
PUBLIC MEETING AGENDA
BOARD OF EDUCATION

WEDNESDAY, DECEMBER 16, 2020 – 7:00 pm

Via Zoom: https://sd38.zoom.us/webinar/register/WN_3f_B_mcER2ugAb3klv5U7Q

Telephone 604 668 6000

Visit our Web Site @ www.sd38.bc.ca

The Richmond Board of Education acknowledges and thanks the First Peoples of the hən̓q̓əmiñəm (hun-ki-meen-um) language group on whose traditional and unceded territories we teach, learn and live.

1. Recognition of Visitors, Announcements and Updates from Trustees

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

2. Adoption of Agenda

3. Presentations, Special Recognitions, Briefs and Questions from the Public

(a) Presentations

- (i) Catherine Ludwig, Principal, Blair Elementary, District Administrator – Fine Arts will introduce the recorded performances of:

Steveston-London Secondary School choir, under the leadership of their teacher, Michael Mikulin, singing *Winter Lights*;

Palmer Secondary School choir, under the leadership of their teacher, Iris Chan, singing *Carol of the Bells*;

and Homma Elementary School choir, under the leadership of their teacher, Jacob Autio, singing a Traditional piece, *La cloche*.

(b) Special Recognitions

Nil.

(c) **Briefs**

Transitional Remote Learning presented by Liz Baverstock, President, Richmond Teachers' Association.

(d) **Questions from the Public**

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

Communications Break

4. *Executive*

5. *Approval of Minutes*

- (a) Regular meeting of the Board held Wednesday, November 25, 2020 for approval.
- (b) Organizational meeting of the Board held Wednesday, November 25, 2020 for approval.
- (c) Record of an in-camera meeting of the Board held Wednesday, November 25, 2020.

6. *Business Arising*

- (a) **Transitional Learning Program – RECOMMENDATION.**
Memorandum from the Superintendent of Schools attached.
- (b) **Strategic Plan – RECOMMENDATION.**
Memorandum from the Superintendent of Schools attached.
- (c) **Budget Process Timeline - RECOMMENDATION.**
Memorandum from the Secretary-Treasurer attached.

7. *New Business*

Nil.

8. *Questions from the Public: Tonight's Agenda*

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

9. Standing Committee Reports

- (a) Audit Committee
Chair: Donna Sargent
Vice Chair: Debbie Tablotney

The next meeting is scheduled for Monday, January 11, 2020.

- (b) Education Committee
Chair: Ken Hamaguchi
Vice Chair: Norman Goldstein

The next meeting is scheduled for Wednesday, January 20, 2021 at 6 pm.

- (c) Facilities and Building Committee
Chair: Debbie Tablotney
Vice Chair: Sandra Nixon

The next meeting is scheduled for Wednesday, February 3, 2021 at 5 pm.

- (d) Finance and Legal Committee
Chair: Ken Hamaguchi
Vice Chair: Richard Lee

The next meeting is scheduled for Wednesday, January 20, 2021 at 11 am.

- (e) Policy Committee
Chair: Sandra Nixon
Vice Chair: Donna Sargent

- (i) **Policy 631 & 631-R: Accumulated Operating Surplus and Capital Reserves**
RECOMMENDATION.

The next meeting is scheduled for Monday, January 18, 2021 at 10:30 am.

10. Correspondence

- (a) Nil.

11. Board Committee and Representative Reports

(a) Council/Board Liaison Committee

A meeting was held on December 2, 2020 via WebEx and the Anderson Room, City Hall at 11 am.

12. Adjournment



Richmond School District
7811 Granville Avenue, Richmond BC V6Y3E3
Phone: (604) 668-6000

BOARD OF EDUCATION

Telephone 604 668 6000
Visit our Web Site @ www.sd38.bc.ca

The next Board Meeting is scheduled for Wednesday, January 27, 2021

Contact Persons regarding agenda items:

Superintendent of Schools, Mr. Scott Robinson – 604 668 6081

Secretary Treasurer, Mr. Roy Uyeno – 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 are to include your name and address.
- Items received at the office of the Secretary Treasurer by 9am the Thursday preceding a meeting of the Board will be included on the Agenda.
- Items arriving after the 9am 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 2020

	AUDIT	EDUCATION	FACILITIES AND BUILDING	FINANCE AND LEGAL	POLICY
Chair	Donna Sargent	Ken Hamaguchi	Debbie Tablotney	Ken Hamaguchi	Sandra Nixon
Vice-Chair	Debbie Tablotney	Norman Goldstein	Sandra Nixon	Richard Lee	Donna Sargent
Member	Heather Larson	Richard Lee	Norman Goldstein	Debbie Tablotney	Heather Larson
Alternate	Norman Goldstein	Heather Larson	Donna Sargent	Norman Goldstein	Richard Lee
Senior Leader	Roy Uyeno	Lynn Archer	Roy Uyeno / Rick Ryan	Roy Uyeno	Scott Robinson

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

	Cambie Coordinating	Aboriginal Education Enhancement Agreement Advisory Committee	Child Care Development Advisory Committee	Council/Board Liaison Committee	Richmond Sister City Advisory Committee
Chair/Rep(s)	Richard Lee	Sandra Nixon	Heather Larson	Ken Hamaguchi / Sandra Nixon	Heather Larson
Alternate	Donna Sargent	Norman Goldstein	Norman Goldstein	Debbie Tablotney	Donna Sargent
Senior Leader	Christel Brautigam/ Roy Uyeno	Richard Steward	Richard Steward	Scott Robinson / Roy Uyeno	Lynn Archer
Reports To	Finance and Legal Com.	Education Com.	Facilities and Building Com.	Board of Education	Education Com.

	BCPSEA	BCSTA Prov. Council	ELL Consortium	Vancouver Coastal Health Authority
Chair/Rep(s)	Norman Goldstein	Heather Larson	Donna Sargent	Norman Goldstein
Alternate	Sandra Nixon	Debbie Tablotney	Richard Lee	Richard Lee
Senior Leader	Laura Buchanan	Scott Robinson	Jane MacMillan	Scott Robinson
Reports To	Board of Education	Board of Education	Education Com.	Facilities and Building Com.



Richmond Teachers' Association

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www.richmondteachersassociation.ca

December 11, 2020

Board of Education
School District No.38 (Richmond)
7811 Granville Avenue
Richmond, B.C. V6Y 3E3

Dear Sandra,

Re: Transitional Remote Learning

On behalf of the Richmond Teachers' Association, we thank you for the opportunity to submit a brief with respect to Transitional Remote Learning. We understand the Board will be considering the extension of Transitional Remote Learning at the December Board Meeting.

In August, the RTA supported the implementation of a Transitional Remote Learning program for those families who were not ready to return to school in September. However, this support was conditional on the transitional nature of the program to act as a temporary bridging structure to allow students to return to in person instruction and ensure a sustainable workload for teachers. It was always known that creating a transitional program inside the cohort structure was going to be formidable. The current workload for elementary teachers working with Transitional Remote Learning is overwhelming and unsustainable.

The RTA anticipated large interest in a transitional program, given the many unknowns about COVID-19 and the Ministry's models of learning. As expected, grade levels without lower density targets saw the highest registration rate for remote learning (~10 % at grade 8 and 9, ~35 % at elementary). The RTA acknowledges the models of learning required approval by the Ministry of Education where the Ministry would not approve lower density targets for any Richmond classes at grade 9 or lower. It is unfortunate the Ministry didn't recognize the need for a staged return to school in September. Both the RTA and BCTF advocated for a return that included lower density targets to both understand the transmission of the virus in schools and to build confidence in COVID safety plans in schools.

We anticipate that the Board will consider extending Transitional Remote Learning for the remainder of the school year. Once again, the RTA does support remote learning options, but

we cannot support the current elementary model that is being offered in Richmond. The workload on teachers is not sustainable and is coming at a cost to in-school instruction and teacher stress. The current Transitional Remote Learning model has significantly impacted many important and necessary supports that are provided by teachers at both the school and district level. We also have concerns regarding the Transitional Remote Learning model for grade 8 and 9, which we will address as part of this brief.

Elementary Transitional Remote Learning

Teachers at elementary schools are currently being asked to support learning in multiple modes, without any additional preparation or collaboration time. Transitional Remote Learning is yet another addition for teachers in a year of extras. Elementary teachers are juggling new, disrupted schedules, composed of 75 to 90 minutes of handwashing per day, supervising eating times and necessary cleaning and short lunches or “runches” with no time or opportunity to connect with many of their colleagues or rest during a hectic day. In addition to their regular workload of teaching the full mandated curriculum, assessing, reporting and communicating with families, teachers have the added responsibilities of planning, preparing, assessing, connecting and supporting students both in-school and at home, coping with scheduling changes and a new cohort structure, loss of support or preparation time due to TTOC shortages, equity of workloads within and between cohorts. All of this is experienced in an environment of change with respect to reporting structures, use of district technology and resources, all while experiencing the personal loss of connecting with their colleagues. This additional workload is embedded in a culture of constant vigilance and anxiety that is necessary to ensure our guard remains elevated as we navigate the pandemic in our working and home lives.

Many elementary teachers have reported they are physically and emotionally exhausted and cannot maintain this pace to the end of December, let alone to the end of the year. Any decisions made by the Board must include direction to senior management to ensure teacher wellness and learning supports for in-class learners are a high priority.

Should the Board decide to extend Transitional Remote Learning, the program should be renamed to “Remote Learning 2020/21”, where families notify the District by January 15, 2021 of their intent to either remain in the program to the end of the school year or to return to in-class instruction in February for quarter 3. This timeline will allow schools the necessary time to revise and make concrete and permanent plans around in-school and remote learning, with the staff that is available to the school. Additional staff should be dedicated to supporting students who chose to continue learning at home. Additional staffing will allow in-school learning to continue without additional interruptions. This will help to support the emotional and learning needs of all students, while reinforcing health and safety practices that are imperative to keeping our schools safe and maintaining the confidence of staff and students in the building.

The RTA acknowledges that dedicated staff requires additional funds and we urge the Board to advocate for increased funding from the Ministry of Education. The Ministry of Education decided to maintain full-time instruction at all levels while requiring Districts to provide a remote education plan. In doing so, they have an obligation to all learners to provide the necessary funding. If the Ministry intends to see all learners return to in-school instruction, they need to ensure families are aware of the current health and safety measures in schools and need to seek to understand if additional measures are necessary and whether these can be accommodated with additional funding. The RTA does believe that in-school instruction is generally the best place for all students to learn and be supported.

Regardless of what the Board recommends to district staff, the Board should understand the disparities between remote learning environments and the in-school experience. There continues to be growing gaps in learning opportunities. It was always understood by parents, teachers and district staff that the learning opportunities for children in Transitional Remote Learning would be necessarily different than children attending the in-school option. The RTA has concerns about the social/emotional well-being for many of our learners as they are not with their peers in a structured and supportive environment. Teachers are doing their best to support all learners and their families and the current remote structure does not afford teachers the ability to provide the same rich learning environment offered to in-school learners.

The RTA strongly believes that remote learning cannot continue as part of an elementary teacher's day. Students in the classroom deserve the full-time attention of their classroom teacher and other specialist teachers that provide valuable services to everyone. At the same time, remote learners deserve the attention of dedicated staff; learning from home should *not* continue to be piecemeal, as it would no longer be serving a transitional purpose. Staffing our schools to a level that meets all learners is always a challenge and will continue to be a challenge, but all avenues need to be explored. Currently, there are a number of teachers who are unable to work in schools but would be fully able to support learners while working from home. By moving to a remote, rather than a transitional plan, the District would have the flexibility to engage the services of all available staff. The RTA has been advocating for remote teaching accommodations throughout the pandemic.

The RTA also acknowledges the tireless work of the many Teacher Consultants and Coordinators from Learning Services who were reassigned to support the cohort structure, provide transitional learning check-ins or District-wide webinars and learning plans to help support teachers and families with elementary Transitional Remote Learning. These RTA members were temporarily reassigned to support elementary schools, effective September 21, with the expectation that most members would return to their regular assignments as early as Thanksgiving or by the end of November. At this time, these teachers have not returned to their positions and this has negatively impacted the delivery of District programs and other vital supports required by teachers for their learners. The Board has proudly supported these positions in multiple budgets. Consultants and Coordinators are integral to making Richmond a unique community that provides support for a range of District priorities including but not

limited to professional learning, technology, ELL support, social-emotional learning and unique student programs. The RTA also recognizes the essential roles many of these teachers will play in supporting the Board's Strategic Plan and Vision going forward. Any ongoing remote program requires the return of Teacher Consultants and Coordinators to their regular assignments.

Secondary Remote Learning

Unlike elementary, secondary students that have not returned to in-school instruction are being supported through a centralized model. This model is accurately described as remote learning where additional staffing (~16.5 FTE) has been allocated to support students in the curricular areas of Science, English, Math and Social Studies. At the end of February, students will have received credit for these grade 8 and 9 classes. This model is effective as workload (instruction, planning, assessment and reporting) has not been downloaded onto existing secondary teachers. From a workload perspective, the RTA is supportive of this model. However, this model was designed to support learning for the first two quarters in only four subject areas – Math, Science, English and Social Studies. The questions that arise at the end of January are: What courses will be offered to these students? In what mode? And, how will they be staffed? Currently, at the end of quarter two, any student in grade 8 or 9 that does not return to in-school instruction will be required to enroll in a Distributed Learning program and withdraw from their neighborhood school. The RTA has significant concerns with a requirement to withdraw from the neighborhood school, as well as with continuing the program to the end of June. This remote program, if it is to be extended, must be supported with the current level of additional staffing, and the courses or options available to students will need to be tailored to current staffing and resources. Consequently, this could result in the District not being able to offer a full grade 8/9 program with options such as ADST, Fine Arts, French and/or PE, which are vitally important to many of our learners. Instead, the program may need to focus on literacy and numeracy across curricular areas. The District would then have to offer necessary courses next year to accommodate in-school learning.

The RTA recommends to narrow the focus of curricular options because we are fully aware that there is a continued teaching shortage in many of these hard to fill secondary areas. Deploying staff to teach in these areas would likely mean students would not have access to a qualified TTOC in the event of staff leaves or TTOC shortages. This could impact in-school instruction for students in grade 8 and 9 who are enrolled in ADST, Fine Arts, French and/or PE during quarter three and four. It is important to note that the RTA strongly believes that all subject areas, but especially ADST and Fine Arts, are best served by students learning in our well-staffed and equipped schools. We also have concerns that students who do not access these in-school learning opportunities may not appreciate the elective offerings in secondary schools, and this may further erode enrollment in ADST and Fine Arts programs. Again, we caution that temporary solutions may have lasting impacts on learning and secondary programs.

Other Considerations

In Summary, the RTA understands the Board will likely pass a motion to extend Remote Learning because of the current requirements of the Ministry of Education, and because families need assurances that options will be available. However, because it is critical that students return to in-school instruction, we strongly encourage the District to take the remaining time in December and early January to meet with families who express interest in continuing with remote learning to:

A. Fully explain:

- the COVID safety plans that exist in schools
- the exposure notification process
- and have conversations about exposures and transmissions in Richmond schools (to date the RTA understands there have been no known transmissions in schools)
- the effects of a prolonged absence, from in-school instruction, on academic opportunities and social-emotional well-being (there is significant research that can be shared)

B. Survey parents to fully understand:

- what further safety improvements are required to return their children to in-school instruction; this could include a mask requirement, the addition of protective barriers or reduced density options.

With the knowledge obtained, the District should make all possible safety improvements and communicate these changes to families. These changes could include additional requests for model/safety changes at the Ministry level. The RTA strongly believes that listening, and acting where possible, may see an increased return to in-school instruction. This would then decrease the need for additional resources and allow for a smaller and more robust remote program of instruction that does not continue to add to the workload of cohort teachers, nor take away from the necessary District level support provided by Teacher Consultants and Coordinators.

The RTA understands this brief requests significant work that will need to be undertaken by the District in a very short time. However, implementing an easy solution by continuing with the current transitional model, or tinkering on the surface, will have the effect of continuing to download the work to teachers and staff in schools.

The RTA firmly believes supporting families in order to return to in-school instruction must be part of the work leading up to the end of January – teachers have expressed they welcome the return of students to their classroom and they know that their classrooms are the best places to provide both a rich and safe learning environment. Teachers have, and will, continue to work tirelessly to ensure that safety protocols are adhered to because they care greatly about the safety of their students, their students' families, their own health and that of their family and friends.

Teachers are exhausted, and the District must find a sustainable solution for the remainder of the 2020/21 school year. The continued success of our students depends on the efforts and professionalism of teachers every day. The RTA is gravely concerned that continuing with the current model will lead to staffing challenges in early 2021. These challenges will undoubtedly impact the learning of all students.

The RTA appreciates this opportunity to share our concerns and advice with regards to Transitional Remote Learning. The RTA remains committed to working with the District to finding better solutions for RTA members and our learners.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Liz Baverstock', with a long horizontal flourish extending to the right.

Liz Baverstock, RTA President

cc: Scott Robinson, Superintendent of Schools
Roy Uyeno, Secretary-Treasurer
Kelly Greene, MLA Richmond-Steveston
Henry Yao, MLA Richmond South Centre
Teresa Wat, MLA Richmond North Centre
Aman Singh, MLA Richmond-Queensborough
Tim McCracken, 1st VP, RTA
Steve Wenglowski, 2nd VP, RTA
JW Cho, 3rd VP, RTA

**MINUTES OF A REGULAR MEETING
OF THE BOARD OF EDUCATION
OF SCHOOL DISTRICT NO 38 (RICHMOND)
7811 GRANVILLE AVENUE, RICHMOND, BC (via ZOOM)
ON WEDNESDAY, NOVEMBER 25, 2020
AT 7:30 P.M.**

Present: Chairperson
Trustees

S. Nixon
D. Tablotney
N. Goldstein
K. Hamaguchi
H. Larson
D. Sargent
R. Lee
S. Robinson
R. Ryan
R. Uyeno
L. Archer
C. Brautigam
F. Geyer
R. Laing
D. Sadler
C. Cleary

Superintendent of Schools
Deputy Superintendent
Secretary Treasurer
Assistant Superintendent
Assistant Superintendent
Executive Director, Facilities Services
Executive Director, Learning & Business Technology
Director, Communications & Marketing
Recording Secretary

The Chairperson called the meeting to order 7:24 pm

***The Richmond Board of Education acknowledged and thanked the
First Peoples of the hənq̓əminəm' (hun-ki-meen-um) language group on whose
traditional and unceded territories we teach, learn and live.***

Secretary-Treasurer Uyeno - A reminder was made for those that joined the meeting to please ensure that video was turned off and microphones muted to eliminate background noise;

there will be two question periods at which time, questions sent to the Board meeting email account will be read out. For those who have not already submitted questions, there is an opportunity to via: boardmeetings@sd38.bc.ca; or through the Q and A feature in Zoom.

For the public joining the meeting, they are able to listen to the meeting but not speak or use chatbox during the meeting; and an audio/video recording of the meeting will be made available for viewing after this meeting.

1. Recognition of Visitors, Announcements and Updates from Trustees

(a) Recognition of Visitors

The Chairperson welcomed the gallery to the meeting.

- (b) Trustee Nixon** – Congratulations to the following newly elected Richmond Members of the Legislative Assembly: Kelly Greene, MLA for Richmond-Steveston; Aman Singh, MLA for Richmond-Queensborough; Teresa Wat, MLA for Richmond North Centre; and Henry Yao, MLA for Richmond South Centre.

Trustee Tablotney – On December 5, 2020 the Richmond School District celebrates the significant contributions of our leadership and management staff. In Richmond, this includes principals, vice-principals, district educational administrators and management and professional staff.

This is a day to reflect on the positive impact that these individuals have made throughout the district on a daily basis. On behalf of the Board of Education, I would like to thank all members of our leadership management team who contribute to making the Richmond School District the best place to learn and lead.

- (c) Any materials not included in packages available to the public.

The Secretary Treasurer noted that all materials had been made available.

2. Adoption of Agenda

Item 11 (b) Provincial Council Update was added to the Agenda

128/2020 MOVED BY N. GOLDSTEIN AND SECONDED BY D. TABLOTNEY:

THAT the Wednesday, November 25, 2020 Regular agenda of the Board of Education (Richmond) be adopted as amended.

CARRIED

3. Presentations, Special Recognitions, Briefs and Questions from the Public

- (a) Presentations
Nil.
- (b) Special Recognitions
Nil.
- (c) Briefs
Nil.
- (d) Questions from the Public

Liz Baverstock, President, Richmond Teachers' Association, congratulated newly elected Chairperson Sandra Nixon, and thanked Trustee Ken Hamaguchi for the good work as past Chair.

Ms. Baverstock expressed appreciation for the hard work of District staff on behalf of Richmond teachers. Thanks also were expressed to all the work of the employees, and that schools are the best place for kids to be. Ms. Baverstock noted that it is important to continuously remind the community and parents about what's being done, and the great work and increased advocacy that needs to be communicated out.

4. Executive

The Superintendent of Schools provided an update on COVID cases in schools noting there were approximately 40 cases of possible exposure but that it was important to note there has not been one actual transmission of the virus in a school. This positive news ensures that health and safety measures that are in place and are working very well. The Superintendent expressed gratitude to staff, parents and students on coming together to keep each other safe in schools.

The Superintendent next reported on the *Transitional Learning Program* with approximately 15% of students currently enrolled. The program is scheduled to end at the end of January; however, with recent increases in cases in the community, parents have expressed that they would like to see the program extended past the deadline. The Board of Education will be considering options that may be available in terms of extending the program with a decision at the December Board meeting.

The District's *Strategic Plan* is in the final phase of the consultation period, and the Superintendent thanked internal stakeholder groups, external partners and members of the community who responded, with special appreciation to students who took the time to provide feedback on the draft plan. The District received a large volume of helpful feedback that indicated the Plan is headed in the right direction with a few areas to be refined and adjusted. Staff are now collating and analyzing the feedback and will provide some suggestions for changes to the Board. On December 16, 2020 the final draft of the Plan will be brought to the Board for consideration and approval.

Highlights in schools across the district along with a visual presentation included: Making Connections at Byng Elementary with integrated project storytelling and content; a Hallowe'en pumpkin patch celebration at Hamilton with over 300 pumpkins brought in from Westham Pumpkin & Herb Farm; Arts Umbrella at Blundell Elementary with six visual art sessions; Arts Education at Maple Lane Elementary where students created a mural based on the book *The Elders Are Watching*; Virtual Remembrance Day at Palmer Secondary where staff and students worked through the month of October to film content including veteran Captain Matthew McBride, and the virtual ceremony then streamed into each individual classroom; Grade 10 Richmond Secondary student Jason Chan, winner of the Spelling Bee of Canada's BC provincial championship won with the final words "Chupacabra" and "isomorph"; students from Honna, Brighthouse Byng, Maple Lane Blair and Anderson Elementary submitted 20 designs as part of the Premier's Holiday Greeting Card Project. Hopefully one of the District's students will be chosen and become the Premier's Winter Holiday Card this year.

Trustees thanked the Superintendent for the presentation showing the important work that is happening in the District's schools. Despite the pandemic, schools and teachers are working hard to make learning creative, impactful and fun.

5. Approval of Minutes

- (a) Regular meeting of the Board held October 28, 2020

Trustee Goldstein noted that the Minutes should reflect he attended via Zoom.

129/2020 MOVED BY D. TABLOTNEY AND SECONDED BY H. LARSON:

THAT the Board of Education (Richmond) approve the Minutes of Wednesday, October 28, 2020 Regular meeting as amended.

CARRIED

- (b) Record of an In-camera meeting of the Board held October 28, 2020 was included for information.

6. Business Arising

- (a) Planning & Development Update

The Executive Director shared a Planning & Development Presentation that included the LRFP initiatives and Action Plan, a Major Capital Projects Update that includes 11 supported seismic mitigation projects, and a visual update of the progress and project additions at William Cook Elementary, Hugh Boyd Secondary, Robert J. Tait Elementary, W.D. Ferris Elementary, Mitchell Elementary, Manoa Steves, F.A. Tomsett Elementary, Maple Lane, William Bridge, and James Whiteside. The school project updates can be viewed on the District site under the *Planning & Development* page.

Trustees had comments and praise for the Executive Director stating the significant progress for all the projects is exciting news. Trustees thanked the Executive Director and his team for all the hard work.

7. New Business

Nil.

8. Questions from the Public: Tonight's Agenda

Liz Baverstock, President, Richmond Teachers' Association noted the importance of the Board setting meetings with the new MLAs and stressed topics such as funding for seismic upgrades, school safety, and additional funds to support the continued efforts throughout the pandemic be highlighted.

Ms. Baverstock also talked about the new mask campaign initiated by BCTF and the RTA encouraging wearing masks and a reminder about the respectful culture of mask wearing. She noted that as we see increased exposures, wearing masks is mandated for public spaces but not fully in schools. Ms. Baverstock asked that the Board advocate for province-wide wearing of masks.

Trustees thanked Ms. Baverstock and had questions and comments on the specifics for such advocacy. Ms. Baverstock responded that consistency throughout the province is needed as in secondary schools wearing masks is consistent but with elementary "not required". Ms. Baverstock asked that the Board encourage parents, students and the community to strengthen the wearing of masks in schools.

9. **Standing Committee Reports**

- (a) Audit Committee
Chair: Donna Sargent
Vice Chair: Debbie Tablotney

The next meeting is scheduled for Monday, January 11, 2021.

- (b) Education Committee
Chair: Ken Hamaguchi
Vice Chair: Norman Goldstein

- (i) Minutes of meeting held October 21, 2020 were attached for information.

A meeting was held Wednesday, November 18, 2020. The next meeting is scheduled for Wednesday, January 20, 2021 at 6 pm.

- (c) Facilities and Building Committee
Chair: Debbie Tablotney
Vice Chair: Sandra Nixon

- (i) Minutes of the meeting held September 9, 2020 were attached for information.

The next meeting is scheduled for Wednesday, February 3, 2021 at 5 pm.

- (d) Finance and Legal Committee
Chair: Ken Hamaguchi
Vice Chair: Richard Lee

- (i) RECOMMENDATION: Trustee Expenses for three months ending September 30, 2020 attached.

130/2020 MOVED BY K. HAMAGUCHI AND SECONDED BY R. LEE:

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 September 30, 2020, in the amount of \$870.00.

CARRIED

- (ii) Minutes of meeting held September 16, 2020 were attached for information.

A meeting was held Wednesday, November 18, 2020. The next meeting is scheduled for Wednesday, January 20, 2021 at 11 am.

- (e) Policy Committee
Chair: Sandra Nixon
Vice Chair: Donna Sargent

- (i) A Notice of Motion for Policy 631 & 631-R: *Accumulated Operating Surplus and Capital Reserves* was attached for information.

- (ii) Minutes of the meeting held March 9, 2020 were attached for information.

A meeting was held on November 16, 2020. The next meeting is scheduled for Monday, December 14, 2020 at 10:30 am.

10. Correspondence

- (a) A letter dated November 16, 2020 was included for information from Deputy Minister Scott MacDonald that the Foundation Skills Assessment (FSA) administration is postponed and will occur between January 18 and February 26, 2021.
- (b) An email dated November 17, 2020 was received from Anneke Wijtkamp regarding the Remote Transitional Program.

11. Board Committee and Representative Reports

- (a) Council/Board Liaison Committee

A meeting was held on Wednesday, October 7, 2020. The next meeting is scheduled for Wednesday, December 2, 2020 via WebEx and the Anderson Room, City Hall at 11 am.

- (b) Provincial Council – an update was provided by Trustee Larson regarding the meeting on October 24, 2020. Trustee Larson noted that the main topics discussed were Covid 19, the Climate Change Working Group, Governance for the Recovery Stage of Covid 19, and action on the Anti-Racism initiatives.

12. Adjournment

131/2020 MOVED BY H. LARSON AND SECONDED BY K. HAMAGUCHI:

THAT the Regular meeting of Wednesday, November 25, 2020 of the Board of Education (Richmond) be adjourned at 8:48 pm.

CARRIED

S. NIXON,
CHAIRPERSON

R. UYENO,
SECRETARY TREASURER

**MINUTES OF AN ORGANIZATIONAL MEETING
OF THE BOARD OF EDUCATION
SCHOOL DISTRICT NO. 38 (RICHMOND),
7811 GRANVILLE AVENUE, RICHMOND, BC VIA ZOOM
WEDNESDAY, NOVEMBER 25, 2020
AT 7:00 P.M.**

Present: Chairperson
Trustees

K. Hamaguchi
S. Nixon
N. Goldstein
H. Larson
D. Sargent
R. Lee
D. Tablotney
S. Robinson
R. Ryan
R. Uyeno
L. Archer
C. Brautigam
F. Geyer
R. Laing
D. Sadler
C. Cleary

Superintendent of Schools
Deputy Superintendent
Secretary Treasurer
Assistant Superintendent
Assistant Superintendent
Executive Director, Facilities Services
Executive Director, Learning & Business Technology
Director, Communications & Marketing
Executive Assistant (Recording Secretary)

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmin̓əm̓ (hun-ki-meen-um) language group on whose traditional and unceded territories we teach, learn and live.

In accordance with Board Policy the first meeting in November is the Annual Organizational meeting of the Board. The Chairperson called the meeting to order at 7:03 pm and the gallery was welcomed to the meeting.

Next, the Superintendent of Schools introduced Kika West Sparrow, a Grade 11 student from the Musqueam First Nation, who provided a traditional welcome (via recording).

1. Adoption of Agenda

125/2020 MOVED BY D. TABLOTNEY AND SECONDED BY N. GOLDSTEIN:

THAT the Board of Education (Richmond) approve the Wednesday, November 25, 2020 Organizational Meeting agenda as circulated.

CARRIED

2. The Year in Review

The Chairperson reported on highlights of the past year.

For this year's report, the focus will be on the Covid-19 Pandemic and Board Business.

Covid-19

In January 2020, the first case of the Coronavirus in BC was detected. Since then, it rapidly turned into a pandemic, resulting in the unprecedented suspension of in-class learning on March 17. Much has been reported, so I won't go into great detail – but there are stories that need to be remembered and here are 5 of them:

1. Despite the suspension of in-class learning, schools continued to be an active hub providing onsite care for children of parents of essential service workers and a food distribution center, providing food hampers to our needy families.
2. Education “re-invented” itself, with the expansion of remote learning to the masses and the introduction of Transitional Learning programs to support those students whose families were not yet ready to return their child to in-class learning.
3. Sadly, we were not able to honour those, who needed to be honoured in the way we would have liked. This group included (but not limited to) the graduating class of 2020, our talented and high achieving students, our competitive athletes and our retirees.
4. In times of need, it was nice to see our community step forward to help the district. Many individuals and companies donated in various ways. The Kuo Hua Trading Company and the Taipei Economic and Cultural Office donated 10,000 masks to the district. The Rotary Club of Steveston not only donated \$5,000.00 to our Feed-U-Cate program, they also funded the Summer Food Hamper Program.
5. Burnett student, Sean Uy became an overnight newsmaker by making protective face shields with his home 3D printer - sending them to his uncle, a doctor in California and hospitals in New York (the epicentre of the Covid-19 virus in the US). With the support of principal Wennie Walker, Sean and his fellow classmates expanded their production. This past month, Sean received a letter from New York state Governor (Andrew Cuomo), thanking him for the face shields and for “helping keep New Yorkers safe” from Covid 19.

But the biggest story of all is our District. Our students have been responsible, compassionate, caring and flexible under the most difficult conditions. Our parents have been as cooperative and understanding as one could expect, given all the challenges of our new Covid-19 world. Our staff have been simply amazing. Covid-19 has created a stressful and challenging working environment. I know many of our staff are exhausted and stressed trying to keep up with the everchanging landscape of public education, only to finish work and then have to deal with Covid-19 in their home life. But they do it – and they do it well. That also goes for our Superintendent, Scott Robinson, and our senior staff. The Board thanks them for their hard work, strong leadership and compassion.

One day soon the Covid-19 virus will be under control. But “things” will not go “back to normal” – it will be better. It will be better because this adversity is going to make us stronger, smarter, and more caring. And that day, can’t come soon enough!

Board Business

With everything that is going on with the Covid-19 pandemic, you would think that there is no time left to focus on anything else. Well, that’s not the case – we have been very busy this year !

Seismic News – We expect the seismic mitigation projects at Hugh Boyd Secondary, Robert J. Tait Elementary, and W.D. Ferris Elementary to be completed this December, with William Cook Elementary to be fully completed in January 2021. Construction is underway on projects at Manohar Steves Elementary, Mitchell Elementary, F.A. Tomsett Elementary, Maple Lane Elementary and James McKinney Elementary. We are awaiting final approval from the Ministry of Education for seismic upgrades at James Whiteside Elementary and William Bridge Elementary. And finally, we have included seismic mitigation proposals for John G. Diefenbaker Elementary, Alfred B. Dixon, Howard DeBeck Elementary and Blundell Elementary in our Five-Year Capital Plan for 2021, which was submitted to the Ministry for support in June 2019. The board thanks the Ministry of Education for its support and to Frank Geyer, our Executive Director, Facilities Services and his staff for their hard work and diligence in making all these projects happen.

Senior Staff Changes – This year we welcomed Christel Brautigan as Assistant Superintendent and Jane McMillan as our new Executor Director of Learning Services. We were sad to see the departure of Assistant Superintendent Wendy Lim but are happy that she will be spending more time with friends and family as she heads into retirement. Wendy has worked 37 years in the District as a teacher, school administrator, district administrator – and for the past 9 years, Assistant Superintendent. We will miss Wendy’s enthusiasm, passion and expertise, and wish her the best as she goes on her new journey.

New Mental Health Program – On Sept. 2, Minister of Mental Health and Addictions, Judy Darcy announced the expansion of the province’s Integrated Child and Youth Team program to our district. The new outreach program will use a multidisciplinary approach and incorporate culturally-safe practices that reflect the needs and interests of the students and members of the school community. Richmond is one of the 5 districts in the provinces selected to host this program

Public Board Meetings – After completing a one-year pilot of having one public board meeting a month during the school calendar, it was unanimously approved that this would become permanent.

Advocacy Letters – This was a very active year for the Board speaking out on behalf of our District: to the Ministry of Education, we asked that Black history learning material be included in the BC curriculum; a letter regarding allowing entry to Canada for our new K-12 international students registered to commence their studies on September 8, 2020; a request for more flexibility with the *Return to School Plan*; and a request to ask for a delay on the administration of the Foundation Skills Assessment. These advocacy letters are an important part of the Board’s role in supporting the District.

Public Board Meetings – After completing a one-year pilot of having one public board meeting a month (Sept – June), it was unanimously approved that this would become permanent.

Final Comments

I have expressed my appreciation to our students, parents, staff and senior team. The last group I want to acknowledge, is my fellow trustees. It is an honour and pleasure to work with such a wonderful group of people. We may not always agree on everything, but we respect, value and enjoy working with each other. Best of all, we all believe that it is “about” the students and public education.

And finally, although it has been said many times, this is an unprecedented year. As we struggle to see the “light at the end of the tunnel” – it is approaching. Until then, we will keep in mind the words of our Dr. Henry – “Be kind. Be calm. Be safe”.

*Thank You,
Ken Hamaguchi*

3. Appointment of Returning Officer and Scrutineer

At this point, Chairperson Hamaguchi turned the Chair over to the Superintendent of Schools. Chairperson Robinson assumed the Chair and recommended Secretary Treasurer Roy Uyeno be appointed Returning Officer and Executive Director, Business & Technology Rob Laing be appointed Scrutineer.

126/2020 MOVED BY D. SARGENT AND SECONDED BY N. GOLDSTEIN:

THAT Secretary Treasurer Uyeno be appointed Returning Officer and Executive Director, Business & Technology Laing be appointed as Scrutineer for the election of the Board Chairperson, Board Vice Chairperson, BCSTA Representative and BCPSEA Representative.

CARRIED

Prior to the election procedure, Returning Officer Uyeno noted the process for the electronic nominations for the Election of Officers. For this year, the Board had open nominations for the Officer and Representative positions. To date the following nominations were received:

Board Chairperson:	Sandra Nixon
Board Vice-Chairperson:	Debbie Tablotney
BCSTA Representative:	Heather Larson
BCPSEA Representative:	Ken Hamaguchi

4. Election of Officers

(a) Board Chairperson

Returning Officer Uyeno announced the Election of Officers would begin with the position of Board Chairperson, and that there was one nominee, Trustee Sandra Nixon. At this time, Returning Officer Uyeno asked if there were any other nominations from the floor. Seeing none, Returning Officer Uyeno announced that an election by ballot would not be required and was pleased to announce that Trustee Nixon is 2020-2021 Board Chairperson by Acclamation.

The Superintendent congratulated newly elected Chairperson Nixon and turned over the Chair position.

Trustee Nixon assumed the Chair for the election of the Board Vice Chairperson. And thanked fellow trustees for the honour to serve the Board as Chairperson. Chairperson Nixon also extended thanks and gratitude to Trustee Hamaguchi for his leadership as Board Chair over the past two years.

(b) Board Vice Chairperson

Chairperson Nixon announced that Trustee Debbie Tablotney had been unanimously nominated for the position of Vice Chairperson. As there were no other nominations from the floor, an election by ballot would not be required and it was announced that Trustee Tablotney was declared by acclamation as Vice Chairperson of the Board for 2020-2021.

5. Election - BC School Trustees Association Provincial Council Representative

Chairperson Nixon announced that Trustee Larson had been unanimously nominated for the position as BCSTA representative. As there were no other nominations from the floor, Trustee Larson was declared by acclamation as BCSTA Provincial Council Representative for 2020-2021. Trustee Goldstein will serve as the alternate.

6. Election - BC Public Schools Employers' Association Representative

Chairperson Nixon announced that Trustee Hamaguchi had been unanimously nominated for the position as BCPSEA representative. As there were no other nominations from the floor, Trustee Hamaguchi was declared by acclamation as BCPSEA Representative for 2020-2021. Trustee Tablotney will serve as the alternate.

7. Destruction of Ballots – *there were no ballots*

8. Committee Appointments

A list of Committee Appointments was included with the Organizational meeting agenda package for Trustees to consider and return their requests for specific committees to the Chairperson via email by Monday, November 30th. These appointments will be provided to the December 16, 2020 meeting of the Board.

9. School Liaison Trustee Assignments

The current Trustee liaison assignment list was included with the agenda package. These assignments will remain in place until the Public Board meeting on December 16, 2020.

10. Adjournment

127/2020 MOVED BY D.TABLOTNEY AND SECONDED BY H. LARSON:

THAT the Wednesday, November 25, 2020 Organizational meeting of the Board of Education (Richmond) be adjourned at 7:24 pm.

CARRIED

S. NIXON
CHAIRPERSON

R. UYENO
SECRETARY-TREASURER

DATE: December 16, 2020
FROM: R. Uyeno, Secretary Treasurer
SUBJECT: Record of an In-Camera Board Meeting held November 25, 2020

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 November 25, 2020.

- | | | |
|-----|-----------------------------------|--|
| (a) | Briefs and Presentations: | Nil. |
| (b) | Business Arising out of Minutes: | Administrative and personnel items were discussed. |
| (c) | New Business: | Administrative items were discussed. |
| (d) | Executive: | Administrative items were discussed. |
| (e) | Standing Committee Reports: | Nil. |
| (f) | Board Committee and Rep. Reports: | Nil. |
| (g) | Correspondence: | Nil. |
| (h) | Record of Disclosure: | A personnel matter was discussed. |

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 (Richmond) Public

DATE: December 11, 2020
FROM: Scott Robinson, Superintendent of Schools
SUBJECT: Transitional Learning Program

Recommendation:

THAT the Board of Education (Richmond) extend the Elementary Transitional Learning Program in a modified instructional format from February 1, 2021 to March 26, 2021 (end of spring break).

AND FURTHER THAT the Richmond Board of Education extend the Secondary Transitional Learning Program in its current instructional format from February 4, 2021 to April 23, 2021 (end of quarter three).

Introduction:

The elementary (K-7) and secondary (grades 8/9) Transitional Learning (TL) programs are currently scheduled to end at the end of January 2021. The purpose of this report is to provide background information and a status update on the TL programs, and to provide a staff recommendation for the Board's consideration moving forward.

Background:

At the end of August 2020, a large number of parents contacted the District regarding concerns about having their children return to in-person learning due to the COVID-19 pandemic. At the time, options for families were:

- In-person instruction
- Distance learning
- Homeschooling

At the time, enrolling in either distance learning (DL) or homeschooling meant that families would have no guarantee of retaining their spot in their current school. Richmond's DL program currently does not have an option for elementary-aged students, thus parents of K-7 students would have been required to find a DL program within the limited spaces available in other districts. Limited district-based DL options were available for grades 8 and 9.

As a result of these challenges, parents of students in grade K-9 requested that the district create a transitional learning (TL) program that would allow them to have their child learn remotely from home on a temporary basis but would also allow them to retain their spot in their current school placement. After receiving supplementary federal funding from the Ministry of Education and being notified that the Ministry would relax certain funding criteria allowing parents to retain their child's current school placement, the decision was made to offer an elementary TL program for students in kindergarten through grade seven and a secondary TL program for students in grades eight and nine.

When TL programs were approved by the Ministry, it was made clear that they were intended to be temporary and transitional in nature with the full intention of having all students return to in-person learning. They were never intended to be full-year programs. As such, it was made clear to parents in the

Richmond School District that the elementary program would very likely conclude at the end of January 2021 and the secondary program would likely conclude on February 3, 2021. This decision was made with the hope that public health conditions relating to the COVID-19 pandemic would either improve or at least remain somewhat stable prior to the end of January 2021.

Current COVID-19 Public Health Local Context:

As of the date of this report, out of approximately 10,000 diagnosed cases of COVID-19 in the Vancouver Coastal Health region there have been approximately 50 cases of possible exposure to COVID-19 in schools in the Richmond School District. Based on the information provided by Vancouver Coastal Health, all of these cases originated in the community, not in schools, and none have resulted in any transmission of the virus within schools. The Provincial Health Officer and other public health experts have stated on multiple occasions that they believe based on scientific evidence that schools are safe places to be. The school district has had a significant focus on health and safety since the beginning of the pandemic and continues to meet or exceed all requirements for K-12 schools.

Current Elementary Transitional Learning Program:

Instructional Model:

Students in the program are taught by a combination of school-based classroom and non-enrolling teachers and educators from the Learning Services department. Instruction is offered through a combination of small and larger group online instruction, district-based Zoom webinars and small group Zoom check-ins with school-based teachers. It was communicated from the onset that parents are expected to be present and actively involved in supporting their child's learning. It should be noted that the current program is relatively robust compared to most elementary TL programs offered by other metro Vancouver districts. In particular, the current program includes a significantly higher number of direct check-ins with students and parents than most other districts' programs.

Program Enrolment:

Approximately 4000 students were initially enrolled in the elementary program (K-7). Currently, there are approximately **2800** students still enrolled in K-7 Transitional learning which accounts for approximately **23%** of elementary learners in the district.

Program Staffing:

Currently, the district has allocated 15.0 FTE additional teacher staffing from September through the end of January to support the elementary program. This was allocated from the federal return to school funding provided in early September. In addition, 18.0 FTE of Learning Services coordinator and teacher-consultant time has been redeployed to support the program. These staffing additions supplement the existing classroom and non-enrolling staffing already in place.

Challenges Associated with Current Program:

There are a number of substantial challenges associated with the current elementary program:

- Classroom teachers, in conjunction with school-based non-enrolling teachers such as ELL and Resource teachers, are responsible for both in-person and remote instruction, assessment and communicating student learning to parents. In effect, many teachers are simultaneously responsible for two full programs. Many teachers have communicated that this has been extremely challenging in terms of the complexity of their workload. The Richmond Teachers' Association has communicated that the current expectations on elementary teachers involved in the TL program are causing a great deal of stress for teachers and that the current level of programming being offered is unsustainable.

- Teachers report that in some cases, they believe that being responsible for the TL program in addition to in-person learning has negatively impacted the level of support students in the in-person program are receiving despite the teachers' best efforts. Teachers report that they are being 'pulled in too many directions' and do not feel they have the time they would like to have to dedicate to students in both programs.
- Eighteen district Learning Services staff members are responsible for providing some aspects of remote instruction in the TL program which has meant they have not been available to engage in their regular work of providing instructional support to their teacher colleagues across the district. Teachers, and in particular those new to their role, report that they have found it very challenging to offer remote instruction for the first time and in some cases, be responsible for subject areas they are not usually responsible for during the pandemic. This has been exacerbated by the fact that the majority of district Learning Services staff are not available to provide support, guidance and professional learning opportunities.
- Schools report that despite multiple attempts by the school to reach out and offer support, some students are not engaging or are minimally engaging in the transitional program despite the commitment made by parents at the beginning of the program to have their child be in full attendance. In addition, although it was made clear from the onset that enrolment in the transitional program would require significant parental involvement, some parents have either minimally engaged or have not engaged at all, presumably for a wide variety of reasons. This has led to significant challenges for both the students and the teachers in the program as it was always intended to be reliant on direct parental support of student learning.
- The deployment of 15.0 FTE additional teachers has had an impact on the already limited pool of temporary teachers on call, adding to the existing challenges of filling teacher absences across the district.
- There are significant concerns regarding student mental health associated with some students having been physically away from school since March 2020. One of the most significant factors contributing to the mental health and emotional resilience in children and youth is connectedness to school. A disconnection with the school system and prolonged reliance on family systems that are stressed by the pandemic has the potential to significantly negatively impact the mental health of children and youth. Should the board extend the TL program to the end of March 2021, many students will have been physically out of school for over twelve months with little or no interactions with peers and school staff members who provide not only academic instruction but crucial social-emotional connection and support. District and school-based staff have noted that many children who remain in Transitional Learning express sadness and loss over friendships and connections to their teachers. It has also been noted by staff that without the supportive cast of caring adults that exist within our schools, some students who are in Transitional Learning currently are struggling more intensely with mental health. Schools provide not only a venue for learning, but a venue in which students are seen daily by trained adults who know when and how to intervene to support them, should they be struggling. This concern also applies to the secondary program.
- The 15.0 FTE additional teachers has had a net budget impact (cost) of \$750,000 from September through January. These funds were taken from the federal funds provided by the provincial government. This degree of funding will not be sustainable through to the end of June.

Proposed Elementary Transitional Program:

Recommendations:

- *It is recommended that the current level of additional staffing (15.0 FTE) be maintained until March 26, 2021. The cost associated with this staffing through March 26th is approximately **\$250,000** and can be covered by the remaining federal funds.*
- *It is recommended that the frequency of school-based teacher check-ins with students be reduced from twice daily to a minimum of two check-ins weekly starting January 1, 2021. A contributing factor to the challenges listed above is the current frequency of school-based teacher check-ins with students and parents. The goal of the reduction in the frequency of check-ins would be to reduce the amount of time school-based teachers are spending away from in-person students and to reduce a portion of their workload.*
- *It is recommended that 5.0 FTE teacher staffing be added effective February 1, 2021 to replace 5.0 FTE Learning Services staff currently redeployed to the transitional learning program so they may return to their regularly assigned duties providing support across the district. The cost associated with this staffing addition through March 26th is approximately **\$85,000** which can be covered by the remaining federal funds. Although it is understood that the preference may be to add a greater amount of staffing, there are already significant challenges associated with pulling teachers from the pool of available elementary teachers-on-call. Schools are already experiencing challenges filling vacancies due to illness and other factors and to further deplete the pool of available teachers-on-call to any great extent will exacerbate that problem.*

Current Secondary Transitional Learning Program:

Instructional Model:

During the first two quarters of this school year, students in grades 8 and 9 are taking the four main 'core' courses for their grade level: *Mathematics, English Language Arts, Social Studies and Science*. Although these students have retained the ability to return to their neighbourhood school, they are taught remotely by a group of Richmond Virtual Schools teachers who are responsible exclusively for learners in the transitional learning program.

Program Enrolment:

Approximately 400 students were initially enrolled in the secondary program in grades eight and nine program and there are currently approximately **350** students still enrolled which accounts for approximately **4%** of secondary learners in the district.

Program Staffing:

Currently, 16.0 classroom teacher FTE has been allocated to support the secondary program and an additional 2.5 FTE has been allocated for counselling and non-enrolling teacher support. A small amount of clerical time has also been allocated in order to deal with program registration and communication. Staffing was funded completely through the federal allocation.

Challenges Associated with Current Program:

- At the end of the second quarter (February 3, 2021), students will have completed their main core courses which will then leave the following four typical grade 8/9 courses: *French, Physical Health Education, Fine Arts and Applied Design, Skills and Technologies (ADST)*. These courses do not easily lend themselves to a virtual environment.
- It has been challenging to engage some students and parents in the program.

- The 18.5 FTE additional teachers has had a net budget impact (cost) of \$875,000 from September through January. These funds were taken from the federal funds provided by the provincial government. This degree of funding would not be sustainable for the remainder of the school year.

Proposed Secondary Transitional Program:

Recommendations:

- *It is recommended that the current instructional model for secondary transitional learning be continued for the third quarter.* Unlike the elementary program, teachers assigned to this program are not also responsible for school-based programming and therefore there is not a need to reduce the instructional program.
- *It is recommended that additional staffing assigned to the program be reduced from the current 18.5 FTE teachers to 5.0 FTE from February 3, 2021 to April 23, 2021 .* Cost associated with this would equate to approximately **\$170,000** and can be covered from the balance of the existing federal funds. The remaining required teaching FTE can be covered using existing secondary staffing resources at no additional cost to the district.

Additional Considerations:

In addition to extending the programs, it is recommended that the following steps be taken:

1. That the public health context be re-assessed prior to spring break in order to determine whether or not the transitional learning programs should be extended any further or whether they should conclude at the recommended new deadlines (March 26 for elementary and April 23 for secondary). It is highly recommended that all students return to their home school by these dates at the latest.
2. That all parents in the current transitional learning programs be provided with accurate information regarding the current public health context as it relates to K-12 schools. It is clear from some parent communications that a significant amount of inaccurate information is circulating in the community that may be adding to parents' fears about sending their children to school.

Conclusion:

All schools in the Richmond School District are meeting or exceeding all current public health and safety guidelines for K-12 schools and as of the date of this report, no transmissions of the COVID-19 virus have occurred in schools despite incidents of exposures. 85% of parents are sending their children to school each day. Some parents, however, do not believe that it is safe to send their children to school and are clear that they would like to see an extension of the program. In making a decision regarding the possible extension of the program the Board may wish to consider the impact of extending the transitional program on the school district and its employees, on the students currently attending in-person learning, and those in the transitional learning program. The goal needs to continue to be to have all students attending school in-person as soon as possible.

Respectfully Submitted,

Scott Robinson
Superintendent of Schools

Report to the Board of Education (Richmond) Public

DATE: December 11, 2020
FROM: Scott Robinson, Superintendent of Schools
SUBJECT: Strategic Plan 2020-2025

Recommendation:

THAT the Richmond Board of Education approve the strategic priorities, goals and objectives contained in the attached draft 2020-2025 Strategic Plan.

Introduction:

Boards of Education in British Columbia are required to develop, publish and implement multi-year strategic plans that demonstrate the priorities of the board. The attached draft strategic plan (Attachment A) is intended to meet that requirement and provide strategic direction for the Richmond School District for the next five years.

Background:

The Richmond Board of Education has traditionally engaged in a planning structure involving annual district areas of focus known as developmental objectives. The current board made the decision in 2019 to engage in a longer term more comprehensive strategic planning process that would involve broader stakeholder input into its development and would include a more detailed planning, implementation and monitoring process.

In the fall of 2019, the board set about developing the plan by first re-affirming the school district's vision, mission and values which had been developed after broad consultation with stakeholders and had been approved by the board in the spring of 2018. Once the board re-affirmed these components as forming the base of the plan, it began the process of developing the broad strategic priorities that are contained in the draft plan. The board then engaged in a comprehensive consultation process which began in early 2020 and concluded recently in November. Input and feedback obtained through the consultation process formed and refined the basis of the goals and objectives contained under each strategic priority.

Consultation:

Throughout 2020, the board offered opportunities for consultation with students, stakeholder groups, members of the public and community partners at various points during the development of the draft plan. Initial input from students strongly influenced the development of the strategic priorities and the draft goals and objectives. Feedback from a number of other sources (see below) strengthened the draft plan and contributed strongly to ensuring that it reflects a wide variety of perspectives.

Group:	Timeline:	Details:
Initial Student Consultation	January-February 2020	Over 2000 elementary, secondary and adult students from 46 schools/sites provided input into the draft strategic priorities and goals.
Richmond Leadership Team	January 2020	Principals and vice-principals and members of the management team were asked to provide initial input on the priorities of the district.
Stakeholder Consultation(CUPE, RASA, RDPA, RMAPS and RTA)	October-November 2020	Representatives from each stakeholder group were invited to provide feedback on the draft goals and objectives either through a face to face meeting with the Board of Education or in writing.
Richmond Leadership Team	October-November 2020	Principals and vice-principals and members of the management team were invited to provide feedback on the draft goals and objectives through virtual meetings.
Members of the Public	October-November 2020	Members of the public were invited to provide feedback on the draft goals and objectives through the district Let's Talk website.
Community Partners	October-November 2020	Community partners were invited to provide feedback in writing on the draft goals and objectives.
Final Student Feedback	November 2020	A representative group of students was invited to provide feedback on the draft goals and objectives through a virtual meeting with senior management staff.
Senior Management and Executive Team	Throughout Process	Members of the Senior Management Team and the Executive Team provided input throughout the process.

Implementation:

Implementation of the plan will begin in the spring of 2021. Departmental work plans using a common template that outlines proposed timelines, actions to be taken to support each goal and objective, and methods of monitoring success and completion will be developed by each department responsible for specific goal areas. A reporting structure will be developed that includes regular updates to the board on specific goal areas as well as an annual report to the board outlining overall progress on the strategic plan. The board will need to engage in further conversation about prioritizing the goal areas, recognizing that the plan is intended to cover a five year period with specific goals being targeted for focus each year.

Communication Plan:

The Communications Department has developed a comprehensive draft communications plan (Attachment B) which is designed to provide wide access to the plan for internal stakeholders, parents, and members of the community. The strategic plan will be delivered through various communication channels to ensure that the community has multiple access points across a wide range of platforms and devices. Messaging will be delivered via print, email, district and school websites, newsletters, district intranet, Social Media (Facebook, Twitter, WeChat) and mainstream media.

Conclusion:

The attached draft strategic plan is the result of many months of discussion and collaboration involving the board, stakeholders, students and community partners. It is intended to reflect the priorities of the board and the district and to set a clear roadmap forward for the next five years. The process of developing the plan clearly illustrated the degree of personal connection and commitment that our trustees, students, staff, families and members of the community have to the ongoing success of the Richmond School District.

Respectfully Submitted,

Scott Robinson
Superintendent of Schools

Attachments:

- A) Draft Strategic Plan 2020-2025*
- B) Draft Communication Plan*

Richmond School District 38 DRAFT Strategic Plan

Vision

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

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

Mission

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

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

Values

The values that guide our work together to achieve our Vision and Mission are: collaboration, creativity, curiosity, resilience, respect and equity, for all.

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

Respect

We believe respect is the foundation of a safe, accepting and engaged environment. It is expected and encouraged from all members of our learning community. It defines how we lead, teach, and learn.

Collaboration

We work collaboratively not only within our schools but with the whole community. We accept challenges, solve problems, and celebrate successes together. We foster an understanding of the importance of and a desire for cooperation and collegiality.

Creativity

We are innovative in our approaches, and value and encourage all to challenge and trust their imaginations and to be resourceful and inventive. We support creativity in teaching, learning and leadership development. We know and teach that creativity is essential in a rapidly changing world and is required to navigate and thrive in life and within our global economy.

Curiosity

We provide an environment where questions and self-expression are encouraged and are received without judgement. We value wonder and inquisitiveness because these qualities position both students and staff to gain the knowledge, experiences and relationships that make for happy and productive lives.

Resilience

We encourage and support our students- and staff to persevere through setbacks, rise to challenges and to take risks. We work to develop resilience within our community and provide support and tools to manage and overcome difficulties. In doing so, we are building the confidence needed to explore, expand and take chances and to accept setbacks and mistakes as opportunities.

Equity

We understand and appreciate the tremendous diversity of our learning community, and the value and richness this diversity affords us. We know that individual and diverse needs require careful attention and distinct approaches. We work to ensure that everyone's needs are recognized and addressed respectfully and fairly. In doing so, we continually aim to provide the supports and opportunities individuals require to achieve their fullest potential.

Strategic Priorities:

Strategic Priority 1: Inspired Learners

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

Strategic Priority 2: Equity and Inclusion

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

Strategic Priority 3: Optimized Facilities and Technology

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

Strategic Priority 4: A Progressive Workplace

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

Strategic Priority 5: A Connected Learning Community

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

Priorities, Goals and Objectives:

Strategic Priority 1: Inspired Learners

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

Goal 1: Learners have increased capacity to adapt and thrive in an ever-changing world.

Objectives:

- I. Deepen and support learners' abilities to reflect and set goals related to curricular and core competencies.
- II. Support educators to deepen understanding and effective implementation of the curriculum.
- III. Design and offer a variety of learning options to meet the evolving and diverse needs of learners.
- IV. Strengthen learning by fully embedding formative assessment practices that involve both students and adults.
- V. Create more opportunities for learner involvement in activities that raise awareness and increase engagement in global citizenry and environmental stewardship.
- VI. Provide tools, technologies and practices to increase learner engagement and agency.
- VII. Support and increase the use of inquiry-based activities and processes to enhance and personalize learning

Goal 2: Richmond School District fosters resilient and healthy life-long learners.

Objectives:

- I. Build learners' awareness of and engagement with the core competencies.
- II. Provide a wider range of mental health and physical health programs and supports for student and staff well-being, including ongoing supports and partnerships outside the district.
- III. Increase awareness of and participation in healthy living activities.

Goal 3: Indigenous history, perspectives, and learning approaches are embedded within District planning and practices

Objectives:

- I. Honour and implement the Truth and Reconciliation Commission calls to action related to education.
- II. Deepen understanding of and embed the First Peoples Principles of Learning.
- III. Increase access to authentic learning opportunities and resources to enhance understanding of Indigenous Peoples culture and history.

Goal 4: The district builds literacy, numeracy and digital literacy through innovation and a commonly held vision.

Objectives:

- I. Develop and implement a K-12 literacy vision and framework.
- II. Develop and implement a K-12 numeracy vision and framework.
- III. Support, develop and deepen students' and staffs' understanding of digital literacy and its integrated implementation.

Strategic Priority 2: Equity and Inclusion

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

Goal 1: District learning environments are equitable and inclusive.

Objectives:

- I. Support all learners to develop a sense of connection, belonging and positive personal and cultural identity.
- II. Provide equitable and inclusive learning opportunities for all learners.
- III. Devote focused attention and specialized support to address the individualized needs of learners with disabilities and diverse abilities.
- IV. Actively address and support the unique needs of children and youth in care of the Ministry of Children and Family Development.
- V. Provide support for staff to increase understanding of and embed evidence-based practices related to the implementation of inclusive learning communities.
- VI. Develop and implement initiatives to support equitable access to technology.

Goal 2: Richmond School District actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation and socio-economic status.

Objectives:

- I. Identify and develop a plan to respond to current district challenges related to systemic discrimination and marginalization.
- I. Enhance awareness and understanding of unconscious bias and privilege and how they influence interactions throughout our learning community.
- II. Support students and staff to develop a deeper understanding of the history and impacts of systemic discrimination.
- III. Ensure students and staff have access to current and relevant learning resources that reflect the diversity of, and the challenges faced by, our community and the world.

Strategic Priority 3: Optimized Facilities and Technology

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

Goal 1: The District's technology infrastructure is stable, secure, and relevant to support learning.

Objectives:

- I. Develop and implement a three year Learning and Business Technology Plan.
- II. Increase access to technology hardware and software and ensure they are reliable and relevant for their intended purpose.
- III. Expand learning opportunities to support the integration of technology.
- IV. Implement and support the use of a common collaboration platform (Microsoft 365 & Teams) that enhances communication, learning and community.
- V. Strengthen the security of our network, data, software, systems and practices.
- VI. Increase cybersecurity education and training to enhance awareness and proactivity.
- VII. Enhance wireless access and network stability in all district facilities.

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

Objectives:

- I. Provide equitable learning environments through effective and efficient facilities planning, management and resource allocation.
- II. Provide clean, healthy and safe facilities.
- III. Implement 2020 Maintenance Review recommendations to optimize service delivery and improve the quality and timeliness of maintenance to our facilities.
- IV. Implement strategic recommendations in the District Long Range Facilities Plan.
- V. Work collaboratively with the Ministry of Education to accelerate seismic upgrading of our schools.
- VI. Create learning environments that are flexible and support inclusive educational practices.

Goal 3: The District fosters energy efficient and environmentally sustainable facilities and practices

Objectives:

- I. Develop and implement a Five-Year District Sustainability and Climate Action Plan.
- II. Improve energy efficiency, climate resiliency and sustainability of all facilities through capital improvements.
- III. Implement sustainable practices and programs to improve waste diversion rate, reduce waste generation, reduce greenhouse gas emissions, conserve water and promote climate action.
- IV. Increase sustainability education and awareness training and learning opportunities for staff and students.

Strategic Priority 4: A Progressive Workplace

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

Goal 1: Inclusion, equity, and diversity are foundational to employment at every level of the district.

Objectives:

- I. Ensure all HR practices consider and reflect equity, diversity and inclusion to actively address various forms of implicit bias, discrimination and privilege.
- II. Develop and provide opportunities for employees to learn about workplace equity, diversity and inclusion.
- III. Build capacity for equity, diversity and inclusion appreciation and understanding as part of standard workplace culture.

Goal 2: Professional learning, leadership and skill development for all staff is promoted, encouraged and supported.

Objectives:

- I. Develop human resource plans to ensure equity of access and continuity of learning, skill development and training for all.
- II. Design a comprehensive leadership development plan across the district.
- III. Develop succession plans across key leadership areas.

Goal 3: Employee health and well-being is valued and supported within a culture of caring.

Objectives:

- I. Define the District's Foundations of a Healthy Workplace pillars.
- II. Identify the primary areas of focus to grow or enhance existing supports.
- III. Build supervisor/management capacity for acknowledging and supporting employee wellness.
- IV. Provide opportunities for employees to engage in health and well-being activities.

Goal 4: High quality staff with growth potential are recruited and retained in all positions across the district.

Objectives:

- I. Develop and implement an employee engagement plan.
- II. Review and enhance recruitment and selection practices across the district.
- III. Provide opportunities for management staff to build and enhance their assessment and hiring capabilities.
- IV. Highlight and promote our District as an employer of choice.

Goal 5: All staffing allocations are determined equitably, responsibly, and responsively.

Objectives:

- I. Analyze and refine current staffing allocation processes.
- II. Identify and implement innovative staffing allocation processes that support timely responses to emergent needs.
- III. Build a consistent and coherent needs analysis process for backfilling vacant positions.

Goal 6: The district has effective risk management policies and practices in place to ensure safety and stability.

Objectives:

- I. Conduct a review to identify, assess and prioritize current and potential risk factors.
- II. Develop risk mitigation plans and embed them in policy and practice to manage and address risk.

DRAFT

Strategic Priority 5: A Connected Learning Community

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

Goal 1: External communication practices effectively serve and inform the public.

Objectives:

- I. Develop and implement communications guidelines and cohesive design standards.
- II. Utilize analytics to improve district and schools' websites to enhance the user experience.
- III. Provide equitable access to information.

Goal 2: Internal communication practices effectively improve collaboration and productivity.

Objectives:

- I. Complete a comprehensive intranet review and implement improvements to internal communication.
- II. Implement, train and support a district-wide platform that effectively delivers communications while promoting collaboration and connection.
- III. Improve distribution strategies and practices.
- IV. Build awareness and understanding of the district's work.

Goal 3: Our students' voices and perspectives are valued, encouraged, and embedded.

Objectives:

- I. Create a variety of ongoing opportunities to activate student voice to provide ideas, observations, and input to school and district decision-making.
- II. Increase engagement and collaboration between students, staff and trustees.

Goal 4: The Richmond School District is an engaged and collaborative community partner.

Objectives:

- I. Invite and encourage stakeholders, staff, parents, students, and community partners to be involved in school and district decision making.
- II. Engage the community through in-person and online consultation, and provide opportunities to contribute meaningful input into school and district decision making.
- III. Strengthen engagement by incorporating public participation best practices within the decision-making process.

Strategic Plan Communications

Overview

The strategic plan will be delivered through various communication channels to ensure that the community has multiple access points across a range of platforms and devices. Messaging will be delivered using the following communication channels:

- Email
- District and school websites
- Print
- Newsletters
- District intranet
- Social Media (Facebook, Twitter, WeChat)
- Media

Messaging

The district communications department will manage the delivery of information. School administrators will be utilized to deliver messaging to their respective school communities. Stakeholder groups will be utilized to ensure that information is delivered to their members.

Webpage

Content from the strategic plan will be made available on the district website. The online version will provide the public with access to the complete plan through their browser or mobile device. Downloadable PDF's of the strategic plan will also be available on the website.

Print

Physical copies of the strategic plan will be delivered to various locations throughout the community, including:

- School board office
- Schools
- City of Richmond
- Community centres
- Public libraries
- Richmond board of trade
- MLA offices

Translation

Chinese translations of all materials (webpage, electronic documents and print) will be made available for the public. The district will engage and inform the Chinese speaking community through the district website, schools and WeChat.

Media

A press release will be delivered to English and Chinese local media, including:

- Richmond News
- Richmond Sentinel
- Sing Tao
- Ming Pao
- Fairchild News

Communications Delivery Flow

Internal communications will be delivered to the following groups:

- All Staff
- Trustees
- School Administrators
 - Notify Parents and Guardians
 - Post to school website
 - Add to school newsletters
- Richmond Teachers Association
- Canadian Union of Public Employees 716
- Richmond Association of School Administrators
- Richmond District Parents Association
- Richmond Management and Professional Staff
- Media

External communication will be posted to the following:

- District website
- School websites
- Media
- Facebook
- Twitter
- WeChat

Report to the Board of Education (Richmond) Public

DATE: November 30, 2020

FROM: Roy Uyeno, Secretary Treasurer

SUBJECT: Budget 2021/2022 Process and Timeline

RECOMMENDATION

THAT the budget process and timeline for the 2021/2022 budget be approved as presented; and **FURTHER THAT** staff be directed to post the budget process and timeline on the District's website.

BACKGROUND

The Richmond School District has in prior years developed a budget process timeline that typically spanned a period from November to June (8 months). Last year, the Board approved a budget process and timeline that was condensed to a period from November to April (6 months) to ensure that staffing changes, post and fill, layoff notices could be completed by June 30th each year to allow schools to be organized for September in an efficient and effective manner. However, due to the COVID-19 Pandemic, the budget process was extended to June. Although we are hopeful that the 2021/2022 budget process can be completed by April/May, two factors could potentially extend the timeline to June. The first is whether we will continue to be in the COVID-19 Pandemic that could impact our budget development, projections and key budget factors, stakeholder/public input and budget consultation meetings. The second factor is the timing of the provincial budget and potentially a delay in the Ministry of Education Operating Grant announcement. Due to the Fall election, the provincial budget may not be announced until sometime in March rather than in February. The budget process and timeline will provide for flexibility while still complying with the statutory requirement to submit an approved budget no later than June 30, 2021.

The 2021/2022 budget process will include the following:

- Approval of the 2020/2021 Amended Annual Budget by February 28, 2021
- 3-Year Base Budget development work
- 3-Year Enrolment Projections
- Confirmation of Ministry of Education Operating Grant Funding
- Budget proposals development
- Stakeholder and Public input and consultation
- Board consideration of stakeholder / public input and budget deliberations
- Potential budget options to balance the 2021/2022 Annual Budget
- Board approval of 2021/2022 Annual Budget by June 30, 2021

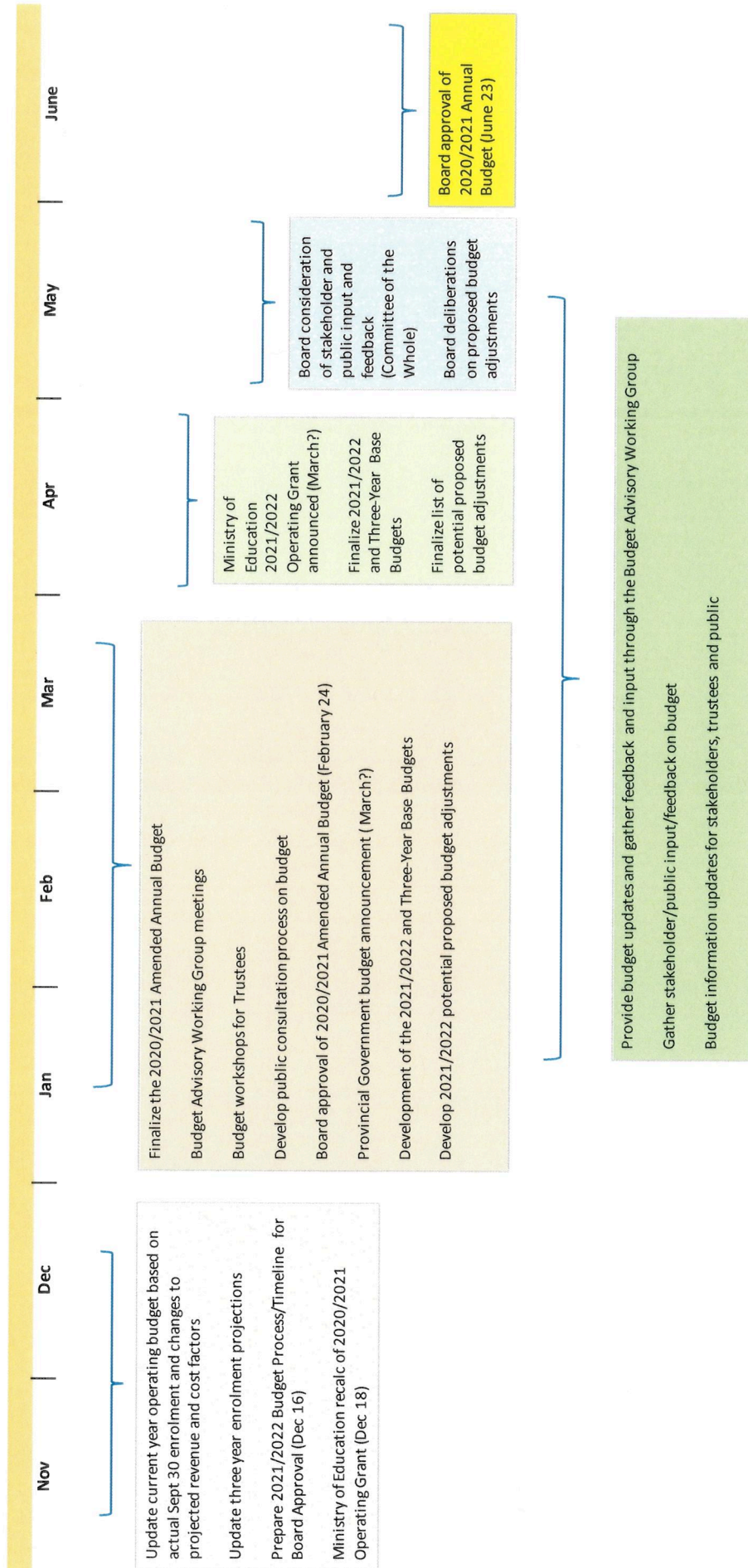
CONCLUSION

Staff are committed to a streamlined, efficient and effective budget process that ensures a transparent, inclusive process to engage staff, stakeholders and the public in seeking and receiving feedback, input and consultation on the district's 2021/2022 budget. For the 2021/2022 budget process, it is recommended that the budget process and timeline be approved as presented.

Respectfully submitted,

Roy Uyeno,
Secretary Treasurer

**School District No. 38 Richmond
Draft 2021/2022 Budget Process Timeline**



Report to the Board of Education (Richmond) Public

DATE: December 16, 2020
FROM: Trustee Sandra Nixon, Chairperson, Policy Committee
SUBJECT: Policy 631 & 631-R: *Accumulated Operating Surplus and Capital Reserves*

RECOMMENDATION

In accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*, this RECOMMENDATION to the December 16, 2020 Public meeting of the Board of Education (Richmond) is to approve attached new Policy 631 & 631-R: *Accumulated Operating Surplus and Capital Reserves*.

BACKGROUND

In 2017/18, the Ministry of Education, through the Financial Health Working Group, prepared the *Financial Governance and Accountability – School Districts of British Columbia* report. The report identified that “all Boards of Education should prepare and approve an operating surplus reserve policy that guides the accumulation, reporting and spending of the funds”.

Currently, the Richmond School District does not have a policy pertaining to Accumulated Operating Surplus and Capital Reserves. The new policy and regulation are intended to ensure the financial health of the School District in attaining greater fiscal stability and ensure support of educational goals.

The new policy will allow the District to manage financial risks and mitigate short-term volatility, create contingency reserves for unforeseen circumstances and budget for one-time and/or multi-year funding of student learning initiatives, operational projects and education programs. Under the new Regulation 631-R, the Board will target to maintain an unrestricted accumulated operating surplus and local capital reserve balance of between 2% and 4% of the district’s annual operating expenditures.

CONSULTATION

The Policy revisions and proposed changes were sent out for Stakeholder review, and stakeholders did not require any amendments.

Respectfully Submitted,

Sandra Nixon

Sandra Nixon, Chairperson
Policy Committee

FINANCE

Policy 631

Accumulated Operating Surplus and Capital Reserves

The Board of Education (Richmond) is responsible for ensuring the financial health of the District and protecting the District from financial forecasting risk and unforeseen circumstances which would negatively impact the education of students.

The Board believes that an accumulated operating surplus and capital reserves are critical in order to support the District's mandate of success for all students.

FINANCE

Policy 631-R

Accumulated Operating Surplus and Capital Reserves

By continually measuring progress towards achieving its accumulated operating surplus and capital reserves objectives, the School District can attain greater fiscal stability and better support the success of all students.

The Board will target to maintain an unrestricted accumulated operating surplus and local capital reserve balance of between 2% and 4% of the district's annual operating expenditures. Allocation of funds from the accumulated operating surplus and local capital reserves will be approved by the Board through the district's budget process. The projected accumulated operating surplus and local capital reserve will be reported to the Board, when presenting the Annual and Amended Annual Budgets, as well as, the year-end Audited Financial Statements.

Authority

Boards of Educations are required, by legislation, to prepare balanced annual operating budgets, which may include use of (appropriation of) prior year accumulated surplus. The Secretary Treasurer shall be responsible for recommending the necessary increases/decreases and transfers so that the School District's accumulated operating surplus is maintained in accordance with this Policy and Regulation.

Accumulated Operating Surplus

The accumulated operating surplus allows the District to:

- Manage the District's financial risks and mitigate short-term volatility.
- Create a contingency fund for unforeseen circumstances. The Board recognizes that any operating revenue, not expended in a fiscal year, is added to the accumulated surplus which is presented as either internally restricted or unrestricted surplus.
- Budget for one-time and/or multi-year funding of student learning initiatives, operations projects and education programs.

The accumulated operating surplus can either be internally restricted or unrestricted. Internally restricted surplus is any accumulated operating surplus that has been designated for a specific purpose or uses. Unrestricted surplus is any accumulated operating surplus that has not been designated for a specific purpose or use.

Examples of internally restricted surplus:

- School and school program carry-forwards.
- Educational programs or initiatives.
- Purchase order commitments.
- Future years operating budget expenditures Contingency Reserve. The allocation of surplus towards contingency is a prudent measure which will enable the district to manage unexpected costs that may arise during the school year.
- The elimination of any deficit arising at the end of a fiscal year of operations.

Transfer of Funds

It is expected that the annual operating budget will allow transfers to local capital which are sufficient to allow efficient acquisition and replacement of assets. Transfer to or from local capital shall be authorized through the budget bylaw process or by separate Board motion.

The Secretary Treasurer will recommend the necessary allocations and transfers so that the District's restricted operating surplus and unrestricted operating surplus are maintained in accordance with this Policy and Regulation.

Local Capital Reserve

Local capital reserve includes accumulated capital funds, generated from Board allocation by motion or through the budget bylaw process, and disposition of capital assets originally acquired with local capital funds and investment income generated on holding funds on deposit.

Local capital reserve funds support local capital expenditures as defined in the *School Act*, such as the following categories:

- Furniture and equipment acquisition.
- Technology equipment acquisition.
- Building improvements, renovations and additions.
- Vehicle acquisition.
- Other capital initiatives and projects.
- Contingency for unanticipated capital expenditures.

Unrestricting Internally Restricted Surplus Funds

Internally restricted surplus is any accumulated surplus that has been designated for a specific purpose or use. The Board shall have the authority to unrestrict surplus funds, that have been previously internally restricted, through the budget bylaw process or by separate Board motion.