

| | | | | | |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|
| Salaries and Benefits | 253,393,149 | 253,596,540 | 262,767,832 | 269,646,947 | 276,777,356 |
| Services and Supplies | 24,207,224 | 22,814,621 | 22,302,403 | 22,979,293 | 23,797,000 |
| Total Expenses | 277,600,373 | 276,411,161 | 285,070,235 | 292,626,240 | 300,574,356 |
| Net Revenue (Expense) | 5,753,551 | 3,000,000 | 2,755,000 | 921,135 | (732,337) |
| Interfund Transfers | (12,542,801) | (3,000,000) | (3,000,000) | (3,000,000) | (3,000,000) |
| Operating Surplus (Deficit) for the Year | (6,789,250) | - | (245,000) | (2,078,865) | (3,732,337) |
| Use of Appropriated Surplus | - | - | 245,000 | - | - |
| Operating Surplus (Deficit) | (6,789,250) | - | - | (2,078,865) | (3,732,337) |

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

Operating Fund Revenues

Provincial operating grant revenue anticipated from the ministry represents approximately 94% of the District's total revenue for 2026/27. The next most significant source of revenue is the tuition revenue from students registered through the Richmond International Education program, representing approximately 4% of the total revenue. The remaining revenue is comprised of sources such as facility rental, interest revenue and miscellaneous income.

| Operating Fund Revenue | 2024/25 Actual | 2025/26 Amended Budget | 2026/27 Budget | 2027/28 Projected | 2028/29 Projected |
|---|-------------------|------------------------------|-------------------|----------------------|----------------------|
| Provincial Grants-Ministry of Education and Child Care | | | | | |
| Operating Grant, Ministry of Education and Child Care | 253,125,948 | 257,154,673 | 255,792,617 | 256,182,334 | 257,570,411 |
| Other Ministry of Education and Child Care Grants | 6,268,236 | 3,426,959 | 14,518,109 | 19,764,410 | 25,180,984 |
| Provincial Grants-Other | 77,936 | 62,800 | 62,800 | 62,800 | 62,800 |
| Tuition | | | | | |
| Summer School | 376,890 | 332,850 | 332,850 | 332,850 | 332,850 |
| Continuing Education | 1,523,481 | 1,571,211 | 1,571,211 | 1,571,211 | 1,571,211 |
| International and Out of Province Students | 15,944,141 | 12,777,674 | 11,837,674 | 11,837,674 | 11,837,674 |
| Other Revenue | | | | | |
| Other School District/Education Authorities | 611,327 | 555,990 | 569,890 | 584,138 | - |
| Cafeteria | 309,792 | 286,693 | 286,693 | 286,693 | 286,693 |
| Sale of Capital Assets | 36,443 | - | - | - | - |
| Miscellaneous | 15,413 | 1,000 | 1,000 | 1,000 | 1,000 |
| Microsoft Class Action Settlement | 517,374 | 307,542 | - | - | - |
| Rentals and Leases | 2,025,377 | 1,813,749 | 1,947,200 | 1,984,547 | 2,022,678 |

| | | | | | |
|--------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Investment Income | 2,521,566 | 1,120,020 | 905,191 | 939,718 | 975,718 |
| Total Operating Revenue | 283,353,924 | 279,411,161 | 287,825,235 | 293,547,375 | 299,842,019 |

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

| Operating Grant Revenue | 2024/25 Actual | 2025/26 Amended Budget | 2026/27 Budget | 2027/28 Projected | 2028/29 Projected |
|--|---------------------------|---------------------------------------|---------------------------|------------------------------|------------------------------|
| Basic Allocation - September | | | | | |
| Standard (Regular) Schools | 198,832,917 | 197,761,492 | 195,783,876 | 195,842,612 | 196,723,904 |
| Continuing Education | 16,716 | 15,776 | 15,776 | 15,776 | 15,776 |
| Alternate Schools | 632,965 | 703,170 | 576,960 | 577,133 | 579,730 |
| Online Learning | 1,340,550 | 2,749,565 | 2,749,565 | 2,750,395 | 2,762,843 |
| Homeschoolers | 9,000 | 9,250 | 9,250 | 9,250 | 9,250 |
| Course Challenges | 20,646 | 18,048 | 18,048 | 18,048 | 18,048 |
| Supplement for Enrolment Decline | - | - | 42,491 | - | - |
| Supplemental for Unique Student Needs - September | | | | | |
| Inclusive Education - Level 1 | 760,950 | 923,400 | 1,026,000 | 974,700 | 923,400 |
| Inclusive Education - Level 2 | 26,813,980 | 30,108,580 | 31,082,180 | 32,055,780 | 33,029,380 |
| Inclusive Education - Level 3 | 1,702,400 | 1,562,100 | 1,586,700 | 1,599,000 | 1,611,300 |
| English Language Learning | 13,932,790 | 13,643,355 | 13,187,790 | 12,650,550 | 12,207,690 |
| Indigenous Education | 428,340 | 397,380 | 397,380 | 397,380 | 397,380 |
| Adult Education | 116,645 | 85,246 | 86,325 | 86,325 | 86,325 |
| Summer Learning | 2,420,345 | 2,615,345 | 2,615,345 | 2,615,345 | 2,615,345 |
| February Enrolment Count | 1,195,022 | 752,529 | 752,529 | 752,529 | 752,529 |
| May Enrolment Count | 516,673 | 434,455 | 434,455 | 434,455 | 443,455 |
| Equity of Opportunity Supplement | 1,183,301 | 1,246,390 | 1,230,876 | 1,230,876 | 1,230,876 |
| Salary Differential | 1,594,518 | 2,364,095 | 2,339,495 | 2,339,495 | 2,339,495 |
| Unique Geographic Factors | 1,351,843 | 1,495,087 | 1,631,136 | 1,631,136 | 1,631,136 |
| Curriculum and Learning Support Fund | 197,097 | 203,060 | 201,549 | 201,549 | 201,549 |
| Indigenous Education Councils | 59,250 | 66,350 | 24,891 | - | - |
| Total Operating Grant Revenue | 253,125,948 | 257,154,673 | 255,792,617 | 256,182,334 | 257,570,411 |

On March 12, 2026, the Ministry of Education and Child Care announced the preliminary operating grant allocations to school districts for the 2026/27 school year. The ministry is maintaining the basic per-student allocation for standard, alternate, continuing education, inclusive education, indigenous education, and English Language Learners (ELL) at the same level as 2025/26 for the next school year.

The total estimated operating grant revenue for the District for the 2026/27 school year is approximately \$256 million based on the enrolment projected at the time of the annual budget development. The grant revenue is subject to change due to the actual enrolment on September 30. The impact on the District's budget will be updated and approved by the Board during the District's amended budget process.

Tuition Revenue comprises summer school, continuing education, and international and out of province

students. International education revenue accounts for 86% of all tuition revenue. The District relies heavily on the international education program to provide a significant source of additional revenue to support the operations of the District. The international education program enrolment utilizes space in classrooms that would otherwise go unused by students who reside within the boundaries of the District.

The international education program experienced a significant downturn during the pandemic in 2020/21 and 2021/22. A gradual recovery has taken place in 2022/23, 2023/24, and 2024/25 with a downturn in 2025/26 due to the Federal Government’s immigration policy shift. International student enrolment is projected to remain steady at 500 for 2026/27, 2027/28 and 2028/29.

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

Investment Income is projected to decline for 2026/27 due to uncertainty of future interest rates but expected to remain steady for 2027/28 and 2028/29.

Operating Fund Expenses

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

Effective management of operating expenses is crucial for the District to maintain financial stability and ensure that resources are allocated efficiently and effectively to support student success. The table below represents an overview of the District operating fund expenses in terms of types of expenses. The most significant component of the District’s operating expenses is salaries and benefits, which comprise approximately 92% of the total operating budget. The remaining 8% goes to services, supplies and other expenses.

| Operating Fund Expenses | 2024/25 Actual | 2025/26 Amended Budget | 2026/27 Budget | 2027/28 Projected | 2028/29 Projected |
|------------------------------------|--------------------|------------------------------|--------------------|----------------------|----------------------|
| Salaries | | | | | |
| Teachers | 115,583,296 | 114,688,750 | 119,776,696 | 123,439,723 | 127,359,599 |
| Administrators | 15,677,224 | 15,023,415 | 15,672,656 | 16,058,088 | 16,453,149 |
| Educational Assistants | 21,702,857 | 23,120,493 | 23,459,543 | 24,112,346 | 24,784,733 |
| Support Staff | 26,153,279 | 25,913,723 | 25,862,112 | 25,978,260 | 25,978,260 |
| Other Professionals | 8,046,468 | 7,759,236 | 8,186,110 | 8,378,508 | 8,571,455 |
| Substitutes | 13,822,384 | 12,508,810 | 12,889,284 | 13,184,270 | 13,488,104 |
| Total Salaries | 200,985,508 | 199,014,427 | 205,846,401 | 211,151,195 | 216,635,300 |
| Benefits | 52,407,641 | 54,582,133 | 56,921,431 | 58,495,752 | 60,142,056 |
| Total Salaries and Benefits | 253,393,149 | 253,596,540 | 262,767,832 | 269,646,947 | 276,777,356 |
| Services and Supplies | | | | | |
| Services | 8,548,985 | 7,007,342 | 6,865,981 | 7,003,301 | 7,143,367 |
| Student Transportation | 12,441 | 11,260 | 11,260 | 11,485 | 11,715 |
| Professional Development | 1,416,934 | 1,450,795 | 1,450,795 | 1,479,811 | 1,509,407 |
| Rentals and Leases | 328,960 | 317,812 | 317,812 | 324,168 | 330,651 |

| | | | | | |
|------------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Dues and Fees | 152,900 | 163,173 | 163,173 | 166,436 | 169,765 |
| Insurance | 806,533 | 897,848 | 897,848 | 915,805 | 934,121 |
| Supplies | 8,818,302 | 8,636,054 | 7,975,225 | 8,123,909 | 8,381,992 |
| Utilities | 4,122,169 | 4,330,337 | 4,620,309 | 4,954,378 | 5,315,982 |
| Total Services and Supplies | 24,207,224 | 22,814,621 | 22,302,403 | 22,979,293 | 23,797,000 |
| Total Operating Expenses | 277,600,373 | 276,411,161 | 285,070,235 | 292,626,240 | 300,574,356 |

Salaries and Benefits are the largest operating expense for the District, accounting for 92% of the total operating expenditure. Employee salaries and benefits have been adjusted to reflect:

- Employee salary increases for teachers, educational assistants and support staff are established through provincially negotiated Collective Agreements with the BCTF and CUPE. The Teachers' Collective Agreement has been ratified for a four-year term from July 1, 2025 to June 30, 2029. Salary increases for teachers have been incorporated into the 2026/27 annual budget. The CUPE collective agreement expired June 30, 2025 and negotiations are ongoing. As a result, the 2026/27 annual budget assumes no salary increase for the CUPE employee group. Any salary increases and corresponding funding will be incorporated in the 2026/27 amended annual budget once the agreement has been ratified.
- Teacher grid step salary increments.
- Budget reduction of 12.0 FTE enrolling teachers due to enrolment decline.
- Increase in educational assistant FTE to support students in inclusive education.
- Staffing of our new City Centre Elementary School.
- Budget reduction of 28.7 FTE positions to help achieve a balanced budget for 2026/27 and alignment with collective agreement requirements (19.2 FTE Non-Enrolling Teachers, 1.0 FTE Administrator, 1.0 FTE Management, and 7.5 FTE Support Staff).
- Benefits cost increases comprised of statutory and contractual costs. Statutory benefit costs include CPP, EI, Pension, WorkSafeBC, and Employer Health Tax (EHT). These costs are variable based on earnings and specific rates. Contractual benefit costs include such costs as employer paid premiums for extended health, dental, and the Employee Assistance Plan (EAP).

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

- General cost escalation and an inflationary factor of 2.0% for services and supplies.
- Budget reduction of \$0.55 million in services and supplies to help achieve a balanced budget for 2026/27.
- Reversal of one-time costs for the start-up of our new City Centre Elementary School.
- Increase in utility costs for electricity, natural gas, propane, and water and sewer.

Interfund Transfers

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

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

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

Accumulated Surplus

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

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

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

Educational programs include the following:

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

Operational initiatives include the following:

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

| Multi-Year Operating Accumulated Surplus Plan | Opening Balance | Planned Use | Closing Balance |
|---|------------------------|--------------------|------------------------|
| Schedule of Accumulated Operating Surplus | July 1, 2025 | 2025/26 | June 30, 2026 |
| Internally Restricted Surplus | | | |
| Restricted Due to the Nature of Constraints on the Fund | | | |
| Contractual Obligations - Success for All Learners, Organizational Effectiveness | 561,790 | (200,000) | 361,790 |
| Targeted Funding - Success for All Learners, Diversity, Equity and Inclusion | 1,659,124 | (600,000) | 1,059,124 |
| School Generated Funds | 2,700,000 | (300,000) | 2,400,000 |
| | 4,920,914 | (1,100,000) | 3,820,914 |
| Restricted for Operations Spanning Multiple School Years | | | |
| Support for Educational Plans - Success for All Learners, Diversity, Equity and Inclusion | 473,511 | (200,000) | 273,511 |
| School Funds - Success for All Learners, Diversity, Equity and Inclusion | 982,639 | (800,000) | 182,639 |
| Support for Operational Initiatives - Organizational Effectiveness | 1,086,056 | (500,000) | 586,056 |
| Purchase Order Commitments | 279,196 | (279,196) | - |
| | 2,821,402 | (1,779,196) | 1,042,206 |
| Total Internally Restricted Operating Fund Surplus | 7,742,316 | (2,879,196) | 4,863,120 |
| Unrestricted Operating Surplus (Deficit) | 172,484 | (245,000) | (72,516) |
| Total Operating Fund Surplus (Deficit) | 7,914,800 | (3,124,196) | 4,790,604 |

Special Purpose Fund Budget

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

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

| Special Purpose Fund | 2024/25 Actual | 2025/26 Amended Budget | 2026/27 Budget | Variance | Comments |
|---|-------------------|------------------------------|-------------------|--------------------|-------------------------------|
| <u>Ministry of Education and Child Care Funded</u> | | | | | |
| Annual Facility Grant (AFG) | 829,289 | 829,289 | 834,131 | 4,842 | |
| Learning Improvement Fund (LIF) | 902,030 | 892,537 | 885,430 | (7,107) | |
| Strong Start | 252,330 | 238,000 | 238,000 | - | |
| Ready, Set, Learn | 63,465 | 130,810 | 93,100 | (37,710) | |
| Official Languages in Education French Programs (OLEP) | 346,778 | 382,342 | 382,342 | - | |
| Community LINK | 869,538 | 869,538 | 869,538 | - | |
| Classroom Enhancement - Staffing | 44,682,306 | 46,794,625 | 46,794,625 | - | |
| Classroom Enhancement - Remedy | 413,136 | 1,130,679 | - | (1,130,679) | Funding TBD |
| Classroom Enhancement - Overhead | 5,522,243 | 5,522,243 | 5,522,243 | - | |
| Mental Health in Schools | 65,995 | 59,084 | 48,000 | (11,084) | |
| Changing Results for Young Children | 21,094 | - | - | - | Funding ended June 2025 |
| Early Childhood Education Dual Credit | 44,331 | 51,920 | - | (51,920) | Funding ends June 2026 |
| Health Career Dual Credit Expansion | 6,184 | 41,705 | - | (41,705) | Funding ends June 2026 |
| Student and Family Affordability | 454,152 | 318,039 | - | (318,039) | Funding ends June 2026 |
| Just B4 Program | 150,422 | - | - | - | Funding ended June 2025 |
| Strengthening Early Years to Kindergarten Transition (SEY2KT) | 29,723 | 4,586 | - | (4,586) | Funding ends June 2026 |
| Early Care and Learning | 175,000 | 175,000 | 175,000 | - | |
| Feeding Futures School Food Program | 1,984,793 | 3,367,775 | 2,419,057 | (948,718) | |
| Professional Learning | - | 208,468 | - | (208,468) | One-time Funding |
| National School Food Program | 39,097 | 408,020 | 391,790 | (16,230) | |
| Provincial Resource Program | 941,009 | 1,026,805 | 994,643 | (32,162) | |
| Provincial Early Years | 1,128,940 | 550,000 | 561,168 | 11,168 | |
| <u>Federal Funded</u> | | | | | |
| Settlement Workers in Schools (SWIS) | 1,475,836 | 1,232,231 | 1,158,359 | (73,872) | LINC program ended March 2025 |
| <u>Other</u> | | | | | |
| Scholarships and Bursaries | 5,950 | 50,000 | 10,000 | (40,000) | |
| School Generated Funds | 8,166,546 | 8,000,000 | 8,000,000 | - | |
| Educational Trust Fund | 457,273 | 450,000 | 450,000 | - | |
| Total Special Purpose Fund | 69,027,460 | 72,733,696 | 69,827,426 | (2,906,270) | |

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

| Special Purpose Fund Summary | 2024/25 Actual | 2025/26 Amended Budget | 2026/27 Budget | Variance |
|---|-------------------|------------------------------|-------------------|------------------|
| Deferred Revenue, Beginning of Year | 9,552,242 | 9,608,330 | 7,009,190 | (2,599,140) |
| Total Contributions Received | 69,326,878 | 70,631,898 | 69,449,426 | (1,182,472) |
| Less: Allocated to Revenue or Recovered by MECC | (69,270,790) | (73,231,038) | (69,827,426) | 3,403,612 |
| Deferred Revenue, End of Year | 9,608,330 | 7,009,190 | 6,631,190 | (378,000) |
| Total Allocated to Revenue | 69,027,460 | 72,733,696 | 69,827,426 | (2,906,270) |
| Total Expenses | (68,081,464) | (71,829,905) | (68,919,205) | 2,910,700 |
| Interfund Transfers | (945,996) | (903,791) | (908,221) | (4,430) |
| Net Revenue (Expense) | - | - | - | - |

Special Purpose Fund Summary

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

| | |
|--|--|
| | workforce demands. |
| Student and Family Affordability | Increase food security for students and their families, and support students, parents, and guardians with affordability concerns (one-time funding). |
| Just B4 Program | Support increased opportunities for childcare programs on school grounds. |
| Strengthening Early Years to Kindergarten Transition (SEY2KT) | Support the transition of children from community based early learning to kindergarten in schools. |
| Early Care and Learning | Support the expansion of childcare on school grounds. |
| Feeding Futures School Food Program | Support to increase food security for students by expanding or creating school food programs. |
| Professional Learning | Support the capacity of classroom teachers and support staff to deliver evidence-based literacy instruction, literacy screening for K-3 students and interventions for K-12 students. |
| National School Food Program | Provided by the Government of Canada to expand and enhance school food programs. |
| Provincial Resource Program | Outreach program to support school districts around B.C. with respect to ensuring equitable access and enhanced educational opportunities for students with visual and hearing impairments. |
| Provincial Early Years | Support diverse and struggling learners. |
| Settlement Workers in Schools (SWIS) | Support settlement services for immigrants, refugees, and other eligible clients to meet their settlement or ongoing needs after arriving in Canada. |
| Scholarships and Bursaries | The District manages various scholarship and memorial funds on behalf of families and groups of individuals wishing to provide funding for specific educational initiatives and in memoriam. |
| School Generated Funds | These funds are collected and managed directly at our schools with financial oversight by the District. Such funds include fundraising, school trips, PAC donations, etc. |
| Educational Trust Fund | These funds are collected and managed by the District. Such funds include Breakfast Club, Feed-U-Cate, etc. |

Classroom Enhancement Fund

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

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

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

| | 2024/25 Actual | | 2025/26 Amended | | 2026/27 Budget | | Variance | |
|---|----------------|-------------------|-----------------|-------------------|----------------|-------------------|----------|--------------------|
| | FTE | \$ | FTE | \$ | FTE | \$ | FTE | \$ |
| Classroom Enhancement Fund Summary | | | | | | | | |
| CEF Staffing | 353.00 | 44,682,306 | 364.70 | 46,794,625 | 364.70 | 46,794,625 | - | - |
| CEF Overhead | 56.09 | 5,522,243 | 55.89 | 5,522,243 | 55.89 | 5,522,243 | - | - |
| CEF Remedy | - | 413,136 | - | 1,130,679 | - | - | - | (1,130,679) |
| Total Classroom Enhancement Fund | 409.09 | 50,617,685 | 420.59 | 53,447,547 | 420.59 | 52,316,868 | - | (1,130,679) |

| | 2024/25 Actual | | 2025/26 Amended | | 2026/276 Budget | | Variance | |
|---|----------------|-------------------|-----------------|-------------------|-----------------|-------------------|----------|--------------------|
| | FTE | \$ | FTE | \$ | FTE | \$ | FTE | \$ |
| Classroom Enhancement Fund | | | | | | | | |
| Teachers | 353.00 | 35,019,919 | 364.70 | 36,775,377 | 364.70 | 36,775,377 | - | - |
| Administrators | 0.20 | 27,811 | - | - | - | - | - | - |
| Educational Assistants | 45.09 | 2,485,062 | 45.09 | 2,424,476 | 45.09 | 2,424,476 | - | - |
| Support Staff | 7.80 | 492,767 | 7.80 | 521,382 | 7.80 | 521,382 | - | - |
| Other Professionals | 3.00 | 394,441 | 3.00 | 411,256 | 3.00 | 411,256 | - | - |
| Substitutes | - | 1,077,297 | - | 2,946,835 | - | 2,020,049 | - | (926,786) |
| Fringe Benefits | - | 10,928,400 | - | 10,223,139 | - | 10,019,246 | - | (203,893) |
| Interfund Transfer | - | 145,082 | - | 145,082 | - | 145,082 | - | - |
| Total Classroom Enhancement Fund | 409.09 | 50,617,685 | 420.59 | 53,447,547 | 420.59 | 52,316,868 | - | (1,130,679) |

Capital Fund Budget

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

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

The capital fund budget includes all capital expenditures pertaining to facilities and equipment, financed through capital grants from Ministry of Infrastructure capital grants, operating funds, and special purpose funds. The projected total capital fund budget amounts to \$26 million.

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

Long Range Facilities Plan

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

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

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

Five-Year Capital Plan

Every year, the Board approves a five-year capital plan and submits it to the Ministry of Infrastructure prior to June 30. This annual plan serves as a basis for the Ministry to evaluate and designate priority capital projects eligible for inclusion in the government's capital plan for the ensuing fiscal year.

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

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

Capital Revenues

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

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

Major Capital Projects

The table below presents major capital projects funded by the Ministry of Infrastructure and the Board of Education that are expected to be completed or in progress during the 2026/27 school year.

| Facility Name | Project Description | Completion Date |
|-----------------------------|--|-----------------|
| Alfred Dixon Elementary | Seismic Upgrade | September 2026 |
| John Diefenbaker Elementary | Seismic Replacement | November 2028 |
| City Centre Elementary | Board funded new school opening renovation | September 2026 |

Local Capital Reserves

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

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

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

| Schedule of Local Capital Reserve | Opening Balance | Planned Use | Closing Balance |
|------------------------------------|-------------------|--------------------|-------------------|
| | July 1, 2025 | 2025/26 | June 30, 2026 |
| Capital Lease Obligations | 7,443,425 | (410,016) | 7,033,409 |
| Current Capital Projects | 9,259,714 | (2,740,553) | 6,519,161 |
| Contingency Reserve | 2,000,000 | - | 2,000,000 |
| Under Review by Board | 4,341,563 | 107,874 | 4,449,437 |
| Total Local Capital Reserve | 23,044,702 | (3,042,695) | 20,002,007 |

Key Risk Management Considerations

The District continues to operate within an evolving fiscal and economic environment that requires ongoing monitoring, strategic planning and prudent risk management. Economic uncertainty, inflationary pressures, changing enrolment trends, global market volatility and evolving public policy continue to influence school District operations and long-term financial sustainability.

As part of its multi-year financial planning, the District regularly assesses emerging financial and operational risks that may affect its ability in the delivery of educational programs and services.

Provincial Funding and Enrolment Fluctuation

The District remains reliant on provincial operating grant funding, which is closely linked to student enrolment and provincial funding policy. Shifting demographic trends, changing migration patterns, evolving federal immigration policies and broader economic conditions continue to influence enrolment projections and future funding levels.

At the same time, school districts continue to experience cost pressures related to compensation growth, employee benefits, statutory employer contributions, inflation and service delivery requirements that may not be fully reflected within the provincial funding framework.

In response, the District continues to apply conservative enrolment forecasting, multi-year financial planning and ongoing expenditure monitoring to support long-term fiscal sustainability and alignment of resources with Board priorities.

International Education Revenue

International Education continues to represent an important supplemental revenue source supporting district operations and educational opportunities for students. However, international enrolment remains sensitive to a range of external factors, including geopolitical developments, global economic conditions, currency fluctuations, housing and homestay availability, international competition and changes to federal immigration policies and practices. These factors will continue to create uncertainty across the sector and may affect future enrolment and revenue stability.

To support financial resilience, the District continues to apply prudent enrolment projections, ongoing market analysis, student recruitment strategies, and contingency reserve planning to help mitigate potential revenue fluctuations and operational impacts.

Cybersecurity and Information Management

Cybersecurity and information management continue to be significant enterprise risk areas as educational and operational systems become increasingly dependent on digital platforms, data

management services and interconnected technologies. Potential risks include cyberattacks, ransomware events, privacy breaches and operational disruptions may affect continuity of operations and the protection of sensitive information.

The District continues to strengthen its cybersecurity framework through ongoing infrastructure modernization, enhanced system monitoring, multi-factor authentication, staff awareness training, and continued investment in secure and resilient digital environments. The District also continues to strengthen governance practices related to privacy, data protection and incident response planning.

Unfunded Inflationary Cost Pressures

The District continues to experience financial pressures associated with inflation, rising utility and insurance costs, technology renewal requirements, supply chain volatility and increasing costs for educational resources and contracted services. Broader economic uncertainty, global trade instability and shifting market conditions may continue to place pressure on operating and capital expenditures over the multi-year planning horizon.

To manage these pressures, the District continues to apply disciplined financial stewardship through conservative budget assumptions, strategic procurement practices, operational efficiency reviews and multi-year financial forecasting.

Maintaining financial flexibility, organizational efficiency and prudent reserve management remains essential to supporting long-term sustainability and the continued delivery of high-quality public education services.

Contact Management

This report is designed to provide community and partner groups with a general overview of the District's budget plan and to demonstrate the District's accountability for the public funds it receives. If you have any questions about this report or need additional information, please contact SD38BudgetFeedback@sd38.bc.ca.

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

For more information on the strategic plan, please visit: ([Strategic Plan 2026–2030 - Richmond School District](#))

RICHMOND
SCHOOL DISTRICT NO. 38

Richmond School District

7811 Granville Avenue
Richmond BC
V6Y 3E3

Education Committee
Public Meeting Minutes

Wednesday, April 15, 2026 – 6:00 pm
Via Zoom

Present:

| | |
|--|----------------|
| Chairperson | D. Yang |
| Vice-Chairperson | H. Larson |
| Trustee Member | R. Belleza |
| Alternate Member | A. Wong |
| Superintendent | C. Usih |
| Assistant Superintendent | M. Naser |
| District Administrator | L. Chau |
| Vice President, Richmond Teachers' Association | S. Boljuncic |
| Representative, Richmond Association of School Administrators | A. Pikkarainen |
| 1 st Vice President, Canadian Union of Public Employees 716 | N. Williams |
| President, Richmond District Parents' Association | C. Huang |
| Outdoor Learning Teacher Consultant | M. Zeni |
| Teacher, Homma Elementary | S. Regan |
| Teacher, McNair Secondary | M. Wolfe |
| Student, McNair Secondary | |
| Professor and Director, UBC Human Early Learning Partnership | M. Brussoni |
| Executive Assistant (Recording Secretary) | J. Coronel |

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

The meeting was called to order at 6:02 pm.

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

The minutes of the public meeting held Wednesday, February 11, 2026, were approved as circulated.

3. Staff Presentations

Assistant Superintendent Naser provided an overview of staff presentations on Outdoor Learning and introduced District Administrator Chau who provided background information on presenters.

3.1 Outdoor Learning

Dr. Megan Zeni, Outdoor Learning Teacher Consultant, provided background information on school-based outdoor learning as a hands-on and physically active approach to curricular learning. She also highlighted the benefits of outdoor learning for both students and staff.

Sarah Regan, a teacher at Homma Elementary, shared an overview of the school's Outdoor Garden and Classroom program, noting that each session balances structured learning with time for unstructured play. She also shared how outdoor learning supports students' physical, social, emotional, and cognitive development.

Michael Wolfe, a teacher at McNair Secondary, presented an outdoor learning perspective from the secondary school context. He spoke about the Mini School program at McNair and described how outdoor trips are organized.

A McNair Secondary student shared their experiences in the Mini School program, including learning gained from outdoor trips and the range of outdoor learning opportunities available at the school and in the surrounding community.

3.2 Catalyst Outdoor Play and Learning Study

Dr. Mariana Brussoni, Professor and Director, Human Early Learning Partnership at UBC, along with Dr. Zeni, presented findings from their research to better understand children's thoughts and experiences about outdoor learning and parents' perspectives on outdoor learning.

Dr. Brussoni also shared results from a district-wide teacher survey regarding their overall comfort of teaching outdoors, key student outcomes from outdoor play and learning, availability of outdoor learning resources, and school culture toward outdoor learning, among others. She highlighted that school administrative support is a key factor influencing teachers' willingness to teach outdoors.

In response to a question from the President of Richmond District Parents Association, District Administrator Chau clarified that the incentive outdoor program is currently offered at MacNeill Secondary.

Dr. Zeni responded to a trustee's question regarding improving access to outdoor learning for students with limited socioeconomic means. She noted that an asset review of all outdoor play and learning spaces across the district is underway to support equitable access for all schools.

The Vice President of Richmond Teachers Association suggested that inquiry grants could be explored to support outdoor learning initiatives across the district.

Ms. Pikkarainen from Richmond Association of School Administrators inquired on how principals and vice principals can provide support in growing a culture of outdoor learning across the district. The Superintendent echoed the statements of trustees and the student from McNair Secondary that outdoor learning provides diverse and meaningful opportunities for student learning.

Trustees and partner group representatives expressed their appreciation for the highly informative presentation and recognized outdoor learning as an engaging and beneficial approach that supports both student learning and teaching practice.

4. Next Meeting Date – Wednesday May 13, 2026 at 6:00 pm

5. Adjournment

The meeting adjourned at 7:03 pm.

Respectfully Submitted,

*David Yang
Chairperson, Education Committee*

Facilities and Building Committee
Public Meeting Minutes

Wednesday, April 1, 2026 - 4:30 pm
Via Zoom

Present:

| | |
|--|---------------|
| Chairperson | K. Hamaguchi |
| Vice Chairperson | D. Tabolotney |
| Trustee Member | A. Wong |
| Trustee | H. Larson |
| Superintendent | C. Usih |
| Secretary Treasurer | C. Wang |
| Director, Richmond Project Team | J. Ho |
| Director, Facilities Services | K. Wilkins |
| President, Richmond Teachers' Association | L. Baverstock |
| President, Richmond District Parents Association | C. Huang |
| President, Richmond Association of School Administrators | N. Widdess |
| Representative, Richmond Management and Professional Staff | J. Canlas |
| Executive Assistant (Recording Secretary) | J. Coronel |

The meeting was called to order at 4:32 pm.

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

1. Approval of Agenda

The agenda was adopted as circulated.

2. Approval of Minutes

Minutes from the March 4, 2026 meeting was approved as circulated.

3. Facilities Planning Update (standing item)

The President, Richmond District Parents Association inquired about secondary school boundary changes, and was advised by the Secretary Treasurer to direct parents' concerns to Central Registration.

The President of Richmond Teachers' Association inquired on the scope of the secondary school boundary review process. The Secretary Treasurer noted that a board approved process has not yet been established.

The Director, Richmond Project Team then responded to trustee's question regarding transfer requests for the new City Centre school.

4. Capital Projects Update (standing item)

The Director, Richmond Project Team spoke to his report as included in the agenda package and highlighted the completion of the Debeck seismic and building envelope upgrades.

5. Facilities Services Update (standing item)

In response to a question from the President, Richmond District Parents Association, the Director, Richmond Project Team explained that the City is currently conducting a traffic impact assessment in the City Centre school area in alignment with the neighbouring commercial development.

6. Minutes for Information

(a) Child Care Development Advisory Committee Meeting

Minutes of Meetings held January 7, 2026 were attached for information.

7. Next Meeting Date – May 6, 2026 at 4:30 pm

8. Adjournment

The meeting adjourned at 4:44 pm.

Respectfully Submitted,

Ken Hamaguchi

Chairperson, Facilities and Building Committee

Finance and Legal Committee

Public Meeting Minutes

Wednesday, April 15, 2026 – 10:00 am
Via Zoom

Present:

| | |
|--|---------------|
| Vice Chairperson | D. Sargent |
| Trustee Alternate | R. Belleza |
| Secretary Treasurer | C. Wang |
| Assistant Secretary Treasurer | M. Fu |
| Executive Director, Human Resources | T. Major |
| 1 st Vice President, Richmond Teachers' Association | S. Wenglowski |
| 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:

| | |
|----------------|--------------|
| Chairperson | A. Wong |
| 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 hən̓q̓əmi̓nəm̓ language group on whose traditional and unceded territories we teach, learn and live.

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

The minutes of the public meeting held Wednesday, February 11, 2026, were approved as circulated.

3. Human Resources Update

The Executive Director, Human Resources (HR) spoke to her report as included in the agenda package.

The Vice Chairperson acknowledged the district is facing challenging times and thanked staff, school communities, and partner groups for their ongoing engagement and collaboration.

The Executive Director, HR then responded to questions from the President, RDPA regarding projected student enrolment and Individualized Education Plan (IEP) support within school-based staffing.

She also responded to trustees' questions regarding staffing allocations, enrolment responsiveness, and anticipated Educational Assistant support needs.

4. Trustees' Expenses for the 3 Months Ending March 31, 2026

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

The Committee agreed to forward the following recommendation to the Board:

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

BE IT RESOLVED that in accordance with the School Act, the Board of Education of School District No. 38 (Richmond) approves Trustees' expenses paid during the three-month period ended March 31, 2026, in the amount of \$7,177.92.

5. Next Meeting Date – Wednesday, May 13, 2026 at 10:00 am

6. Adjournment

The meeting adjourned at 10:13 am.

Respectfully Submitted,

*Donna Sargent
Vice Chairperson, Finance and Legal Committee*

Report to the Board of Education (Public)

Date: May 20, 2026
From: Debbie Tabolotney, Trustee, Chairperson of Policy Committee
Subject: **Policy 701.11-R: Naming and Renaming of Schools and District Facilities**

NOTICE OF MOTION TO JUNE 17, 2026 MEETING OF THE BOARD OF EDUCATION

This is a Notice of Motion that a RECOMMENDATION will be presented at the June 17, 2026 Public meeting of the Board of Education to approve revisions to ***Policy 701.11-R: Naming and Renaming of Schools and District Facilities.***

BACKGROUND:

Over the past several years, the topic of school renaming has been raised by members of the school community. This matter has gained increased attention across the country, reflecting broader discussions about the naming of public institutions. In response, the board has consistently supported the development of a policy for renaming schools and district facilities, recognizing the importance of having a clear and inclusive process in place.

Work was initiated in 2020-2021 by the former superintendent and deputy superintendent. With board support, the work was paused to allow for the development of a district diversity, equity, and inclusion policy. On May 25, 2025, Policy 102: Diversity, Equity, and Inclusion was adopted by the Board of Education. It was determined that it would be important to have Policy 102 adopted to ensure alignment with a future renaming policy.

POLICY REVIEW:

Staff have conducted a broad search of renaming policies throughout British Columbia school districts. The review revealed that the majority of school districts in BC have not to date developed school renaming policies and/or procedures. There are however a few good exemplars (e.g., North Vancouver, New Westminister, Vancouver). In addition, staff reviewed district policies from Calgary and Toronto. The policies of the district listed above have informed the development of the attached draft renaming policy.

At the February 18, 2026, public board meeting, the board approved the draft rewrite of Policy 701.11-R for entry into the partner group review process which took place from February 19, 2026, to April 10, 2026. During this period, staff received feedback from the Richmond Teachers' Association (RTA) which was subsequently shared at the April 13, 2026 Policy Committee In-Camera and May 11, 2026 Policy

Committee Public meetings. The RTA’s proposed revisions and comments have been incorporated into the draft rewrite.

IMPORTANT POLICY ELEMENTS:

Recognizing that renaming of schools and district facilities can be controversial, it is critically important that policy development reflect a commitment to honouring diverse viewpoints while fostering a sense of belonging amongst all members of the school community. Prioritizing education, engagement, and respect for historical context, while balancing contemporary values that contribute to a positive and inclusive learning environment is the goal of an effective renaming policy.

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 |
|--------------------|--------------------------------|--|
| June 9, 2025 | Policy Committee (In-Camera) | Proposed timeline shared with the committee. |
| June 18, 2025 | Board of Education (In-Camera) | Proposed timeline shared with trustees. |
| September 15, 2025 | Policy Committee (Public) | Proposed timeline shared with partner groups. |
| October 30, 2025 | | Complete review on renaming (examine best practices in B.C. and other jurisdictions in Canada). |
| November 10, 2025 | Policy Committee (In-Camera) | Revised proposed timeline shared with trustees. |
| November 10, 2025 | Policy Committee (Public) | Revised proposed timeline shared with partner groups. |
| January 12, 2026 | Policy Committee (In-Camera) | Policy report (incorporating review of other district renaming policies) and draft policy shared with the committee. Opportunity for trustee feedback. |

| | | |
|--------------------------------------|--------------------------------|--|
| February 9, 2026 | Policy Committee (Public) | Policy report and draft policy incorporating trustee feedback shared with the committee. Recommendation to place into partner group review process from February 19, 2026, to April 10, 2026. |
| February 18, 2026 | Board of Education (Public) | Possible board approval for entry into partner group review process from February 19, 2026, to April 10, 2026. |
| February 19, 2026, to April 10, 2026 | | Partner group review process. |
| April 13, 2026 | Policy Committee (In-Camera) | Draft policy rewrite incorporating partner group input brought to the committee. |
| April 22, 2026 | Board of Education (In-Camera) | Draft policy rewrite incorporating partner group input shared with the board. |
| May 11, 2026 | Policy Committee (Public) | Final revisions based on partner group and trustee feedback brought to the committee, with a possible Recommendation for Notice of Motion for approval at the May Board of Education (Public) meeting. |
| May 20, 2026 | Board of Education (Public) | Possible Notice of Motion for final approval of draft policy rewrite at June Board of Education (Public) meeting. |
| June 17, 2026 | Board of Education (Public) | Recommendation for final approval of policy rewrite. |

Respectfully Submitted,

*Debbie Tabolotney
Trustee, Chairperson of Policy Committee*

Attachments:

1. *Draft rewrite of Policy 701.11-R*
2. *Current version of Policy 701.11-R*

Governance

Policy 701.11-R

Naming of Schools and District Facilities

The Richmond Board of Education recognizes that schools and district facilities are an integral part of the community in which they are located. Community pride and involvement in the naming process serves to deepen the connection between the school district and community. As such, the naming of a school or district facility will be decided by the board following its commitment to robust consultation with students, parents/guardians, partner groups¹, and the community.

The Board of Education is committed to reconciliation and decolonization as outlined in [Policy 102](#).

Guiding Principles

1. The Board of Education reserves the right to name schools and district facilities.
2. The relationship between the school or district facility and the land on which it is located is significant in the naming process.
3. In selecting a place-based name that acknowledges and honours Indigenous history, it is essential to seek early engagement with the appropriate rights holder(s).
4. Generally, schools and district facilities will not be named after individuals.
5. If naming after an individual, consideration will be given to Indigenous Peoples and historically under-represented communities such as visible minorities and women.
6. Schools and district facilities will not be named after a living person.

The Board of Education reserves the right to remove a name in the event of an exceptional circumstance. **Exceptional circumstances** are defined for the purpose of this policy to mean, where any of the following applies:

- a. the existing name no longer aligns with the board's vision, mission, and value; or
 - b. the existing name no longer reflects the values, culture, and significance of the school population or community in which the facility is located
7. Existing or rebuilt schools and district facilities or parts of facilities will only be renamed in exceptional circumstances (see #7 above).
 8. A school or facility name that is in use in a neighbouring district is to be avoided.
 9. Following the selection of a school name, secondary schools will officially use the designation "Secondary School", while elementary schools will use the designation "Elementary School."

10. An education and communication plan will be developed and implemented to support understanding of the historic significance of a new school or district facility name and to teach the proper pronunciation of the name given.

A. Naming of New Schools and District Facilities

1. When the need to name a new school or district facility arises, a Naming Committee of the Board shall be formed, whose mandate it will be to recommend to the board a suitable name for the school or district facility. Prior to commencing the process, the district will share this information with the Indigenous rights holders and the district's Indigenous Education Council.
2. The Naming Committee will consist of:
 - Two Trustees - one will be the committee chairperson
 - Assistant Superintendent who will be responsible for the new school
 - Director of Facilities Services
 - Director of Communications and Marketing
 - One representative from each partner group (i.e., CUPE, RASA, RDP, RMAPS, RTA)
 - Two student representatives who will be attending the school
3. The Naming Committee of the Board will:
 - (a) establish a communications strategy to seek input (i.e., naming suggestions and rationale) from the public. The designed communication strategy will advise the public of the following:
 - (i) that all submissions by members of the public will be held in confidence.
 - (ii) that there is no limitation as to the number or type of suggestions that will be received by the board.
 - (iii) that submissions include a rationale or explanation for the proposed name.
 - (iv) that submissions should be sent to the attention of the secretary-treasurer.
 - (v) that submissions will be received from members of the public for a period of three months. The communications strategy will state the closing date by which submissions must be received.
 - (vi) that a decision will be made by the board within twelve months of the initiation of the communications strategy, whenever possible.
 - (vii) that the decision of the board will be made by resolution at an in-camera meeting and that a public announcement will be made at the next public meeting of the board.

Respectfully Submitted,

*Debbie Tabolotney
Chairperson, Policy Committee*