,050           Operating Surplus (Deficit), end of year         7,742,316         13,021,269           Unrestricted         17,24,84         1,682,781	Total Revenue	282,349,000	283,353,924	271,292,180
District Administration         9,067,681         8,381,727         7,082,623           Operations and Maintenance         32,697,647         34,185,358         32,950,247           Transportation and Housing         1,619,193         1,656,461         1,521,871           Total Expense         279,349,000         277,600,373         260,142,085           Operating Surplus (Deficit) for the year         3,000,000         5,753,551         11,150,095           Net Transfers (to) from other funds         -         (779,126)         (686,269)           Local Capital Assets Purchased         -         (779,126)         (686,269)           Other         -         (9,413)         -           Total Net Transfers         (3,000,000)         (11,754,262)         (10,201,795)           Other         -         (9,413)         -           Total Operating Surplus (Deficit), for the year         -         (6,789,250)         262,031           Operating Surplus (Deficit), beginning of year         14,704,050         14,442,019           Operating Surplus (Deficit), end of year           Internally Restricted (Note 20)         7,742,316         13,021,269           Unrestricted         172,484         1,682,781	Expenses			
Operations and Maintenance         32,697,647         34,185,358         32,950,247           Transportation and Housing         1,619,193         1,656,461         1,521,871           Total Expense         279,349,000         277,600,373         260,142,085           Operating Surplus (Deficit) for the year         3,000,000         5,753,551         11,150,095           Net Transfers (to) from other funds           Tangible Capital Assets Purchased         -         (779,126)         (686,269)           Local Capital         (3,000,000)         (11,754,262)         (10,201,795)           Other         -         (9,413)         -           Total Net Transfers         (3,000,000)         (12,542,801)         (10,888,064)           Operating Surplus (Deficit), for the year         -         (6,789,250)         262,031           Operating Surplus (Deficit), beginning of year         14,704,050         14,442,019           Operating Surplus (Deficit), end of year           Internally Restricted (Note 20)         7,742,316         13,021,269           Unrestricted         172,484         1,682,781	Instruction	235,964,479	233,376,827	218,587,344
Transportation and Housing Total Expense         1,619,193         1,656,461         1,521,871           Total Expense         279,349,000         277,600,373         260,142,085           Operating Surplus (Deficit) for the year         3,000,000         5,753,551         11,150,095           Net Transfers (to) from other funds         -         (779,126)         (686,269)           Local Capital Assets Purchased         -         (779,126)         (686,269)           Local Capital         (3,000,000)         (11,754,262)         (10,201,795)           Other         -         (9,413)         -           Total Net Transfers         (3,000,000)         (12,542,801)         (10,888,064)           Total Operating Surplus (Deficit), for the year         -         (6,789,250)         262,031           Operating Surplus (Deficit), beginning of year         14,704,050         14,442,019           Operating Surplus (Deficit), end of year         7,914,800         14,704,050           Operating Surplus (Deficit), end of year         7,742,316         13,021,269           Unrestricted         7,742,316         13,021,269           Unrestricted         172,484         1,682,781	District Administration	9,067,681	8,381,727	7,082,623
Total Expense         279,349,000         277,600,373         260,142,085           Operating Surplus (Deficit) for the year         3,000,000         5,753,551         11,150,095           Net Transfers (to) from other funds         Tangible Capital Assets Purchased         -         (779,126)         (686,269)           Local Capital         (3,000,000)         (11,754,262)         (10,201,795)           Other         -         (9,413)         -           Total Net Transfers         (3,000,000)         (12,542,801)         (10,888,064)           Total Operating Surplus (Deficit), for the year         -         (6,789,250)         262,031           Operating Surplus (Deficit), beginning of year         14,704,050         14,442,019           Operating Surplus (Deficit), end of year         7,914,800         14,704,050           Operating Surplus (Deficit), end of year         7,742,316         13,021,269           Unrestricted         77,24,344         1,682,781	Operations and Maintenance	32,697,647	34,185,358	32,950,247
Total Expense         279,349,000         277,600,373         260,142,085           Operating Surplus (Deficit) for the year         3,000,000         5,753,551         11,150,095           Net Transfers (to) from other funds         - (779,126) (686,269)           Tangible Capital Assets Purchased         - (779,126) (10,201,795)         (686,269)           Local Capital Other         - (9,413) -         - (9,413) (10,201,795)           Other         - (9,413) (10,888,064)         - (6,789,250)         262,031           Total Operating Surplus (Deficit), for the year         - (6,789,250)         262,031           Operating Surplus (Deficit), beginning of year         14,704,050         14,442,019           Operating Surplus (Deficit), end of year         7,914,800         14,704,050           Operating Surplus (Deficit), end of year         7,742,316         13,021,269           Unrestricted         77,24,344         1,682,781	Transportation and Housing	1,619,193	1,656,461	1,521,871
Net Transfers (to) from other funds           Tangible Capital Assets Purchased         - (779,126) (686,269)           Local Capital         (3,000,000) (11,754,262) (10,201,795)           Other         - (9,413) -           Total Net Transfers         (3,000,000) (12,542,801) (10,888,064)           Total Operating Surplus (Deficit), for the year         - (6,789,250) 262,031           Operating Surplus (Deficit), beginning of year         14,704,050 14,442,019           Operating Surplus (Deficit), end of year         7,914,800 14,704,050           Operating Surplus (Deficit), end of year         7,742,316 13,021,269           Internally Restricted (Note 20)         7,742,316 13,021,269           Unrestricted         172,484 1,682,781	Total Expense	279,349,000		260,142,085
Tangible Capital Assets Purchased       - (779,126) (686,269)         Local Capital       (3,000,000) (11,754,262) (10,201,795)         Other       - (9,413) -         Total Net Transfers       (3,000,000) (12,542,801) (10,888,064)         Total Operating Surplus (Deficit), for the year       - (6,789,250) 262,031         Operating Surplus (Deficit), beginning of year       14,704,050 14,442,019         Operating Surplus (Deficit), end of year       7,914,800 14,704,050         Operating Surplus (Deficit), end of year       7,742,316 13,021,269         Unrestricted       172,484 1,682,781	Operating Surplus (Deficit) for the year	3,000,000	5,753,551	11,150,095
Tangible Capital Assets Purchased       - (779,126) (686,269)         Local Capital       (3,000,000) (11,754,262) (10,201,795)         Other       - (9,413) -         Total Net Transfers       (3,000,000) (12,542,801) (10,888,064)         Total Operating Surplus (Deficit), for the year       - (6,789,250) 262,031         Operating Surplus (Deficit), beginning of year       14,704,050 14,442,019         Operating Surplus (Deficit), end of year       7,914,800 14,704,050         Operating Surplus (Deficit), end of year       7,742,316 13,021,269         Unrestricted       172,484 1,682,781	Net Transfers (to) from other funds			
Local Capital       (3,000,000)       (11,754,262)       (10,201,795)         Other       -       (9,413)       -         Total Net Transfers       (3,000,000)       (12,542,801)       (10,888,064)         Total Operating Surplus (Deficit), for the year       -       (6,789,250)       262,031         Operating Surplus (Deficit), beginning of year       14,704,050       14,442,019         Operating Surplus (Deficit), end of year         Internally Restricted (Note 20)       7,742,316       13,021,269         Unrestricted       172,484       1,682,781		-	(779,126)	(686,269)
Other         -         (9,413)         -           Total Net Transfers         (3,000,000)         (12,542,801)         (10,888,064)           Total Operating Surplus (Deficit), for the year         -         (6,789,250)         262,031           Operating Surplus (Deficit), beginning of year         14,704,050         14,442,019           Operating Surplus (Deficit), end of year         7,914,800         14,704,050           Operating Surplus (Deficit), end of year         7,742,316         13,021,269           Unrestricted         172,484         1,682,781		(3,000,000)	` ' '	
Total Net Transfers         (3,000,000)         (12,542,801)         (10,888,064)           Total Operating Surplus (Deficit), for the year         -         (6,789,250)         262,031           Operating Surplus (Deficit), beginning of year         14,704,050         14,442,019           Operating Surplus (Deficit), end of year         7,914,800         14,704,050           Operating Surplus (Deficit), end of year         7,742,316         13,021,269           Unrestricted         172,484         1,682,781	•	-		-
Operating Surplus (Deficit), beginning of year       14,704,050       14,442,019         Operating Surplus (Deficit), end of year       7,914,800       14,704,050         Operating Surplus (Deficit), end of year       7,742,316       13,021,269         Unrestricted       172,484       1,682,781	Total Net Transfers	(3,000,000)	. , ,	(10,888,064)
Operating Surplus (Deficit), end of year         7,914,800         14,704,050           Operating Surplus (Deficit), end of year         Internally Restricted (Note 20)         7,742,316         13,021,269           Unrestricted         172,484         1,682,781	Total Operating Surplus (Deficit), for the year		(6,789,250)	262,031
Operating Surplus (Deficit), end of year         Internally Restricted (Note 20)       7,742,316       13,021,269         Unrestricted       172,484       1,682,781	Operating Surplus (Deficit), beginning of year		14,704,050	14,442,019
Internally Restricted (Note 20)       7,742,316       13,021,269         Unrestricted       172,484       1,682,781	Operating Surplus (Deficit), end of year	_	7,914,800	14,704,050
	Internally Restricted (Note 20)		· · ·	
	Total Operating Surplus (Deficit), end of year	<del>-</del>		

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

Tear Effect Julie 30, 2023	2025 Budget (Note 16)	2025 Actual	2024 Actual
	\$	\$	\$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	252,588,106	253,125,948	235,480,681
Other Ministry of Education and Child Care Grants			
Pay Equity	2,215,706	2,215,706	2,215,706
Funding for Graduated Adults	331,443	676,396	424,298
Student Transportation Fund	21,608	21,608	21,608
Support Staff Benefits Grant	230,836	230,836	230,836
FSA Scorer Grant	27,292	27,292	28,792
Labour Settlement Funding	2,523,122	2,826,169	4,024,349
Integrated Child and Youth Teams	270,229	270,229	902,227
Premiere Awards	-		3,000
<b>Total Provincial Grants - Ministry of Education and Child Care</b>	258,208,342	259,394,184	243,331,497
Provincial Grants - Other	52,800	77,936	80,586
Tuition			
Summer School Fees	376,890	376,890	254,260
Continuing Education	1,365,492	1,523,481	1,183,105
International and Out of Province Students	16,802,250	15,944,141	19,183,960
Total Tuition	18,544,632	17,844,512	20,621,325
Other Revenues			
Other School District/Education Authorities	612,430	611,327	527,100
Miscellaneous	012,130	011,027	527,100
Cafeteria	305,000	309,792	315,772
Miscellaneous	1,000	15,413	1,758
Microsoft Class Action Settlement	517,374	517,374	-,
Recognition of Unrestricted School Generated Funds	-	-	300,000
Child Care Fees	_	_	104,739
Sale of Capital Assets	_	36,443	125,757
Total Other Revenue	1,435,804	1,490,349	1,375,126
Rentals and Leases	1,813,622	2,025,377	1,779,538
Investment Income	2,293,800	2,521,566	4,104,108
Total Operating Revenue	282,349,000	283,353,924	271,292,180

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

	2025	2025	2024
	Budget	Actual	Actual
	(Note 16)		
	\$	\$	\$
Salaries			
Teachers	116,683,302	115,583,296	108,943,772
Principals and Vice Principals	15,245,382	15,677,224	14,843,847
Educational Assistants	22,586,240	21,702,857	19,952,446
Support Staff	25,875,394	26,153,279	24,308,869
Other Professionals	7,765,708	8,046,468	7,030,073
Substitutes	12,548,271	13,822,384	12,110,022
Total Salaries	200,704,297	200,985,508	187,189,029
<b>Employee Benefits</b>	54,476,784	52,407,641	49,195,057
Total Salaries and Benefits	255,181,081	253,393,149	236,384,086
Services and Supplies			
Services	7,985,429	8,548,985	9,695,928
Student Transportation	15,623	12,441	8,403
Professional Development and Travel	1,386,235	1,416,934	1,035,527
Rentals and Leases	320,456	328,960	303,203
Dues and Fees	160,527	152,900	144,889
Insurance	884,857	806,533	683,419
Supplies	9,054,077	8,818,302	7,986,693
Utilities	4,360,715	4,122,169	3,899,937
<b>Total Services and Supplies</b>	24,167,919	24,207,224	23,757,999
Total Operating Expense	279,349,000	277,600,373	260,142,085

# School District No. 38 (Richmond) Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	88,499,889	3,048,397		1,480,737		9,669,984	102,699,007
1.03 Career Programs	234,692			586,882			821,574
1.07 Library Services	2,039,838			725,808			2,765,646
1.08 Counselling	3,721,835						3,721,835
1.10 Inclusive Education	9,506,973		21,543,805	122,669	394,202	2,010,236	33,577,885
1.20 Early Learning and Child Care				24,607			24,607
1.30 English Language Learning	5,549,029			201,865			5,750,894
1.31 Indigenous Education	403,947			40,376			444,323
1.41 School Administration		11,990,164		5,960,220		517,103	18,467,487
1.60 Summer School	1,067,822	164,218	159,052	52,950		44,979	1,489,021
1.61 Continuing Education	616,129	307,980		101,166	111,835	367,569	1,504,679
1.62 International and Out of Province Students	3,943,142			209,891	944,619	10,483	5,108,135
1.64 Other				38,692	·	•	38,692
Total Function 1	115,583,296	15,510,759	21,702,857	9,545,863	1,450,656	12,620,354	176,413,785
4 District Administration							
4.11 Educational Administration				326,397	2,565,748		2,892,145
4.40 School District Governance				320,377	229,634		229,634
4.41 Business Administration		166,465		1,161,941	1,915,797	3,465	3,247,668
Total Function 4	<u> </u>	166,465	-	1,488,338	4,711,179	3,465	6,369,447
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				279,643	1,884,633	89	2,164,365
5.50 Maintenance Operations				12,860,810	1,004,033	1,166,774	14,027,584
5.52 Maintenance of Grounds				1,089,393		1,100,774	1,089,393
5.56 Utilities				1,000,575			1,000,500
Total Function 5	-	-	-	14,229,846	1,884,633	1,166,863	17,281,342
7 Transportation and Housing							
7.70 Student Transportation				889,232		31,702	920,934
Total Function 7							
TOTAL FUNCTION /			<u> </u>	889,232	<u> </u>	31,702	920,934
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	115,583,296	15,677,224	21,702,857	26,153,279	8,046,468	13,822,384	200,985,508

Version: 2519-1773-8791 August 20, 2025 11:49

**PAGE 157** Page 39

Page 40

# School District No. 38 (Richmond)

Operating Expense by Function, Program and Object

Year Ended June 30, 2025

					2025	2025	2024
	Total	<b>Employee</b>	<b>Total Salaries</b>	Services and	Actual	Budget	Actual
	Salaries	Benefits	and Benefits	Supplies		(Note 16)	
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	102,699,007	27,563,182	130,262,189	4,301,940	134,564,129	136,810,618	127,011,459
1.03 Career Programs	821,574	231,814	1,053,388	495,930	1,549,318	1,580,945	1,403,525
1.07 Library Services	2,765,646	700,370	3,466,016	422,971	3,888,987	3,848,723	3,258,871
1.08 Counselling	3,721,835	858,592	4,580,427	5,936	4,586,363	3,791,592	4,080,936
1.10 Inclusive Education	33,577,885	9,313,698	42,891,583	988,681	43,880,264	42,899,683	39,265,466
1.20 Early Learning and Child Care	24,607	6,509	31,116		31,116	30,130	150,058
1.30 English Language Learning	5,750,894	1,388,537	7,139,431	48,918	7,188,349	8,684,518	6,275,731
1.31 Indigenous Education	444,323	119,145	563,468	105,039	668,507	613,659	535,763
1.41 School Administration	18,467,487	4,305,257	22,772,744	375,888	23,148,632	23,168,074	22,113,025
1.60 Summer School	1,489,021	299,233	1,788,254	56,779	1,845,033	1,765,480	1,505,012
1.61 Continuing Education	1,504,679	284,395	1,789,074	205,513	1,994,587	2,088,833	1,711,275
1.62 International and Out of Province Students	5,108,135	1,291,710	6,399,845	3,567,212	9,967,057	10,619,547	11,266,069
1.64 Other	38,692	15,460	54,152	10,333	64,485	62,677	10,154
Total Function 1	176,413,785	46,377,902	222,791,687	10,585,140	233,376,827	235,964,479	218,587,344
4 District Administration							
4.11 Educational Administration	2,892,145	605,979	3,498,124	304,542	3,802,666	4,089,255	3,061,106
4.40 School District Governance	229,634	12,775	242,409	135,777	378,186	466,912	373,975
4.41 Business Administration	3,247,668	738,714	3,986,382	214,493	4,200,875	4,511,514	3,647,542
Total Function 4	6,369,447	1,357,468	7,726,915	654,812	8,381,727	9,067,681	7,082,623
5 On susting and Maintenance							
5 Operations and Maintenance	2 164 265	407 529	2 ((1 002	1 120 041	2 702 944	1 006 520	2 692 042
5.41 Operations and Maintenance Administration	2,164,365	497,538	2,661,903	1,130,941	3,792,844	4,086,529	3,683,942
5.50 Maintenance Operations	14,027,584	3,626,866	17,654,450	6,980,468	24,634,918	22,688,411	23,993,484
5.52 Maintenance of Grounds	1,089,393	247,279	1,336,672	298,755	1,635,427	1,561,992	1,372,884
5.56 Utilities	17 201 242	4 271 (02	21 (52 025	4,122,169	4,122,169	4,360,715	3,899,937
Total Function 5	17,281,342	4,371,683	21,653,025	12,532,333	34,185,358	32,697,647	32,950,247
7 Transportation and Housing							
7.70 Student Transportation	920,934	300,588	1,221,522	434,939	1,656,461	1,619,193	1,521,871
Total Function 7	920,934	300,588	1,221,522	434,939	1,656,461	1,619,193	1,521,871
9 Debt Services							
Total Function 9	-	-	-	-	-	-	
Total Functions 1 - 9	200,985,508	52,407,641	253,393,149	24,207,224	277,600,373	279,349,000	260,142,085
	,,	, ,	, -, -	, ,	, ,	, ,	, ,

Version: 2519-1773-8791 August 20, 2025 11:49 PAGE 158

Schedule of Special Purpose Operations Year Ended June 30, 2025

	2025	2025	2024
	Budget	Actual	Actual
	(Note 16)		
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	60,593,583	58,811,997	56,379,850
Federal Grants	1,749,140	1,475,836	1,559,503
Other Revenue	8,389,000	8,731,100	7,713,605
Investment Income	21,000	8,527	27,188
Total Revenue	70,752,723	69,027,460	65,680,146
Expenses			
Instruction	68,445,826	66,654,686	63,293,722
District Administration	940,445	853,695	868,205
Operations and Maintenance	462,661	573,083	604,087
Total Expense	69,848,932	68,081,464	64,766,014
Special Purpose Surplus (Deficit) for the year	903,791	945,996	914,132
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(903,791)	(945,996)	(914,132)
Total Net Transfers	(903,791)	(945,996)	(914,132)
Total Special Purpose Surplus (Deficit) for the year		-	-
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		-	-

**PAGE 159** 

Version: 2519-1773-8791 August 20, 2025 11:49

Peter   Pete		Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK Fu	Classroom Enhancement ind - Overhead
Pevincial Grants - Ministry of Education and Child Care   Regular Services   Perincipal Services   Regular		\$	-					\$	\$	\$
Provincial Grants - Maintsry of Education and Child Care   \$89,28   \$79,30   \$79,30   \$71,471	Deferred Revenue, beginning of year	-	22,727	1,126,807	6,295,700	18,894	8,075	-	-	-
Federal Grants	Add: Restricted Grants									
Investment Income		829,289	879,303			224,000	93,100	382,342	869,538	5,522,243
Recovered   Reco	Other				7,714,712	9,436				
Person   P	Investment Income			40,735						
Recovered   Purish		829,289	879,303	40,735	7,714,712	233,436	93,100	382,342	869,538	5,522,243
Profested Revenue, end of year   1,161,592   5,843,866   - 37,710   35,564   - 37,710		829,289	902,030	5,950	8,166,546	252,330	63,465	346,778	869,538	5,522,243
Revenues         Provincial Grants - Ministry of Education and Child Care Pederal Grants - Ministry of Education and Child Care Pederal Grants - Ministry of Education and Child Care Pederal Grants - Ministry of Education and Child Care Pederal Grants - Ministry of Education and Child Care Pederal Grants - Ministry of Education and Child Care Pederal Grants - Ministry of Education and Child Care Pederal Grants - Ministry of Education and Child Care Pederal Grants - Ministry of Education and Child Care Pederal Grants - Ministry of Education And Care Principals - Salaries - Salari				1 1 51 - 22						
Provincial Grants - Ministry of Education and Child Care   Rederal Grants   Rederal Grant	Deferred Revenue, end of year			1,161,592	5,843,866	-	37,710	35,564		
Provincial Grants - Ministry of Education and Child Care   Rederal Grants   Rederal Grant	Revenues									
Substrict	Provincial Grants - Ministry of Education and Child Care	829,289	902,030			242,894	63,465	346,778	869,538	5,522,243
Repense	Other Revenue				8,166,546	9,436				
Salaris   Sala	Investment Income			5,950						
Salaries		829,289	902,030	5,950	8,166,546	252,330	63,465	346,778	869,538	5,522,243
Teachers										
Principals and Vice Principals								0= 006		
Educational Assistants							5,715	87,906		27.011
Support Staff Other Professionals	<u> </u>		745 940			170 144	45 972		416.040	
Other Professionals Substitutes         394,441           Substitutes         12,389         774,792           Employee Benefits Services and Supplies         7 45,849         -         -         179,144         51,587         100,295         416,940         4,174,873           Services and Supplies         70,578         5,950         8,166,546         8,830         5,131         225,385         331,076           Net Revenue (Expense) before Interfund Transfers         758,711         -         -         -         -         -         -         145,082           Interfund Transfers           Tangible Capital Assets Purchased         (758,711)         -         -         -         -         -         -         -         145,082           Interfund Transfers         (758,711)         -         -         -         -         -         -         -         -         -         -         -         145,082			/45,849			1/9,144	45,872		410,940	
Substitutes   12,389   774,792   745,849   - 179,144   51,587   100,295   416,940   4,174,873   70,578   156,181   64,356   6,747   21,098   121,522   1,202,288   70,578   70,578   70,578   902,030   5,950   8,166,546   8,830   5,131   225,385   331,076   70,578   70,578   902,030   5,950   8,166,546   252,330   63,465   346,778   869,538   5,377,161   758,711										
Property of the property of								12 389		
Employee Benefits         156,181         64,356         6,747         21,098         121,522         1,202,288           Services and Supplies         70,578         5,950         8,166,546         8,830         5,131         225,385         331,076           Net Revenue (Expense) before Interfund Transfers         758,711         -	Substitutes		745.849	_	_	179.144	51.587		416.940	
Services and Supplies         70,578         5,950         8,166,546         8,830         5,131         225,385         331,076           70,578         902,030         5,950         8,166,546         252,330         63,465         346,778         869,538         5,377,161           Net Revenue (Expense) before Interfund Transfers         758,711         - <td>Employee Benefits</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>· ·</td> <td></td>	Employee Benefits								· ·	
Topic   Post		70,578	,	5,950	8,166,546	· ·	· ·			, ,
Interfund Transfers         Tangible Capital Assets Purchased       (758,711)       (145,082)         (758,711)       -       -       -       -       -       -       (145,082)	••		902,030							5,377,161
Tangible Capital Assets Purchased (758,711) (145,082) (758,711)	Net Revenue (Expense) before Interfund Transfers	758,711	-	<u>-</u>	-	<u>-</u>	<u>-</u>	-	-	145,082
Tangible Capital Assets Purchased (758,711) (145,082) (758,711)	Interfund Transfers									
(758,711) (145,082)		(758,711)								(145,082)
Net Revenue (Expense)			-	-	-	-	-	-	-	
	Net Revenue (Expense)			<u> </u>			<u> </u>		<u>-</u>	

Page 42 PAGE 160

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	Mental Health in Schools	Changing Results for Young Children	Early Childhood Education Dual Credit Program	Student & Family Affordability	JUST B4	SEY2KT (Early Years to Kindergarten)	ECL (Early Care & Learning)
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	29,079	9,844	51,251	772,191	-	15,309	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care Federal Grants	44,682,306	413,136	48,000	11,250	45,000		50,000	19,000	175,000
Other							100,422		
Investment Income									
	44,682,306	413,136	48,000	11,250	45,000	-	150,422	19,000	175,000
Less: Allocated to Revenue Recovered	44,682,306	413,136	65,995	21,094	44,331	454,152	150,422	29,723	175,000
Deferred Revenue, end of year			11,084		51,920	318,039		4,586	
z crorrou zieverne, enu or yeur			11,001		01,220	210,002		.,	
Revenues									
Provincial Grants - Ministry of Education and Child Care Federal Grants	44,682,306	413,136	65,995	21,094	44,331	454,152	50,000	29,723	175,000
Other Revenue							100,422		
Investment Income									
	44,682,306	413,136	65,995	21,094	44,331	454,152	150,422	29,723	175,000
Expenses Salaries									
Teachers	35,019,919								
Principals and Vice Principals	33,019,919			12,145				20,906	142,177
Educational Assistants				,			71,681	_0,500	,,
Support Staff							38,481		
Other Professionals									
Substitutes		302,550							
	35,019,919	302,550	-	12,145	-	-	110,162	20,906	142,177
Employee Benefits	9,662,387	63,680	(5.005	2,672	44 221	454 150	37,352	4,553	30,542
Services and Supplies	44,682,306	21,434 387,664	65,995 65,995		44,331 44,331	454,152 454,152	2,908 150,422	4,264 29,723	2,281 175,000
	44,002,500	307,004	03,773	21,054	77,331	737,132	130,422	27,123	173,000
Net Revenue (Expense) before Interfund Transfers	-	25,472	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased		(25,472)							
	-	(25,472)	-	-	-	-	-	-	-
Net Revenue (Expense)	_	-	_	-	-	-	-	-	-

Page 43 PAGE 161

Peterret Revenue, beginning of year   49,11   2,288   8   8   8   8   8   8   8   8   8		Feeding Futures Fund	Health Career Grants	Dual Credit Program Expansion	Professional Learning Grant	Provincial Resource Program	Provincial Early Years	Educational Trust Fund	LINC/ SWIS	National School Food Program
Addi: Restricted Grants		<b>\$</b>	\$	\$	\$		\$	\$	\$	
Provincial Grains- Ministry of Education and Child Care   Federal Grains   Federal Grains	Deferred Revenue, beginning of year	499,113	22,889	-	-	93,292	150,038	356,586	80,447	-
Federal Grants	Add: Restricted Grants									
Provincial Grants -   Provincial Grants -	· · · · · · · · · · · · · · · · · · ·	2,410,619	25,000		208,468	1,048,332	1,518,959		1,436,172	39,097
Provincial Grants - Ministry of Education and Child Care   Provincial Grants - Ministry of Educat										
Part		2,410,619	25,000	-	208,468	1,048,332	1,518,959		1,436,172	39,097
Percent Revenue, end of year   924,939   41,705   208,468   107,323   390,019   430,732   40,783				-		941,009	1,128,940			
Provincial Grants - Ministry of Education and Child Care   1,848,79   6,184   94,009   1,128,94   1,478,36		924,939	41,705	-	208,468	,		430,732	40,783	-
Provincial Grants - Ministry of Education and Child Care   1,848,79   6,184   94,009   1,128,94   1,478,36										
Federal Grants		1 094 702	6 194			0.41,000	1 129 040			20.007
Cher Revenue   1,984,793   1	· · · · · · · · · · · · · · · · · · ·	1,984,793	0,184			941,009	1,128,940		1 475 836	39,097
Newstment Income   1,984,79   6,184   0   0,941,09   1,128,90   457,27   1,475,86   39,907   1,287   1,475,86   39,907   1,287   1,475,86   39,907   1,287   1,475,86   1,475,								454,696	1,475,650	
1,984,793   6,184   -   - 941,009   1,128,940   457,273   1,475,836   39,097   1,28,948   1,28,94										
Salaries		1,984,793	6,184	-	-	941,009	1,128,940		1,475,836	39,097
Teachers										
Principals and Vice Principals         170,955           Educational Assistants         24,568         64,982         709,588           Support Staff         24,568         64,982         709,588           Other Professionals         92,866         591,428         445,922         1,031,458         -           Employee Benefits         22,899         161,500         113,524         227,780         -           Services and Supplies         1,869,638         6,184         186,210         569,494         457,273         141,738         39,097           Net Revenue (Expense) before Interfund Transfers         -         -         1,871         -         14,860         -         -           Tangible Capital Assets Purchased         -         -         1,871         -         1,4860         -										
Educational Assistants   Support Staff   Sup						566,860	380,940		170.055	
Support Staff Other Professionals Other Prof									1/0,955	
Other Professionals Substitutes         92,866         150,915           Substitutes         150,915           Employee Benefits         92,866         -         -         591,428         445,922         -         1,031,458         -           Employee Benefits         22,289         161,500         113,524         287,780         287,780         -           Services and Supplies         1,869,638         6,184         186,210         569,494         457,273         141,738         39,097           Net Revenue (Expense) before Interfund Transfers         -         -         -         1,871         -         -         14,860         -           Tangible Capital Assets Purchased         (1,871)         -         -         (14,860)         -						24 568	64 982		709 588	
Substitutes		92,866				24,300	04,702		700,500	
92,866   -   -   591,428   445,922   -   1,031,458   -     Employee Benefits   22,289   161,500   113,524   287,780   287,780   1,869,638   6,184   186,210   569,494   457,273   141,738   39,097   1,984,793   6,184   -   939,138   1,128,940   457,273   1,460,976   39,097   1,984,793   1,984,		,							150,915	
Services and Supplies         1,869,638         6,184         186,210         569,494         457,273         141,738         39,097           1,984,793         6,184         -         -         939,138         1,128,940         457,273         1,460,976         39,097           Net Revenue (Expense) before Interfund Transfers         -         -         -         -         1,871         -         -         14,860         -           Interfund Transfers           Tangible Capital Assets Purchased         (1,871)         (1,871)         -         -         (14,860)         -		92,866	-	-	-	591,428	445,922	-		-
Net Revenue (Expense) before Interfund Transfers       -       -       939,138       1,128,940       457,273       1,460,976       39,097         Interfund Transfers       -       -       -       1,871       -       -       14,860       -         Tangible Capital Assets Purchased       (1,871)       (14,860)       -       -       (1,871)       -       -       (14,860)       -	- ·									
Net Revenue (Expense) before Interfund Transfers         -         -         -         1,871         -         -         14,860         -           Interfund Transfers         -         (1,871)         (14,860)         -         -         (14,860)         -           Tangible Capital Assets Purchased         -         -         -         -         (1,871)         -         -         (14,860)         -	Services and Supplies									
Interfund Transfers         Tangible Capital Assets Purchased       (1,871)       (14,860)         -       -       -       (1,871)       -       -       (14,860)       -		1,984,793	6,184	-	-	939,138	1,128,940	457,273	1,460,976	39,097
Tangible Capital Assets Purchased (1,871) - (14,860) - (14,860) -	Net Revenue (Expense) before Interfund Transfers	-	-	-	-	1,871	-	-	14,860	
Tangible Capital Assets Purchased (1,871) - (14,860) - (14,860) -	Interfund Transfers									
(1,871) (14,860) -						(1,871)			(14,860)	
Net Revenue (Expense)		-	-	-	-		-	-	`	
	Net Revenue (Expense)									

Page 44 PAGE 162

		TOTAL
		<b>\$</b>
Defer	red Revenue, beginning of year	9,552,242
Add:	Restricted Grants	<b>5</b> 0.402.002
	Provincial Grants - Ministry of Education and Child Care	59,493,982
	Federal Grants	1,436,172
	Other	8,353,412
	Investment Income	43,312
		69,326,878
Less:	Allocated to Revenue	69,027,460
	Recovered	243,330
Defer	red Revenue, end of year	9,608,330
Davan	NA CONTRACTOR OF THE CONTRACTO	
Reven	Provincial Grants - Ministry of Education and Child Care	58,811,997
	Federal Grants	1,475,836
	Other Revenue	8,731,100
	Investment Income	8,527
		69,027,460
Exper	ises	05,027,100
Liper	Salaries	
	Teachers	36,061,340
	Principals and Vice Principals	373,994
	Educational Assistants	3,944,548
	Support Staff	1,330,386
	Other Professionals	487,307
	Substitutes	1,240,646
	Substitutes	43,438,221
	Employee Benefits	11.958.471
	Services and Supplies	12,684,772
	Services and Supplies	68,081,464
		00,001,404
Net R	evenue (Expense) before Interfund Transfers	945,996
Interf	und Transfers	
	Tangible Capital Assets Purchased	(945,996)
		(945,996)
N <sub>c</sub> 4 D	avanua (Evmanaa)	
net K	evenue (Expense)	

Version: 2519-1773-8791 Page 45 August 20, 2025 11:49 PAGE 163

Schedule 3A (Unaudited)

Schedule of Capital Operations Year Ended June 30, 2025

1 cm = 110 c c c c c c c c c c c c c c c c c c	2025 <b>2025 Actual</b>				2024
	Budget (Note 16)	Invested in Tangible Capital Assets	Local Capital	Fund Balance	Actual
	\$	\$	\$	\$	\$
Revenues					
Provincial Grants					
Ministry of Education and Child Care		3,542,107		3,542,107	
Municipal Grants Spent on Sites		18,487,169		18,487,169	
Other Revenue			6,600	6,600	419,035
Investment Income	1,347,096		1,622,517	1,622,517	1,985,065
Amortization of Deferred Capital Revenue	12,189,174	12,320,825		12,320,825	11,315,766
Total Revenue	13,536,270	34,350,101	1,629,117	35,979,218	13,719,866
Expenses					
Amortization of Tangible Capital Assets					
Operations and Maintenance	19,360,975	19,188,100		19,188,100	18,388,562
Transportation and Housing	436,401	436,480		436,480	412,619
Debt Services					
Capital Lease Interest	258,413		232,642	232,642	217,608
Total Expense	20,055,789	19,624,580	232,642	19,857,222	19,018,789
Capital Surplus (Deficit) for the year	(6,519,519)	14,725,521	1,396,475	16,121,996	(5,298,923)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	903,791	1,725,122		1,725,122	1,600,401
Local Capital	3,000,000	-,,	11,754,262	11,754,262	10,201,795
Settlement of Asset Retirement Obligation	2,000,000	9,413	11,701,202	9,413	10,201,750
Total Net Transfers	3,903,791	1,734,535	11,754,262	13,488,797	11,802,196
Other Adjustments to Fund Balances					
Tangible Capital Assets Purchased from Local Capital Principal Payment		42,761,370	(42,761,370)	-	
Capital Lease		1,758,949	(1,758,949)	_	
Total Other Adjustments to Fund Balances		44,520,319	(44,520,319)	-	
Total Capital Surplus (Deficit) for the year	(2,615,728)	60,980,375	(31,369,582)	29,610,793	6,503,273
Capital Surplus (Deficit), beginning of year		104,118,793	54,414,284	158,533,077	152,029,804
Capital Surplus (Deficit), end of year		165,099,168	23,044,702	188,143,870	158,533,077
1 \ // V		, , ,		, ,	, , ,

# School District No. 38 (Richmond) Tangible Capital Assets

Year Ended June 30, 2025

			Furniture and		Computer	Computer	
	Sites	<b>Buildings</b>	Equipment	Vehicles	Software	Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	55,169,613	631,251,826	12,199,799	4,055,916	440,748	17,536,064	720,653,966
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw	3,542,107	9,926,676	315,965	894,391			14,679,139
Deferred Capital Revenue - Other	18,487,169	4,368,311					22,855,480
Operating Fund		313,098	393,741			72,287	779,126
Special Purpose Funds		758,711	25,472			161,813	945,996
Local Capital	37,260,147	931,631	1,299,425	428,040	88,607	2,753,520	42,761,370
District Entered						1,006,544	1,006,544
Transferred from Work in Progress		9,702,044					9,702,044
	59,289,423	26,000,471	2,034,603	1,322,431	88,607	3,994,164	92,729,699
Decrease:							
Deemed Disposals			1,283,680	858,049	97,580	4,972,204	7,211,513
•		-	1,283,680	858,049	97,580	4,972,204	7,211,513
Cost, end of year	114,459,036	657,252,297	12,950,722	4,520,298	431,775	16,558,024	806,172,152
Work in Progress, end of year		29,528,863					29,528,863
Cost and Work in Progress, end of year	114,459,036	686,781,160	12,950,722	4,520,298	431,775	16,558,024	835,701,015
Accumulated Amortization, beginning of year		301,992,083	5,661,636	1,951,459	247,679	8,882,815	318,735,672
Changes for the Year				, ,	•		, ,
Increase: Amortization for the Year		14,366,344	1,257,526	436,480	87,253	3,476,977	19,624,580
Decrease:		, ,	, ,	,	,	, ,	, ,
Deemed Disposals			1,283,680	858,049	97,580	4,972,204	7,211,513
1	_	_	1,283,680	858,049	97,580	4,972,204	7,211,513
Accumulated Amortization, end of year		316,358,427	5,635,482	1,529,890	237,352	7,387,588	331,148,739
Tangible Capital Assets - Net	114,459,036	370,422,733	7,315,240	2,990,408	194,423	9,170,436	504,552,276

Version: 2519-1773-8791 Page 47 August 20, 2025 11:49 **PAGE 165** 

Tangible Capital Assets - Work in Progress Year Ended June 30, 2025

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	<u> </u>
Work in Progress, beginning of year	11,261,212	·	·	·	11,261,212
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	27,969,695				27,969,695
	27,969,695	-	-	-	27,969,695
Decrease:					
Transferred to Tangible Capital Assets	9,702,044				9,702,044
	9,702,044	-	-	-	9,702,044
Net Changes for the Year	18,267,651	-	-	-	18,267,651
Work in Progress, end of year	29,528,863	<u>-</u>	-		29,528,863

Deferred Capital Revenue Year Ended June 30, 2025

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	256,519,034	12,707,110	279,287	269,505,431
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	11,137,032	4,368,311		15,505,343
Transferred from Work in Progress	9,702,044			9,702,044
ARO Settlement	46,642			46,642
	20,885,718	4,368,311		25,254,029
Decrease:				
Amortization of Deferred Capital Revenue	11,885,812	421,860	13,153	12,320,825
	11,885,812	421,860	13,153	12,320,825
Net Changes for the Year	8,999,906	3,946,451	(13,153)	12,933,204
Deferred Capital Revenue, end of year	265,518,940	16,653,561	266,134	282,438,635
Work in Progress, beginning of year	11,261,211			11,261,211
Changes for the Year Increase				
Transferred from Deferred Revenue - Work in Progress	27,969,695			27,969,695
Transcribed It can be offered to verify and the free group	27,969,695	-	-	27,969,695
Decrease				
Transferred to Deferred Capital Revenue	9,702,044			9,702,044
1	9,702,044	-	-	9,702,044
Net Changes for the Year	18,267,651	-	-	18,267,651
Work in Progress, end of year	29,528,862	-	-	29,528,862
Total Deferred Capital Revenue, end of year	295,047,802	16,653,561	266,134	311,967,497

Changes in Unspent Deferred Capital Revenue Year Ended June 30, 2025

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
Balance, beginning of year	4,684,933	118,682	2,314,768	15,939,255		23,057,638
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	41,003,992		2,400,882			43,404,874
Other				1,946,635		1,946,635
Investment Income		4,474		601,279		605,753
Transfer project surplus to MECC Restricted (from) Bylaw	(63,576)	63,576				_
	40,940,416	68,050	2,400,882	2,547,914	-	45,957,262
Decrease:						
Transferred to DCR - Capital Additions	11,137,032		4,368,311			15,505,343
Transferred to DCR - Work in Progress	27,969,695					27,969,695
Transferred to Revenue - Site Purchases	3,542,107			18,487,169		22,029,276
Transferred to Revenue - Settlement of Asset Retirement Obligation	46,642					46,642
	42,695,476	-	4,368,311	18,487,169	-	65,550,956
Net Changes for the Year	(1,755,060)	68,050	(1,967,429)	(15,939,255)	<u> </u>	(19,593,694)
Balance, end of year	2,929,873	186,732	347,339	-		3,463,944

Version: 2519-1773-8791 August 20, 2025 11:49 PAGE 168



# Financial Statement Discussion and Analysis

For the Year Ended June 30, 2025

September 16, 2025

# **Table of Contents**

Introduction	2
Overview	2
Vision, Mission, and Values	2
Strategic Plan 2020-2025	3
Accounting Policies	4
Student Enrolment	5
Financial Highlights	6
Operating Fund	7
Special Purpose Funds	7
Capital Funds	7
Financial Analysis of the School District	9
Statement of Financial Position	9
Statement of Operations	11
Operating Fund	11
Special Purpose Funds	15
Capital Funds	17
Long Term Outlook	18
Contacting Management	21

# Introduction

The following is a discussion and analysis of the School District's financial performance for the fiscal year ending June 30, 2025. This report is a summary of the School District's financial activities based on currently known facts, decisions, or conditions. The results of the current year are discussed in comparison with the budget. This report should be read in conjunction with the School District's audited financial statements for this same period.

# **Overview**

The Richmond School District is a vibrant and dynamic learning community that fosters student engagement, creativity, and well-being in inclusive learning environments. Our district is committed to providing opportunities for all students to help them develop the attitudes, skills and knowledge that will prepare them for an exciting and productive future.

Richmond is situated on the traditional and unceded territories of the First Peoples of the həṅḍəmiṅəṁ language group and is a community of over 200,000 people from all over the world who have chosen to live here. Our district celebrates and embraces diversity and continues to develop positive awareness of and respect for all members of our community.

The Richmond School 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.

The Richmond Board of Education is comprised of seven trustees who are elected to a four-year term during civic elections. The Board is responsible for governing the district in a progressive and educationally sound manner and is accountable to the public and the Ministry of Education and Child Care.

# Vision, Mission, and Values

The Board of Education of School District No. 38 (Richmond) recognizes the power of the Vision, Mission, and Values Statements in transforming learning, leading, and teaching in the Richmond School District. As a result of our shared commitment, implementation of the vision, mission and values shall be the joint responsibility of the board, students, and staff.

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

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

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

- Collaboration We work collaboratively not only within our schools, but with the whole community.
- **Creativity** We are innovative in our approaches, and value and encourage all to challenge and trust their imaginations and to be resourceful and inventive.

**PAGE 171** 

- **Curiosity** We provide an environment where questions and self-expression are encouraged and are received without judgement.
- Resilience We encourage and support our students and staff to persevere through setbacks, rise to challenges and take risks.
- Respect We believe respect is the foundation of a safe, accepting and engaged environment.
- **Equity** We understand and appreciate the tremendous diversity of our learning community, and the value and richness this diversity affords us.

# Strategic Plan 2020-2025

Through comprehensive community and educational partner 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. Budget and financial planning are aligned to strategic priorities and goals.



# **Accounting Policies**

The financial statements have been prepared in accordance with the Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulation 198/2011 issued by the Province of British Columbia Treasury Board. The Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards with some exceptions as reported in Note 2 of the financial statements.

The financial statements are reported as a consolidation of three funds: Operating, Special Purpose and Capital.

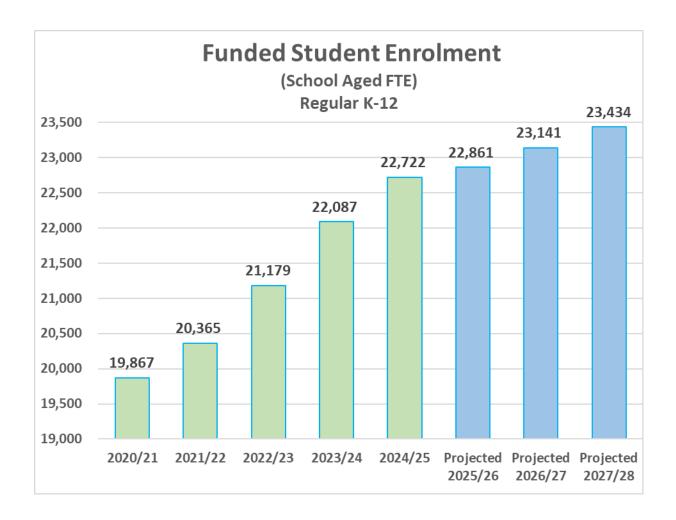
- Operating Fund The operating fund includes operating grants and other revenues used to fund instructional programs, school and district administration, facilities, operations, maintenance, and transportation.
- Special Purpose Funds Special purpose funds consist of targeted funding provided to the school district for a specific purpose. 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. Treasury Board Restricted Contribution Regulation 198/2011, issued in November 2011, defines a restricted contribution as "a contribution that is subject to a legislative or contractual stipulation or restriction as to its use other than a contribution or part of a contribution that is of, or for the purpose of acquiring land".
- Capital Funds Capital funds include capital expenditures relating to equipment and facilities
  purchases and betterments. The funding source of these purchases and betterments
  determines which capital fund the expenditures relate to. Funding sources are Ministry of
  Education and Child Care Bylaw Capital, Ministry of Education and Child Care Restricted Capital,
  Other Provincially Restricted Capital, Land Capital, and Local Capital.

## **Student Enrolment**

The operations of the Richmond School District are dependent on continued operating grant funding from the Ministry of Education and Child Care (MECC) primarily based on student enrolment, students identified with additional needs and other demographic and geographic factors. Ministry grants represent 86% of the total operating revenues. Expenditures are primarily associated with staffing and related compensation and benefits.

Richmond School District student enrolment is as follows:

	2024/25	2024/25	2024/25 2023/24 Variance from Budget Varia		Variance from Budget		om Prior Year
	Actual	Budget	Actual	FTE	%	FTE	%
School Aged	22,722.000	22,676.750	22,087.125	45.250	0.200%	634.875	2.874%
Adult	55.625	57.750	58.563	(2.125)	-3.680%	(2.938)	-5.017%
Total FTE	22,777.625	22,734.500	22,145.688	43.125	0.190%	631.937	2.854%



Over the past four years, the District has experienced significant growth in our regular K-12 student enrolment. This trend is projected to continue for the next three years but at a steadier pace.

# **Financial Highlights**

The School District's revenue is heavily reliant on funding from the Provincial Government. 82.8% of the School District's revenue comes from the Ministry of Education and Child Care (MECC). Of this, 73.2% is in the form of an Operating Grant which is based on enrolment levels and other student and geographical factors. 4.6% of revenue is generated from International Education, Continuing Education and Summer School programs, 3.2% associated with the recognition of deferred capital revenue, and the balance through other revenue programs such as special purpose funding, federal grants, rental and lease income and investment income.

91.3% of the School District's operating expenditures are associated with salaries and benefits. The balance of expenditures is related to supplies and services including professional development, rentals and leases, dues and fees, insurance, and utilities (Statement 2, Schedules 2, 3 and 4 and Financial Statement Presentation-By Fund (Unaudited)).

	Operating	Special Purpose	Capital	
	Fund	Funds	Fund	Total
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education and Child Care	259,394,184	58,811,997	3,542,107	321,748,288
Other	77,936	-	-	77,936
Municipal Grants Spent on Sites	-	-	18,487,169	18,487,169
Federal Grants	-	1,475,836	-	1,475,836
Tuition	17,844,512	-	-	17,844,512
Other Revenue	1,490,349	8,731,100	6,600	10,228,049
Rentals and Leases	2,025,377	-	-	2,025,377
InvestmentIncome	2,521,566	8,527	1,622,517	4,152,610
Amortization of Deferred Capital Revenue	-	-	12,320,825	12,320,825
Total Revenue	283,353,924	69,027,460	35,979,218	388,360,602
Expenses				
Instruction	233,376,827	66,654,686	-	300,031,513
District Administration	8,381,727	853,695	-	9,235,422
Operations and Maintenance	34,185,358	573,083	19,188,100	53,946,541
Transportation and Housing	1,656,461	-	436,480	2,092,941
Debt Services	-	-	232,642	232,642
Total Expense	277,600,373	68,081,464	19,857,222	365,539,059
Surplus (Deficit) for the year	5,753,551	945,996	16,121,996	22,821,543
Accumulated Surplus (Deficit) from Operations, beginning of year	14,704,050	-	158,533,077	173,237,127
Interfund Transfers	(12,542,801)	(945,996)	13,488,797	-
Accumulated Surplus (Deficit) from Operations, end of year	7,914,800	-	188,143,870	196,058,670

### **Operating Fund**

Our actual financial outcome for the 2024/25 fiscal year is consistent with projections reported to the Finance and Legal Committee. The 2024/25 current year operating unrestricted surplus is \$0.17 million and is within the target to maintain an unrestricted accumulated operating surplus and local capital reserve balance of between 2% and 4% of the district's annual operating expenditures, as per *Policy 631-R, Accumulated Operating Surplus and Capital Reserves* (Schedule 2 and Financial Statement Presentation-By Fund (Unaudited)).

School District #38 (Richmond)					
Operating Fund - Net Change					
as at June 30, 2025					
	2024/25	2024/25	2023/24	Variance	Variance
	Actual	Budget	Actual	from Budget	from Prior Year
Total Revenue	283,353,924	282,349,000	271,292,180	1,004,924	12,061,744
Total Expenses	277,600,373	279,349,000	260,142,085	(1,748,627)	17,458,288
Net Change	5,753,551	3,000,000	11,150,095	2,753,551	(5,396,544)
Total Net Transfers	12,542,801	3,000,000	10,888,064	9,542,801	1,654,737
Total Net Change	(6,789,250)	-	262,031	(6,789,250)	(7,051,281)
Accumulated Surplus, Opening Balance	14,704,050	14,704,050	14,442,019	-	262,031
Accumulated Surplus, Ending Balance	7,914,800	14,704,050	14,704,050	(6,789,250)	(6,789,250)
Internally Restricted Surplus	7,742,316	13,021,269	13,021,269	(5,278,953)	(5,278,953)
Unrestricted Surplus	172,484	1,682,781	1,682,781	(1,510,297)	(1,510,297)
	7,914,800	14,704,050	14,704,050	(6,789,250)	(6,789,250)

## **Special Purpose Funds**

Special Purpose Fund schedules (Schedules 3 and 3A and Note 8 of the Audited Financial Statements) provide information on "restricted contributions" where the term "restricted contributions" is defined as legislative or contractual stipulations, or restrictions, as to the use of the funds. This, among other funds, includes funds that are designated to be Special Purpose Funds by the Ministry of Education and Child Care (MECC).

At the beginning of the year, the District's Special Purpose Funds had a combined opening balance of \$9.55 million. Revenue of \$69.08 million and spending of \$69.02 million resulted in a balance to be carried forward of \$9.61 million.

### **Capital Funds**

Funding of capital expenditures is sourced primarily from the Ministry of Education and Child Care (MECC) with incremental funding provided through locally generated capital funds.

The following major capital projects are funded by the MECC and are at various stages of the procurement process:

 R.C. Talmey Elementary School Prefabricated Modular Classroom Additions (scheduled for completion September 2025)

**PAGE 176** 

- Howard DeBeck Elementary School Seismic Upgrade and Building Envelope Update (scheduled for completion in December 2025)
- F.A. Tomsett Elementary School Prefabricated Module Classroom Additions (scheduled for completion April 2026)
- Alfred B. Dixon Elementary School Seismic Upgrade (scheduled for completion in May 2026)
- John G. Diefenbaker Elementary School Seismic Replacement (scheduled for completion September 2028)
- New City Centre Elementary School Renovations (scheduled for completion in September 2026)
- Childcare Facility Garden City Elementary School (scheduled for completion in September 2025)
- Childcare Facility Spul'u'kwuks Elementary School (scheduled for completion in September 2025)

Additionally, a number of minor capital projects were successfully completed during the year. Those projects include a range of improvements to the school facilities, such as mechanical system upgrades, electrical system upgrades, plumbing system upgrades and grounds upgrades.

# **Financial Analysis of the School District**

# **Statement of Financial Position**

The Statement of Financial Position presents the financial position of an entity by reporting the amounts of assets, liabilities, net assets, and accumulated surplus as of a specified date (Statement 1 of the Audited Financial Statements).

The following table provides an analysis of the School District's Net Financial Position for the fiscal years ended June 30, 2025 and 2024.

			Varianc	e
	June 30, 2025	June 30, 2024	\$	%
Financial Assets			(5= 405 040)	
Cash and Cash Equivalents	93,367,494	158,774,436	(65,406,942)	-41.19%
Accounts Receivable				
Due from Province - Ministry of Education and Child Care	6,989,261	182,755	6,806,506	3724.39%
Other	6,549,759	3,509,545	3,040,214	86.63%
Portfolio Investments	782,071	659,252	122,819	18.63%
Total Financial Assets	107,688,585	163,125,988	(55,437,403)	-33.98%
Liabilities				
Accounts Payable and Accrued Liabilities				
Due to Province - Ministry of Education and Child Care	34,058	-	34,058	
Due to Province - Other	1,666	-	1,666	
Other	36,790,103	32,022,965	4,767,138	14.89%
Unearned Revenue	11,388,941	14,922,296	(3,533,355)	-23.68%
Deferred Revenue	9,608,330	9,552,242	56,088	0.59%
Deferred Capital Revenue	315,431,441	303,824,280	11,607,161	3.82%
Employee Future Benefits	16,337,139	15,046,958	1,290,181	8.57%
Asset Retirement Obligations	24,119,672	24,175,727	(56,055)	-0.23%
Capital Lease Obligations	3,365,935	4,118,342	(752,407)	-18.27%
Total Liabilities	417,077,285	403,662,810	13,414,475	3.32%
Net Financial Assets (Debt)	(309,388,700)	(240,536,822)	(68,851,878)	28.62%
Non-Financial Assets				
Tangible Capital Assets	504,552,276	413,179,506	91,372,770	22.11%
Prepaid Expenses	895,094	594,443	300,651	50.58%
Total Non-Financial Assets	505,447,370	413,773,949	91,673,421	22.16%
Accumulated Surplus (Deficit)	196,058,670	173,237,127	22,821,543	13.17%
Accumulated Surplus - Capital	188,143,870	158,533,077	29,610,793	18.68%
Accumulated Surplus - Operations	7,914,800	14,704,050	(6,789,250)	-46.17%
Total Accumulated Surplus	196,058,670	173,237,127	22,821,543	13.17%

**Cash** assets at June 30 are categorized as follows (Statement 1 and Note 3 of the Audited Financial Statements):

	June 30, 2025	June 30, 2024	Variance
Cash in Bank	30,346,650	24,152,439	6,194,211
Cash Equivalent - Special Purpose Funds	931	1,231	(300)
Central Deposit Program - Ministry of Finance	62,923,444	134,524,297	(71,600,853)
Investment held by Richmond Community Foundation	96,469	96,469	=
	93,367,494	158,774,436	(65,406,942)

Cash decreased \$65.4 million over the prior year due to the purchase of a site for a new K-7 School in City Centre and increased accounts receivable and prepaid expenses, increased deferred revenues, increased accounts payable, decreased unearned revenues flowing from International Education payments received in advance for the 2025/26 school year, and the current year surplus.

Cash, held in the bank for current operational needs, totals \$30.3 million. \$62.9 million is held on deposit, under the Central Deposit Program, with the Ministry of Finance and is available within 3 days if required. These deposits attract interest at 2.95% (as at June 30, 2025).

Cash and investments are required to fulfill the payment and liability obligations as follows:

	June 30, 2025	June 30, 2024	Variance
Obligations			
Accounts Payable-Ministry of Education and Child Care	34,058	-	34,058
Accounts Payable-Other	1,666	-	1,666
Trade Payables	8,999,599	7,265,989	1,733,610
Salaries and Benefits Payables	21,762,559	21,773,714	(11,155
Accrued Vacation Pay	2,450,632	2,210,936	239,696
Other Payable	3,577,313	772,326	2,804,987
Unearned Revenue - International Student Programs	10,215,028	13,769,305	(3,554,277
Unearned Revenue - Other	1,173,913	1,152,991	20,922
Deferred Revenue - Special Purpose Funds	9,608,330	9,552,242	56,088
Deferred Capital Revenue	3,463,940	23,057,636	(19,593,696
Local Capital	23,044,702	54,414,284	(31,369,582
Employee Future Benefits	16,337,139	15,046,958	1,290,181
	100,668,879	149,016,381	(48,347,502
Assets			
Accounts Receivable - Ministry of Education and Child Care	(6,989,261)	(182,755)	(6,806,506
Accounts Receivable - Other	(6,549,759)	(3,509,545)	(3,040,214
Prepaid Expenses	(895,094)	(594,443)	(300,651
Portfolio Investments	(782,071)	(659,252)	(122,819
	(15,216,185)	(4,945,995)	(10,270,190
Accumulated Surplus - Operations	7,914,800	14,704,050	(6,789,250
	93,367,494	158,774,436	(65,406,942

The difference between cash assets and the liabilities is reflected in the accumulated surplus.

(For purposes of simplification, tangible capital assets and the related deferred revenues are removed from the comparison table above.)

# **Statement of Operations**

The Statement of Operations summarizes an entity's revenues, expenses and surplus/(deficit) over the entire reporting period. The School District's Statement of Operations is reported as a consolidation of the three funds: Operating, Special Purpose and Capital. Each fund is reviewed separately.

# **Statement of Operations – Operating Fund**

**Revenue** (Schedules 2 and 2A of the Audited Financial Statements)

School District #38 (Richmond)							
Operating Fund - Revenue							
as at June 30, 2025							
	2024/25	2024/25	2023/24	Variance from	Budget	Variance fro	m Prior Year
	Actual	Budget	Actual	\$	%	\$	%
Ministry of Education and Child Care Grants	259,394,184	258,208,342	243,331,497	1,185,842	0.5%	16,062,687	6.6%
Other Provincial Grants	77,936	52,800	80,586	25,136	47.6%	(2,650)	-3.3%
Tuition	17,844,512	18,544,632	20,621,325	(700,120)	-3.8%	(2,776,813)	-13.5%
Other Revenue	1,490,349	1,435,804	1,375,126	54,545	3.8%	115,223	8.4%
Rentals and Leases	2,025,377	1,813,622	1,779,538	211,755	11.7%	245,839	13.8%
Investment Income	2,521,566	2,293,800	4,104,108	227,766	9.9%	(1,582,542)	-38.6%
Total Operating Revenue	283,353,924	282,349,000	271,292,180	1,004,924	0.4%	12,061,744	4.4%

Ministry of Education and Child Care Grants were \$1.18 million higher than budgeted. This is due to the increased enrolment in the February and May student count (\$0.54 million), graduated adults (\$0.34 million), and additional labour settlement funding (\$0.30 million).

Other Provincial Grants were within budgeted amounts.

**Tuition** was \$0.70 million lower than budgeted. This is due to lower than anticipated long-term international student enrolment.

Other Revenue was within budgeted amounts.

Rentals and Leases were \$0.21 million higher than budgeted. This is due to higher daycare and facilities rental revenue than anticipated.

**Investment Income** was \$0.23 million higher than budgeted. This is due to interest rates remaining relatively stable compared to the conservative forecast in the amended budget.

**Expenses** (Schedules 2B and 2C and Note 19 of the Audited Financial Statements)

#### **Salaries and Benefits**

School District #38 (Richmond)								
Operating Fund - Salaries and Benefits								
as at June 30, 2025								
	2024/25	2024/25	2023/24	Variance from	Budget	Variance from P	rior Year	
	Actual	Budget	Actual	\$	%	\$	%	
Teachers	115,583,296	116,683,302	108,943,772	(1,100,006)	-0.9%	6,639,524	6.1%	
Principals and Vice Principals	15,677,224	15,245,382	14,843,847	431,842	2.8%	833,377	5.6%	
Education Assistants	21,702,857	22,586,240	19,952,446	(883,383)	-3.9%	1,750,411	8.8%	
Support Staff	26,153,279	25,875,394	24,308,869	277,885	1.1%	1,844,410	7.6%	
Other Professionals	8,046,468	7,765,708	7,030,073	280,760	3.6%	1,016,395	14.5%	
Substitutes	13,822,384	12,548,271	12,110,022	1,274,113	10.2%	1,712,362	14.1%	
Total Salaries	200,985,508	200,704,297	187,189,029	281,211	0.1%	13,796,479	7.4%	
Employee Benefits	52,407,641	54,476,784	49,195,057	(2,069,143)	-3.8%	3,212,584	6.5%	
Total Salaries and Benefits	253,393,149	255,181,081	236,384,086	(1,787,932)	-0.7%	17,009,063	7.2%	

**Teacher Salaries** were \$1.10 million lower than budgeted due to staffing shortages for qualified teaching positions and recruitment challenges (\$0.78 million) which were covered by Teacher Teaching on Call (TTOC) and 3.0 FTE unfilled non-enrolling teacher positions (\$0.32 million).

**Principal and Vice Principal Salaries** were \$0.43 million higher than budgeted due to higher than anticipated paid medical and other leaves.

**Education Assistants Salaries** were \$0.88 million lower than budgeted due to shortages of Education Assistants.

**Support Staff Salaries** were \$0.28 million higher than budgeted due to a portion of the 2024/25 Integrated Child and Youth Team grant being received and appropriated in 2023/24.

Other Professional Salaries were \$0.28 million higher than budgeted due to a portion of the 2024/25 Integrated Child and Youth Team grant being received and appropriated in 2023/24.

**Substitute Salaries** were \$1.27 million higher than budgeted due to the increased demand for TTOCs to cover vacancies resulting from recruitment challenges in hiring enrolling and non-enrolling teaching positions and increased TTOCs and support staff to cover vacancies resulting from staff absenteeism due to illness and other leaves.

**Employee Benefits** were \$2.07 million lower than budgeted due to overall lower salaries than budgeted for teachers and education assistants and benefit usage being lower than forecasted in the amended budget.

# **Services and Supplies**

School District #38 (Richmond)
<b>Operating Fund - Services and Supplies</b>
as at June 30, 2025

	2024/25	2024/25	2023/24	Variance from Budget		Variance from Pi	rior Year
	Actual	Budget	Actual	\$	%	\$	%
Services	8,548,985	7,985,429	9,695,928	563,556	7.1%	(1,146,943)	-11.8%
Student Transportation	12,441	15,623	8,403	(3,182)	-20.4%	4,038	48.1%
Professional Dev and Travel	1,416,934	1,386,235	1,035,527	30,699	2.2%	381,407	36.8%
Rentals and Leases	328,960	320,456	303,203	8,504	2.7%	25,757	8.5%
Dues and Fees	152,900	160,527	144,889	(7,627)	-4.8%	8,011	5.5%
Insurance	806,533	884,857	683,419	(78,324)	-8.9%	123,114	18.0%
Supplies	8,818,302	9,054,077	7,986,693	(235,775)	-2.6%	831,609	10.4%
Utilities	4,122,169	4,360,715	3,899,937	(238,546)	-5.5%	222,232	5.7%
Total Services and Supplies	24,207,224	24,167,919	23,757,999	39,305	0.2%	449,225	1.9%

Services and supplies were within budgeted amounts.

# **Accumulated Surplus** (Schedule 2 and Note 20 of the Audited Financial Statements)

# School District #38 (Richmond) Operating Fund - Accumulated Surplus as at June 30, 2025

as at Julie 30, 2023				
	2024/25	2023/24	Variance from Prior Yea	
	Actual	Actual	\$	%
Internally Restricted Surplus				
Restricted Due to the Nature of Constraints on the Funds				
Contractual Obligations	561,790	479,738	82,052	17.1%
Targeted Funding	1,659,124	2,153,348	(494,224)	-23.0%
School Generated Funds	2,700,000	2,700,000	-	0.0%
	4,920,914	5,333,086	(412,172)	-7.7%
Restricted for Anticipated Unusual Expenses				
Addressing Learning Impacts	-	1,500,000	(1,500,000)	-100.0%
	1	1,500,000	(1,500,000)	-100.0%
Restricted for Operations Spanning Multiple School Years				
Support for Educational Plans	473,511	1,788,068	(1,314,557)	-73.5%
School Funds	982,639	2,180,147	(1,197,508)	-54.9%
Support for Operational Initiatives	1,086,056	1,741,948	(655,892)	-37.7%
Purchase Order Commitments	279,196	478,020	(198,824)	-41.6%
	2,821,402	6,188,183	(3,366,781)	-54.4%
Total Internally Restricted Operating Fund Surplus	7,742,316	13,021,269	(5,278,953)	-40.5%
Unrestricted Operating Surplus (Deficit)	172,484	1,682,781	(1,510,297)	-89.8%
Total Operating Fund Accumulated Surplus (Deficit)	7,914,800	14,704,050	(6,789,250)	-46.2%

There are two categories of Internally Restricted Operating Surplus.

- 1. Restricted Due to the Nature of Constraints on the Fund (\$4.92 million). This includes contractual obligations, targeted funding, and school generated funds.
- 2. Restricted for Operations Spanning Multiple School Years (\$2.82 million). This includes schools and department carry-forwards, educational plans and operational initiatives spanning multiple years including technology, and purchase order commitments.

The unrestricted surplus of \$0.17 million is available to be used or restricted in the future with Board approval.

# <u>Statement of Operations – Special Purpose Funds</u> (Schedule 3A and Note 8 of the Audited Financial Statements)

Special Purpose Funds are utilized to capture funding designated for specific purposes and balances can be deferred to subsequent years for the intended use. Grant revenues are only recognized as expenses are incurred. Any unused grants or funds remaining at the end of the year are treated as deferred revenue.

School District #38 (Richmond)						
Special Purpose Funds						
as at June 30, 2025						
	Opening	Revenue	Expenses/	Ending		
	Balance	Received	Transfers	Balance	Variance	Comment
Ministry of Education and Child Care Funded						
Annual Facility Grant (AFG)	-	829,289	829,289	-	-	
Learning Improvement Fund (LIF)	22,727	879,303	902,030	-	(22,727)	
Strong Start	18,894	233,436	252,330	-	(18,894)	
Ready, Set, Learn Official Languages in Education French Programs	8,075	93,100	63,465	37,710	29,635	
(OLEP)	-	382,342	346,778	35,564	35,564	
Community LINK	-	869,538 44,682,306	869,538	-	-	
Classroom Enhancement - Staffing	-	, ,	44,682,306	-	-	
Classroom Enhancement - Remedy Classroom Enhancement - Overhead	-	413,136	413,136	-	-	
Mental Health in Schools	29,079	5,522,243 48,000	5,522,243 65,995	11 094	(17,995)	
	9,844	11,250	21,094	11,084		
Changing Results for Young Children Early Childhood Education Dual Credit	ŕ	45,000	44,331	F1 020	(9,844) 669	
Student & Family Affordability	51,251 772,191	45,000	454,152	51,920 318,039	(454,152)	
Just B4 Program	772,191	150,422	150,422	318,039	(434,132)	
Strengthening Early Years to Kindergarten (SEY2KT)	15,309	19,000	29,723	4,586	(10,723)	
Early Care & Learning (ECL)	15,505	175,000	175,000	-,560	(10,723)	
Feeding Futures School Food Program	499,113	2,410,619	1,984,793	924,939	425,826	
Health Career Dual Credit Expansion	22,889	25,000	6,184	41,705	18,816	
Professional Learning Grant		208,468	-	208,468	208,468	new grant
Provincial Resource Program	93,292	955,040	941,009	107,323	14,031	
Provincial Early Years	150,038	1,368,921	1,128,940	390,019	239,981	
National School Food Program	-	39,097	39,097	-		new grant
Federal Funded						
LINC/SWIS	80,447	1,436,172	1,475,836	40,783	(39,664)	
<u>Other</u>						
Scholarships and Bursaries	1,126,807	40,735	5,950	1,161,592	34,785	
School Generated Funds	6,295,700	7,714,712	8,166,546	5,843,866	(451,834)	
Educational Trust Fund	356,586	531,419	457,273	430,732	74,146	
Total Special Purpose Funds	9,552,242	69,083,548	69,027,460	9,608,330	56,088	

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.

Special Purpose Fund	Designated Use
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	Support French Immersion and Core French programs.
French Programs (OLEP)	
Community Link	Support programs to improve educational performances of vulnerable
•	students, including academic achievement and social, emotional, and
	behavioural functioning.
Classroom Enhancement - Staffing,	Funding to implement the Memorandum of Understanding pursuant to
Remedy and Overhead	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.
Student & 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	Support the transition of children from community based early learning
Kindergarten (SEY2KT)	to kindergarten in schools.
Early Care & 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.
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.
Professional Learning	Support professional learning opportunities to classroom teachers and
	support staff in the areas of evidence-based: literacy instruction, early
	literacy screening, and/or literacy interventions.
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.
National School Food Program	Support to complement Feeding Futures School Food Program through
	agreement between BC Government and Government of Canada.
LINC/SWIS	Support settlement services for immigrants, refugees, and other
	eligible clients to meet their settlement or ongoing needs after arriving
	in Canada. Programs are Language Instruction for Newcomers to
	Canada (LINC) and Settlement Workers in Schools (SWIS).
Scholarships and Bursaries	The district manages various scholarship and memorial funds on behalf
	of families and groups of individuals wishing to provide funding for
	specific educational initiatives and in memoriam.
School Generated Funds	These funds are collected and managed directly at our schools with
	financial oversight by the district. Such funds include fundraising,
	school trips, PAC donations, etc.
Educational Trust Fund	These funds are collected and managed by the district. Such funds
	include Breakfast Club, Feed-U-Cate, etc.

<u>Statement of Operations – Capital Funds</u> (Schedule 4 and 4D and Note 20 of the Audited Financial Statements)

Capital Fund Balances are as follows:

School District #38 (Richmond)			
Capital Funds			
as at June 30, 2025			
	June 30, 2025	June 30, 2024	Variance
Ministry of Education and Child Care Restricted Funds			
Bylaw	2,929,873	4,684,933	(1,755,060)
Other	186,732	118,682	68,050
Other Provincial Restricted Funds	347,339	2,314,768	(1,967,429)
Land Capital	-	15,939,255	(15,939,255)
Capital Funds Balance	3,463,944	23,057,638	(19,593,694)

Ministry of Education and Child Care Restricted Funds: These funds are held on behalf of the Ministry of Education and Child Care. The available Bylaw balance of \$2.93 million is funding balances committed for the completion of various projects, including seismic upgrade, and building envelope completions.

Other Provincial Restricted Funds: These funds are from the Ministry of Children and Family Development for childcare spaces.

Land Capital: These funds are collected by the school district from the municipality as part of the school site acquisition charge which is used for future school site land purchase as identified in a capital plan. Funds from land capital were used to acquire a new city centre school site in 2024/25.

## **Funds Restricted in Local Capital:**

Local Capital fund has been restricted for the following purposes:

School District #38 (Richmond)			
Local Capital Fund			
as at June 30, 2025			
	June 30, 2025	June 30, 2024	Variance
Restricted			
Capital Lease Obligations	7,443,425	8,933,102	(1,489,677)
Current Capital Projects	9,259,714	16,246,867	(6,987,153)
Future Capital Projects	-	22,753,924	(22,753,924)
Contingency Reserves	2,000,000	2,000,000	-
Under Review by Board	4,341,563	4,480,391	(138,828)
Local Capital Fund Balance	23,044,702	54,414,284	(31,369,582)

The June 30, 2025 local capital balance of \$23.04 million incorporates \$18.70 million of restricted funds and \$4.34 million under review by the Board. Additional funds could be restricted in the future with Board approval for identified projects requiring local capital funding.

# **Long Term Outlook**

It is important for the school district to regularly review and assess high-level operational and organizational risks to ensure risk mitigation and response strategies are in place should such events occur. This ongoing oversight is essential to maintaining long-term operational sustainability and ensuring the district's capacity to fulfil the board's core mandate, delivering high quality public education to all students, is not compromised.

#### **Ministry K-12 Education Funding**

Approximately 90% of the district's operating revenue is received from the Ministry of Education and Child Care in the form of operating grants. The current K-12 education funding model is primarily based on a per-student rate allocation formula. While operating grants have increased in recent years, to reflect the costs associated with provincial labour settlements that incorporate salary increases into per-student funding rates, significant structural funding gaps remain for the K-12 education sector.

The Ministry's funding formula does not account for several material compensation-related cost drivers, including step increments on salary grids for teachers, administrators, professional staff, and management staff. Additionally, the funding model does not provide funding to offset rising statutory benefit costs such as mandatory employer contributions to the Canada Pension Plan (CPP), Employment Insurance (EI), and Employer Health Tax (EHT). These statutory costs have increased consistently over the past several years and are expected to continue rising in line with overall salary growth.

Further financial pressure arises from escalating costs related to extended health and dental benefits, WorkSafeBC premiums, and other non-statutory employee benefits. These costs are projected to increase over the next three years, placing additional strain on district operations.

In addition to compensation related pressures, the district continues to face significant inflationary increases in the cost of goods and services. Operational expenditures such as utilities, software licensing, building maintenance, classroom materials, transportation, and contracted services have all experienced sustained cost escalation. Many of these increases exceed general inflation and are not offset by corresponding increases in operating grants.

School districts are required to absorb these unfunded compensation and non-compensation cost increases within their existing operating allocations. As a result, these ongoing cost pressures continue to erode budget flexibility and increase the risk of service-level impacts. The district remains committed to rigorous financial stewardship and will continue to monitor these risks closely, using prudent fiscal planning to ensure that staffing obligations and operational needs can be met without compromising the delivery of high-quality educational programs and services.

#### **International Education Tuition Revenue**

The International Education Program continues to play a significant role in supporting the district's programs by providing an important source of discretionary revenue. However, this revenue stream is inherently vulnerable to external factors and requires active oversight and strategic planning to ensure long-term stability.

Increased global uncertainty, driven by evolving geopolitical conditions and shifting international relations, has introduced additional risk to international education enrolment. While demand for

Canadian education remains strong, instability in some regions may affect student and family interest, visa processing, and long-term enrolment trends. These factors may result in less predictable enrolment for the international programs.

At the federal level, recent changes to Immigration, Refugees and Citizenship Canada (IRCC) policies, such as the introduction of study permit caps, more stringent eligibility requirements, and variable processing timelines, have increased enrolment uncertainty across the K-12 sector. These measures, while designed to manage system-wide pressures, have introduced challenges for school districts, particularly a downward pressure on international student enrolment.

Locally, the program continues to face operational constraints, including limited homestay availability, rising cost of living for students and families, and space limitations within some schools. While enrolment currently remains strong from East Asia countries, the Richmond International Education (RIE) Department continues their effort to diversify recruitment efforts and program offerings.

To mitigate these risks, the RIE Department has adopted a number of strategies, including expanding recruitment into new and emerging markets, strengthening enrolment management practices to ensure alignment with school capacity, and maintaining high standards for agent oversight, student support, and program quality. The department will continue to collaborate with sector and government partners and monitor government policy development to ensure a timely response to regulatory and market changes.

Additionally, recognizing the importance of international tuition revenue in district operations, the board has established a dedicated contingency reserve to safeguard against potential revenue downturns. The purpose of this reserve is to support the district's ability to sustain operations and programming in the face of unforeseen external shocks or enrolment fluctuations.

#### **Implementation of Long Range Facilities Plan**

In March 2025, the board approved the district's Long Range Facilities Plan (LRFP), which provides a strategic framework to guide facility planning, capital investment, and enrolment management across the district. Based on enrolment and demographic analysis and informed by community consultation, the LRFP sets out priorities to ensure school facilities in Richmond remain aligned with evolving student needs, program delivery, and long-term operational sustainability.

A key priority is managing enrolment growth in the city centre area, which has seen a 42 per cent increase in student enrolment over the past four years, equivalent to over 600 additional students across the four elementary schools. This enrolment increase is largely due to the high-density development in the area. In response, the district successfully acquired a new city centre school site during the 2024/25 school year, a critical step in expanding neighbourhood school capacity and providing permanent solutions to address the educational space constraint in city centre.

The LEFP also focuses on optimizing facility utilization, particularly across secondary schools, where enrolment patterns are uneven across the district. Additionally, the LRFP recommends that the district undertake an evaluation of the long-term viability of alternate program locations. As the district continues to review utilization across all sites, it will engage program staff, students and education partners, to identify solutions that maintain program continuity and align with the district's long-term goals and objectives.

Despite strategic planning, a critical challenge to implementation is the availability of provincial capital funding support. The district continues to face significant seismic mitigation program needs. Currently,

22 schools, 18 elementary and four secondary schools, contain buildings that have been identified as having high seismic risk ratings. This represents over 10,000 student seats requiring structural upgrades. Timely investment in seismic projects is essential to ensuring the safety of students and staff, supporting the government's public safety goals and enhancing infrastructure resilience. The board has been advocating to the provincial government to accelerate funding commitments for seismic mitigation programs to meet these critical safety objectives.

The district is committed to implementing the LRFP and engaging with all levels of government to advance capital investment that aligns with the long-term needs of the Richmond learning community.

#### **Cybersecurity Risk Management**

Cybersecurity is a critical component of the district's risk management strategy, as the organization increasingly relies on digital infrastructure and tools in its operations and service deliveries. The district places high priority on the protection of personal data, the integrity of digital infrastructure, and the continuity of operations, as these are foundational in delivering educational and business services effectively.

The district has adopted a proactive and multi-layered approach to building cybersecurity resilience:

- Upgraded network security infrastructure: including next generation firewalls, intrusion detection systems, and endpoint protection to enable real-time monitoring and strengthen defenses.
- Implemented multi-factor authentication (MFA) for system access, significantly reducing the risks associated with potentially compromised credentials.
- Implemented cybersecurity awareness training sessions for all staff, including phishing simulations and guidance on secure data-handling practices.
- Engaged external cybersecurity services to conduct vulnerability assessments, continuous monitoring, and advisory support, aligned with the provincial cybersecurity risk management framework.

Policy 104-G(A), Acceptable Use of Student Personal Digital Devices, provides guidelines for responsible digital citizenship and reinforces protections for learning environments and student privacy.

In 2024/25, the board approved capital investment for the wireless network replacement and upgrade, including a system segmentation strategy, to improve both network performance and cybersecurity by isolating access for different user groups based on their needs and authorization.

Looking forward, the district will further enhance cybersecurity through the following strategies:

- Implementing extended threat detection tools and alert capacities consistent with government guidelines for proactive monitoring and event correction;
- Updating the incident response plan to establish structured, rapid response containment, and recovery protocols in the event of a cyber incident;
- Updating cloud-based applications for improved security architecture aligned with industry's best practice and government guidelines; and
- Continue offering professional development to promote cyber literacy, including privacy impact assessments, to foster a culture of data protection and information management.

# **Contacting Management**

This financial report is designed to provide the School District's education partners with a general but more detailed overview of the School District's finances and to demonstrate increased accountability for the public funds received by the School District.

If you have any questions about this financial report, please contact the Office of the Secretary Treasurer.



School District No. 38 (Richmond)
7811 Granville Avenue
Richmond, British Columbia
V6Y 3E3



# **Education Committee Public Meeting Minutes**

# Wednesday, June 11, 2025 - 6:00 pm Via Zoom

## **Present:**

Chairperson H. Larson Alternate Member A. Wong Trustee D. Sargent Superintendent C. Usih **Assistant Superintendent** M. Naser **Director of Instruction** L. Hayes-Brown **District Administrator** L. Chau **Teacher Consultant** A. Ridley **Teacher Consultant** K. Gamble Teacher M. Taylor **Teacher** J. Eguia Teacher S. Parvez Student Chloe Student Livia Student Ryan Representative, Richmond Association of School Administrators A. Pikkarainen

3<sup>rd</sup> Vice President, Richmond Teachers' Association J. Cho President, CUPE716 S. Robinson Representative, Richmond Management and Professional Staff S. Glanzmann President, Richmond District Parents' Association C. Huang **Executive Assistant (Recording Secretary)** S. Khan

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

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

Chairperson Larson made an announcement to the committee, that June is National Indigenous History Month and June 21st is National Indigenous Peoples Day, it is a time to recognize and honour the history, culture, and contributions of the First Nations Inuit and Metis Peoples across Canada.

#### 1. Adopt Agenda

The agenda was adopted as circulated.

#### 2. Approve Minutes

The minutes of the public meeting held Wednesday, May 14, 2025, were approved as circulated.

#### 3. Equity in Action

Assistant Superintendent Maryam Naser introduced Director of Instruction Liz Hayes-Brown and informed the committee that the Equity in Action is an annual report to the board that highlights the ongoing work across our district to support and improve outcomes for our indigenous students. Liz shared key initiatives, targeted supports, and areas of progress for the success of Indigenous students in our district. She informed the committee that an Indigenous Education Council was formed, as per Ministerial order for 60 districts across the province. The first meeting was held in April 2025.

Partner groups asked for clarification on the turnaround time for the conclusion of the Grad Coach Pilot to the 10 Grad Coaches in each secondary school and if these grad coaches are existing teachers.

Trustees asked questions regarding Indigenous Education and Digital Literacy with AI protocols.

# 4. Indigenous Education in the Richmond School District

Assistant Superintendent Maryam Naser introduced District Administrator Linda Chau and Teacher Consultants Allie Ridely and Karla Gamble. A presentation on Indigenous Education in the Richmond School District was shown which highlighted the ongoing efforts to advance Indigenous Education and deepen all students' understanding of Indigenous history, culture, and perspectives by showcasing the work in schools around Indigenous learning and brilliance.

Richmond teachers integrate Indigenous worldviews and perspectives throughout the year, teacher Michael Taylor, students Chloe, Livia and Ryan from Hugh Boyd Secondary showcased the work they are doing to continue on the path to Truth and Reconciliation. Teachers from Tomsett Elementary presented on Inquiry Grants and how they can deepen understanding of Indigenous knowledge and histories with their students and staff. Finally, Teacher Consultant Karla spoke on behalf of Teacher Lincoln Lew from Walter Lee Elementary around Indigenous education and curriculum integration.

Trustees expressed their gratitude and the incredible work staff are doing to incorporate Indigenous ways of learning into the curriculum.

## 5. Collaborative Time & Personal Learning Time

Assistant Superintendent Maryam Naser informed the committee that the Collaborative Time and Personal Learning Time is an annual report to the board. She highlighted that collaboration time is dedicated time for staff to work and collaborate to strengthen instructional practices in order to support student learning. The focus areas for this year included literacy and numeracy, inclusive teaching practices, interdisciplinary planning, mental health supports as well as supports for new teachers. Personal learning time (PLT) is a structure for secondary students which allows dedicated time for students to access teacher support to complete assignments, work on group projects, or engage in independent study.

The committee was informed that feedback regarding PLT has brought awareness to lower student attendance. Due to the importance of all students having access to PLT the placement of PLT for the 2025/26 school year will now be moved from first period to second period to encourage higher attendance, along with standardized timing of PLT to 96 minutes per week, to promote more consistency across the district. Feedback will be gathered through the school year from families, staff, and students to assess the effectiveness of these changes.

Partner groups asked for clarification regarding the timing of collaboration time and personal learning time.

Trustees expressed their gratitude to staff and feedback received from students and they revision to PLT time.

# 6. Next Meeting Date - September 17, 2025 at 6:00pm.

# 7. Adjournment

The meeting adjourned at 6:58 pm.

Respectfully Submitted,

Heather Larson Chairperson, Education Committee



# Facilities and Building Committee Public Meeting Minutes

# Wednesday, June 4, 2025 - 4:30 pm Via Zoom

#### Present:

Vice Chairperson H. Larson R. Belleza Trustee Member Superintendent of Schools C. Usih Secretary Treasurer C. Wang Director, Richmond Project Team J. Ho **Director, Facilities Services** K. Wilkins U. Olcay\* Manager, Facilities Planning Manager, Energy and Sustainability S. Gu President, Richmond District Parents Association C. Huang Representative, Richmond Management and Professional Staff J. Canlas\* **Executive Assistant (Recording Secretary)** T. Lee

#### Regrets:

Chairperson K. Hamaguchi

The meeting was called to order at 4:33 pm.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hənqəminəm 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 May 7, 2025 meeting was approved as circulated.

Prior to continuing the items on the agenda, and as this was the last Committee meeting for the school year, the Vice Chairperson expressed appreciation for the Planning Department, Richmond Project Team, and Facilities Services for their accomplishments during the 2024–2025 school year, including refreshing the Long Range Facilities Plan. Special thanks were given to the Manager of Facilities Planning, Umur Olcay, and the Assistant Manager of Facilities Planning, Joseph Balderston, with particular recognition for Joseph's lasting contributions. The Vice Chairperson also thanked the entire team for their dedication and support to schools and students.

<sup>\*</sup>Present for a portion of the meeting

## 3. Facilities Planning Update (standing item)

The Director, Richmond Project Team spoke to the report was included in the agenda package. Discussion then ensued regarding childcare facilities in the district.

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

The Director, Richmond Project Team spoke to the report as included in the agenda package and highlighted the progress of Talmey Elementary and Tomsett Elementary building additions. He also noted that starting in September, Minor Capital Projects will be updated through the Facilities Services Update, as these projects will now be managed by the Facilities Services Department.

The Vice Chairperson expressed appreciation for the inclusive and collaborative approach to the Diefenbaker Elementary seismic replacement planning process.

The Director, Richmond Project Team then responded to a trustee's question regarding the status of occupancy for the Spul'u'kwuks and Garden City childcare facilities.

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

The Director, Facilities Services noted that the report was included in the agenda package. There were no further questions or comments.

## 6. 2024 District Sustainability and Climate Action Report

The Director, Facilities Services introduced the new Manager, Energy and Sustainability, Sam Gu, who presented on the District Sustainability and Climate Action Plan (DSCAP) and emission trends in the district.

Trustees thanked the Manager, Energy and Sustainability for the comprehensive report. Discussion then ensued regarding emission reduction targets, the Richmond Sustainability Action Committee's role, the carbon tax, and energy-saving measures.

#### 7. Minutes for Information

## (a) Child Care Development Advisory Committee Meeting

Minutes of Meeting held April 2, 2025 were attached for information.

#### 8. Next Meeting Date – September 2025

#### 9. Adjournment

The meeting adjourned at 5:20 pm.

Respectfully Submitted,

Heather Larson
Vice Chairperson, Facilities and Building Committee



# **Report to the Board of Education (Public)**

Date: September 24, 2025

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

Subject: Trustees' Expenses for the Three Months Ending June 30, 2025

#### RECOMMENDATION

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

**BE IT RESOLVED** that in accordance with the *School Act*, the Board of Education of School District No. 38 (Richmond) approves Trustees' expenses paid during the three-month period ended June 30, 2025, in the amount of \$12,784.56.

#### **BACKGROUND**

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

During the three-month period ended June 30, 2025, the Trustees incurred a total of \$12,784.56 in expenses associated with their roles and responsibilities. These expenses were reimbursed to trustees to carry out their duties and responsibilities.

#### **CONCLUSION**

In compliance with the provisions of the *School Act*, Finance and Legal Committee recommends the Board's approval of Trustees' expenses for the three months ended June 30, 2025.

Respectfully submitted,

Donna Sargent

Trustee, Chairperson of Finance and Legal Committee

Attachment: Trustees' Expenses for the Three Months Ended June 30, 2025

#### TRUSTEES EXPENSES

DATE	DESCRIPTION	R. BELLEZA	K. HAMAGUCHI	H. LARSON	D. SARGENT	D. TABLOTNEY	A. WONG	D. YANG	TOTAL
Apr 9/25	Cell phone reimbursement - Apr 2025		50.00	50.00		50.00	11.20	50.00	211.20
May 7/25	Cell phone reimbursement - May 2025		50.00	50.00		50.00	11.20	50.00	211.20
Jun 4/25	Cell phone reimbursement - June 2025		50.00	50.00		50.00	11.20	50.00	211.20
Apr 9/25	2025 International Women's Day Celebration-Mar 8							59.91	59.91
Jun 4/25	BCSTA AGM-April 24-26-registration	656.25	656.25	656.25	656.25	656.25	656.25	656.25	4,593.75
Apr 15/25	BCSTA AGM-April 24-25-accommodation	685.46	685.46	685.46	685.46	685.46	685.46	685.46	4,798.22
Apr 28/25	BCSTA AGM-April 24-self parking	41.66							41.66
Jun 18/25	RASA Year-End Celebration & Retirement Dinner-Jun 6	75.00		75.00			75.00		225.00
May 22/25	Rotary Gala-May 2						175.00	175.00	350.00
Jun 18/25	Building Pathways to Hope-May 1			125.00					125.00
May 7/25	BCSTA AGM-Apr 24-transportation and meal							64.14	64.14
May 22/25	BCSTA AGM-Apr 24-26-mileage and parking	67.58							67.58
May 22/25	BCSTA AGM-Apr 24-26-mileage and parking						24.50		24.50
May 22/25	BCSTA AGM-Apr 24-26-parking and meal		154.67						154.67
Jun 26/25	BCSTA AGM-Apr 25-transportation		20.52						20.52
Apr 24/25	BCSTA AGM-Apr 24-dinner	110.38	110.38	110.38	110.38	110.37	110.37		662.26
Jun 30/25	BCPSEA Syumposium 2024-Nov 7-8-registration					813.75			813.75
Jun 30/25	RSS Chirstmas Luncheon	25.00	25.00	25.00		25.00	25.00	25.00	150.00
	TOTALS PAID: Apr 1 to June 30, 2025	1,661.33	1,802.28	1,827.09	1,452.09	2,440.83	1,785.18	1,815.76	12,784.56



# Finance and Legal Committee Public Meeting Minutes

Wednesday, June 11, 2025 – 10:00 am Via Zoom

#### **Present:**

Chairperson D. Sargent Trustee Alternate A. Wong Superintendent of Schools C. Usih Secretary Treasurer C. Wang **Assistant Secretary Treasurer** M. Fu **Executive Director, Human Resources** T. Major Director of Instruction, Students Services R. Johal Manager, Feeding Futures I. Lai 2nd Vice President, Richmond Teachers' Association F. Marsic 3rd Vice President/Pro-D Chair, Richmond Teachers' Association J. Cho President, Canadian Union of Public Employees 716 S. Robinson President, Richmond District Parents Association C. Huang Representative, Richmond Management and Professional Staff R. Corbin **Executive Assistant (Recording Secretary)** T. Lee

#### **Regrets:**

Trustee Member K. Hamaguchi

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the handaminam 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, May 14, 2025, were approved as circulated.

# 3. Human Resources Update

The Executive Director, Human Resources (HR), noted the report was included in the agenda package. She highlighted access to enhanced health benefits for teachers. She then responded to

the President, Richmond District Parents Association's question regarding health and safety training for employees.

The 2nd Vice President, Richmond Teachers' Association (RTA) and President, Canadian Union of Public Employees 716 thanked staff for prioritizing health and safety training, emphasizing it remains a key concern and noting the need for continued efforts and refresher training.

## 4. Feeding Futures Update

The Director of Instruction, Students Services and Manager, Feeding Futures presented an update on the Feeding Futures Program. They then responded to questions regarding food waste management, staffing challenges, and food delivery logistics in schools.

The Superintendent acknowledged staff for their impactful work on student meal programs and the positive impact on students.

# 5. Next Meeting Date – September 2025

## 6. Adjournment

The meeting adjourned at 10:26 am.

Respectfully Submitted,

Donna Sargent Chairperson, Finance and Legal Committee



# **Report to the Board of Education (Public)**

Date: September 24, 2025

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

Subject: Policy 311/311-R: Freedom of Information and Protection of Privacy

#### **RECOMMENDATION:**

THAT the Board of Education approve revised *Policy 311/311-R: Freedom of Information and Protection of Privacy*, in accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*.

#### **BACKGROUND:**

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

#### **POLICY CONSIDERATIONS:**

The proposed minor revisions to Policy 311 and 311-R, are guided by the need to align existing policies with new understandings through a DEI lens (see Checklist for Policy, Regulations and Guidelines Revision and Development). Proposed minor revisions for Policy 311-G Administrative Guidelines (A), (B), and (C) are attached for reference.

A specific example of the type of language requiring attention throughout the Board's Policy Manual is the often used term, "stakeholder." The provincial government has developed and posted online a document titled *Terminology in Indigenous context* which articulates that the term "stakeholder' is a common cooperate term for partners which has negative connotations to many Indigenous Peoples." Policies are being aligned with the Ministry guidance, and the term "stakeholder" is being replaced with "partner group".

In addition, the necessity to review existing Board policies and regulations (described above) provides the opportunity for greater consistency regarding a range of items such as the use of jargon, gender neutral language, capitalization, spacing, spelling, hyphenation, district job title modifications, and Ministry of Education and Child Care changes over time. Draft revisions will be guided by Canadian journalistic grammar standards, primarily embodied by the Canadian Press Stylebook, emphasize clarity, accuracy, and precision. Key aspects include using plain language, avoiding jargon, etc. The stylebook also provides detailed rules for capitalization, punctuation, and other aspects of writing.

## **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
May 12, 2025	Policy	Report submitted to Policy Committee (In-camera) with
	Committee	draft minor policy revisions attached. Opportunity for
	(In-camera)	trustee review and feedback.
June 9, 2025	Policy	Draft revised policy incorporating trustee feedback
	Committee	submitted to Policy Committee (Public). Possible Notice of
	(Public)	Motion for approval at the June Board of Education
		(Public) Meeting.
June 18, 2025	Board of	Possible Notice of Motion to the June Board of Education
	Education	(Public) Meeting for final approval at the September board
	(Public)	meeting.
September 24, 2025	Board of	Recommendation for board approval of minor revisions to
	Education	Policy 311 and 311-R.
	(Public)	

Respectfully submitted,

Debbie Tablotney Trustee, Chairperson of Policy Committee

#### Attachments:

- 1. Policy 311 and 311-R, with proposed minor revisions (clean versions)
- 2. Policy 311-G Administrative Guidelines (A), (B), (C) (clean versions)
- 3. Provincial Government Document: Terminology in Indigenous context
- 4. Checklist for Policy, Regulations and Guidelines Revision and Development



# **ADMINISTRATION**

Policy 311

# **Freedom of Information and Protection of Privacy**

The Board of Education of School District No. 38 (Richmond) is committed to ensuring the privacy, confidentiality, and security of all personal information that it collects, uses, discloses, and maintains in connection with its programs and activities. The board complies with the *School Act* and the *Freedom of Information and Protection of Privacy Act* in relation to the protection of privacy. This policy sets out the board's commitment, standards, and expectations regarding the appropriate practices for the collection, use, and protection of personal information.





# Regulation

# **ADMINISTRATION**

Policy 311-R

# **Freedom of Information and Protection of Privacy**

## 1. Principles

The Board of Education of School District No. 38 (Richmond) (the district), trustees, and all district employees shall uphold the privacy, confidentiality, and appropriate use of personal information in compliance with the *School Act*, *Freedom of Information and Protection of Privacy Act* (*FIPPA*), and these guidelines, including by:

- being open and transparent about the purposes for which personal information may be collected and used by the district;
- collecting and using personal information only as necessary to carry out the district's authorized programs and activities;
- sharing personal information internally with employees only on a need-to-know basis;
- sharing personal information with third parties with the knowledge and consent of affected individuals, unless otherwise authorized or required under FIPPA, the School Act, or other applicable laws;
- ensuring personal information is protected against unauthorized access, use, disclosure, loss, or destruction; and
- complying with *FIPPA* and all procedures for the accuracy, protection, use, disclosure, storage, retrieval, correction, and appropriate use of personal information.

## 2. Transparency and Accountability

The board strives to be open and transparent with the community about its programs and activities and has processes in place to support the timely response to access requests submitted under FIPPA and the proactive release of information of interest to the community.

# 3. Responsibility

The superintendent of schools has been designated by the board as the head of the district for the purposes of *FIPPA* and has overarching responsibility for ensuring compliance with this policy, *FIPPA*, and the requirements of the *School Act* pertaining to privacy management.

#### 4. Complaints

The district will respond to, and where appropriate, investigate all complaints that it receives under this policy concerning its personal information management practices.



# Regulation

#### 5. Definitions

- 5.1 **Employees** means all employees of the district. For purposes of this regulation, this also includes contractors and volunteers of the district.
- 5.2 **FIPPA** means the *British Columbia Freedom of Information and Protection of Privacy Act,* and regulations.
- 5.3 **Personal Information** means recorded information about an identifiable individual, that is within the control of the district and includes information about any student or any employee of the district. Personal information does not include an individual's business contact information, such as business address, email address, and telephone number, that would allow a person to be contacted at work.
- 5.4 **Guidelines** means procedures enacted by the district under its policy on Freedom of Information and Protection of Privacy.

#### References

Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, c. Part 3 School Act, R.S.B.C. 1996, c. 412 sections 9, 79(3) Student Records Disclosure Order (M14/91)



# **ADMINISTRATION**

**Policy 311-G (A)** 

# **Privacy Impact Assessments**

# **Purpose**

The Board of Education of School District No. 38 (Richmond) (the district) is responsible for ensuring that it protects the personal information within its custody and control, including by complying with the provisions of the *Freedom of Information and Protection of Privacy Act (FIPPA)*. *FIPPA* requires that the district conduct a Privacy Impact Assessment (PIA) to ensure that all collection, use, disclosure, protection, and processing of personal information by the district is compliant with *FIPPA*.

A Privacy Impact Assessment (PIA) is an in-depth review of any new or significantly revised initiative, project, activity, or program to ensure that it is compliant with the provisions of *FIPPA*, to identify and mitigate risks arising from the initiative and to ensure that the initiative appropriately protects the privacy of individuals.

The purpose of these guidelines is to set out the district's process for conducting PIAs in accordance with the provisions of *FIPPA*.

#### 1. Definitions

- 1.1 **Employees** means all employees of the district. For purposes of these guidelines, this also includes contractors and volunteers of the district.
- 1.2 **FIPPA** means the *British Columbia Freedom of Information and Protection of Privacy Act,* and regulations.
- 1.3 **Guidelines** means procedures enacted by the district under its policy on Freedom of Information and Protection of Privacy.
- 1.4 **Head** means the superintendent of schools or any person to whom the superintendent has delegated (in writing) their powers under these guidelines.
- 1.5 **Initiative** means any enactment, system, project, program, or activity of the district;
- 1.6 **Personal Information** means any recorded information about an identifiable individual that is within the control of the district and includes information about any student or any employee of the district. Personal information does not include an individual's business contact information, such as business address, email address, and telephone number, that would allow a person to be contacted at work.
- 1.7 **PIA** means a Privacy Impact Assessment performed in accordance with the requirements of *FIPPA*.



- 1.8 **Privacy Officer** means the secretary-treasurer who has been designated by the head as the privacy officer for the district.
- 1.9 **Responsible Employee** means the department head or other employee who is responsible for overseeing an initiative, and in the event of doubt, means the employee designated in the PIA as the responsible employee.
- 1.10 **Supplemental Review** means an enhanced process for reviewing the privacy and data security measures in place to protect sensitive personal information in connection with an initiative involving the storage of personal information outside of Canada.

# 2. Scope & Responsibility

- 2.1 These guidelines apply to all new and significantly revised initiatives of the district.
- 2.2 All employees are expected to be aware of and follow these guidelines in the event that they are involved in a new or significantly revised initiative.
- 2.3 Departments and management employees are responsible to plan and implement new or significantly revised initiatives in accordance with the requirements of these quidelines.

#### 3. District Responsibilities

- 3.1 The superintendent of schools is the head of the district for all purposes under FIPPA.
- 3.2 The superintendent of schools has delegated the administration of these guidelines to the secretary-treasurer, who is the privacy officer of the district for all purposes under *FIPPA*.
- 3.3 The privacy officer is responsible to, in consultation with the head, ensure that all PIAs and supplemental reviews are completed in accordance with the requirements of *FIPPA* and these guidelines.

## 4. Responsibilities of All Employees

- 4.1 Any employee responsible for developing or introducing a new or significantly revised initiative that involve or may involve the collection, use, disclosure, or processing of personal information by the district must report that initiative to the privacy officer at an early stage in its development.
- 4.2 All employees involved in a new or significantly revised initiative will cooperate with the privacy officer and provide all requested information needed to complete the PIA.
- 4.3 All employees will, at the request of the privacy officer, cooperate with the privacy officer in the preparation of any other PIA that the privacy officer decides to perform.

## 5. The Role of the Responsible Employee

Responsible employees are responsible for:

- 5.1 ensuring that new and significantly revised initiatives for which they are the responsible employee are referred to the privacy officer for completion of a PIA;
- 5.2 supporting all required work necessary for the completion and approval of the PIA;
- 5.3 being familiar with, and ensuring that the initiative is carried out in compliance with the PIA; and
- 5.4 requesting that the privacy officer make amendments to the PIA when needed and when significant changes to the initiative are made.

# 6. Initiatives Involving the Storage of Personal Information Outside of Canada

- 6.1 Employees may not engage in any new or significantly revised initiative that involves the storage of personal information outside of Canada, until the privacy officer has completed and the head has approved a PIA and any required supplemental review.
- 6.2 The responsible employee or department may not enter into a binding commitment to participate in any initiative that involves the storage of personal information outside of Canada, unless any required supplemental review has been completed and approved by the head.
- 6.3 It is the responsibility of the privacy officer to determine whether a supplemental review is required in relation to any initiative, and to ensure that the supplemental review is completed in accordance with the requirements of *FIPPA*.
- 6.4 The privacy officer is responsible for reviewing, and if appropriate, approving all supplemental reviews, and in doing so must consider risk factors including:
  - 6.4.1 the likelihood that the initiative will give rise to an unauthorized collection, use, disclosure, or storage of personal information;
  - 6.4.2 the impact to an individual of an unauthorized collection, use, disclosure or storage of personal information;
  - 6.4.3 whether the personal information is stored by a service provider;
  - 6.4.4 where the personal information is stored; and
  - 6.4.5 whether the supplemental review sets out mitigation strategies proportionate to the level of risk posed by the initiative.
- 6.5 Approval of a supplemental review by the head shall be documented in writing.



# 7. Inquiries

7.1 Questions or comments about these guidelines may be addressed to the privacy officer at privacy@sd38.bc.ca. The district will respond to all inquiries in writing.

# **Related Acts and Regulation**

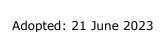
School Act

British Columbia Freedom of Information and Protection of Privacy Act (FIPPA)

Supporting References, Policies, Procedures, and Forms

Policy 311 Freedom of Information and Protection of Privacy

Policy 311-R Privacy Management





# **ADMINISTRATION**

**Policy 311-G (B)** 

# **Critical Incident and Privacy Breach Procedure**

#### 1. Purpose

The Board of Education of School District No. 38 (Richmond) (the district) is committed to ensuring the protection and security of all personal information within its control. That commitment includes responding effectively and efficiently to privacy breach incidents that may occur.

The purpose of these guidelines is to set out the district's process for responding to significant privacy breaches and to complying with its notice and other obligations under the *Freedom of Information and Protection of Privacy Act (FIPPA)*.

# 2. Scope & Responsibility

All employees of the district are expected to be aware of and follow these guidelines in the event of a privacy breach. These guidelines apply to all employees.

## 3. District Responsibilities

- 3.1 The superintendent of schools is the head of the district for all purposes under the FIPPA.
- 3.2 The superintendent has delegated the administration of these guidelines under *FIPPA* to the secretary-treasurer, who is the privacy officer of the district for all purposes under *FIPPA*.
- 3.3 The privacy officer is responsible to, in consultation with the head, ensure that all procedures are completed to respond to a privacy breach in accordance with the requirements of *FIPPA* and these guidelines.

#### 4. Definitions

- 4.1 **Employees** means all employees of the district. For purposes of these guidelines, this also includes contractors and volunteers of the district.
- 4.2 **FIPPA** means the *British Columbia Freedom of Information and Protection of Privacy Act*, and regulations.
- 4.3 **Guidelines** means procedures enacted by the district under its policy on Freedom of Information and Protection of Privacy.
- 4.4 **Head** means the superintendent of schools or any person to whom the superintendent has delegated (in writing) their powers under these guidelines.



- 4.5 **Personal Information** means any recorded information about an identifiable individual that is within the control of the district and includes information about any student or any employee of the district. Personal information does not include an individual's business contact information, such as business address, email address and telephone number, that would allow a person to be contacted at work.
- 4.6 **Privacy Breach** means the theft or loss of or the collection, use or disclosure of personal information not authorized by *FIPPA*, and includes cyber and ransomware attacks and other situations where there are reasonable grounds to believe that any such unauthorized activities have taken place, or there is a reasonable belief that they will take place.
- 4.7 **Privacy Officer** means the secretary-treasurer who has been designated by the head as privacy officer for the district.
- 4.8 **Records** means books, documents, maps, drawings, photographs, letters, vouchers, papers and any other thing on which information is recorded or stored by graphic, electronic, mechanical or other means, but does not include a computer program or other mechanism that produces records.

# 5. Responsibilities of Employees

- 5.1 All employees must without delay report all actual, suspected or expected privacy breach incidents of which they become aware in accordance with these guidelines. All employees have a legal responsibility under *FIPPA* to report privacy breaches to the head.
- 5.2 Privacy breach reports may also be made to the privacy officer, who has delegated responsibility for receiving and responding to such reports.
- 5.3 If there is any question about whether an incident constitutes a privacy breach or whether the incident has occurred, employees should consult with the privacy officer.
- 5.4 All personnel must provide their full cooperation in any investigation or response to a privacy breach incident and comply with these guidelines for responding to privacy breach incidents.
- 5.5 Any employee who knowingly refuses or neglects to report a privacy breach in accordance with these guidelines may be subject to discipline, up to and including dismissal.

## 6. Privacy Breach Response

# 6.1 Step One - Report and Contain

- 6.1.1 Upon discovering or learning of a privacy breach, all employees shall:
  - 1. Immediately report the privacy breach to the privacy officer.



- 2. Take any immediately available actions to stop or contain the privacy breach, such as by:
  - isolating or suspending the activity that led to the privacy breach; and
  - taking steps to recover personal information, records, or affected equipment.
- 3. Preserve any information or evidence related to the privacy breach in order to support the district's incident response.
- 6.1.2 Upon being notified of a privacy breach, the privacy officer in consultation with the head, shall implement all available measures to stop or contain the privacy breach. Containing the privacy breach shall be the first priority of the privacy breach response, and all employees are expected to provide their full cooperation with such initiatives.

# **6.2** Step Two – Assessment and Containment

- 6.2.1 The privacy officer shall take steps to, in consultation with the head, contain the privacy breach by making the following assessments:
  - 1. the cause of the privacy breach;
  - 2. if additional steps are required to contain the privacy breach, and, if so, to implement such steps as necessary;
  - 3. identify the type and sensitivity of the personal information involved in the privacy breach, and any steps that have been taken or can be taken to minimize the harm arising from the privacy breach;
  - 4. identify the individuals affected by the privacy breach, or whose personal information may have been involved in the privacy breach;
  - 5. determine or estimate the number of affected individuals and compile a list of such individuals, if possible; and
  - 6. make preliminary assessments of the types of harm that may flow from the privacy breach.
- 6.2.2 The privacy officer, in consultation with the head, shall be responsible to, without delay, assess whether the privacy breach could reasonably be expected to result in significant harm to individuals. That determination shall be made with consideration of the following categories of harm or potential harm:
  - 1. bodily harm;
  - 2. humiliation;



- 3. damage to reputation or relationships;
- 4. loss of employment, business, or professional opportunities;
- 5. financial loss;
- 6. negative impact on credit record;
- 7. damage to, or loss of property;
- 8. the sensitivity of the personal information involved in the privacy breach; and
- 9. the risk of identity theft.

## 6.3 Step Three - Notification

- 6.3.1 If the head determines that the privacy breach could reasonably be expected to result in significant harm to individuals, then the head shall make arrangements to:
  - 1. report the privacy breach to the Office of the Information and Privacy Commissioner; and
  - 2. provide notice of the privacy breach to affected individuals, unless the head determines that providing such notice could reasonably be expected to result in grave or immediate harm to an individual's safety or physical or mental health or threaten another individual's safety or physical or mental health.
- 6.3.2 If the head determines that the privacy breach does not give rise to a reasonable expectation of significant harm, then the head may still proceed with notification to affected individual if the head determines that notification would be in the public interest, or if a failure to notify would be inconsistent with the district's obligations or undermine public confidence in the district.
- 6.3.3 Determinations about notification of a privacy breach shall be made without delay following the privacy breach, and notification shall be undertaken as soon as reasonably possible. If any law enforcement agencies are involved in the privacy breach incident, then notification may also be undertaken in consultation with such agencies.

## 6.4 Step 4 - Prevention

6.4.1 The privacy officer in consultation with the head, shall complete an investigation into the causes of each breach incident reported under these guidelines, and shall implement measures to prevent recurrences of similar incidents.



6.4.2 The privacy officer may suggest any necessary changes to operating procedures to prevent recurrence of similar privacy breach incidents in the future as instructed by the head.

# 7. Inquiries

7.1 Questions or comments about these guidelines may be addressed to the privacy officer at privacy@sd38.bc.ca. The district will respond to all inquiries in writing.

## **Related Acts and Regulations:**

School Act

British Columbia Freedom of Information and Protection of Privacy Act (FIPPA)

# Supporting References, Policies, Procedures and Forms

Policy 311 Freedom of Information and Protection of Privacy

Policy 311-R Privacy Management



# **ADMINISTRATION**

**Policy 311-G (C)** 

# **Personal Information Management Program**

## **Purpose**

As a public body that is subject to the *British Columbia Freedom of Information and Protection of Privacy Act* (the Act or *FIPPA*), the Board of Education of School District No. 38 (Richmond) (the district) is committed to upholding the principles of privacy, transparency, and accountability. This means that the district recognizes the fundamental importance of maintaining the privacy and security of the personal information that it collects, uses and discloses in the course of its operations and programs. The district also acknowledges and supports transparency with the community by facilitating access to district records and information in accordance with the requirements of the Act.

#### 1. Definitions

- 1.1 **Consent** means express written consent to the collection, use or disclosure of personal information.
- 1.2 **Employees** means all employees of the district. For purposes of these guidelines, this also includes contractors and volunteers of the district.
- 1.3 **FIPPA** means the *British Columbia Freedom of Information and Protection of Privacy Act,* and regulations.
- 1.4 **Head** means the superintendent of schools, or any person to whom the superintendent has delegated (in writing) their powers under these guidelines.
- 1.5 **Privacy Officer** means the secretary-treasurer who has been designated by the head as the privacy officer for the district.
- 1.6 **Personal Information** means any recorded information about an identifiable individual that is within the control of the district and includes information about any student or any employee of the district. Personal information does not include an individual's business contact information, such as business address, email address, and telephone number, that would allow a person to be contacted at work.
- 1.7 **Guidelines** means procedures enacted by the district under its policy on Freedom of Information and Protection of Privacy.
- 1.8 **Records** means books, documents, maps, drawings, photographs, letters, vouchers, papers, and any other thing on which information is recorded or stored by graphic, electronic, mechanical, or other means, but does not include a computer program or other mechanism that produces records.

# RICHMOND SCHOOL DISTRICT NO. 38

# **Administrative Guidelines**

# 2. Principles

# 2.1 Employees are responsible for:

- making reasonable efforts to familiarize themselves with these guidelines and the requirements of FIPPA, including by participating in privacy training initiatives offered by the district;
- following responsible information management practices to ensure that the district collects, uses, and discloses personal information in compliance with FIPPA and other applicable laws;
- seeking at all times to protect personal information against unauthorized collection, use and disclosure, including by limiting the sharing of sensitive personal information on a need to know basis;
- cooperating with district guidelines to facilitate the appropriate release of records within its custody or control in response to access requests received from members of the community under FIPPA;
- cooperating with district guidelines for the completion of privacy impact assessments;
   and
- reporting privacy breaches to the district in accordance with the district's guidelines.

# 3. Accountability

- 3.1 The superintendent of schools is the head of the district for all purposes under the FIPPA.
- 3.2 The superintendent has delegated the administration of these guidelines under *FIPPA* to the secretary-treasurer, who is the privacy officer of the district for all purposes under *FIPPA*.
- 3.3 The head is responsible to appoint, oversee, and if appropriate, delegate responsibility to the privacy officer for the district to supervise its personal information management program.

# 4. Commitment to Privacy Protection

- 4.1 The district protects the privacy of students, employees, and individuals whose personal information it collects, uses, shares, and retains, and expects all employees to follow responsible information management practices to ensure that the district fully complies with its obligations under *FIPPA* and other applicable laws.
- 4.2 The district and employees respect the privacy and confidentiality of personal information entrusted to them in the course of their duties, and collects, uses, and discloses personal information only where authorized by FIPPA.



## 5. Purposes for Collecting Personal Information

- 5.1 The district communicates the purposes for which personal information is collected at or before the time the information is collected, unless otherwise permitted or required by *FIPPA*.
- 5.2 In the ordinary course of carrying out its programs and activities, the district collects personal information of its students for purposes including:
  - registration, enrollment, and transfer of students;
  - to provide and deliver educational programs and services;
  - to accommodate students with disabilities and diverse abilities;
  - to communicate with students and respond to inquiries or complaints;
  - to prepare and provide assessments of student performance;
  - to supervise and ensure the safety and security of the district (such as through the use of video surveillance);
  - to investigate and respond to accidents, safety events, misconduct, and similar incidents;
  - to ensure compliance with applicable district bylaws, policies, and other laws;
  - to make all required reports and filings to the Ministry of Advanced Education; and
  - for other purposes set out in these guidelines or required under applicable laws.
- 5.3 In the ordinary course of carrying out its employment programs and activities, the district collects the personal information of prospective, current, and former employees for purposes including:
  - hiring and recruitment;
  - to manage and administer the employment relationship;
  - to communicate with authorized union representatives;
  - to administer employment compensation and benefits;
  - · to evaluate performance and manage disciplinary incidents;
  - to supervise and ensure the safety and security of the district (such as through the use of video surveillance);
  - to investigate and respond to accidents, safety events, misconduct, and similar incidents;
  - to ensure compliance with applicable district policies and other applicable laws; and
  - for other purposes set out in these guidelines or required under applicable laws.

# 6. Collection, Use and Disclosure Of Personal Information

- 6.1 The district limits the collecting of personal information to what is related to and necessary in order to carry out its programs and activities or for other purposes authorized by *FIPPA*.
- 6.2 The district seeks to collect personal information by fair, lawful, and transparent means, including by collecting personal information directly from the individual, except where otherwise authorized by *FIPPA*.
- 6.3 The district seeks to inform individuals from whom it collects personal information, the purposes for which the information is being collected, the legal authority for collecting



## **Administrative Guidelines**

it, and the name and contact information of someone at the district who can answer questions about the collection and use of the information;

- 6.4 The district limits the internal and external use and sharing of personal information to what is required and authorized by *FIPPA* or consented to by the individual.
- 6.5 The district only uses or discloses personal information for the purpose for which it was collected, except with the individual's consent or as otherwise required or permitted by *FIPPA* or other laws.

#### 7. Securing Personal Information

- 7.1 The district protects personal information by ensuring it has reasonable security safeguards in place which are appropriate to the sensitivity of the information. Such security safeguards shall include consideration of physical security, organizational security, and electronic security.
- 7.2 All employees have a duty to protect the privacy and security of personal information collected and used by them as part of their ongoing employment responsibilities, including by complying with the terms of these guidelines, and all related guidelines.
- 7.3 The district provides training to all employees to ensure they have the requisite knowledge to ensure compliance with the terms of these guidelines and the FIPPA.

#### 8. Retention

- 8.1 The district does not seek to retain personal information longer than necessary to satisfy the district's applicable operational, instructional, financial, and legal needs.
- 8.2 Personal information that is no longer required for either administrative, operational, financial, legal, or historical purposes shall be securely destroyed in a confidential manner in accordance with district policies and approved record retention protocols.

#### 9. Accuracy and Correction

- 9.1 The district shall make reasonable efforts to ensure the accuracy of the personal information that they collect and use in the course of performing their duties.
- 9.2 Individuals have the right to request the correction of their personal information, and the district will receive and respond to such requests in accordance with the *FIPPA* and district guidelines.

#### 10. Access to Information

- 10.1 The district supports appropriate transparency and accountability in its operations by making information available to the public as permitted or required under *FIPPA*.
- 10.2 The head shall, on at least an annual basis, consider and designate categories of records that will be made available to the public without the need to make a request in accordance with *FIPPA*.

Adopted: 21 June 2023



## **Administrative Guidelines**

- 10.3 The district recognizes that individuals may make requests for access to records within the custody and control of the district, and the district will respond to such requests in accordance with *FIPPA* and these guidelines.
- 10.4 The district recognizes that individuals have a right to access their own personal information within the custody and control of the district, and will facilitate such access in accordance with the requirements of *FIPPA*.

#### 11. Inquiries

11.1 Questions or comments about these guidelines may be addressed to the privacy officer at privacy@sd38.bc.ca. The district will respond to all inquiries in writing.

#### **Related Acts and Regulations:**

School Act

British Columbia Freedom of Information and Protection of Privacy Act (FIPPA)

#### Supporting References, Policies, Procedures, and Forms

Policy 311 Freedom of Information and Protection of Privacy

Policy 311-R Privacy Management

Adopted: 21 June 2023

# **Terminology in Indigenous content**

(taken from the Ministry's Website)

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

Last updated: October 6, 2023

# **Aboriginal**

Legal term in Canada when referring to Aboriginal rights under <u>s.35 of the</u> Constitution Act, 1982.

### **Band Councils**

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

## **British Columbians**

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

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

# First Nation(s)

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

# **Hereditary Chiefs**

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

# **Indigenous**

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

### **Inuit and Inuk**

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

### Métis

- Indigenous peoples with ancestral lineage that can be traced back to the historic Métis Nation Homeland which includes Manitoba, Saskatchewan, and Alberta, as well as parts of Ontario, British Columbia, the Northwest Territories and parts of the northern United States.
- Identifies one of the three populations of Indigenous Peoples within Canada, the other two being First Nations and Inuit
- Nation-specific term with unique culture, language and customs
- Can be singular or plural, noun or adjective
- Métis people possess both First Nations and European ancestry. However, not all people with mixed First Nations and European ancestry are Métis.
- The Métis National Council (MNC), the political organization that represents the Métis Nation federally, defined Métis in 2002 as: "a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation ancestry and who is accepted by the Métis Nation"

## Reserve

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

# **Rights**

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

### **Poles and Posts**

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

## **Stakeholders**

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

they're Aboriginal rights holders whose rights are protected under the Constitution of Canada.

# **Territory**

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

# **Treaty Settlement Lands**

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

# Two-spirit

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

# **UN Declaration on the Rights of Indigenous Peoples**

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

#### Outdated terms to avoid

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

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

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

# Be mindful of the words you're using

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

 'Executing' and 'execute' are commonly used and can be replaced with 'implement.' Consider that in 1864, the provincial government asked to meet the Tsilhqot'in Chiefs and then hanged five of them on October 25, 1864, at a location just north of Quesnel's hospital. • 'Artifact(s)' and 'curating/curate' are commonly used when describing documents or the work done to compile information. When used out of context it has negative connotations to many Indigenous Peoples. Indigenous communities struggle to reclaim cultural and ceremonial regalia, artwork and tools which were stolen and are displayed publicly or privately. In some cases, there are pieces that were never meant to be seen outside of ceremony and they continue to hang in a museum or a private collection not being honored and cared for by their rightful owners. Using the word(s) out of context sounds like something is being taken, e.g. data, knowledge, ideas, and used without the permission of Indigenous Peoples.

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

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

Many words can support a positive shift. For example:

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



# Checklist for Policy, Regulations and Guidelines Revision and Development

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

#### Policy, Regulations and Guidelines Structure and Organization The Policy/Regulations/Guidelines include Yes No Notes (especially where yes/no is not clear) the following; The language is accessible to readers through use of plain language and a glossary of terms that is linked for ease of access If background information, or knowledge of another policy, regulation or guideline is required to understand it, it is linked The following is clear, identifiable and marked with a heading; title number purpose of the policy, regulation or guideline implementation procedures This policy, regulation or guideline has text features such as; headings flow charts bullet points other visuals that support its readability. If a visual is used it is prominent (ie near the top of the document rather than at the bottom), and includes links to relevant sections of the document If other documents or policies are referenced, they are linked When an acronym is used, it is defined A link to accessibility features such as voiceover, and translation is provided



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

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



# Policy Committee Public Meeting Minutes

Monday, June 9, 2025 – 11:00 am Via Zoom

#### **Present:**

Chairperson D. Tablotney\* Vice Chairperson D. Yang Trustee Member A. Wong Trustee Alternate H. Larson Superintendent C. Usih President, Richmond Teachers' Association L. Baverstock 1<sup>st</sup> Vice President, Richmond Teachers' Association S. Wenglowski President, Canadian Union of Public Employees 716 S. Robinson Vice President, Richmond District Parents Association A. Gong Representative, Richmond District Parents Association K. Ching **Executive Assistant (Recording Secretary)** J. Coronel

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the handaminam 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 May 12, 2025 were approved as circulated.

#### 3. Policy Refresh to align with DEI checklist (standing item):

Policy 311/311-R: Freedom of Information and Protection of Privacy

Policy 311-G (A): Privacy Impact Assessments

Policy 311-G (B): Critical Incident and Privacy Breach Procedure

Policy 311-G (C): Personal Information Management Program

The committee agreed to forward the following **RECOMMENDATION** to the board:

<sup>\*</sup>Present for a portion of the meeting

**THAT** the Chairperson of the Policy Committee bring forward a Notice of Motion to the Board of Education at the June 18, 2025, public meeting that a recommendation for the board's consideration will be presented at September 24, 2025 public meeting to approve the minor revisions for Policy 311 and 311-R.

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

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

#### 5. Next Meeting Date – September 2025 at 11:00 am.

D. Tablotney joined the meeting at 11:07 am.

#### 6. Adjournment

The meeting adjourned at 11:08 am.

Respectfully Submitted,

David Yang Vice Chairperson, Policy Committee





August	12,	2025
--------	-----	------

To the Honourable the Legislative Assembly of the Province of British Columbia

**Honourable Members:** 

I have the honour to present herewith the Second Report of the Select Standing Committee on Finance and Government Services for the First Session of the 43rd Parliament. This report covers the Committee's work in regard to the Budget 2026 Consultation as approved by the Committee.

Respectfully submitted on behalf of the Committee,

Paul Choi, MLA Chair

# **CONTENTS**

Composition of the Committee	4
Terms of Reference	
Executive Summary	
Consultation Overview	9
Advanced Education	
Arts, Libraries, and Sport	15
Economic Development	 19
Environment	27
Fiscal and Regulatory Policy	35
Health	42
Housing	53
K-12 Education and Child Care	58
Mental Health and Addictions	64
Public Safety and Justice	67
Social Services	75
Transportation and Transit	83
Summary of Recommendations	87
Appendix A:Consultation Participants	92

# COMPOSITION OF THE COMMITTEE

#### **MEMBERS**

Paul Choi, MLA, Chair Burnaby South-Metrotown

Elenore Sturko, MLA, Deputy Chair Surrey-Cloverdale

Jennifer Blatherwick, MLA Coquitlam-Maillardville

Sunita Dhir, MLA Vancouver-Langara

Steve Morissette, MLA (from April 9, 2025) Kootenay-Monashee Claire Rattée, MLA Skeena

Harwinder Sandhu, MLA (*to April 9, 2025*) Vernon-Lumby

Bryan Tepper, MLA Surrey-Panorama

#### **COMMITTEE STAFF**

Darryl Hol, Committee Clerk

Natalie Beaton, Committee Research Analyst

Jared Brown, Committee Research Analyst

Aza Bryson, Committee Researcher

Jonathon Hamilton, Committee Researcher

Hanna Kim, Committee Researcher

Danielle Migeon, Committee Researcher

Alexa Neufeld, Parliamentary Committees Officer

Kayla Wilson, Committees Coordinator

# TERMS OF REFERENCE

On February 24, 2025, the Legislative Assembly agreed that the Select Standing Committee on Finance and Government Services be designated as the Committee referred to in section 3 of the Budget Transparency and Accountability Act (S.B.C. 2000, c. 23).

That, in addition to the powers previously conferred upon the Select Standing Committees of the House, the Select Standing Committee on Finance and Government Services be empowered to:

- a. appoint of its number one or more subcommittees and to refer to such subcommittees any of the matters referred to the Committee and to delegate to the subcommittees all or any of its powers except the power to report directly to the House;
- b. sit during a period in which the House is adjourned, during the recess after prorogation until the next following Session and during any sitting of the House;
- c. conduct consultations by any means the Committee considers appropriate;
- d. adjourn from place to place as may be convenient; and,
- e. retain personnel as required to assist the Committee.

That the Committee report to the House as soon as possible, and that during a period of adjournment, the Committee deposit its reports with the Clerk of the Legislative Assembly, and upon resumption of the sittings of the House, or in the next following Session, as the case may be, the Chair present all reports to the House.

# EXECUTIVE SUMMARY

The Select Standing Committee on Finance and Government Services (the "Committee") conducts an annual consultation on the upcoming provincial budget. British Columbians were invited to share their priorities for Budget 2026 between May 30 and June 20, 2025. The Committee held 16 public hearings in Vancouver, Victoria, Surrey, Nelson, Vernon, Penticton, Cranbrook, Quesnel, Fort St. John, Terrace, and Courtenay, as well as virtually using the Zoom videoconferencing platform.

During the consultation period, the Committee received 350 presentations and 406 written submissions. The Committee acknowledges the extensive input received from British Columbians, highlighting a wide range of needs across the province. Members appreciate the dedication and hard work of the many organizations and individuals who took the time to share their views.

This report includes a comprehensive summary of the priorities and ideas shared by British Columbians during the consultation, the Committee's discussions which led to its recommendations, and the Committee's 86 recommendations. The report is organized by themes which are presented in alphabetical order; the numbering of recommendations does not indicate priority.

During its deliberations, the Committee reflected on the global trade and financial pressures facing the province and emphasized the need to effectively prioritize resources in the next provincial budget. To ensure long-term fiscal health, the Committee highlights the importance of stabilizing BC's economy by establishing a fiscal anchor and adopting spending policies aimed at achieving a balanced budget. The Committee notes the need for strategic investments in the coming year to support economic stability and growth, improve future readiness, and address pressing challenges such as housing, health care, and affordability.

#### **ECONOMIC GROWTH AND STABILITY**

To encourage investment, the Committee emphasizes the need to continue efforts to streamline permitting processes and

reduce bureaucratic delays, ensuring development decisions are made in a timely, fair, and transparent manner. Members underscore the importance of supporting value-added strategies and investments in trade-enabling infrastructure to support key sectors like agriculture, manufacturing, and natural resource development. The Committee also acknowledges the arts, culture and sport sector for its role in driving economic growth through tourism. Additionally, the Committee highlights prioritizing local businesses and domestic manufacturing within procurement policies and supports the finalization of interprovincial trade agreements to ensure BC's economy remains competitive and resilient. Members also highlight the importance of better supporting rural and remote communities—particularly in relation to natural resource projects—by ensuring these initiatives are developed in partnership with First Nations and supported by appropriate infrastructure and services.

#### **FUTURE READINESS**

To prepare the province for future challenges, the Committee acknowledges the need for strategic investments to address climate change and transition to a green economy. Members encourage investment in alternative energy production and storage, and stress the importance of meeting current and future energy demands. To reduce energy consumption, the Committee recognizes the need to refresh energy efficiency and heat pump programs to meet current costs while also addressing rural and remote heating needs. The Committee stresses the need to invest in disaster risk reduction and community resilience—particularly for floods, wildfires, and earthquakes—and to strengthen emergency preparedness and response efforts. Environmental conservation remains a priority, with the Committee advocating for investments that protect coastal areas, parks, and natural spaces for outdoor recreation, tourism, and future generations. The Committee also supports initiatives that enhance environmental stewardship and prevent the introduction of invasive species into the province.

To meet workforce demands, the Committee prioritizes investments in training for sectors facing critical labour shortages, including trades, health care, and education. Members recognize the unique role of rural and remote post-secondary institutions in serving regional work force needs and contributing to local economies. The Committee also calls for expanded public and private child care facilities, especially for shift workers, and supports recruitment and retention of early childhood educators. Finally, Members stress the importance of being responsive to opportunities to attract investment in new technologies and improve digital connectivity.

#### **TODAY'S CHALLENGES**

The Committee recognizes the budgetary pressures faced by both K-12 and post-secondary institutions and affirms the economic and societal importance of education. The Committee recognizes the need for increased funding to address staffing shortages and pursue new capital projects. Members acknowledge the significance of early intervention in identifying and supporting students with support needs and increases in demand for these services. The Committee supports identifying new funding sources and models for post-secondary institutions and school districts to provide greater funding flexibility and sustainability. The Committee acknowledges the challenges faced by northern and rural K-12 school districts and the need for unique, tailored supports. With respect to post-secondary education, the Committee stresses the importance of balancing institutional sustainability with accessible and affordable tuition. The Committee acknowledges the need to ensure fair and consistent access to health and social services across the province to help British Columbians in need.

Regarding health care, the Committee stresses the need for investments to improve the full continuum of care, from access to early diagnosis, to dignified end-of-life care. The Committee highlights expanding coverage for treatments and medications targeting chronic and complex diseases and improving access to mobility, accessibility, and other medical devices. The Committee discusses opportunities to strengthen public health initiatives, such as increasing awareness and testing for infections and expanding access to shingles vaccinations. The Committee also recognizes the need to expand care and investments towards high-need groups, including seniors and those with acquired brain injuries.

With respect to social services, the Committee acknowledges the need to stabilize non-profit and community services organizations so they can continue to provide important services for British Columbians. The Committee discusses additional funding, expanding contracts, and supports for community-based organizations to address operational costs and stabilize the community service workforce. Members emphasize expanding supports and programs for children and youth, seniors, and marginalized groups. The Committee further acknowledges the need to reform and enhance assistance rates and expand services for people with disabilities.

Specific to rural and remote communities, the Committee emphasizes the need for specific consideration and supports to address the unique challenges these communities face in attracting and retaining critical workers. The Committee recommends targeted programs and incentives to attract high-demand workers—such as medical professionals, educational staff, and skilled tradespeople—to rural and remote areas. Additionally, the Committee acknowledges the importance of public transportation as essential for accessing health care, education, and employment, especially for rural and remote communities.

Regarding housing challenges, the Committee discusses the need to support a diversity of housing options in both urban and rural areas to ensure all British Columbians have access to safe, affordable, and accessible housing. To achieve this, the Committee acknowledges the need to support municipalities with the required infrastructure to support housing densification while reviewing development charges and taxes to promote housing development and affordability. Additional supportive housing for vulnerable individuals is a priority of the Committee, which should include integrated recovery focused care and sober living options.

To address mental health and addiction challenges, the Committee emphasizes integrating mental health and addiction care into the broader health system to improve access to essential services. In particular, the Committee highlights the need to improve access, affordability, and quality of mental health and addictions care. Members note inequality in access to support services due to locations, funding, and income thresholds. The Committee endorses monitoring recovery and care outcomes and a review of funding models to ensure equitable access to public recovery centres. The Committee also emphasizes the importance of

mental health services for children and youth, especially, children and youth in or transitioning out of care.

Another area of focus for the Committee was public safety and access to justice. The Committee acknowledges the need to address repeat offenders by expanding Crown prosecutor capacity and addressing court capacity issues to respond to crime and safety challenges. The Committee also discusses the need to review police funding to ensure municipalities can meet their policing needs while bolstering funding for emergency response and communications. The Committee emphasizes the importance of transitioning to integrated justice case management systems and expanding legal aid services to better support individuals navigating the justice system, particular victims of gender-based violence and sexual assault.

# CONSULTATION OVERVIEW

#### **BACKGROUND**

The Budget Transparency and Accountability Act, S.B.C. 2000, c. 23, requires the Minister of Finance to issue a budget consultation paper each year, which includes key issues to be addressed in the next provincial budget. The paper must be referred to a select standing committee of the Legislative Assembly to conduct a consultation and report on the results of that consultation. The Legislative Assembly assigns this responsibility to the Select Standing Committee on Finance and Government Services. This year, the Budget 2026 Consultation Paper was released on May 30, 2025 and the consultation was held between May 30 and June 20, 2025.

#### **BUDGET CONSULTATION PAPER**

The 2026 Budget Consultation Paper highlighted the provincial government's efforts to address current economic uncertainty. The paper identified priorities such as diversifying the economy, strengthening health care, education and social services, creating safe communities, and addressing the cost of living and housing affordability. Initiatives aligned with these priority areas were outlined, highlighting both the government's current efforts and future plans to address key issues. The paper requested input from British Columbians on priorities for the provincial budget and how the government can create a stronger future.

#### MINISTER OF FINANCE BRIEFING

On June 2, 2025, the Minister of Finance, the Honourable Brenda Bailey, appeared before the Committee to present the *Budget 2026 Consultation Paper*. In her opening remarks, the Minister emphasized the significance of the annual budget consultation process, noting that it provides an important opportunity for the provincial government to hear directly from British Columbians to help shape the upcoming budget. She also addressed the current climate of economic uncertainty, particularly in relation to global trade policy, and outlined how Budget 2025 responded to these concerns.

The Minister noted that the government's top priorities are addressing affordability, protecting essential public services, and strengthening the economy. The Minister explained that key investments in Budget 2025 reflected these priorities, including supporting affordable child care, school food programs, family benefits, and rent assistance. The Minister also highlighted investments in public safety, including increased funding for policing and initiatives to combat shoplifting, robbery, and violent crime.

To respond to the province's growing population, the Minister highlighted funding for new hospitals, additional long-term care beds, and the establishment of a new medical school. Investments in school infrastructure were also detailed, including renovations, new builds, and prefabricated projects that will collectively add more than 6,000 new student seats across 16 school districts. The Minister also discussed continued investments in transportation infrastructure including the Surrey-Langley SkyTrain extension and repairs to roads in the Cariboo region.

With respect to economic development, the Minister emphasized the government's commitment to fostering growth through opportunities in critical minerals, technology, and science. She also highlighted efforts to eliminate interprovincial trade barriers and reduce reliance on U.S. markets. In addition, the Minister outlined a \$1.5 billion savings target for the government, with all ministries tasked with eliminating inefficiencies, reducing administrative costs, and ensuring that government programs deliver value for money.

The Minister concluded by reaffirming the government's core budgetary priorities—economic growth, affordability, health care, education, and public safety—and encouraged British Columbians to participate in the upcoming budget consultation.

#### CONSULTATION PROCESS

British Columbians were invited to share their input in two ways: appearing before the Committee at a public hearing or submitting a written submission. All participants were asked to focus their input on up to three recommendations for the next provincial budget.

Several approaches were used to encourage participation in the consultation, including: a media release; advertisements in local and multicultural newspapers; online advertisements; social media; and direct outreach to Members of the Legislative Assembly, constituency offices, stakeholders and public libraries.

The Committee received requests to present from over 400 organizations and individuals and was able to accommodate 350 presentations at its public hearings, which were held over three weeks from June 2-19, 2025. In addition to the presentations, the Committee received 406 written submissions.

Public hearings were held virtually using the Zoom videoconferencing platform and in-person in Vancouver, Victoria, Surrey, Nelson, Penticton, Vernon, Cranbrook, Quesnel, Fort St. John, Terrace, and Courtenay. A list of organizations and individuals who participated in the consultation is available in Appendix A.

The Committee carefully considered all input received during its deliberations.

#### **MEETING SCHEDULE**

#### 1st Session, 43rd Parliament

March 5, 2025	Planning
April 30, 2025	Planning
June 2, 2025	Public Hearing (Victoria)
June 3, 2025	Public Hearing (Surrey)
June 4, 2025	Public Hearing (Vancouver)
June 5, 2025	Public Hearing (Vancouver)
June 9, 2025	Public Hearing (Nelson)
June 9, 2025	Public Hearing (Penticton)
June 10, 2025	Public Hearing (Vernon)
June 10, 2025	Public Hearing (Cranbrook)
June 11, 2025	Public Hearing (Quesnel)
June 11, 2025	Public Hearing (Fort St. John)
June 12, 2025	Public Hearing (Terrace)
June 12, 2025	Public Hearing (Courtenay)
June 16, 2025	Public Hearing (Victoria)
June 17, 2025	Public Hearing (Virtual)
June 18, 2025	Public Hearing (Virtual)
June 19, 2025	Public Hearing (Virtual)
July 14, 2025	Deliberations
July 15, 2025	Deliberations
July 23, 2025	Deliberations
July 24, 2025	Deliberations
July 30, 2025	Deliberations; Adoption of Report

# K-12 EDUCATION AND CHILD CARE

K-12 Many school districts and other organizations highlighted challenges with K-12 education operational and capital funding. The Committee also heard about staffing shortages and the need to increase supports for students with support needs. Increasing access to affordable and publicly operated child care in schools and ensuring adequate compensation for early childhood educators were other key themes echoed by multiple organizations and individuals.

#### CAPITAL FUNDING

Several organizations, including the Brentwood Park Elementary Parent Advisory Committee and the City of Mission, advocated for increased capital funding to address population growth, and safety and accessibility needs of children. School District No. 23 (Central Okanagan) emphasized that it operates over full capacity and many portables that are being used are funded through its operational budget. In addition, the British Columbia Retired Teachers' Association and the City of Mission explained that in high-growth areas, the funding for school construction is urgently needed to keep pace with residential development. School District No. 20 (Kootenay Columbia) noted challenges in its ability to maintain school infrastructure due to increased costs in building supplies driven by inflation and supply disruptions. Similarly, School District No. 5 (Southeast Kootenay) recommended increased funding to address and replace aging infrastructure of schools. The British Columbia District Parent Advisory Council requested a five-year plan to meet the capital funding gap as identified by the British Columbia School Trustees Association, which included funding for land acquisition, new schools, and maintenance.

The Vancouver School Board recommended investing in safe, accessible, and inclusive school facilities and streamlining approval processes for capital projects, stating the need for improved accessibility across school buildings. School District No. 62 (Sooke) also highlighted the need for safe, accessible, and inclusive facilities such as elevators, washrooms, learning environments, and inclusive playgrounds. For Our Kids

recommended specific funding for safe and climate resilient portables, explaining that the Burnaby School District's portables do not have proper bathrooms, sinks, or cooling infrastructure. Additionally, School District No. 42 (Maple Ridge – Pitt Meadows) highlighted the importance of modernizing capital and technology investments in K-12 schools, particularly for digital infrastructure and classroom-ready technology along with a provincial plan for K–12 cybersecurity.

The Committee also heard specific requests from School District No. 38 (Richmond) regarding capital funding for new schools and the district's seismic mitigation program. The district explained that they have been advocating for two new elementary schools in the city centre to address significant growth. The district also stated that multiple schools in the district, including elementary and secondary schools, have been identified with a high seismic risk rating, which indicates that a significant number of students remain at schools in need of seismic mitigation measures.

# CHILD CARE AND EARLY CHILDHOOD DEVELOPMENT

Several organizations and individuals, including School District No. 46 (Sunshine Coast), School District No. 28 (Quesnel), School District No. 60 (Peace River North), School District No. 59 (Peace River South), and CUPE 3742, supported increased funding for child care and early childhood development. School District No. 46 (Sunshine Coast) recommended stable multi-year capital and operational funding for child care and improved cross-ministry and intergovernmental coordination, with a particular focus on coordination between the Ministry of Children and Family Development and local governments.

Several organizations requested the expansion of child care programs. The Coalition of Child Care Advocates of British Columbia recommended expanding child care to every elementary school by utilizing modular buildings. Additionally, Core Education and Fine Arts Early Learning stated that rising commercial rental rates are a significant barrier to opening

new early learning centers and suggested the introduction of incentives or tax relief programs to encourage better collaboration between developers, landlords, and early learning providers. Other recommendations in this area included increased investment in the New Spaces Fund and start-up funding under the Child Care Fee Reduction Initiative to help all school districts launch publicly delivered child care programs using education assistants.

In relation to the \$10-a-Day child care program, many organizations recommended expanding to every school district. Inclusion BC recommended investing \$10 million per year into the \$10-a-day child care program to remove regional discrepancies and to support inclusive child care. The Coalition of Child Care Advocates of BC indicated that while many operators have applied to become \$10-a-day sites, applicants are not being invited to make the transition. Similarly, YMCA Metro Vancouver advocated for transitioning all existing child care programs to \$10-a-day sites.

The Committee also heard about the need to address recruitment and retention in the child care sector. YMCAs of BC and the Early Childhood Educators of BC emphasized the importance of sufficient staffing levels and advocated for increased investment in the recruitment and retention of Early Childhood Educators (ECEs). Early Childhood Educators of BC suggested implementing a comprehensive wage and benefit package and increasing the number of qualified educators through bursaries and other funding options for early childhood education students. MOSAIC Surrey Early Learning Center and MOSAIC BC advocated for ECE wage enhancements. Similarly, the Coalition of Child Care Advocates of BC highlighted that the current ECE compensation does not adequately reflect their expertise or value and stated that a new wage grid may help recruit and retain skilled educators. In addition, the Pacific Immigrant Resources Society advocated for funding to ECE and ECE assistant training programs for immigrants and refugee women.

Finally, the Conseil Scolaire Francophone de la Colombie-Britannique requested kindergarten funding to include fouryear-olds or pre-kindergarten, which would enable students to have a better start for kindergarten.

#### **CURRICULUM AND PROGRAMMING**

Several organizations made recommendations related to expanding the K-12 education curriculum and programming. The BC Confederation of Parent Advisory Councils emphasized

the need for implementing literacy centres in every school district that offers tier 3 reading interventions and evidencebased screeners, and the AIRS Program advocated for increased funding for sustainable arts education in K-12 education. In addition, the Mechanical Contractors Association of BC recommended dedicated funding for skilled trades education to elevate the reputation of skilled trades as a career. For Our Kids emphasized the importance of adopting climate change curriculums and enabling schools to adopt climate solutions like solar panels, heat pumps, cooling infrastructure, and biodiversity-enhancing landscaping. An individual and the Conseil Scolaire Francophone de la Colombie-Britannique discussed the importance of ensuring and protecting French education, noting the need to make French class mandatory for grades eight to ten. Additionally, the English Language Learners Consortium recommended funding for additional staff at the Ministry of Education and Child Care with English Language Learner and curriculum backgrounds to support English Language Learners and their unique needs. Lastly, the Métis Nation British Columbia recommended investment in Metis-specific education within the K-12 education system. The Nation highlighted that the goal is to develop Métis-specific educational content to reflect Métis learners in the K-12 education system.

The BC Community Schools Alliance Society noted that the current fragmentation of funding streams and the service delivery model for education, health, social services, arts, and culture limit the ability of schools to serve as effective community hubs. The Society stated that joint funding models and service agreements could enable ministries to provide streamlined services at schools.

#### INDEPENDENT AND PRIVATE SCHOOLS

The BC Humanist Association along with several individuals advocated for ending or phasing out public funding for faith-based and private schools, noting that a considerable amount of the provincial funding for independent schools goes to faith-based schools. Similarly, the Institute for Public Education BC recommended reallocation of public funding from private schools to public schools to strengthen the public system and restore public school investment as a share of GDP. Additionally, the SelfDesign Learning Foundation requested increased funding for independent online schools, stating that these schools have to meet the same educational standards as public online schools and maintain secure digital infrastructure with less funding. The BC Community Schools Alliance

Society requested the development of a provincial strategy for community schools and further stated its willingness to partner with government to co-develop the strategy and guide the implementation of community school models.

# INTERNATIONAL AND VULNERABLE STUDENTS

Some organizations advocated for additional support for international or vulnerable students. School District No. 41 (Burnaby) discussed a rise in temporary resident registrations (TRRs), which represent students whose families are on work or study permits. The district noted that it welcomes a substantial number of TRRs after the standard funding cycle. Similarly, the English Language Learners Consortium explained that the majority of TRRs enroll after the standard funding cycle, and school districts must provide educational services to these students. The English Language Learner Consortium also recommended removing the five-year limit on K-12 English Language Learning Funding, noting that newcomers and refugee families have complex needs which may require support and funding for longer than five years.

School District No. 71 (Comox Valley) recommended the development of a provincial K-12 gender-based violence action plan. The district stated that gender-based violence policies and an action plan are essential to provide equitable protection, prevention, and support across BC's school communities. The BCEd Access Society requested the expansion of the mandate of the Representative for Children and Youth to include vulnerable students in education.

The need for student health and nutrition was highlighted by several organizations. School District No. 20 (Kootenay Columbia) requested funding for student services and mental health, stating that the district's financial strain has primarily affected its ability to support the mental health and well-being of students. Lastly, the Breakfast Club of Canada recommended connecting with BC food producers and processors and enhancing local food literacy through the Feed BC program.

#### **OPERATIONAL FUNDING**

The Committee heard calls for increases to operational funding. CUPE Local 728 and the Brentwood Park Elementary Parent Advisory Committee recommended revising the funding formula along with increased funding. CUPE Local 728

explained that the existing funding model does not properly account for costs like infrastructure deficits, unstable economic times, and inflation. The BC Teacher's Federation noted the need for additional funding to support new programs and services, staffing, and infrastructure deficits.

Multiple school districts and organizations, including CUPE Local 1260, BC DPAC Coalition, the BC Confederation of Parent Advisory Councils, and School District No. 38 (Richmond) requested core funding to support operational services and maintain school infrastructure. The BC Confederation of Parent Advisory Councils stated that school districts are forced to cut support staff to balance their budgets. The BC School Trustees Association noted that increased funding is required to address financial and structural deficits across school boards. School District No. 71 (Comox Valley) recommended investing 15 percent of the 2026 budget in public education, explaining that school districts are under unsustainable financial pressures and seeing declines in student achievement. The district further stated that Grade 10 numeracy rates have declined, and more students display trauma, mental health challenges and complex behaviours.

The Committee also heard from organizations and school districts advocating for rural and remote communities.

CUPE Local 4653 highlighted that many rural and remote communities face different challenges than urban areas.

School District No. 60 (Peace River North) explained that Northern BC school districts face unique circumstances, such as challenges in recruiting certified teachers and more infrastructure repair costs due to harsh geographical conditions. The Kitselas First Nation Treaty Information Source advocated for strengthening financial support for northern primary and secondary education, noting that data shows lower education outcomes are achieved compared to the southern part of the province.

In addition, School District No. 23 (Central Okanagan) and School District No. 41 (Burnaby) both advocated for the province to fund all costs arising from negotiated collective agreements. The districts noted that the outcomes of recent collective agreements are not fully covered and have added increased financial pressures on school districts. The Conseil Scolaire Francophone de la Colombie-Britannique advocated for a fund for opening new francophone schools, explaining the need for operational fund to cover staffing, maintenance fees, and more. Finally, the Vancouver School Board and School District No. 62 (Sooke) recommended investing in technology

and future-ready learning environments including access to assistive technologies, AI learning resources, and up-to-date science and library materials.

#### RECRUITMENT AND RETENTION

The Committee heard about recruitment and retention challenges across the K-12 education sector. The BC School Trustees Association highlighted that school districts are facing increasing costs for substitute teachers due to higher rates of illness-related absences. The Association recommended investment in hiring and retaining qualified teachers and support staff, particularly in rural and remote areas. School District No. 20 (Kootenay Columbia), the BC Retired Teachers' Association, and the Institute for Public Education BC supported a similar notion emphasizing the need to increase funding toward staffing and teacher replacement costs. School District No. 41 (Burnaby) recommended a review of staff allocation and special purpose funds to ensure equity. Similarly, School District No. 60 (Peace River North) requested commitment to the K-12 workforce strategy as there are significant recruitment and retention challenges in the district, including overreliance on teachers with Letters of Permission.

In relation to specific staff support and benefits, CUPE Local 723 and CUPE Local 1260 both discussed the need to fund wage fairness and provide full-time hours for support workers. They further explained that most education assistants are not given full-time hours and employees in the skilled trades in K-12 earn less wages than those in the municipal sector. The BC Principals' and Vice-Principals' Association noted that a majority of BC Vice-Principals are in their first five years of practice, with many carrying teaching loads. The Association recommended investing in leadership development and prioritizing mental health and psychological safety for school leaders.

The Committee also heard recommendations regarding teacher certification. School District No. 28 (Quesnel) stated that rural and remote school districts are disproportionately impacted by the lack of certified teachers, specialist teachers, and support staff. The district emphasized the need to reduce the barriers to certification. Similarly, School District No. 59 (Peace River South) recommended permitting a Letter of Permission application to cover one teacher to work within all schools of the district or the province to reduce the barriers to teacher certification and developing hybrid and online teacher education programs.

#### STUDENTS WITH SUPPORT NEEDS

Many discussed the need for increased funding and resources for inclusive education. The Institute for Public Education BC noted the need to address the gap between actual costs and funding as current funding structures do not appropriately reflect student needs. The First Call Child and Youth Advocacy Society indicated that many children start kindergarten with developmental vulnerabilities and emphasized the need for early childhood intervention measures. Similarly, the Early Childhood Educators of BC suggested the development of a funding model that focuses on early intervention and prevention programs to ensure inclusivity and accessibility. The BC Teacher's Federation noted the need to place one education assistant in every primary classroom and a counsellor in every school, particularly in rural and remote communities.

Multiple organizations discussed the need for increased support towards specific programs or areas regarding inclusive education. The British Columbia Retired Teachers' Association recommended funding for psychoeducational testing to reduce wait times for student testing, indicating that testing delays impact children's abilities to receive support from specialists and appropriate programs. The SelfDesign Learning Foundation requested increased support for children with high-incidence disabilities who attend independent online schools. The Autism Support Network Society advocated for expanding the autism funding model to other disability groups, stating that there are also children with disabilities other than autism who cannot receive funding. Additionally, School District No. 5 (Southeast Kootenay) requested increased funding to address the required supports and services needed to increase the district's graduation rate.

The BC Complex Kids and Inclusion Chilliwack Society emphasized the importance of accessible environments that accommodate developmental, health, and care support needs and recommended additional funding for the Supported Child Development Program. The BCEdAccess Society similarly stated that many organizations and schools do not have the resources to meet the standards of the Accessible British Columbia Act and require additional funding for physical upgrades and training. Finally, the Committee heard from the Down Syndrome Society of BC about the need for an audit on inclusive education funding. The Society emphasized that an audit of inclusive education spending may provide valuable insight on the current funding model.

#### **COMMITTEE DISCUSSION**

The Committee recognized the significant funding pressures that several school districts are experiencing. In particular, the Committee acknowledged the distinct and often complex challenges faced by northern and rural school districts, recognizing the need to consider their unique circumstances including teacher and staff shortages, increased costs for goods and services, and geographical challenges.

Committee Members also noted the many pressures impacting capital projects, including demand for new facilities in line with an increasing population, as well as rising construction costs. The Committee discussed the importance of exploring innovative solutions, such as using mixed-use spaces for schools. The Committee also discussed the importance of providing funding for accessible playgrounds, emphasizing that every child should be able to easily access the playground.

The Committee acknowledged the importance of recruiting and retaining educational staff (See Recommendation 9 in Economic Development). Committee Members reflected on school districts' concerns over increasing violent and dangerous incidents experienced by teachers and support staff. The Committee discussed the negative impacts those incidents have on the physical safety and mental health of educational staff and emphasized prioritizing the safety of school staff. Furthermore, Members recognized the need to reduce barriers to teacher certification in the province which could be done by streamlining processes across both postsecondary institutions and the Teacher Regulation Branch and by decreasing interprovincial barriers for teacher certification. The Committee also discussed how allowing one Letter of Permission application to cover a district or the province for multiple years could reduce administrative burdens.

The Committee also deliberated on the importance of school supports for students. Committee Members acknowledged the significance of early intervention in identifying and supporting students with support needs. In addition, the Committee recognized concerns raised by school districts about staffing shortages for children with support needs, noting that this could create unsafe environments for both students and staff. Members discussed potential solutions, including placing a support worker in every primary classroom and ensuring adequate staffing levels to maintain safety and inclusivity. The Committee further discussed the concerns it heard from school districts about support needs that arise outside of the province's standard funding cycle, including for Temporary

Resident Registration students. Lastly, the Committee emphasized the critical importance of ensuring students have access to comprehensive mental health resources to foster well-being in schools.

The Committee discussed key programs and curriculums for K-12 education that could be further prioritized. In particular, Members deliberated on the importance of introducing skilled trades and health care professions as career options to K-12 students to address the increasing workforce demand in the province. Members also affirmed the importance of providing arts education to K-12 students.

Regarding child care and early childhood development, the Committee recognized the need for more public and private child care facilities across the province. Members acknowledged that many in-demand skilled trades often require shift-based work schedules. As such, the Committee noted that access to child care that is compatible with shift work is essential to enabling increased workforce participation and economic growth. The Committee noted that the expansion of child care facilities would require increased support for recruitment and retention of child care workers and identified the need to review the wage grid for early childhood educators.

#### RECOMMENDATIONS

The Committee recommends to the Legislative Assembly that the provincial government:

- 52. Prioritize capital funding to address K-12 school infrastructure issues such as seismic upgrades and accessibility, and explore innovative solutions for capital infrastructure, including the use of mixed-use spaces.
- 53. Prioritize the mental health and physical safety of school staff.
- 54. Strengthen inclusive education by ensuring timely student assessments and providing sufficient staffing for safe and effective student support.
- 55. Continue to work towards providing primary classrooms with an education assistant and schools with a dedicated counsellor to support student well-being and learning.
- 56. Provide targeted funding to enhance K–12 programs that focus on introducing and expanding pathways into the skilled trades and health care.
- 57. Prioritize the expansion of child care facilities and the diversification of child care options to meet the different needs of the workforce, including by improving the recruitment and retention of early childhood educators.