

Board of Education
Public Meeting Agenda

Wednesday, March 13, 2024 – 7:00 pm
1st Floor Boardroom

https://sd38.zoom.us/webinar/register/WN_5Mx71KhyTkSHwZ_7orZO-w

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

1. Recognition of Visitors, Announcements and Trustees' Updates

- (a) Recognition of Visitors
- (b) Announcements
- (c) Any materials not included in packages available to the public

2. Adoption of Agenda

3. Presentations, Briefs, Special Recognition

- (a) Presentations
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, February 21, 2024.
- (b) Regular meeting of the board held Wednesday, February 21, 2024 for approval.

7. Business Arising from Prior Minutes

- (a) **Preliminary 2024/25 Annual Budget**
Report from the Secretary Treasurer attached.

RECOMMENDATION 1: THAT the Board of Education (Richmond) move into a committee of the whole to allow for all members of the public in attendance to have the opportunity to participate in the discussion on the 2024/25 annual budget and that the Superintendent facilitate the discussion.

RECOMMENDATION 2: THAT the Board of Education (Richmond) rise and report from the committee of the whole discussion on the 2024/25 annual budget.

- (b) **Strategic Plan – Quarterly Update Strategic Priority 4 and 5**
Report from the Assistant Superintendent, Human Resources, the Director, Communications & Marketing, and Assistant Superintendent Naser attached.

8. New Business

Nil.

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: Alice Wong

A meeting was held on Tuesday, March 5, 2024. The next meeting is scheduled for Tuesday, May 14, 2024.

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

The next meeting is scheduled for Wednesday, April 17, 2024, at 6:00 pm.

- (c) **Facilities and Building Committee**
Chairperson: Ken Hamaguchi
Vice Chairperson: Debbie Tablotney

- (i) Minutes of the meeting held on February 7, 2024, are attached for information.

- A meeting was held on Wednesday, March 6, 2024. The next meeting is scheduled for Wednesday, April 3, 2024, at 4:30 pm.

- (d) **Finance and Legal Committee**
Chairperson: Donna Sargent
Vice Chairperson: Ken Hamaguchi

- The next meeting is scheduled for Wednesday, April 17, 2024, at 10:00 am.

- (e) **Policy Committee**
Chairperson: Debbie Tablotney
Vice Chairperson: David Yang

- (i) **RECOMMENDATION:** Policy 701.2-R: Capital Project Design Review Process Report from the Committee Chairperson attached.

- (ii) The next meeting is scheduled for Monday, April 15, 2024, at 11:00 am.

11. Board Committee and Representative Reports

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

- The next meeting is scheduled for April 3, 2024.

- (b) **BCSTA**

- BCSTA Provincial Council was held on February 24, 2024. BCSTA AGM will be held on April 18-21, 2024 – Trustees have been registered.

- (c) **BCPSEA**

- Nil.

12. Correspondence

- (a) For action:

- Nil.

- (b) For information:

- Nil.

13. Adjournment

Board of Education

Telephone 604 668 6000

www.sd38.bc.ca

The next meeting is scheduled for Wednesday, April 24, 2024

Contact Persons regarding agenda items:

Superintendent, Mr. Chris 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 2023-2024

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

Note:

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

Board of Education
Public Meeting Minutes

Wednesday, February 21, 2024 – 7:00 pm
1st Floor Boardroom and via Zoom

Present:

Chairperson	H. Larson
Vice Chairperson	K. Hamaguchi
Trustee	R. Belleza
Trustee	D. Sargent
Trustee	D. Tablotney
Trustee	A. Wong
Trustee	D. Yang
Deputy Superintendent	R. Ryan
Secretary Treasurer	C. Wang
Assistant Superintendent	C. Brautigam
Assistant Superintendent	C. Stanger
Executive Director, Learning and Business Technologies	R. Laing
Director, Communications & Marketing	D. Sadler
Executive Assistant (Recording Secretary)	T. Lee

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

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

1. Recognition of Visitors, Announcements, Trustees' Updates

(a) Recognition of Visitors

The Chairperson welcomed the gallery to the meeting.

(b) Announcements

Trustee Wong: Briefs regarding the 2024/25 Annual Budget will be accepted without prior notice at the March 13, 2024 regular meeting of the Board. Please note that budget updates will be made available on the District's Budget website. All budget feedback will be considered by the Board as part of the budget process which is anticipated to be completed by April 24, 2024.

Trustee Tablotney: Wednesday, February 28, 2024 is Pink Shirt Day. Pink Shirt Day began in 2007 when a student in Nova Scotia was bullied for wearing a pink shirt to school. It has since

been recognized annually worldwide as a day to stand against bullying and to be advocates for greater acceptance, respect, and inclusion for all. This year's theme, All Kinds of Kindness, emphasizes how all forms of kindness contribute to building an inclusive and connected community. The Board's Strategic Plan Priority 2, Equity and Inclusion, outlines our commitment to ensure that all of our students, families, and staff feel welcomed, are treated respectfully, and have a sense of belonging. This Pink Shirt Day let's do what we can to elevate the voices of all, take a stand against bullying, and be advocates for kindness, respect and inclusion.

(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

026/2024 MOVED BY K. HAMAGUCHI AND SECONDED BY A. WONG:

THAT the Wednesday, February 21, 2024 regular agenda of the Board of Education be adopted as circulated.

CARRIED

3. Presentations, Briefs, Special Recognition

(a) Presentations

Nil.

(b) Briefs

(i) Budget Brief

Presented by Liz Baverstock, President, Richmond Teachers' Association (RTA)

A budget brief was presented by Liz Baverstock, President, RTA. Ms. Baverstock highlighted the focuses in her Budget Brief including the continued daily shortage of teachers and mentoring support.

Trustees thanked Ms. Baverstock for her brief. She then responded to questions from trustees regarding her brief.

027/2024 MOVED BY D. SARGENT AND SECONDED BY K. HAMAGUCHI:

THAT the Board of Education refer the RTA Brief to the budget process.

CARRIED

(ii) Budget Brief

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

A budget brief was presented by Stacey Robinson, President, CUPE Local 716 and Nancy Williams, 1st Vice President, CUPE Local 716. They highlighted the focuses in their Budget Brief including adding additional EA Consultants and Daytime Custodians, and additional support for recruitment and retention.

Trustees thanked Ms. Robinson and Ms. Williams for their brief. They then responded to questions from trustees regarding their brief.

028/2024 MOVED BY D. SARGENT AND SECONDED BY A. WONG:

THAT the Board of Education refer the CUPE Local 716 Brief to the budget process.

CARRIED

(c) **Special Recognition**

Nil.

4. Questions from the Public

There were no questions from the public.

5. Executive

The Deputy Superintendent introduced a video, "Empowering Students – Exploring Pathways to the Future." The video focused on Strategic Priority 2: Equity and Inclusion, and showcased the Explorations program, designed to empower students with intellectual disabilities to make decisions about their futures.

Trustees thanked staff for their work in the video and acknowledged the program staff for their support and guidance provided to the students. The Deputy Superintendent then responded to trustees' questions regarding the program.

6. Approval of Minutes of Prior Meetings

- (a) A record of an in-camera meeting of the board held Wednesday, January 24, 2024 was included for information.
- (b) A record of an in-camera special meeting of the board held Friday, February 2, 2024 was included for information.
- (c) A record of an in-camera special meeting of the board held Thursday, February 8, 2024 was included for information.

- (d) Regular meeting of the board held Wednesday, January 24, 2024

029/2024 MOVED BY D. YANG AND SECONDED BY D. TABLOTNEY:

THAT the Board of Education approve the Minutes of Wednesday, January 24, 2024, regular meeting as circulated.

CARRIED

7. Business Arising from Prior Minutes

(a) **2023/24 Amended Annual Budget Bylaw – Three Readings**

The Secretary Treasurer presented highlights from the report attached to the agenda package, noting that the Board is required to approve the 2023/24 Amended Annual Budget Bylaw in the amount of \$354,663,935 and submit it to the Ministry of Education and Child Care.

There was unanimous consensus that three readings of the 2023/24 Annual Budget Bylaw take place.

The Chairperson then read the first reading of the Amended Annual Budget Bylaw in full:

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 38 (RICHMOND) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2023/2024 pursuant to section 113 of the School Act, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the Act, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 38 (Richmond) Amended Annual Budget Bylaw for fiscal year 2023/2024.
3. The attached Statement 2 showing the estimated revenue and expense for the 2023/2024 fiscal year and the total budget bylaw amount of \$354,663,935 for the 2023/2024 fiscal year was prepared in accordance with the Act.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2023/2024.

030/2024 FIRST READING MOVED BY K. HAMAGUCHI AND SECONDED BY D. TABLOTNEY:

CARRIED

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

The Amended Annual Budget Bylaw has been prepared in accordance with the School Act, Ministerial Orders, and Ministry policies. The total budget for the 2023/2024 fiscal year amounts to \$354,663,935. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2023/2024.

031/2024 SECOND READING MOVED BY D. SARGENT AND SECONDED BY R. BELLEZA:

CARRIED

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

The Amended Annual Budget Bylaw has been prepared in accordance with the School Act, Ministerial Orders, and Ministry policies. The total budget for the 2023/2024 fiscal year amounts to \$354,663,935. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2023/2024.

032/2024 THIRD AND FINAL READING MOVED BY A. WONG AND SECONDED BY D. TABLOTNEY:

CARRIED

The 2023/24 Amended Annual Budget Bylaw having been read a first, second and third time, is passed and adopted this 21st day of February 2024.

8. New Business

(a) A.R. MacNeill Secondary School Equivalency Covenant Bylaw – Three Readings

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

There was unanimous consensus that three readings of the A.R. MacNeill Secondary School Equivalency Covenant Bylaw 2024 take place.

The Chairperson then read the first reading of the Equivalency Covenant Bylaw in full:

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 38 (RICHMOND)

A.R. MacNEILL SECONDARY SCHOOL EQUIVALENCY COVENANT BYLAW 2024

WHEREAS a board of education may dispose of land or improvements owned or administered by the board under the authority of Section 96(3) of the School Act, subject to the Orders of the Minister of Education;

AND WHEREAS Section 65(5) of the *School Act* requires a board of education to exercise a power with respect to the acquisition or disposal of property only by bylaw;

AND WHEREAS:

- (a) The British Columbia Building Code provides for certain fire, building and safety protection measures for the current or intended use of buildings, and permits equivalent performance measures;
- (b) The Board of Education of School District No. 38 (Richmond) (the “**Board**”) proposes to install delayed egress and FOB access only doors at the A.R. MacNeill Secondary School site (the “**Property**”) as described in a report prepared for the City of Richmond (the “**City**”) by Eriksberg Engineering Ltd. dated December 5, 2023 and identified by the City in Equivalency Building Permit Application No. 23-035513 (the “**Application**”);
- (c) As a condition of granting the Application, the City requires the Board to grant an Equivalency Covenant (the “**Equivalency Covenant**”) to be registered against the Property in favour of the City;
- (d) The Board has determined and hereby confirms that the granting of the Equivalency Covenant will not conflict with or detract from the regular or extracurricular program of a school or the current or future educational needs of the school district;
- (e) The Property is facility number 03838064; and
- (f) The address of the Property is 6611 No. 4 Road, Richmond, British Columbia, V6Y 1R4, and the legal description of the Property is:

Parcel Identifier: 027-840-891

Lot 2 Section 10 Range 6 West New Westminster District Plan BCP39451.

NOW THEREFORE be it resolved as a Bylaw of the Board that the Board grant the Equivalency Covenant to the City in the form required by the City and register the Equivalency Covenant against title to the Property.

BE IT FURTHER resolved that the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver the Equivalency Covenant and all related documents required to complete the registration of the Equivalency Covenant.

This Bylaw may be cited as “School District No. 38 (Richmond) A.R. MacNeill Secondary School Equivalency Covenant Bylaw 2024”.

033/2024 FIRST READING MOVED BY K. HAMAGUCHI AND SECONDED BY D. TABLOTNEY:

CARRIED

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

This Bylaw may be cited as “School District No. 38 (Richmond) A.R. MacNeill Secondary School Equivalency Covenant Bylaw 2024”.

This bylaw is for the Board to grant the Equivalency Covenant to the City and register the Equivalency Covenant against title to the Property. The Board has determined and confirms that the granting of the Equivalency Covenant will not conflict with the educational needs of the school district.

The Secretary Treasurer then provided further details regarding the equivalency covenant bylaw following a question from a trustee.

034/2024 SECOND READING MOVED BY A. WONG AND SECONDED BY D. YANG:

CARRIED

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

This Bylaw may be cited as “School District No. 38 (Richmond) A.R. MacNeill Secondary School Equivalency Covenant Bylaw 2024”.

This bylaw is for the Board to grant the Equivalency Covenant to the City and register the Equivalency Covenant against title to the Property. The Board has determined and confirms that the granting of the Equivalency Covenant will not conflict with the educational needs of the school district.

035/2024 THIRD AND FINAL READING MOVED BY D. TABLOTNEY AND SECONDED BY R. BELLEZA:

CARRIED

The A.R. MacNeill Secondary School Equivalency Covenant Bylaw 2024 having been read a first, second and third time, is passed and adopted this 21st day of February 2024.

(b) Disposal of Real Property: Adult Education Centre Capital Bylaw – Three Readings

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

There was unanimous consensus that three readings of the Disposal of Real Property: Adult Education Centre Capital Bylaw take place.

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

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 38 (RICHMOND)
CAPITAL BYLAW 2024
DISPOSAL OF REAL PROPERTY – ROAD DEDICATION – ADULT EDUCATION CENTRE**

WHEREAS The Board of Education of School District No. 38 (Richmond) (the “Board”) is a board of education under the *School Act* (British Columbia);

AND WHEREAS the Board may dispose of land or improvements, or both, subject to the orders of the British Columbia Minister of Education and Child Care (the “**Minister**”) under the authority of Section 96(3) of the *School Act* (British Columbia);

AND WHEREAS the Board must not dispose of land or improvements by sale and transfer in fee simple unless such disposal is approved by the Minister pursuant to Section 5 of *Ministerial Order M193/08 (Disposal of Land or Improvements Order)*;

AND WHEREAS Section 65(5) of the *School Act* (British Columbia) requires a board of education to exercise a power with respect to the acquisition or disposal of property only by bylaw;

AND WHEREAS:

- A. the Board is the owner of certain lands and premises having a civic address of 3800 No. 5 Road, Richmond, British Columbia and legally described as follows:

Parcel Identifier: 005-322-847
Lot C Section 30 Block 5 North Range 5 West New Westminster District Plan 23836
Except Parcel 1 (Bylaw Plan 57105)

(the “**Property**”);

- B. the Board proposes to enter into a purchase and sale agreement (the “**Purchase Agreement**”) with the City of Richmond (the “**City**”) pursuant to which the Board will, subject to ministerial approval from the Minister and other conditions in the Purchase Agreement, sell a portion of the Property consisting of approximately 173 square meters abutting Cambie Road (as more particularly shown in yellow highlight in Appendix “A” to this Bylaw) (the “**Road Dedication Parcel**”) to the City by way of a road dedication for a purchase price of \$410,000.00 (the “**Purchase Price**”) in accordance with the terms and conditions of the Purchase Agreement;
- C. The Board is satisfied that the Purchase Price represents the fair market value of the Road Dedication Parcel, and it would be in the best interests of the Board to enter into the Purchase Agreement and, pursuant to the Purchase Agreement, complete the sale of the Road Dedication Parcel to the City; and
- D. The Board is satisfied that the Road Dedication will not interfere with the Board’s use of the Property and that it would neither conflict with nor detract from the regular or extracurricular program of the Property or the current or future educational needs of the school district.

NOW THEREFORE be it resolved as a Bylaw of the Board that the Purchase Agreement and the disposal of the Road Dedication Parcel be and are hereby authorized and approved, subject to approval by the Minister.

BE IT FURTHER resolved as a Bylaw of the Board that the Chairperson of the Board and the Secretary-Treasurer be and are hereby authorized, on behalf of the Board, to execute and deliver the Purchase Agreement, and upon receiving confirmation of disposal approval from the Minister, the Chairperson of the Board and the Secretary-Treasurer be and are hereby

authorized, to execute and deliver all documents required to complete the disposal of the Road Dedication Parcel by the Board to the City on such terms and conditions as the Chairperson of the Board and the Secretary-Treasurer may consider advisable as witnessed by the signature of the Chairperson of the Board and the Secretary-Treasurer.

BE IT FURTHER resolved as a Bylaw of the Board that the Minister be notified of the disposal of the Road Dedication Parcel with all proceeds of the disposal allocated to the District's Local Non-Sharable Capital Reserve.

036/2024 FIRST READING MOVED BY D. TABLOTNEY AND SECONDED BY K. HAMAGUCHI:

CARRIED

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

This Bylaw may be cited as "School District No. 38 (Richmond) 2024 Disposal of Real Property – Road Dedication – Adult Education Centre".

This bylaw is for the Board of Education to enter into a Purchase and Sale Agreement with the City to dispose a portion of the Property by way of a Road Dedication Parcel.

The Board is satisfied that the Purchase Price represents the fair market value of the Road Dedication Parcel. The Board confirms that the transfer of the property will not conflict with the educational needs of the school district.

The Secretary Treasurer then responded to questions from trustees regarding the funds from the sale of the property for future Capital Projects and the plans from the City for green space at the site. Discussion ensued regarding the concern for green space.

037/2024 SECOND READING MOVED BY R. BELLEZA AND SECONDED BY A. WONG:

CARRIED

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

This Bylaw may be cited as "School District No. 38 (Richmond) 2024 Disposal of Real Property – Road Dedication – Adult Education Centre".

This bylaw is for the Board of Education to enter into a Purchase and Sale Agreement with the City to dispose a portion of the Property by way of a Road Dedication Parcel.

The Board is satisfied that the Purchase Price represents the fair market value of the Road Dedication Parcel. The Board confirms that the transfer of the property will not conflict with the educational needs of the school district.

038/2024 THIRD AND FINAL READING MOVED BY D. TABLOTNEY AND SECONDED BY D. SARGENT:

CARRIED

The Capital Bylaw 2024 Disposal of Real Property – Adult Education Centre having been read a first, second and third time, is passed and adopted this 21st day of February 2024.

039/2024 MOVED BY A. WONG AND SECONDED BY K. HAMAGUCHI:

AND FURTHER THAT the Board authorize the Chairperson of the Board and Secretary Treasurer to execute and deliver the Purchase and Sale Agreement with the City of Richmond (the “City”) in respect of the road dedication along Cambie Road of a portion of the Board’s property located at 3800 No. 5 Road, Richmond, BC.

CARRIED

A motion was then presented by Trustee Yang.

040/2024 MOVED BY D. YANG AND SECONDED BY R. BELLEZA:

FURTHER TO Capital Bylaw 2024 Disposal of Real Property – Road Dedication – Adult Education Centre, **THAT** staff explore options to further mitigate the loss of green ground at or near the site of the land disposal, including, but not limited to, an increase of the tree replacement ratio to at least 1 to 3 and improvements to increase shade near the disposed site.

Trustee Yang provided rationale for his motion. Following discussion, trustees voted on the motion.

DEFEATED

NEGATIVE: K. HAMAGUCHI, H. LARSON, D. SARGENT, A. WONG

9. Questions from the Public

The Deputy Superintendent noted a question was received through the board meeting email account from a member of the public and will be forwarded to staff for a response.

10. Standing Committee Reports

- (a) **Audit Committee**
Chairperson: David Yang
Vice Chairperson: Alice Wong

The next meeting is scheduled for Tuesday, March 5, 2024.

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

- (i) Minutes of the meeting held on December 13, 2023, were attached for information.

A meeting was held on Wednesday, February 14, 2024. The next meeting is scheduled for Wednesday, April 17, 2024, at 6:00 pm.

(c) **Facilities and Building Committee**

Chairperson: Ken Hamaguchi

Vice Chairperson: Debbie Tablotney

- (i) Minutes of the meeting held on January 10, 2024, were attached for information.

A meeting was held on Wednesday, February 7, 2024. The next meeting is scheduled for Wednesday, March 6, 2024, at 4:30 pm.

(d) **Finance and Legal Committee**

Chairperson: Donna Sargent

Vice Chairperson: Ken Hamaguchi

- (i) **RECOMMENDATION:** Trustee Expenses for 3 Months Ended December 31, 2023.

041/2024 MOVED BY D. SARGENT AND SECONDED BY A. WONG:

WHEREAS the Board of is paying for expenses incurred by the Trustees in the discharge of their duties,

BE IT RESOLVED that in accordance with the School Act, the Board of Education of School District No. 38 (Richmond) approves Trustees' expenses paid during the three-month period ended December 31, 2023, in the amount of \$10,514.25.

CARRIED

- (ii) **RECOMMENDATION:** 2024/25 Facility Rental Rates.

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

The Secretary Treasurer then responded to a trustee's question regarding the revenue and expenses for the facilities rentals program.

042/2024 MOVED BY D. SARGENT AND SECONDED BY K. HAMAGUCHI:

THAT the Board of Education approve a five per cent (5%) increase to both non-commercial (not-for-profit) and commercial (for profit) facility rental rates for the 2024/2025 fiscal year as presented herein.

CARRIED
NEGATIVE: D. YANG

(iii) Minutes of the meeting held on November 15, 2023, were attached for information.

A meeting was held on Wednesday, February 14, 2024. The next meeting is scheduled for Wednesday, April 17, 2024, at 10:00 am.

(e) **Policy Committee**

Chairperson: Debbie Tablotney

Vice Chairperson: David Yang

(i) A Notice of Motion for the March 13, 2024 Public Board Meeting regarding Policy 701.2-R: Capital Project Design Review Process was attached for information.

(ii) Minutes of the meeting held on January 15, 2024, were attached for information.

A meeting was held on Monday, February 12, 2024. The next meeting is scheduled for Monday, April 15, 2024, at 11:00 am.

11. Board Committee and Representative Reports

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

A meeting was held on January 31, 2024. The next meeting is scheduled for Wednesday, April 3, 2024 at 9:30 am.

(b) **BCSTA**

BCSTA Provincial Council is scheduled for February 24, 2024 – Trustee representative has been registered.

(c) **BCPSEA**

BCPSEA Annual General Meeting was held on January 25, 2024. Trustee Belleza attended the meeting as BCPSEA Alternate Representative and provided highlights from the meeting.

12. Correspondence

(a) For action:

Nil.

(b) For information:

Nil.

13. Adjournment

043/2024 MOVED BY A. WONG AND SECONDED BY D. TABLOTNEY:

THAT the regular meeting of Wednesday, February 21, 2024 of the Board of Education be adjourned at 8:46 pm.

CARRIED

H. LARSON
Chairperson

C. WANG
Secretary Treasurer

DRAFT

Date: March 13, 2024
From: Cindy Wang, Secretary Treasurer
Subject: **Record of an In-camera Board Meeting held February 21, 2024**

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 February 21, 2024.

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

Report to the Board of Education (Public)

Date: March 13, 2024
From: Cindy Wang, Secretary Treasurer
Subject: Preliminary 2024/25 Annual Budget

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

BACKGROUND

Preliminary Three-Year Base Budget

The District's operating budget is developed based on a number of key assumptions for revenues and expenses. The driver of the provincial operating grants is domestic student enrolment, projected to grow by 2.3 per cent based on enrolment projection model incorporating grade progression and housing development in Richmond. The projection equates to over 400 additional students attending Richmond schools. The number of students requiring additional support is also projected to grow at a similar pace to the general enrolment growth. Other revenue streams, including international education revenue, investment income and rental revenue, are projected to remain stable.

The majority of the revenue increase will be used to cover staffing cost increases, including additional teaching staff positions according to the collective agreement and educational assistants to accommodate the growing student population requiring additional support. The preliminary budget also incorporates salary increases due to collective agreement settlement costs. Benefit expenses are projected to increase significantly due to increases in benefit rates and usage. Expenses in supplies and services are projected to increase slightly due to inflationary factors in the economy. The budget also includes fund transfers to local capital to meet the requirement of capital leases and asset replacement.

While the District anticipates the Ministry funding announcement on March 15, 2024, the preliminary three-year base budget is projected to be balanced at this time. Information presented in the table below is subject to change pending the Ministry funding announcement.

		Amended			
		2023/2024	2024/2025	2025/2026	2026/2027
Revenue					
	Ministry Operating Grant	234,586,866	246,649,944	250,033,440	252,747,410
	Other Ministry Grants	7,303,739	7,977,309	7,977,309	7,977,309
	Other Fees and Revenue	26,337,749	25,744,557	26,084,065	26,466,423
Total Revenue		268,228,354	280,371,810	284,094,814	287,191,142
Expenses					
	Salaries	189,785,475	199,025,322	200,895,828	202,517,225
	Benefits	49,466,277	53,956,409	55,194,321	56,045,745
	Services and Supplies	23,176,602	24,390,079	25,301,673	26,257,272
Total Expenses		262,428,354	277,371,810	281,391,822	284,820,242
	Local Capital	(5,800,000)	(3,000,000)	(3,000,000)	(3,000,000)
Net Surplus (Shortfall)		-	-	(297,008)	(629,100)
Net Surplus (Shortfall) as a % of Budget			0.00%	-0.11%	-0.22%

Budget Process and Guiding Principles

The District’s budget process provides opportunities for staff, partner groups and the public to provide their input and feedback on the budget in a transparent and inclusive manner. The budget process follows a set of guiding principles that were developed by the Board in consultation with education partners:

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

Budget Proposals for Board Consideration

Included in the preliminary three-year base budget are budget proposals that focus on inspired learners and provide critical support for the system to continue delivering high quality public education.

- Inspired learners – continue delivering high quality public education:
 1. Teacher allocation to support enrolment growth (16.2 FTEs)
 2. Indigenous Focused Graduation Requirement – additional block allocation (3.0 FTEs)
 3. Contract TTOC to address daily teacher shortages (estimated \$100K benefit cost increase)
 4. Education Assistant allocation to support students with additional needs and enrolment growth (11.6 FTEs)

- Provide critical support to the system:
 5. Continuous support for administration time in large elementary schools (0.5 FTE)
 6. Director of Instruction (1.0 FTE)
 7. Educational Administrative Assistants to address increased volume in student registration and Letter of Acceptance (0.8 FTE)
 8. Custodial services allocation to address increased cleaning areas in schools (1.5 FTEs)
 9. Community schools coordinator (0.6 FTE)

Projected 2023/24 Unrestricted Fund Balance

Based on financial information available as of March 1, 2024, the district’s year-end fund balance is estimated to be approximately \$6.6 million or 2.4 per cent of the total operating budget. This fund balance represents a healthy financial position, supporting the district in addressing any unforeseen or emergent cost items in the upcoming school years.

Operating fund opening balance	\$ 0.8 million
Unrestricted local capital reserve	3.8 million
Contingency reserve local capital	<u>2.0 million</u>
Estimated ending fund balance – June 30, 2024	\$ 6.6 million

CONCLUSION

The budget process offers transparent and collaborative opportunities for staff, educational partners and the public to provide input and feedback to the Board of Education in shaping the fiscal plan. Following the consultation period, staff will evaluate all received feedback and present it to the Board for their final consideration prior to the approval of the 2024/25 Annual Budget.

Respectfully submitted,

Cindy Wang MSc, CPA-CA
Secretary Treasurer

Report to the Board of Education (Public)

Date: March 13, 2024

From: Chris Stanger, Assistant Superintendent, Human Resources

Subject: **Strategic Plan – Quarterly Update Strategic Priority 4**

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 highlights regarding progress on the district's Strategic Priority 4 goals.

BACKGROUND

At the December 2020 Public meeting, the Board of Education approved the strategic priorities, goals and objectives contained in the [2020-2025 Strategic Plan](#). Operational plans outlining the annual areas of focus for each strategic priority were then developed by senior staff. As part of the Strategic Plan reporting cycle, it was agreed that quarterly reports focusing on specific strategic priority highlights will be provided to the Board each December, March and June and an annual report summarizing progress on all five strategic priorities will be provided each June.

STRATEGIC PLAN PRIORITY FOUR UPDATE: Focus Highlights for 2023/24

STRATEGIC PRIORITY FOUR – A PROGRESSIVE WORKPLACE

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

Objective Two: *Develop and provide opportunities for employees to learn about workplace equity, diversity and inclusion.*

Identify /develop professional learning resources & modules for introduction into the district: HR staff continue to work collaboratively with Learning Services staff, Senior Team to implement the ‘Provincial K-12 Anti-Racism Strategy’ by identifying and developing Anti-Racism training resources that meet the contextual learning needs of all employee groups:

- **September 2023 Non-Instructional Day:** Truth and Reconciliation
- **October 2023 CUPE conference:** Destin Lord, the ‘Other People’

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

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

During the 2023/24 school year learning opportunities have been available, which include:

- **October CUPE Conference:** The Other People, Destin Lord, Pow Wow Boot Camp, How to Become a Business Assistant, Neurodivergent Children & Self-injurious Behaviours, Payroll Non-Teaching Session, MyEducation Beginner Session, Office 365
- **October:** RASA Professional Growth Plans (PGP)
- **November:** Take Care Safety Presentation, Introduction to Boardmaker 7, Implementing Positive Behaviour Interventions, iPad Support for EAS, Orton-Gillingham
- **December:** POPARD, Non-violent Crisis Intervention (CPI),
- **December:** RLT Professional Growth Plans (PGP)
- **January:** Occupational First Aid Level 1, Microsoft Forms Basic, School Messenger: Advanced Tips and Training, Non-violent Crisis Intervention (CPI), Using Ross Greene’s CPS Model to Support Students Exhibiting Concerning Behaviours, Understanding, Supporting & Celebrating Neurodiversity.
- **February:** Empowering SOGI-Inclusive Educators, Managing Multiple Priorities, Promoting Mental Health Awareness: How to Create a Positive and Supportive Workplace, Preventing Mental Health Injuries at Work, Mental Health Through a Lens of Diversity, Equity, and Inclusion, FSEAP Orientation

- Conducting Respectful Workplace training sessions with certain employee groups where the need has been identified through administrators/managers and/or, as a result of, workplace investigations.

Ongoing collaboration with partner groups: HR staff continue to consult with an collaborate on identifying learning, skill development and training needs for specific employee groups, and shared funding opportunities that guide future offerings, such as promoting EA mentoring opportunities.

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

Leadership Development Framework: An initial summary of learning themes was compiled from survey information gathered in late spring of 2023. HR staff have consulted with RASA to collaboratively articulate tiered mentorship/leadership development opportunities for vice principals and principals and aspiring teacher leaders that will support learning for early, mid, late career school-based leaders, as well as those interested in developing their formal leadership skills. Plans for 2024/25 include:

- **PGP:** structured ongoing support for vice principals and principals
- **Coaching Series:** designed around essential leadership competencies – relational, ethical, organizational, instruction leadership. Sessions will consist of a balanced focus on big ideas and practical learning and application of leadership skills/competencies within current leadership contexts.
- **Aspiring Leaders Series:** Also designed around essential leadership competencies, with an application focus on school-based teacher leadership.
- **Mentorship:** Support for vice principal and principal learning relationship work; opportunity for vice principal and principals to access one-on-one mentoring/coaching from an identified consultant.

In the 2024/25 school year, HR staff will consult with RMAPS/Exempt leaders to collaboratively articulate tiered mentorship/leadership development opportunities for their members that support learning for early, mid, late career leaders and staff.

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

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

Participation and use feedback: HR staff frequently review and summarize employee participation data for various health and well-being related offerings. This information informs the district whether an offering is providing value to our employees. By way of example, to date, the 'Calm App' data reveals the following use information:

- 1522 Users, with 93 New signups in the last 8 months.
- 1,131 actively engaged.
- Total engagement rate: 74.3%, which is an increase of 7.7% in the last 8 months.

Targeted offerings: While the district provides numerous health and wellness support offerings, employee feedback identified a desire to have access to small group, employee created opportunities. As a result, for the 2023/24 school year HR has supported:

- **Zumba Fitness Classes:** Mondays at Brighthouse.
- **Monday Online Yoga:** which engages on average of 15 participants and has a capacity of 75 people.
- **Wednesday Grauer Yoga:** which average 11 participants each week.
- **Healthy Workplace Initiative Grants:**
 - Richmond Teacher’s Basketball (Errington): Weekly drop-ins; 90 minutes of gameplay; 10-12 participants/week.
 - Pickleball Club (Errington): Weekly drop-ins; 12-20 participants/week.
 - Wellness Wednesday (Palmer): 10 different wellness activities for 10 consecutive weeks: Zumba, Clay making, volleyball, restorative yoga, kickboxing, healthy power bowl making, HIIT, Basketball, Flow Yoga, and movement snacks.
 - Wellness Weekday (Talmey): Rotates on different weeks to include accommodate staff schedules; provides an in-house exercise class followed by a healthy snack; provides monthly book club meetings facilitated by Connie Easton.

Health and Safety initiatives to attend to broad employee wellness needs: inoculation clinic offerings, hearing test clinics, mental health first aide, occupational first aid training (CPR/AED, level 1, 2).

Disability Management: processes and supports to ensure timely return to work options. PEBT (Public Education Benefits Trust) reports that SD38 is a leading district with respect to providing timely referrals and return to work options, scheduling, accommodations.

Objective Three: *Build supervisor/management capacity for acknowledging and supporting employee wellness*

To date HR has worked in tandem with Learning Services and partner groups to develop and provide capacity building opportunities to support staff wellness across departments and facilities. These include:

- **February 2024:** Managing Multiple Priorities, Promoting Mental Health Awareness: How to Create a Positive and Supportive Workplace, Preventing Mental Health Injuries at Work, Mental Health Through a Lens of Diversity, Equity, and Inclusion, FSEAP Orientation.

- **Administrators/manager capacity building:** HR provides ongoing support to system leaders with having attendance and wellness conversations with employees, within a culture of caring.
- **Consult with partner groups:** HR engages in ongoing collaboration to surface needs and opportunities for supervisors/managers to support employees in their health and wellbeing.

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

Objective Two: *Provide opportunities for management staff to build and enhance their assessment and hiring capabilities.*

Identify and promote training opportunities for HR staff in recruitment and selection practices: Training opportunities are ongoing for all HR staff, with particular focus on those with recruitment responsibilities. HR staff track their participation and reflect on learning and action items from each session which are discussed in one-on-one meetings with supervisors.

Objective Four: *Highlight and promote our district as an employer of choice.*

Planning and designing a multi-pronged recruitment and retention strategy: In collaboration with partner group feedback, HR staff are implementing a variety of initiatives:

- **Attract and Source:** improving recruitment branding, presence, and outreach to attract and source high-quality applicants, online and social-media recruitment strategy, engaging in job fairs, etc.
- **Improving the Candidate Experience:** reviewing and improving recruitment processes, interview guides, support and resources for management staff, etc.
- **Plan for the future:** increasing capacity for practicum placements (RTA/CUPE) and strengthening relationships with post-secondary institutions (City U Counselling cohort), as well as presentation opportunities within SD38 grade 11 and 12 career planning/classes. Providing SD38 teacher practicum supplementary professional learning opportunities to foster affiliation and support readiness.
- **Optimization of Current Talent Pool:** creating a strategy to optimize use of subs/TTOCs, refining employee onboarding processes, refreshing EA development and supports in partnership with partner groups, Learning Services staff and REAP program.

Goal Five –All staffing allocations are determined equitably, responsibly, and responsively.

Objective One: *Identify and implement innovative staffing allocation processes that support timely responses to emergent needs.*

Revised RTA staffing allocation processes: Redesigned school staffing summary sheets in collaboration with Finance/payroll, Central Registration, Secretary Treasurer’s department to create efficient alignment. Revised staffing timelines and data collection timelines to best align with budget and staffing timelines. Enhance communication and data sharing with RTA to ensure transparency and effective consultation regarding staffing allocations.

Revise CUPE staffing allocations processes: In the 2024/25 school year HR will collaborate with Learning Services, Central Registration, Finance and Secretary Treasurer’s department to redesign identified CUPE staffing processes such as EA and Administrative Assistant allocations.

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.*

Policy 641 and 641-R: The Board of Education established the Enterprise Risk Management (ERM) Policy in 2023. The policy formally defines the district’s approach of identifying, assessing, mitigating, monitoring and reporting on enterprise risks across the district. The policy outlines the governance structure for ERM, including the roles and responsibilities of the Board and senior management. The policy promotes a risk-aware culture within the district, emphasizing the importance of identifying and managing risks in all aspects of the operations.

On-going risk review and reporting process: Work is underway for District staff to periodically review and update the risk management procedures, and report to the Board through the Audit Committee. The risk review process focuses on the following aspects across all functional areas in the District:

- Review the metrics that measure the likelihood and impact of the identified risk events
- Review the effectiveness of existing risk management strategies
- Timeline of developing and implementing further risk mitigation plans
- Allocation of resources as necessary

CONCLUSION

Human Resources staff are actively engaged in fulfilling the Boards commitments as outlined in the 2020-2025 Strategic Plan Priority four goals and objectives. This report is presented to highlight key actions and initiatives that are underway during the 2023/24 school year, as well as identify plans for the 2024/25 school year.

Respectfully submitted,

Chris Stanger

Assistant Superintendent, Human Resources

Report to the Board of Education (Public)

Date: March 13, 2024

From: Maryam Naser, Assistant Superintendent
David Sadler, Director of Communications and Marketing

Subject: **Strategic Plan – Quarterly Update Strategic Priority 5**

This report is provided to the Board for information purposes. No further action on behalf of the Board is required at this time.

INTRODUCTION

The purpose of this report is to provide an update on the progress made towards Strategic Priority 5.

BACKGROUND

At its December 2020 Public meeting, the Board of Education approved the strategic priorities, goals and objectives contained in the [2020-2025 Strategic Plan](#). Operational plans outlining the annual areas of focus for each strategic priority were then developed by senior staff. As part of the Strategic Plan reporting cycle, it was agreed that quarterly reports focussing on specific priorities will be provided to the Board each December, March, and June.

STRATEGIC PRIORITY FIVE – A CONNECTED LEARNING COMMUNITY

Goal One- *External communication practices effectively serve and inform the public.*

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

- Utilize data to improve website and social media performance.**

A comprehensive reporting system has been established to evaluate website, social media, and intranet usage within the district and schools. Tools and processes for analyzing traffic and engagement have been deployed, allowing for the collection of benchmark data and insights to enhance the user experience. A structured schedule for monitoring, reporting, and implementing updates based on data and feedback has been developed. Reporting templates have been created and integrated, facilitating the provision of reports to ensure adherence to best practices. Automated reporting mechanisms have also been implemented for timely updates.

Objective Three: Provide equitable access to information.

- Implement accessibility improvements that provide equitable access to information.**

Progress has been made in enhancing accessibility within the Richmond School District. Accessibility scans on the district website yielded actionable recommendations, now implemented to improve digital platform accessibility. This aligns with our commitment to ensuring equitable access to information.

The Richmond School District fosters inclusivity, valuing the voices and experiences of all community members, including those with disabilities. We are dedicated to ongoing collaboration to ensure accessibility improvements, striving for adherence to the Worldwide Web Consortium (W3C) Web Content Accessibility Guidelines.

Goal Two - *Internal communication practices effectively improve collaboration and productivity.*

Objective Two: Implement, train and support a district-wide platform that effectively delivers communications while promoting collaboration and connection.

- Test platform to identify and resolve issues.**

Identified user issues and errors are being actively addressed to optimize platform performance. The platform was opened to staff and stakeholder groups for further testing and feedback, allowing for ongoing improvements to be made. The objective is to ensure that the

STRATEGIC PLAN - AREAS OF FOCUS 2023-2024

platform functions with a high degree of stability, and all identified issues are resolved.

Develop tutorial resources and provide training sessions.

The development of tutorial resources and training sessions to support staff has been completed. Going forward, tutorial resources will be continuously developed to provide support for staff members. These resources are essential for effectively managing the intranet, as they provide guidance and best practices for content creation and management, leading to improved user experiences and overall platform performance.

Platform launch

The successful launch of RichNet on March 4, 2024, represents a significant milestone in improving internal communication practices within the district. With the new intranet fully operational, all staff and partner groups now have access, fostering collaboration and productivity across the district.

The deployment of RichNet has introduced a suite of innovative features and tools designed to streamline communication processes, enhance information sharing, and support efficient collaboration. For instance, the platform's integrated data and analytics capabilities offer valuable insights into user engagement and content effectiveness, enabling data-driven decisions to refine communication strategies further.

The introduction of RichNet has also laid a solid foundation for continuous improvement in our communication practices. By leveraging feedback mechanisms embedded within the platform, we can capture real-time responses from users, allowing for the iterative enhancement of the platform's features and functionalities. This feedback loop is crucial in ensuring that RichNet evolves in alignment with the changing needs of our staff and partner groups.

This achievement not only underscores our commitment to a culture of transparency and connectivity but also positions us for sustained success in achieving our organizational goals.

Objective Four: Build awareness and understanding of the district's work.

Analyze and benchmark understanding of the district's work and identify opportunities for improvement.

The district's efforts to build awareness and understanding of its work have shown significant progress in the 2023/24 year compared to the previous year. The Year-To-Date total for overall views on the district website and district social media in the year 2023/24 is 810,600.

STRATEGIC PLAN - AREAS OF FOCUS 2023-2024

Compared to the total district views of 618,518 for the year 2022/23, there is an increase of approximately 31 per cent. This substantial rise in overall views indicates an enhancement in engagement and reach.

Content development within the district has notably increased, with a dedicated focus on crafting eight to 10 unique stories each month. This increased output reflects a commitment to delivering original content that resonates with our community. Strategic video production has also played a pivotal role in amplifying key messages and initiatives aligned with our strategic plan. By producing one video each month, the district effectively conveys its vision and progress through dynamic visual storytelling, engaging our community in a meaningful manner.

Moreover, the embrace of new social media and marketing tools has enabled the district to enhance outreach efforts. Leveraging the latest technologies and platforms, the district can maximize reach and engagement within the community, fostering a deeper connection and dialogue.

The district's ongoing commitment to gathering data, analyzing information, setting benchmarks, identifying opportunities, and implementing improvements has contributed to this positive trend.

Integrate identified opportunities to increase internal awareness and understanding into internal communications.

The development and implementation of RichNet provides the district with a platform to drastically improve internal communications and awareness. The new platform includes data and analytics which will allow the district to make informed decisions moving forward and to be aligned with continual improvement.

This process entails a comprehensive analysis of current news, documents, and department-specific analytics to accurately identify the types of information that are most relevant and valuable to staff. Through continuous monitoring and evaluation of engagement metrics and feedback mechanisms, communication practices can be refined and optimized. This ensures that the dissemination of information within the district is both effective and aligned with the overarching goals of enhancing awareness, fostering a cohesive organizational culture, and supporting the professional development of all staff members.

Improvements to the Richmond Leadership Team bulletin have also been made based on staff feedback. Feedback is continually being sought and applied, and the bulletin will also become integrated into RichNet, which further improves internal communications.

Goal Three - Our students' voices and perspectives are valued, encouraged, and embedded.

Actions supporting Goal 3:

❑ Expanding opportunities to activate student voice and diversify the range of perspectives:

- District staff are supporting Table 38 students in developing their leadership skills by supporting their exploration of ways to foster connection and belonging.
- Table 38 leadership students are utilizing their skills to plan school-based initiatives to increase connection and belonging at the school level.
- An increasing number of schools have established student voice groups, enabling staff to garner student input, and providing students opportunities to bring forward items for discussion.
- Students have opportunities in classrooms to exercise agency over how they demonstrate their learning.
- Support is provided for the development of student groups that explore self-identity, finding common ground with peers, and sharing experiences (E.g. Rainbow Cafes, Diversity Clubs).
- The Board of Education will host a dinner for members of the Table 38 President's Council to engage in dialogue and express appreciation for their leadership and achievements throughout the school year.
- The second annual Student Voice Forum, hosting over 100 students from diverse backgrounds will be held on May 1st. This event offers a valuable opportunity for staff and trustees to engage with students and discuss their school experiences.

❑ Creating structures to support the use of student input in decision making:

- School and district staff are establishing formal and informal methods to gather student input on key decisions. These methods include surveys, suggestion boxes, and focus groups.
- Executive team members, trustees, and district leaders will participate in the Student Voice Forum to receive and consider the perspectives of students.
- Input gathered at the Student Voice Forum will be summarized and shared with principals, vice principals, and district staff so that it can be utilized to guide district and school initiatives.
- School Stories are reflective of input collected through student engagement as part of the school improvement planning process.
- Student representation exists on District SOGI Advisory Committee, DEI Advisory Committee, and Mental Health Youth Advisory Group to ensure student input is considered in decision making.

CONCLUSION

Significant progress has been made on all Strategic Priority Five objectives scheduled for the current school year. Many steps have been taken to refine and improve both external and internal communication practices. Additionally, student voice is becoming an important aspect of school planning. Work will continue in each of the areas discussed in this report.

Respectfully submitted.

Maryam Naser, Assistant Superintendent

David Sadler, Director of Communications and Marketing

Facilities and Building Committee
Public Meeting Minutes

Wednesday, February 7, 2024 - 4:30 pm
Via Zoom

Present:

Chairperson	K. Hamaguchi
Vice Chairperson	D. Tablotney
Trustee Member	H. Larson
Trustee Alternate	D. Sargent
Trustee	R. Belleza
Trustee	A. Wong
Trustee	D. Yang
Superintendent of Schools	C. Usih
Deputy Superintendent	R. Ryan
Secretary Treasurer	C. Wang
Director, Richmond Project Team	S. Ahluwalia
Director, Facilities Services	K. Wilkins
Manager, Facilities Planning	U. Olcay*
Assistant Manager, Planning	J. Balderston*
President, Richmond Teachers' Association	L. Baverstock*
2nd Vice President, Richmond Teachers' Association	F. Marsic
3rd Vice President/Pro-D Chair, Richmond Teachers' Association	J. Cho
Representative, Richmond Management and Professional Staff	J. Canlas
Vice President, Richmond Association of School Administrators	A. Goulas*
Executive Assistant (Recording Secretary)	T. Lee

Regrets:

President, Canadian Union of Public Employees 716	S. Robinson
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*Present for a portion of the meeting

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmiñəm̓ 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 January 10, 2024 meeting was approved as circulated.

3. Facilities Planning Update (standing item)

The Director, Richmond Project Team noted there were no further updates to his report which is included in the agenda package.

4. Capital Projects Update (standing item)

The Director, Richmond Project Team spoke to his report as included in the agenda package. He then responded to trustees' questions regarding childcare facilities in schools and the building envelope project at Blair Elementary.

In response to a question from the 2nd Vice President, Richmond Teachers' Association, the Director, Richmond Project Team provided additional details regarding parking at the Adult Education Centre. He also provided an update on the timelines for portables and modular buildings at City Centre elementary schools following a question from the President, Richmond Teachers' Association.

5. Facilities Services Update (standing item)

The Director, Facilities Services noted there were no further updates to his report which is included in the agenda package. He then responded to trustees' questions regarding sizes of City Centre schools, LED lighting upgrades, and Climate Risk Assessment in schools.

6. Minutes for Information

(a) Child Care Development Advisory Committee Meeting

Minutes of Meeting held December 6, 2023 were attached for information.

7. Next Meeting Date – March 6, 2024 at 4:30 pm

8. Adjournment

The meeting adjourned at 4:49 pm.

Respectfully Submitted,

*Ken Hamaguchi
Chairperson, Facilities and Building Committee*

Report to the Board of Education (Public)

Date: March 13, 2024
From: Debbie Tablotney, Chairperson, Policy Committee
Subject: **Policy 701.2-R: Capital Project Design Review Process**

RECOMMENDATION

THAT the Board of Education approve the attached revised **Policy 701.2-R: Capital Project Design Review Process**, in accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*.

BACKGROUND

From time to time, Policy Committee will bring forward minor revisions to existing policies and/or regulations for the Board's consideration. Ultimately, all revisions supported by Policy Committee will require approval at a public meeting of the Board of Education.

One important aspect of the proposed minor revisions to Policy 701.2-R includes new understandings through a DEI lens (i.e., DEI Policy Checklist). Specifically, 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." With this understanding, the term partner group is inserted in place of stakeholder.

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.

PROCESS

As per Board Policy 204-R, it was recommended not to place the policy revisions into the partner group review process, since the proposed revisions are minor in nature.

PROPOSED TIMELINE

Dates	Meeting	Comments
January 15, 2024	Policy Committee (In-camera)	Report submitted to Policy Committee (In-camera) with draft minor policy revisions attached. Opportunity for trustee review and feedback.
February 12, 2024	Policy Committee (Public)	Draft revised policy incorporating trustee feedback submitted to Policy Committee (Public). Recommendation for Notice of Motion at the next Board of Education (Public) Meeting.
February 21, 2024	Board of Education (Public)	Possible Notice of Motion for approval at the next Board of Education (Public) Meeting.
March 13, 2024	Board of Education (Public)	Recommendation for board approval of revised policy.

Respectfully submitted,

*Debbie Tablotney
Chairperson, Policy Committee*

Attachments:

- 1. Revised Policy 701.2-R*
- 2. Provincial Government Document: Terminology in Indigenous content*

FACILITIES

Policy 701.2-R

Capital Project Design Review Process

A. Project Types

Capital projects undertaken by the school district are classified as follows:

1. Minor Capital Projects are those with total budgets of \$10 million or less, which include most small to medium scale renovations and/or additions to existing facilities which improve space utilization, modify outmoded spaces for new use, improve accessibility, etc. These projects are typically funded by the Board of Education. This regulation applies to these projects only if the affected building area exceeds 600 square metres.
2. Facility Renewal and Upgrade Projects are funded annually by the Ministry of Education and Child Care (the "**Ministry**"). These projects are focused on improving safety, facility condition (including building envelope), energy efficiency and functionality of existing school facilities and infrastructure, in an effort to extend their useful physical life. This regulation does not apply to these projects.
3. Seismic Upgrade Projects are funded by the Ministry. This regulation applies to these projects.
4. Major Capital Projects are those with total budgets greater than \$10 million, which include new facilities, large-scale building renovations, additions, and replacements of existing facilities. These projects may be funded by the Ministry, by the Board of Education, or both parties. This regulation applies to these projects.

B. Project Planning and Pre-Design

Refer to District Policy 701-R: Facilities Planning and Development.

C. Project Design Advisory Committees

1. Composition

Project Design Advisory Committees (the "**Committee**") consist of key partner groups in the design and implementation of capital projects. These parties will be invited to attend meetings at critical design stages to review progress drawings, discuss scheduling and phasing and other issues pertaining to the delivery of the project. The composition of these teams is based on the type, magnitude and complexity of each capital project and will include, but not be limited to, the following membership:

- a) Applicable Minor Capital and Seismic Upgrade Projects
 - Superintendent or designate
 - Director, Facilities Services or Richmond Project Team

Adopted: 20 February 1995

Revised: 16 January 2006; 23 June 2021

- Project Manager (Chair/RMAPS *¹ representative)
- Construction Liaison *²
- School Administrator (RASA *³ representative)
- Board of Education Representative (Liaison Trustee for that school)
- Richmond Teachers' Association Representatives (maximum of two)
- School's Parent Advisory Council Representative
- Canadian Union of Public Employees, Local 716 Representative

b) Major Capital Projects

- Superintendent or designate
- Secretary-Treasurer or designate
- Director, Richmond Project Team
- Project Manager (Chair/RMAPS *¹ representative)
- Board of Education Representative (Liaison Trustee for that school)
- School Administrator or designate (RASA *³ representative) *⁴
- Richmond Teachers' Association Representatives (maximum of two)
- Student Representatives (maximum of two, selected by Student Council) *⁵
- School's Parent Advisory Council Representatives (maximum of two) *⁶
- Canadian Union of Public Employees, Local 716 Representative
- City of Richmond Representative (nominated by Community Services) *⁷
- Community Representative (nominated by nearest Community Association) *⁷
- Department Manager(s) or designate(s) *⁸

Notes:

*¹ *Richmond Management and Professional Staff (RMAPS)*

*² *Applicable to seismic upgrade projects only*

*³ *Richmond Association of School Administrators (RASA)*

*⁴ *For a new school only. Representative designated by the Superintendent*

*⁵ *Applicable to secondary school projects only. For a new school, the Student Council will be from the school currently serving the new catchment area.*

*⁶ *Applicable to school projects only. Parent Advisory Council will be from the school currently serving the new catchment area.*

*⁷ *Applicable to new school projects only.*

*⁸ *Applicable to non-school facility projects.*

2. Governance

It is the responsibility of the Project Manager to call and chair Committee meetings, arrange for agendas to be issued to all members prior to meeting, and record and distribute meeting minutes to all members. Meetings are to be held at a location, dates, and times convenient to the majority of parties.

The Project Architect will attend all meetings as a resource to the Project Manager.

It is the responsibility of all representatives to report Committee proceedings to the organizations they represent.

When recommendations are being formulated by the Committee, there will be a minimum of:

- four (4) members present at applicable Minor Capital and Seismic Upgrade project meetings;
- six (6) members present at applicable Major Capital project meetings.

As necessary, sub-committees may be formed to assist in the planning of individual curricular areas, comprised of teachers, administrators, and staff with particular expertise in those areas.

The introductory meeting at the onset of design phase will include a description of the purpose, process and reporting responsibilities of the Committee and a general discussion on philosophies, principles, and educational design concepts as applicable.

Upon completion of design phase and prior to construction, the role of the Committee will be complete, and the Committee ended.

3. Frequency of Meetings

The frequency of meetings of the Committee is based on the scope and complexity of the project:

- a) for Seismic Upgrade projects not involving any major changes to the floor plan of a school (i.e., purely a structural improvement with some upgrades to building systems and/or finishes), meetings are to be held at the onset of design phase and at the 50%/95% design completion stages;
- b) for applicable Minor Capital projects and Seismic Upgrade projects involving major changes to the floor plan of a school (i.e., seismic upgrade plus either an addition or partial replacement to the building), meetings are to be held at the onset of design phase and at the 35%/70%*/95% design completion stages; and
- c) for Major Capital projects, meetings are to be held as a minimum:
 - i. Onset of design
 - ii. 50%/95% complete schematic design stage to consider design options
 - iii. 35%/70%/95%* complete design development stage
 - iv. 95% complete working drawings stage

with additional meetings scheduled as needed by the Project Manager.

** The Ministry of Education and Child Care is to be invited to attend these meetings*

D. Design Reviews/Approvals

1. Major Capital Projects

a) Schematic Design

The Project Architect prepares alternate floor plan, site plan and elevations concepts based on the scope defined in the Project Definition Report approved by the Ministry, co-presents the schematic designs with the Project Manager to the Committee for review and feedback at the meetings scheduled per C.3.c) ii.

At the 95% complete schematic design stage, the Project Manager and Project Architect present the proposed design option supported by the Committee to the Facilities and Building Committee. The Facilities and Building Committee either recommends the proposed design to the Board for approval or directs back to the

Committee for reconsideration.

If requested by the Facilities and Building Committee and/or the Board, a Public Workshop may be scheduled to present design options and solicit feedback for the Committee to consider prior to resubmitting for final approval of the schematic design.

The Project Manager, upon Board approval of proposed design option, submits drawings and Class C cost estimate to the Ministry for information and comments. The project proceeds to Design Development phase.

b) Design Development

The Project Architect prepares preliminary design drawings based on the concept approved by the Board and co-presents the documents with the Project Manager to the Committee for review and feedback at the meetings scheduled per C.3.c) iii.

The Project Manager:

- makes drawings available for review and feedback by the Maintenance, Operations and Transportation and Learning and Business Technologies departments at the 50% and 95% complete design development stage;
- at the 95% complete design development stage, co-presents with Project Architect the updated design supported by the Committee to the Facilities and Building Committee; the Facilities and Building Committee either recommends the updated design to the Board for approval or directs back to Committee for reconsideration;
- co-presents with the Project Architect the updated design recommended by the Facilities and Building Committee to the Board at a Public Meeting; and
- upon Board approval of proposed design option, submits drawings and Class B cost estimate to the Ministry for information and comments.

The project may proceed to Working Drawings/Tender Documents upon approval by the Board.

c) Working Drawings/Tender Documents

The Project Architect prepares working drawings, specifications, and other documents necessary to apply for Building Permit and to enable a request for tenders to be undertaken.

The Project Manager:

- at the 50% and 95% complete working drawings stages, makes drawings and specifications available for review and feedback by the Maintenance, Operations and Transportation, and Learning and Business Technologies departments.
- at the 95% complete working drawings stage:
 - along with the Project Architect presents the updated design to the Committee for final review and feedback;

- makes drawings and specifications available for review and feedback by Facilities Services, and Learning and Business Technologies key staff;
- submits final design drawings and Class A cost estimate to the Ministry for information and comments; and
- upon receipt of concurrence from the Ministry to proceed with the request for tenders, initiates the tendering process with the Purchasing Department and instructs the Project Architect to proceed with the Building Permit application.

2. Applicable Minor Capital and Seismic Upgrade Projects

The Project Architect prepares design drawings, specifications, and other documents necessary to apply for Building Permit and to enable a request for tenders to be undertaken based on the scope defined in the Project Definition Report approved by the Ministry.

The Project Manager:

- a) co-presents the designs with the Project Architect to the Committee for review and feedback at the meetings scheduled per C.3.a) or b), depending on whether the project involves major changes to the floor plan of the school;
- b) at the 50% design stage, submits drawings and Class B cost estimate to the Ministry for information and comments, and makes drawings and specifications available for review and feedback by the Maintenance, Operations and Transportation, and Learning and Business Technologies departments; and
- c) at the 95% complete design stage:
 - submits final design drawings and Class A cost estimate to the Ministry for information and comments;
 - makes drawings and specifications available for review and feedback by Facilities Services, and Learning and Business Technologies key staff; and
 - initiates the tendering process with the Purchasing Department and instructs the Project Architect to proceed with the Building Permit application.

3. The Project Manager issues regular project status updates that are posted on the Richmond School District website and reported out to the Facilities and Building Committee, and Ministry by the Director, Richmond Project Team throughout the life of each project.

Terminology in Indigenous content

Last updated on January 26, 2024

Individuals and Nations may have preferred terminology. Always check first with those you're writing about.

Aboriginal

Legal term in Canada when referring to Aboriginal rights under [s.35 of the 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 [Bands](#)
- 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.'[\[1\]](#)
 - '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'

(source: The Provincial Governments [website](#))