
PUBLIC MEETING AGENDA
BOARD OF EDUCATION

WEDNESDAY, DECEMBER 15, 2021 – 7:00 pm

https://sd38.zoom.us/webinar/register/WN_FxrkgouhTxuhQzP6NgnN6g

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Telephone 604 668 6000

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The Richmond Board of Education acknowledges and thanks the First Peoples of the hən̓q̓əmi̓n̓əm (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

*The recorded performance of: **Steveston-London Secondary School Choir** under the leadership of their teacher Michael Mikulin, singing:*

- *Can You Feel It?* By Michael Mikulin

(b) Special Recognitions

Nil.

(c) Briefs

Nil.

(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) Organizational meeting of the Board held Wednesday, November 24, 2021 for approval.
- (b) Regular meeting of the Board held Wednesday, November 24, 2021 for approval.
- (c) Record of an In-camera meeting of the Board held Wednesday, November 24, 2021.

6. Business Arising

- (a) **K-9 Distributed Learning Program. RECOMMENDATION.**
Report from the Superintendent of Schools attached.
- (b) **Budget Process Timeline. RECOMMENDATION**
Report from the Secretary Treasurer attached.
- (c) **District Sustainability & Climate Action Plan. RECOMMENDATION.**
Report from the Executive Director, Facilities Services attached.
- (d) **Strategic Plan – Quarterly Update Strategic Priority 1 & 2**
Report from the Deputy Superintendent, Assistant Superintendent Archer
Assistant Superintendent Brautigam, Executive Director, Learning Services
attached.

7. New Business

- (a) 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: Norman Goldstein

The next meeting is scheduled for Monday, January 10, 2022.

(b) **Education Committee**

Chair: Heather Larson

Vice Chair: Donna Sargent

The next meeting is scheduled for Wednesday, January 19, 2022 at 6 pm.

(c) **Facilities and Building Committee**

Chair: Ken Hamaguchi

Vice Chair: Norman Goldstein

(i) **For information:** Minutes of meeting held November 3, 2021 attached.

A meeting was held on December 1, 2021. The next meeting is scheduled for Wednesday, January 5, 2022 at 4:30 pm.

(d) **Finance and Legal Committee**

Chair: Debbie Tablotney

Vice Chair: Ken Hamaguchi

The next meeting is scheduled for Wednesday, January 19, 2022 at 11 am.

(e) **Policy Committee**

Chair: Sandra Nixon

Vice Chair: Debbie Tablotney

(i) **NOTICE OF MOTION. Policy 401: Recruitment of Personnel** attached.

A meeting was held on December 13, 2021. The next meeting is scheduled for Monday, January 17, 2022 at 11 am.

10. Correspondence

(a) Nil.

11. Board Committee and Representative Reports

(a) Council/Board Liaison Committee

A meeting was held on December 8, 2021.

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 meeting is scheduled for Wednesday, January 26, 2022

Contact Persons regarding agenda items:

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

Secretary Treasurer, Ms. Cindy Wang – 604 668 6012

- Please address any item for an upcoming Agenda to the Chairperson, Board of Education (Richmond) at: 7811 Granville Avenue, Richmond, BC V6Y 3E3.
- Items to include your name and address.
- Items received at the office of the Secretary Treasurer by 9 am 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 2022

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

	Cambie Coordinating	Aboriginal Education Enhancement Agreement Advisory Committee	Child Care Development Advisory Committee	Council/Board Liaison Committee	Richmond Sister City Advisory Committee
Rep(s)	Donna Sargent	Debbie Tablotney	Ken Hamaguchi	Sandra Nixon/ Heather Larson	Ken Hamaguchi
Alternate	Richard Lee	Donna Sargent	Heather Larson	Norman Goldstein	Debbie Tablotney
Senior Leader	Cindy Wang/Christel Brautigam	Jane MacMillan	Frank Geyer	Scott Robinson/Cindy Wang	Jason Higo
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
Rep(s)	Debbie Tablotney	Norman Goldstein	Donna Sargent	Heather Larson
Alternate	Donna Sargent	Heather Larson	Richard Lee	Sandra Nixon
Senior Leader	Laura Buchanan	Scott Robinson	Jane MacMillan	Scott Robinson
Reports To	Board of Education	Board of Education	Education Com.	Education Com.

	SOGI Advisory Committee	Anti-Racism Working Group
Rep(s)	Heather Larson	Ken Hamaguchi
Rep(s)	Sandra Nixon	Debbie Tablotney
Senior Leader	Scott Robinson	Christel Brautigam
Reports To	Education Com.	Board of Education

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.

**MINUTES OF AN ORGANIZATIONAL MEETING
OF THE BOARD OF EDUCATION
SCHOOL DISTRICT NO. 38 (RICHMOND),
7811 GRANVILLE AVENUE, RICHMOND, BC VIA ZOOM
WEDNESDAY, NOVEMBER 24, 2021
AT 7:00 P.M.**

Present: Chairperson
Trustees

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

S. Nixon
D. Tablotney
N. Goldstein
K. Hamaguchi
H. Larson
R. Lee
D. Sargent
S. Robinson
R. Ryan
C. Wang
L. Archer
C. Brautigam
F. Geyer
R. Laing
J. MacMillan
M. Ratcliffe*
J. Coronel
H. Shen

**Present for a portion of the meeting*

The Richmond Board of Education acknowledged and thanked the First Peoples of the hənqəminəm' (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 7:04 pm and the gallery was welcomed to the meeting.

Next, the Superintendent of Schools introduced Luka Cranmer and Autumn Castle, Grade 12 students, who provided a traditional welcome. The District Administrator, Learning Services thanked Luka and Autumn and presented them with traditional blankets.

M. Ratcliffe left the meeting at 7:07pm.

1. Adoption of Agenda

132/2021 MOVED BY H. LARSON AND SECONDED BY R. LEE:

THAT the Board of Education (Richmond) approve the Wednesday, November 24, 2021 Organizational Meeting agenda as circulated.

CARRIED

2. The Year in Review

The Chairperson reported on highlights of the past year.

It is safe to say that this past year has been unlike any other in our school district's history. A year ago, we were into our first full year of providing in-person learning during a worldwide pandemic. Last December saw the board evaluating and opting to extend the Transitional Learning program, along with constantly changing information about the pandemic and its trajectory, and with evolving health orders and guidelines.

At the same time, the Board and the district worked hard to keep the focus on our students' learning and success. After many months of discussion and consultation which began before the pandemic hit, the Board at its meeting last December approved a new 5-year strategic plan, setting clear direction and priorities for the district. And progress on many of our objectives is already well underway.

After the Strategic Plan was approved, in February this year, Trustees engaged in professional learning regarding the district's Indigenous Education programs, in order to be better able to support in particular Goal 3 of our Strategic Priority #1 - Inspired Learners, which directs that Indigenous Peoples' history, perspectives, and learning are embedded within district planning and practices.

Another key goal in the new Strategic Plan is ensuring that our students' voices and perspectives are valued, encouraged, and embedded in the decision making of the district. In February, the Board also met with student leaders from across our high schools in the Jr Board meets Sr Board event, for a good preliminary discussion about how we can better activate student voice in consultation for decision-making about our schools and the work of our district.

The amazing work of our staff, and incredible and innovative learning happening in our schools was then highlighted during our Education Week from Feb 22-26, as the Board took the event to a virtual format for the first time.

Advocacy also continued to be a key priority for the trustees this past year, and in the first two months of 2021, the Board also focused on connecting with stakeholders and engaging with our local MLA's and MP's. Trustees, in partnership with our district stakeholders, have advocated for funding for COVID-related costs and recovery, including issues such as health and safety, remote learning programs and student mental health support.

The Board has also been advocating for continued support and funding for seismic upgrading of our schools, as we still have many seats in our district that still need to be upgraded.

Alongside this advocacy, the Board has also kept its eye on our facilities plan and has been especially keen to explore how the district could take advantage of new provincial funding for childcare to help our families and the city by partnering to build and renovate childcare facilities on school district property. Our Facilities staff have been working hard to incorporate proposals into seismic and other projects and the Board is pleased that we've been able to see projects such as the new Tomsett Childcare facility at Tomsett Elementary being approved and getting into the construction phase.

Of course, as we all know, the pandemic continued to evolve through the Spring of last year and in March, the Board voted to extend the Transitional Learning program through to the end of the school year. In April, the Board engaged in further advocacy by writing to the Minister of Education to request clarification on the Federal Return to Class Fund and Richmond's allocation in that. The Board also worked with our stakeholders on a joint advocacy letter which was sent to the Minister regarding post-pandemic recovery funding.

In May, the Board completed its annual budget process in consultation with our stakeholders. Due to the impacts of COVID, trustees were faced with making some difficult decisions, and we sincerely appreciated the honest and collaborative conversations that took place in our Budget Consultation process and the commitment by all to find our way forward together.

In June, for the second year in a row, grad celebrations and valedictory ceremonies were significantly adapted due to COVID-related public health orders, and trustees were impressed with the creativity of our students, staff and schools in crafting beautiful and meaningful ceremonies to make the students' grad experiences memorable for all the right reasons. Trustees were able to record a message of congratulations to the grads, which was sent to all schools.

In June, the Board also honoured our Secretary Treasurer, Roy Uyeno, as he retired from his position with the district. Roy came to the Richmond School District in February 2018, and leaves a lasting legacy, having worked to empower the Board and its decision making on many financial matters, and in particular, developing our new consultative budget process.

I think it's fair to say that the 2020/21 school year ended with high hopes of a "return to normal" in the fall and the end of the pandemic. Throughout the spring, the district saw many students who had been in the TL program return to in person learning and our teachers and school staff did a wonderful job of welcoming students back and helping them through that transition. However, trustees were advised in the spring that some students and families might still benefit from having enhanced remote learning options, and the Board then proceeded to support the development of a new Distributed Learning program for K-7 and Gr.8/9.

Unfortunately, the pandemic did not wane as we were all hoping it would, and this Fall we have all had to continue to grapple with new waves and new variants of Covid, along with more changes to guidelines and health orders. The Board cannot thank our senior staff, school and district-based staff and parents enough for your patience, resilience, and determination to pull together for the benefit of our students, whose wellbeing as the pandemic lingers on is, I know, the absolute top priority for us all.

Some very good news at the start of September was that the district was able to welcome back over 1500 students who returned to school in person after over 18 months of remote learning. We also welcomed our new Secretary-Treasurer, Cindy Wang, and are excited for the experience and expertise Cindy brings to our senior staff team.

Another critically important piece of work the Board has been moving forward with is with respect to our key Strategic Priority of supporting Equity and Inclusion, and in particular, working to actively address unconscious bias and privilege, systemic discrimination and marginalization in our district.

At the Board's direction, the Diversity and Anti-Racism Working group has been working with consultants to gather information and hear voices from across the district, and the Board is looking forward to the report and recommendations which will be coming from this working group in the new year.

This work has felt even more urgent given some of the tragic incidents we have witnessed in our community and beyond this year, stemming from racism in our society. In particular, the discovery of the unmarked graves of children who attended Canada's Indian residential schools has further heightened our awareness of the legacy of colonialism and racism in our communities.

Our schools, which had already been doing very good work in learning about and living into reconciliation, responded in very compassionate ways to honour the victims and reach out to those who were most affected.

Our work towards reconciliation, our anti-racism work, and our work to be a district where equity, inclusion, and diversity in all its forms is celebrated and respected must and will continue to be a top priority for us.

As will doing our part to save our world, along with COVID and the inequities in our society, the other issue pressing in this past year in unequivocal ways has been climate change.

With the evidence of the severe impacts of climate change already here and around us this year, there is urgency like never before for us all to do what we can to plan for the future and curb global warming. The district Sustainability and Climate Action Plan is another important piece of work that has been in development and is now on the horizon for final approval. This will represent another key piece within the Board's Strategic Plan, and in particular, its goal of being a leader in climate stewardship and sustainability.

I would like to close with a heartfelt thank you to Superintendent Robinson and our senior staff team for your courageous leadership this past year and for your firm support of the Board's work. The Board values our collaborative relationship.

Thank you also to Vice Chair Debbie Tablotney for your leadership and support this year. We have made a good team, and I thank my trustee colleagues for the opportunity to serve as your Board Chair this past year.

Last year, past Chair Hamaguchi mentioned that it had been an "unprecedented" year. On a zoom meeting earlier today, the same term was used to describe this past year, and our current reality here in this province right now.

I want to say that the energy and resilience and commitment of everyone in the district, to getting through all of this together and keeping our focus on the important work, can also be said to be unprecedented, and the Board looks forward to supporting us all in moving forward together, to a bright and hopeful future.

*Thank you,
Sandra Nixon, Board Chair*

3. Appointment of Returning Officer and Scrutineer

At this point, Chairperson Nixon turned the Chair over to the Superintendent of Schools. Chairperson Robinson assumed the Chair and recommended Secretary Treasurer Cindy Wang be appointed Returning Officer and Executive Director, Learning and Business Technologies Rob Laing be appointed Scrutineer.

133/2021 MOVED BY N. GOLDSTEIN AND SECONDED BY D. TABLOTNEY:

THAT Secretary Treasurer Wang be appointed Returning Officer and Executive Director, Learning and 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 Wang 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:	Heather Larson
BCSTA Representative:	Norman Goldstein
BCPSEA Representative:	Debbie Tablotney

4. Election of Officers

(a) Board Chairperson

Returning Officer Wang announced the Election of Officers would begin with the position of Board Chairperson, and that there was one nominee, Trustee Sandra Nixon who has accepted the nomination. At this time, Returning Officer Wang asked if there were any other nominations from the floor. Seeing none, Returning Officer Wang announced that an election by ballot would not be required and was pleased to announce that Trustee Nixon is 2021-2022 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.

(b) Board Vice Chairperson

Chairperson Nixon announced that Trustee Heather Larson had been unanimously nominated for the position of Vice Chairperson. The Chairperson asked Trustee Larson if she accepts the nomination, to which Trustee Larson replied in the affirmative. As there were no other nominations from the floor, an election by ballot would not be required and it was announced that Trustee Larson was declared by acclamation as Vice Chairperson of the Board for 2021-2022.

5. Election - BC School Trustees Association Provincial Council Representative

Chairperson Nixon announced that Trustee Goldstein had been unanimously nominated for the position as BCSTA representative. The Chairperson asked Trustee Goldstein if he accepts the nomination, to which Trustee Goldstein replied in the affirmative. As there were no other nominations from the floor, Trustee Goldstein was declared by acclamation as BCSTA Provincial Council Representative for 2021-2022. Trustee Larson is the alternate.

6. Election - BC Public Schools Employers' Association Representative

Chairperson Nixon announced that Trustee Tablotney had been unanimously nominated for the position as BCPSEA representative. The Chairperson asked Trustee Tablotney if she accepts the nomination, to which Trustee Tablotney replied in the affirmative. As there were no other nominations from the floor, Trustee Tablotney was declared by acclamation as BCPSEA Representative for 2021-2022.

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

8. Committee Appointments

The Chairperson asked trustees to return their requests for specific committees to the Chairperson via email by Monday, November 29th. These appointments will be provided to the December 15, 2021 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 for 2021-22.

10. Adjournment

134/2021 MOVED BY H. LARSON AND SECONDED BY K. HAMAGUCHI:

THAT the Wednesday, November 24, 2021 Organizational meeting of the Board of Education (Richmond) be adjourned at 7:27 pm.

CARRIED

S. NIXON
CHAIRPERSON

C. WANG
SECRETARY-TREASURER

**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 24, 2021
AT 7:00 P.M.**

Present: Chairperson
Trustees

S. Nixon
D. Tablotney
N. Goldstein
K. Hamaguchi
H. Larson
D. Sargent
R. Lee
S. Robinson
R. Ryan
C. Wang
L. Archer
C. Brautigam
F. Geyer
J. MacMillan
R. Laing
J. Coronel
H. Shen

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

The Chairperson called the meeting to order at 7:27 pm.

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

Secretary-Treasurer Wang - A reminder was made for those who joined the meeting to please ensure that video was turned off and microphones muted to eliminate background noise; there will be two question periods as pertain to the agenda, and 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) Announcements

The Board, through the Chairperson, extended their thoughts to colleagues affected by the recent flooding, especially for school districts who are dealing with school damage, school closures and the effect of the flooding on families, students, and staff.

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

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

2. Adoption of Agenda

The Chairperson proposed an amendment to the agenda to add the November 23, 2021 Letter from the Deputy Minister of Education re: FSA as Item 10 (a) under Correspondence.

135/2021 MOVED BY H. LARSON AND SECONDED BY N. GOLDSTEIN:

THAT the Wednesday, November 24, 2021 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 commented on the Letter from the Deputy Minister of Education regarding the Foundation Skills Assessment (FSA). She suggested that the Board seek further clarification from the Ministry in regard to the statement in the letter which included reference to the connection between FSA scores, school completion and future success.

4. Executive

The Superintendent provided a presentation that highlighted various school activities both in and out of the classroom, including Remembrance Day school assemblies, Diwali celebration, "Halloween Candy Give Back" charity program, peace education, and Augmentative and an Alternative Communication Day Party for students.

The Superintendent also congratulated the following school teams: McRoberts Senior Girls volleyball team and Steveston-London Senior Boys volleyball team for winning the Richmond City Championship trophies, McMath Grade 9 Girls and Senior Girls teams for winning silver at the South Fraser Volleyball Commission Championships, and McNair Senior Boys' Soccer Team for winning the Richmond Cup.

5. Approval of Minutes

- (a) Regular meeting of the Board held October 27, 2021

136/2021 MOVED BY D. SARGENT AND SECONDED BY D. TABLOTNEY:

THAT the Board of Education (Richmond) approve the Minutes of Wednesday, October 27, 2021 Regular meeting as circulated.

CARRIED

- (b) A Record of an In-camera meeting of the Board held October 27, 2021 was included for information.

6. Business Arising

- (a) **Annual Five-Year Capital Plan Submission for 2021/2022
Capital Bylaw No. 2021/22-CPSD38-02. BYLAW. 3 READINGS.**

The Secretary Treasurer provided a summary of her report as attached with the agenda package. On October 22, 2021, the Ministry of Education provided an amended response to the Board's 2021/2022 Five Year Capital Plan submission made in June 2021. The Secretary Treasurer then highlighted two (2) additional projects as supported by the Ministry: energy upgrades and supplementary funding for two (2) electric buses.

The Chairperson read the Capital Bylaw:

CAPITAL BYLAW NO. 2021/22-CPSD38-02 CAPITAL PLAN 2021/2022

A BYLAW by the Board of Education of School District No. 38 (Richmond) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to sections 143 (2) and 144 (1) of the School Act.

WHEREAS in accordance with provisions of the School Act the Minister of Education (hereinafter called the "Minister") has approved the Capital Plan of the Board.

NOW THEREFORE the Board agrees to the following:

- (a) authorize the Secretary-Treasurer to execute Project Agreement(s) related to the expenditures contemplated by the Capital Plan;
- (b) upon approval to proceed, commence the Project(s) and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the Project(s); and,
- (d) maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2021/22 Capital Plan as approved by the Minister, to include the supported project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent dated 22 October 2021 is hereby adopted.
2. This Bylaw may be cited as School District No. 38 (Richmond) Capital Bylaw No. 2021/22-CPSD38-02.

The Chairperson then noted there would be 3 readings of the Budget Bylaw and asked for unanimous consensus:

There was unanimous consensus that 3 readings take place.

137/2021 1st READING MOVED BY N. GOLDSTEIN AND SECONDED BY K. HAMAGUCHI:

THAT the Board of Education (Richmond) approve Capital Project Bylaw No. 2021/22-CPSD38-02.

CARRIED

138/2021 2nd READING MOVED BY H. LARSON AND SECONDED BY D. SARGENT:

THAT the Board of Education (Richmond) approve Capital Project Bylaw No. 2021/22-CPSD38-02.

CARRIED

139/2021 3rd AND FINAL READING MOVED BY D. SARGENT AND SECONDED BY D. TABLOTNEY:

THAT the Board of Education (Richmond) approve Capital Project Bylaw No. 2021/22-CPSD38-02.

CARRIED

CAPITAL PROJECT BYLAW No. 2021/22-CPSD38-02 PLAN WAS CARRIED

(b) Long Range Facilities Plan Update

The Executive Director, Facilities Services provided a presentation on the LRFP which includes the following proposed amendments to the LRFP: updated enrolment projections and other data; approvals, decisions, and other changes since June 2019; approved boundary changes and completed projects; new Strategic Recommendations; and amended LRFP Appendices. He also noted that the amendments do not fundamentally change the LRPF strategies and are mostly "housekeeping" in nature. Trustees expressed their appreciation for the Executive Director, Facilities Services and his team for the detailed report.

140/2021 MOVED BY K. HAMAGUCHI AND SECONDED BY H. LARSON:

THAT the Board of Education (Richmond) approve the updated District Long Range Facilities Plan.

CARRIED

7. New Business

- (a) Nil

8. Questions from the Public: Tonight's Agenda

Liz Baverstock, President, Richmond Teachers' Association inquired on the timeline of Phase 2 of the Comprehensive Boundary Review. The Executive Director, Facilities Services clarified that the plan is to take this up at a future Board workshop for further discussion by the Board.

Ms. Baverstock also asked about the District's short term solutions to address climate change in light of the recent flooding in BC. The Executive Director, Facilities Services explained that short term plans to address climate change will be specified in the District Sustainability and Climate Action Plan, which will be submitted for Board approval in a future meeting.

9. (a) Audit Committee

Chair: Donna Sargent

Vice Chair: Norman Goldstein

The next meeting is scheduled for Monday, January 10, 2022.

(b) Education Committee

Chair: Heather Larson

Vice Chair: Donna Sargent

- (i) Minutes of meeting held October 20, 2021 were attached for information.

A meeting was held on November 17, 2021. The next meeting is scheduled for Wednesday, January 19, 2022 at 6 pm.

(c) Facilities and Building Committee

Chair: Ken Hamaguchi

Vice Chair: Norman Goldstein

- (i) Minutes of meeting held October 6, 2021 were attached for information.

A meeting was held on November 3, 2021. The next meeting is scheduled for Wednesday, December 1, 2021 at 4:30 pm.

(d) **Finance and Legal Committee**

Chair: Debbie Tablotney

Vice Chair: Ken Hamaguchi

(i) Minutes of meeting held September 22, 2021 were attached for information.

(ii) Trustee Expenses for 3 months ending September 30, 2021.

141/2021 MOVED BY D. TABLOTNEY AND SECONDED BY H. LARSON:

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, 2021, in the amount of \$870.00.

CARRIED

A meeting was held on November 17, 2021. The next meeting is scheduled for Wednesday, January 19, 2022 at 11 am.

(e) **Policy Committee**

Chair: Sandra Nixon

Vice Chair: Debbie Tablotney

(i) **RECOMMENDATION:** Policy 310/310-R: *Emergency Management*.

142/2021 MOVED BY D. TABLOTNEY AND SECONDED BY N. GOLDSTEIN:

IT IS RECOMMENDED THAT the Board of Education (Richmond) approve Policy 310/310-R: *Emergency Management* to replace Policy 504.9/504.9-R Emergency Situations.

CARRIED

(ii) **RECOMMENDATION:** Policy 204/204-R: *Creation and Revision of Policy and Regulations*.

The Superintendent clarified that the revision to Policy 204/204-R pertains to the removal of the requirement of a Notice of Motion in order for the Board to send a policy out for stakeholder review process. The Chairperson also noted that there is still a Notice of Motion required for policy to come to the Board for approval.

143/2021 MOVED BY D. TABLOTNEY AND SECONDED BY H. LARSON:

IT IS RECOMMENDED THAT the Board of Education (Richmond) approve revised Policy 204/204-R: *Creation and Revision of Policy and Regulations*.

CARRIED

The next meeting is scheduled for Monday, December 13, 2021 at 11 am.

10. Correspondence

- (a) **Letter from the Deputy Minister of Education in response to the Board advocacy letter re: FSA**

144/2021 MOVED BY H. LARSON AND SECONDED BY D. TABLOTNEY:

THAT the Board of Education (Richmond) receive the November 23, 2021 Letter from the Deputy Minister of Education for information of the Board.

CARRIED

11. Board Committee and Representative Reports

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

The next meeting is scheduled for Wednesday, December 8, 2021 at 9:30 am.

12. Adjournment

145/2021 MOVED BY D. TABLOTNEY AND SECONDED BY N. GOLDSTEIN:

THAT the Regular meeting of Wednesday, November 24, 2021 of the Board of Education (Richmond) be adjourned at 8:39 pm.

CARRIED

S. NIXON,
CHAIRPERSON

C. WANG,
SECRETARY TREASURER

DATE: December 15, 2021
FROM: C. Wang, Secretary Treasurer
SUBJECT: Record of an In-Camera Board Meeting held November 24, 2021

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 24, 2021.

- | | | |
|-----|-----------------------------------|---|
| (a) | Briefs and Presentations: | Nil. |
| (b) | Business Arising out of Minutes: | Administrative and personnel items were discussed. |
| (c) | New Business: | An administrative item was discussed. |
| (d) | Executive: | Administrative items were discussed. |
| (e) | Standing Committee Reports: | Administrative items were discussed. |
| (f) | Board Committee and Rep. Reports: | Nil. |
| (g) | Correspondence: | Nil. |
| (h) | Record of Disclosure: | Two Trustees declared a conflict of interest with an agenda item and left the meeting for the discussion. |

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 10, 2021
FROM: Scott Robinson, Superintendent of Schools
SUBJECT: Distribution Learning Program – Update

RECOMMENDATION

IT IS RECOMMENDED THAT The Richmond Board of Education approve a continuing Distributed Learning (DL) Program for students in Kindergarten through grade nine to commence following the 2021-2022 pilot program.

INTRODUCTION

The purpose of this report is to provide an update to the Board and recommend that the Board approve a continuing K-9 DL Program following the end of the temporary pilot program offered during the 2021-2022 school year.

STRATEGIC PLAN REFERENCE

Strategic Priority One- Goal One, Objective 3: *Design and offer a variety of learning options to meet the evolving and diverse needs of learners.*

BACKGROUND

At the April 23, 2021 Public meeting, the Board approved the following staff recommendations:

THAT The Richmond Board of Education approve the implementation of a one year Distributed Learning Program for students in Kindergarten through grade nine for the 2021/2022 school year; and

THAT The Richmond Board of Education direct staff to conduct a review of the Distributed Learning program and report back to the Board in the spring of 2022 in order for the Board to determine whether or not the program should continue past the 2021/2022 school year.

As a result of this board direction, staff implemented a DL Program for students in Kindergarten through grade nine for the current school year. This was in addition to the existing ongoing Grade 10-12 DL program.

Timing of Program Review:

The recommendation discussed above indicated that a review would occur and staff would report back to the Board in the spring of 2022. Upon further reflection, staff have determined that it would be beneficial to complete the review and report back to the Board by December 2021 in order for families currently in the program to know whether or not the program will continue prior to the upcoming registration process starting in early January.

Families who chose to enrol in the K-9 DL program were required to de-register from their existing school placement. Should the Board decide *not* to offer a K-9 DL program next year, families will need to re-register either in a school within the District or perhaps a DL program outside of the District. In order to offer these families the best possible chance of returning to their former school placement, it is necessary to provide them with as much information as early as possible in order for them to engage in the registration process which begins January 1st.

CURRENT (2021-2022) PROGRAM

Program Enrolment:

At the end of the 2020-2021 school year there were approximately 1500 students enrolled in the Transitional Learning program. It was anticipated that a large number of those parents would potentially choose to enrol their child in the DL program, however in the end, the great majority of those students returned to their in-person school placements. In the end, 93 students were registered in the K-9 DL program.

Program enrolment by grade:

Grade Level:	Enrolment:
K/Grade 1	23
Grade 2/3/4	25
Grade 5/6/7	32
Grade 8/9	13
Total:	93

Current Staffing Allocation:

The staffing allocation for the current K-9 program is as follows:

Staff:	
Enrolling Teaching	3.0 FTE
Learning Support (teaching)	1.0 FTE
Counselling Support	.2857 FTE
Clerical Time (CUPE)	0.5 FTE

No additional administration time was assigned to the K-9 program, which is located at Palmer Secondary. Palmer currently receives administration time for the existing grade 10-12 DL program.

PROPOSED FUTURE PROGRAM:

Rationale for a Continuing K-9 DL Program:

Parents chose to enrol their children in the current K-9 DL program for a variety of reasons. Some were not yet comfortable having their child attend school in-person due to concerns associated with the COVID-19 pandemic, while others chose the program because it met their child's unique learning needs or individual family circumstances. Although it is expected that fewer families may be impacted by the pandemic in the future, some families may still see DL as a preferable option for their children. Strategic Priority One- Goal One, Objective 3 states that the District will *design and offer a variety of learning options to meet the evolving and diverse needs of learners*. Offering a DL option would support that objective.

Staffing Implications:

Should the Board approve an ongoing program, it is anticipated that staffing requirements would remain similar to the current school year's allocation as indicated above. Staffing would continue to be based on enrolment so it is possible that an adjustment could occur.

Financial Implications:

It is somewhat challenging to identify the exact financial implications to offering a continuing distributed learning program, as revenue and expenses will be dependent on the number of students who choose to enroll in the DL programs. Districts receive 80% of the per pupil funding received for full time in-person learning for students enrolled in DL programs. It is anticipated that the majority of staffing costs associated with the DL program would be covered from within existing various staffing envelopes.

Learning support and counselling FTE have been funded through the Classroom Enhancement Fund (CEF) and the remaining staffing is currently allocated from the operating budget on a one-time basis. Should the program continue, it is anticipated this staffing model would continue, however staffing would become continuing rather than one-time.

Areas Requiring Attention with Current Program:

The great majority of students have been successful so far in the current program, however two areas requiring attention have been identified:

1. ELL Learners:

There are a relatively high number of ELL learners currently registered in the program. English language acquisition relies heavily on immersive language-based interactions which would typically occur in a face-to face classroom environment and which are more difficult to provide in an online environment. Teachers have noted challenges with the current model. Staff are currently examining adjustments which could be considered such as moving to a hybrid model involving combined virtual and face-to-face components and/or increasing ELL teacher support time.

2. Engagement of Parents/Caregivers:

Student success in a virtual program is dependent on the active involvement of parents and other caregivers in the home. This was communicated to all families enrolled in the current program prior to the program beginning, however some families have found this component of the program challenging for a variety of reasons. Consideration is being given to how to best address this area of challenge.

Other Considerations Regarding the Continuation of a Distributed Learning Program:

Programs of Choice:

Offering programs of choice (French Immersion and Montessori) through a DL model provides significant challenges. French Immersion relies heavily on immersive language-based interactions which are much more difficult to provide in an online environment. Montessori relies heavily on a materials-based, hands-on approach which is also very difficult to provide online. In addition, the district already experiences challenges with staffing both of these programs and to divert staffing to a DL school would further exacerbate that problem. For these reasons it is recommended that the district continue to *not* offer DL programs for French Immersion or Montessori.

Student with Disabilities/Diverse Abilities:

If a parent was interested in registering their child in DL, the district would continue to work with families on a case by case basis to determine whether the program would meet the child's needs effectively. Supplementary support such as Educational Assistants and resource support would continue to be made available as appropriate.

DL Program Registration:

Students who apply to transfer and are accepted into this program will continue to become full-time students of the DL school and will no longer be enrolled in their neighbourhood school.

CONCLUSION

Students and families have unique needs and benefit from access to a variety of programs which meet those needs. Offering a continuing Distributed Learning program will continue to meet the diverse needs of the Richmond School District community.

Respectfully submitted,

Scott Robinson
Superintendent of Schools

Report to the Board of Education (Richmond) PUBLIC

DATE: December 15, 2021
FROM: Cindy Wang, Secretary Treasurer
SUBJECT: Budget 2022/2023 Process and Timeline

RECOMMENDATION

THAT the Board of Education (Board) approve the 2022/2023 Budget process and timeline as presented; and **FURTHER THAT** the Board direct staff to post the budget process and timeline on the District's website.

BACKGROUND

The 2022/2023 budget process is proposed to follow the same budget process and timeline as used in the past year. The budget process will provide the opportunity for stakeholders to provide input and feedback into the budget development process from January to April 2022.

DISCUSSION

The 2022/2023 budget process will include the following components:

- Planning of 2022/2023 Budget and Approval of 2021/2022 Amended Budget:
 - Incorporate current year actual September enrolment for revenue and cost factors in the operating budget
 - Ministry of Education recalculation of the 2021/2022 operating grant funding
 - Update three-year enrolment projections
 - Plan for the three-year budget development work
 - Approval of the 2021/2022 Amended Annual Budget on February 23, 2022
- Budget Consultation and Development for 2022/2023 Annual Budget – January to April 2022:
 - Budget Advisory Working Group meetings
 - Public consultation process on budget
 - Provincial Government Budget announcement by the end of February 2022
 - Ministry of Education 2022/2023 operating grant announcement in March 2022
 - Development of the 2022/2023 Three-year Base Budgets
 - Development of potential 2022/2023 proposed budget adjustments
- Board Consideration of Stakeholder and Public Input and Budget Deliberations – May 2022:
 - Consolidation of internal and external stakeholder input and feedback on budget
 - Board deliberation and consideration of potential budget options to balance the 2022/2023 Annual Budget
 - Budget workshops for Trustees

- Board Approval and Submission:
 - Board approval of 2022/2023 Annual Budget on May 25, 2022 to meet the staffing timelines
 - 2022/2023 Annual Budget submission to the Ministry by June 30, 2022

CONCLUSION

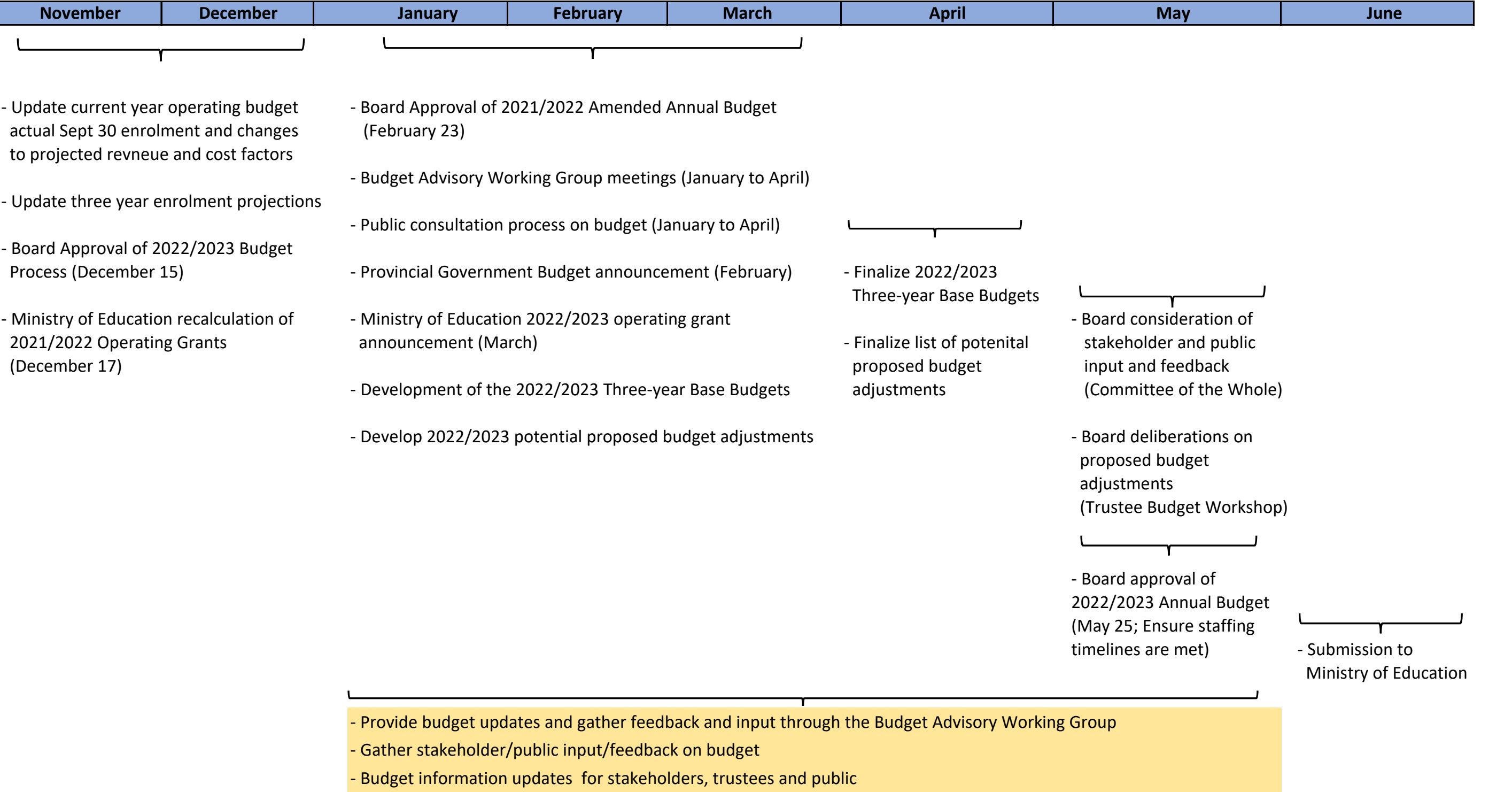
The District's annual budget serves as an operational plan in financial terms for carrying out the district's goals and strategic priorities for the upcoming fiscal year. The budget process is a streamlined and effective process to engage staff, stakeholders and the public in a transparent and inclusive manner to seek and receive input and feedback on the 2022/2023 Budget.

For the 2022/2023 Budget process, it is recommended that the budget process and timeline be approved as presented.

Respectfully submitted,

Cindy Wang,
Secretary Treasurer

School District No. 38 Richmond
 Draft 2022/2023 Budget Process Timelines



Report to the Board of Education (Richmond) PUBLIC

DATE: 15 December 2021

FROM: Jonathan Ho, Manager, Energy and Sustainability

SUBJECT: District Sustainability and Climate Action Plan

RECOMMENDATION

That the Board of Education of School District No. 38 (Richmond) approves the District Sustainability and Climate Action Plan (DSCAP).

BACKGROUND

In December 2020, the Board approved the District Strategic Plan. Under Strategic Priority 3, Goal 3, “The district fosters energy efficient and environmentally sustainable facilities and practices”, the following objectives were listed:

- i. Develop and implement a five-year Sustainability and Climate Action Plan
- ii. Improve the energy efficiency, climate resiliency and sustainability of all facilities through capital improvements.
- iii. Implement sustainable practices and programs to improve waste diversion rates, reduce waste generation, reduce greenhouse gas emissions, conserve water and promote climate action.
- iv. Increase sustainability education, awareness training and learning opportunities for staff and students.

The DSCAP is our response to Strategic Priority 3, Goal 3, and associated objectives. Although the duration of the DSCAP is officially five years, sustainability and climate action planning must occur over the long-term. The DSCAP is based on climate change projections for Richmond, BC derived from the latest information from the United Nations International Panel on Climate Change, released in the Summer of 2021, and extend through year 2050.

DISCUSSION

The DSCAP builds on the significant commitment that the Richmond School District has undertaken on environmental sustainability, starting with the Eco Wise program in 2004. The goals and targets for the DSCAP are based on intermediate targets imposed by the provincial government through the District’s Energy Manager agreement with BC Hydro, Clean BC, and the *Climate Change Accountability Act*.

A copy of the presentation summarizing the DSCAP and providing a high-level overview of key Plan updates is attached. The complete DSCAP and Climate Change Projections Summary on which the DSCAP is based can be found here:

- District Sustainability and Climate Action Plan (complete document) - [\[link\]](#)
- Climate Change Projections Summary – [\[link\]](#)

*Jonathan Ho, M.Eng., MBA, P.Eng., CEM, CBCP, PMP
Manager, Energy and Sustainability*

Report to the Board of Education (PUBLIC)

DATE: December 15, 2021
FROM: Lynn Archer, Christel Brautigam, Jane MacMillan, Rick Ryan
SUBJECT: Strategic Plan- Quarterly Update Strategic Priority 1 and 2

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

INTRODUCTION:

The purpose of this report is to provide an update on progress made towards Strategic Priority 1 and 2.

BACKGROUND:

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

STRATEGIC PRIORITY 1 and 2 UPDATE:

STRATEGIC PLAN- AREAS OF FOCUS 2021-2022

STRATEGIC PRIORITY ONE – *INSPIRED LEARNERS*

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

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

- ☐ **Provide professional learning opportunities.** Several series have been developed to support learners' abilities to reflect and set goals using the curricular and core competencies, such as Engaging Students in Core Competency Reflection.
- ☐ **Provide innovation inquiry grants.** There are two innovation inquiry grant areas focusing on assessment practices involving a total of 48 elementary and secondary school teams. Deepening assessment practices is multifaceted. This year there is a focus on understanding and teaching students how to reflect and set goals.
- ☐ **School Story Group meetings.** The Framework for Enhancing Student Learning (FESL) plan involves providing facilitated school story group sessions for principals and vice principals. The sessions include new learning related to the spiral of inquiry, ways to develop a school focus and ways to support collaboration. Group members share ideas and provide support for each other. There are additional sessions to support the on-line posting of clearly articulated information about the school story's focus, actions, and evidence. School Story groups meet four times per year and PVP meetings include standing items related to school story work.

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

- ☐ **Provide professional learning opportunities.** A significant number of professional learning opportunities have been offered this year and are highlighted monthly in the Learning Services Pro-D newsletter. Curriculum focused sessions have included opportunities in the areas of designing for learning, subject specific strategies, and formative assessment practices.
- ☐ **Review and align learning services structures.** Data collection is underway to aggregate information based on participation rates at sessions, requests for professional learning, and suggestions for potential learning to support individual educators, school teams, and schoolwide focus areas.
- ☐ **Align communication practices.** Enhancement of district-wide communication processes include the Pro-D newsletter, highlighting and sharing consultant team roles and areas of support, as well as school-specific communication with both administrators and teachers.

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

- ☐ **Develop plan for re-growth of Richmond International Education (RIE).** RIE continues to nurture existing relationships and establish new connections with study abroad organizations, embassies, associations, schools, and families to market short-term and long-term opportunities. RIE works closely with provincial and federal ministries to comply with all regulations. There are encouraging signs of slow and steady re-growth.
- ☐ **Conduct review of program options and adjust offerings based on results of review.** Initial steps of finding an external consultant are underway.

<input type="checkbox"/> Develop strategic plan for Richmond Continuing Education (CE). CE is in the process of gathering data from CE stakeholders in the form of surveys and focus groups to inform the setting of strategic priorities and goals for the department that will focus on continuous improvement, post pandemic recovery, sustainability and development of program options.
Objective Four: Strengthen learning by fully embedding formative assessment practices that involve both students and adults <ul style="list-style-type: none"> <input type="checkbox"/> Provide professional learning opportunities. A series of sessions at both the elementary and secondary levels on formative assessment and understanding proficiency scales have been facilitated by both Katie White, assessment expert, and the district teacher consultant team. <input type="checkbox"/> Provide innovation inquiry grants. There are two innovation inquiry grant areas focusing on assessment practices comprising a total of 48 school teams at both the elementary and secondary levels. The inquiry focus is based on deepening understanding and the effective use of formative assessment practices to support student learning. <input type="checkbox"/> Support transition of current assessment and reporting practices. Ongoing professional learning opportunities are designed to support quality assessment practices (see previous actions). Information and support are provided regarding current and proposed reporting changes such as student core competency reflections and goal setting. Teacher consultants regularly provide virtual and in-person professional learning opportunities in these areas to support teacher understanding.
Objective Five: Create more opportunities for learner involvement in activities that raise awareness of, and increase engagement in, global citizenry and environmental stewardship <ul style="list-style-type: none"> <input type="checkbox"/> Increase student volunteer opportunities. District staff are liaising with the City of Richmond and community centres to seek volunteer opportunities in addition to the Green Ambassadors program. <input type="checkbox"/> Provide professional learning opportunities through Challenged Based Learning. 19 classrooms throughout the district are participating this year in learning challenges that impact their local community, with the shared goal of making their community a better place. Some examples include campaigning for road safety, cleaning up a waterway, and the impact of invasive plant species. <input type="checkbox"/> Provide access to energy consumption dashboards. Energy consumption dashboards are now available to schools, and they have received instructions on how to access and use the data. Data may be used by classes or Eco Clubs to monitor energy use and monitor how changing behaviour (such as turning out more lights) impacts energy utilization. <input type="checkbox"/> Offer sustainability grants. 22 schools (8 secondary 14 elementary) received Eco-Wise grants ranging from \$430 to \$1,000. Projects range from Lights Out awareness and BuRR Days to Green Gardens and Outdoor Learning Spaces.
Objective Six: Provide tools, technologies, and practices to increase learner engagement and agency <ul style="list-style-type: none"> <input type="checkbox"/> Provide professional learning opportunities. Sessions have included Getting Started with iPads, screencasting, e-portfolios, iMovie, accessibility tools, and programs specifically for students with diverse abilities and disabilities, such as Boardmaker and Clicker.
Objective Seven: Support and increase the use of inquiry-based activities and processes to enhance and personalize learning <ul style="list-style-type: none"> <input type="checkbox"/> Provide professional learning opportunities. The innovation inquiry grant launch included learning about the Spiral of Inquiry process, as all grant applications are based on it. The spiral of inquiry process is also part of PVP learning related to their school stories. Challenge Based Learning, Primary Literacy Project, mentoring, Core Competency Inquiry Project, and Innovation Inquiry

Grant sessions all include information about the spiral of inquiry process. A common slide deck has been developed for use by teacher consultants.

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

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

- ☐ ***Provide professional learning opportunities.*** Professional learning series have been developed with foci on core competencies entitled Core Competencies in Everyday Practice and Building Student Agency in Documenting Core Competency Reflection.
- ☐ ***Institute inclusion of core competencies in sessions offered by Learning Services staff.*** A common slide deck has been developed for consultant use.
- ☐ ***Adjust innovation inquiry grant proposals to include an element of core competencies.*** Integration of the Core Competencies has been embedded into the innovation inquiry grant application forms.

Objective Two: *Provide a wider range of mental and physical health programs and supports for student and staff well-being, including ongoing supports and partnerships outside the district*

- ☐ ***Provide professional learning opportunities.*** A series has been developed for implementation this year including Schoolwide EASE (Everyday Anxiety Strategies for Educators), Compassionate Learning Communities, Living Social Emotional Learning (SEL) in the Classroom, and Navigating Relationships.
- ☐ ***Develop structure for Richmond Integrated Child and Youth Teams (ICY).*** The Learning Services Department - Student Services administrators meet bi-weekly with stakeholder teams in planning and development regarding the structure, implementation and staffing for ICY.
- ☐ ***Offer Sexual Exploitation Awareness programs.*** Taking Care of Others and Ourselves is scheduled for elementary upper intermediate classrooms and will be offered to all secondary schools in either an in-person or virtual format. A dedicated presentation is being created for all students in alternate programs.
- ☐ ***Offer City of Richmond cycling program to elementary schools.*** Twelve schools participated in Spring 2021. Six are participating this year, with the remaining schools offered participation for the 2022/23 school year.
- ☐ ***Promote community events in collaboration with City of Richmond.*** District staff are liaising with City of Richmond to share opportunities that may be of interest to families in the school community, as well as within schools, such as extracurricular opportunities and health promotion presentations.

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

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

- ☐ ***Identify relevant TRC Calls to Action.*** A Truth and Reconciliation Commission kit has been distributed to all schools (September 2021) along with a poster of the calls to action in education.
- ☐ ***Determine availability of resources on Aboriginal peoples and the history of residential schools.*** Resources were developed and shared in September in preparation for Truth and Reconciliation Day. Ongoing diversity audits highlight areas for school library

<p>collection development, and resources will continue to be shared through professional learning sessions focused on Indigenous Education, as well as through the District Resource Centre.</p> <p><input type="checkbox"/> Implement recommendations from Equity in Action scan when available. The Equity in Action scan is ongoing, and a report is expected towards the end of this school year.</p>
<p>Objective Two: Deepen understanding and embed the First People's Principles of Learning (FPPL)</p> <p><input type="checkbox"/> Provide professional learning opportunities. Professional day sessions with secondary and elementary schools have been offered to deepen understanding of how teachers can use the FPPL when planning student learning. There have also been professional learning sessions with mentoring teams to learn more about available First Nations Education Steering Committee (FNESC) resources.</p> <p><input type="checkbox"/> Promote understanding of First Peoples Principles amongst students. Teacher consultants are providing professional learning opportunities for schools which will support teachers' embedding the FPPL in lessons with students. Feedback will be gathered from students.</p>
<p>Objective Three: Increase access to authentic learning opportunities and resources to enhance understanding of Indigenous Peoples' culture and history</p> <p><input type="checkbox"/> Develop and promote available resources. The Library Services coordinator and teacher consultant for Indigenous learning are developing documents to share resources information, build capacity, and provide guidance in the selection of Indigenous resources. Resources were shared in September as part of preparation for the National Day for Truth and Reconciliation, and last year as part of Indigenous History Month.</p> <p><input type="checkbox"/> Provide professional learning opportunities. Professional learning sessions are being offered with a focus on FNESC resources. Many schools participated in the professional day sessions on How Raven Stole Sun and learning with Dr. Dustin Louie.</p> <p><input type="checkbox"/> Review and determine need for the development of a dedicated Indigenous teaching gathering space. Two gathering spaces, one at Cambie and one at Grauer, have been identified. Both have undergone enhancements to the spaces including painting and furnishings and are being used regularly by the Indigenous Success Team.</p>
<p>Goal Four- The district builds literacy, numeracy, and digital literacy through innovation and a commonly held vision</p> <p>Objective One: Develop and implement a K-12 literacy vision and framework</p> <p><input type="checkbox"/> Begin to develop framework. A draft framework is under development and a stakeholder feedback process will begin in January.</p> <p><input type="checkbox"/> Develop and provide an early learning literacy resource. The Early Literacy Working Group met over the course of the 2019/2020 and 2020/21 school years. Information collected is now being refined. A literacy YouTube channel was launched this fall, with videos on literacy learning being added regularly.</p> <p><input type="checkbox"/> Provide professional learning opportunities. 36 classrooms across 8 schools are participating in the Primary Literacy project this year. Additional opportunities are ongoing, including Changing Results for Young Children, Leveled Literacy Intervention (LLI), and Reading Conferences.</p>

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

- ☐ **Begin to develop framework.** A draft framework currently under development. A working group will be established for review and further refinement in Spring 2022.
- ☐ **Develop and provide an early learning numeracy resource.** Teacher consultants have begun this work, with an official start in January 2022, and involvement of a working group in the Spring.
- ☐ **Provide professional learning opportunities.** Sessions provided this fall and into winter include Formative Assessment in Math 6-12, Math for All and Math for Action.

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

- ☐ **Provide professional learning opportunities.** Multiple sessions have been developed and offered so far this year, including Finding Media Balance, accessibility features for laptops and iPad, and Reimagining Planning.
- ☐ **Provide support for students' digital literacy development through Learning Services.** October 22 was the district's "Day of Tech" with multiple sessions offered. Ongoing professional learning opportunities, such as establishing and using e-portfolios, were made available for all elementary teachers, and interested secondary teachers to support students' engagement with e-portfolios.
- ☐ **Provide access to SET BC and district technology support and tools.** District Technology and SET BC applications for student technology have been processed and distributed to schools. Accessibility Resource Centre (ARC) BC, which offers digital options to teachers for resources for students with diverse and disabilities, currently has 137 users across the district.

STRATEGIC PRIORITY TWO – EQUITY AND INCLUSION

Goal One- Devote focused attention and specialized support to address the individual needs of learners with disabilities and diverse abilities

Objective One: Support all learners to develop a sense of connection, belonging and positive personal and cultural identity

- ☐ **Provide professional learning opportunities.** Two district wide opportunities such as teacher and PVP book clubs and a learning series have been provided. Several RLT learning sessions were offered including Six Stances of a Listening Leader and Leading for Equity.
- ☐ **Conduct student focus groups.** The opportunity for students to participate in focus groups was shared with secondary school PVPs. Development of questions related to students' understandings of connections, belonging, personal and cultural identity, and supporting moving forward is underway.
- ☐ **Review imagery in district to ensure representation and showcase staff and student success from various backgrounds, abilities and identities.** The district has hired a photographer to collect more diverse images of students/staff. Schools have been asked to photograph diversity in action and share as appropriate. The district is exploring a partnership with Unlearn regarding Equity Murals and Unlearn workshops; the first Unlearn workshop took place on Dec. 2.

Objective Two: *Provide equitable and inclusive learning opportunities for all learners*

- ☐ **Review district inclusive education and alternate programs and create and implement an action plan based on reviews.** A program review of the Aspen program began in Fall 2021. A review of alternate programs, including Combined Studies, Integrated Academics, and Station Stretch, will commence in January 2021.
- ☐ **Create and implement centralized student referral process for placement in alternate programs.** This has been deferred to be developed based on recommendations from the alternate program review process and is anticipated to be in place by the end of the school year.
- ☐ **Refine communication processes relating to district inclusive learning.** Elementary and Secondary Administrator Networking groups have been established and meet monthly. A new network of secondary Learning Resource education facilitators has been established this fall. Learning Services' Inclusive Learning teams will meet in December to discuss current practices and next steps for inclusive learning support.
- ☐ **Provide professional learning opportunities.** Sessions specific to Learning Resource and ELL teachers have been offered each month. 180 staff attended the November 22nd professional learning opportunity on supporting students with communication challenges using the Social Communication, Emotional Regulation, Transactional Supports (SCERTS) framework.

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

- ☐ **Review approach to learning supports.** A review is underway of process documents used for developing supports.
- ☐ **Review current resources and practices.** The Inclusive Learning Teams will meet in December to discuss and develop the next steps in refining and enhancing our current approach to learning supports. Work will begin later this year to begin development of resources and practices related to inclusive learning within the literacy and numeracy framework.
- ☐ **Provide professional learning opportunities.** Professional learning sessions in October for learning resource teachers focused on developing effective Individual Education Plans and associated implementation to support the individual needs of learners with disabilities and diverse abilities. Additional sessions, such as Reimagining the Purpose and Process of Planning are ongoing.

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

- ☐ **Refine communication practices.** District staff meet monthly with representatives from the Ministry of Children and Families to share relevant information and align support opportunities between services.
- ☐ **Develop reporting practices.** School based administrators complete monthly reports to focus attention on supporting Children and Youth in Care in each school, to ensure ongoing communication between schools and district staff, and to provide responsive support in a timely way.
- ☐ **Provide professional learning opportunities.** Sessions were held in October to provide training for administrators on monthly reporting structures and processes to ensure information collected allows for responsive support as required.

- ☐ **Assign adult mentors.** Adult mentors are in place at schools as a supportive relationship with Children and Youth in Care to support the development of social-emotional skills and to reinforce and ensure a protective connection with at least one adult in the school.
- ☐ **Develop attendance monitoring and follow-up processes.** Absences greater than one day are followed up by the school and are reported to the District Administrator as part of the monthly report. Problematic attendance patterns are discussed monthly with the Ministry of Children and Family Development (MCFD) or the Delegated Aboriginal Agency (DAA) as appropriate.

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

- ☐ **Identify professional learning needs.** Information from surveys from teachers and pro-d chairs in the spring, as well as feedback from ELL and learning resource teachers, were used to develop professional learning sessions regarding identified support requests and focus areas for the 2021/22 school year.
- ☐ **Provide professional learning opportunities.** ELL and learning resource teachers participated in a September conference day focused on supporting inclusive practice in schools. Additional professional learning opportunities are ongoing, such as IEP development sessions offered in October, and a full day on supporting students with communication needs as part of the November 22nd Pro-D Day.
- ☐ **Provide support for school-based teams.** The Inclusive Learning Team, as well as other Learning Services staff working on inclusive learning support, provide onsite support for school-based teams, in addition to professional learning opportunities across schools.
- ☐ **Build capacity and alignment in practices.** Inclusive Learning networks for elementary and secondary administrators held their first session in November 2021 and will have ongoing opportunities to meet throughout the year around specific topics related to inclusive learning.

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

- ☐ **Provide increased access to relevant technology.** District Technology to support students with diverse abilities and disabilities is being provided through this year's allocations from dedicated district funds and through SET BC.
- ☐ **Provide professional learning activities and support for students.** Sessions are underway on using accessibility features such as Immersive Reader and supporting students with technology.
- ☐ **Create lease options for school-funded technology.** Schools were provided with information on the pros and cons of leasing technology versus purchasing technology and an outline of the new school-funded leasing option. A list of technology hardware options was provided to each school along with associated costs, and interested schools submitted their orders by November 1st. Seven schools and two district programs chose to order technology equipment as part of this lease, and the equipment should be in use in early January 2022. This school-funded technology lease option will be available on an annual basis during the fall of each school year.
- ☐ **Review technology allocation process.** The Technology Team has compiled a list of all district technology inventory and is currently in the process of analyzing how this technology is distributed throughout the district. This data will provide valuable information on

the ratio of number of students to number of technology devices across all schools, and this will help to inform future efforts to enhance equity of access to technology hardware.

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

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

- ☐ **Conduct internal and external anti-racism audit.** The audit was completed November 2021.
- ☐ **Develop workplan to address findings of review (subject to Board approval).** The diversity and antiracism working group is reviewing and prioritizing the findings and recommendations. The report will be presented to the Board, March 2022.
- ☐ **Further develop strategic action plan based on recommendations from SOGI Advisory Committee.** Four subcommittees of the SOGI Advisory are focused on updating washroom signage, supporting Rainbow and Sunrise Cafes in schools, surveys to raise visibility, supporting Innovation Inquiry Grants, and a framework for quarterly newsletters.
- ☐ **Develop workplan based on findings of Equity Scan.** An Equity Scan update for Secondary P and Elementary PVP groups was provided this fall. A survey for school-based staff on Indigenous Education and Indigenous learners is underway. There will be follow-up focus groups conducted in early 2022 for school-based staff and the Indigenous Education team to gather additional input. A community engagement process will commence in the winter of 2022, including data collection from Indigenous families.

Objective Two and Objective Three: *Enhance awareness and understanding of unconscious bias and privilege and how they influence interactions throughout our learning community and Objective Three: Support students and staff to develop a deeper understanding of the history and impacts of systemic discrimination*

The content of the learning opportunities, recommendations, and student focus groups/leadership opportunities spans across both Objectives 2 and 3 as the learning of history and impacts is intertwined with developing understanding of unconscious bias and privilege.

- ☐ **Provide professional learning opportunities and resources.** Learning opportunities include two district professional learning series and a book club, school specific lunch and learns, three Richmond Leadership Team (RLT) meetings this year (Truth and Reconciliation, Leading for Equity, Anti-Asian Racism), and six additional RLT learning opportunities including how to talk about race and racism. The district is exploring the potential for a partnership with UBC for a MEd cohort for teachers with a focus on diversity, equity, and inclusion (DEI).
- ☐ **Create student focus and leadership groups.** Planning is underway to collect student voice to determine an understanding of "students' sense of connection, belonging, and personal and cultural identity and what might be done to enhance and support the development of these feelings" (January launch). A student workshop focused on diversity took place at a few secondary schools.
- ☐ **Act on recommendations from anti-racism audit and equity scan.** The Diversity and Antiracism Working Group is reviewing the recommendation from the DEI audit and will be providing a report to the Board in March. The Equity Scan is ongoing, and a final report is anticipated towards the end of the school year.

Objective Four: *Ensure students and staff have access to current and relevant learning resources that reflect the diversity of, and the challenges faced by our community and the world*

- ☐ ***Distribute and promote resources to schools.*** Antiracism book bundles have been distributed to all schools to support a diverse collection of materials related to antiracism. The monthly newsletter from the District Resource Centre highlights vetted resources and processes for resource selection through an equity lens.
- ☐ ***Conduct diversity audits of library collections.*** Diversity audits reviewing the resource collections in secondary library learning commons have been completed; elementary diversity audits are underway in eight elementary schools this year.
- ☐ ***Act on recommendations from antiracism audit and equity scan.*** The Diversity and Antiracism Working Group is reviewing the recommendations from the DEI audit and will provide a report to the Board in March. The Equity Scan is ongoing, and a final report is anticipated towards the end of the school year.
- ☐ ***Provide professional learning opportunities.*** The September conference for Teacher-Librarians focused on diversity, equity, and inclusion, as well as implementation of the District's Learning Resource policy. Additional sessions are planned for this year highlighting authentic resources from organizations such as FNEC, as well as resource selection processes.

School District No. 38 (Richmond)
7811 Granville Avenue, Richmond, BC V6Y 3E3

FACILITIES AND BUILDING COMMITTEE MEETING MINUTES

Minutes of a **PUBLIC** meeting of the Facilities and Building Committee held via Zoom Meeting, on Wednesday, November 3, 2021 at 4:30 p.m.

Present:

Ken Hamaguchi, Committee Chairperson
Norman Goldstein, Committee Vice-Chairperson
Heather Larson, Trustee Member
Rick Ryan, Deputy Superintendent
Cindy Wang, Secretary Treasurer
Frank Geyer, Executive Director, Facilities Services
Jonathan Ho, Manager, Energy and Sustainability
Liz Baverstock, President, Richmond Teachers' Association
Steve Wenglowksi, 2nd Vice President, Richmond Teachers' Association
Tanya Major, President, Richmond Association of School Administrators
Joel Canlas, Richmond Management and Professional Staff
Ian Hillman, President, Canadian Union of Public Employees 716
Andrew Scallion, President, Richmond District Parents Association
Hugo Madeira, Vice President, Richmond District Parents Association
Dionne McFie, Past President, Richmond District Parents Association

Regrets:

Joyce Coronel, Executive Assistant

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

1. APPROVAL OF AGENDA

The agenda was approved as circulated.

2. APPROVAL OF MINUTES

Minutes from the October 6, 2021 meeting was approved as circulated.

3. FACILITIES PLANNING UPDATE [standing item]

The Executive Director, Facilities Services spoke to his report as included in the agenda package, with the following highlights:

Long Range Facilities Plan (LRFP)

The Planning Team has completed a review of the LRFP and finalizing work on the updated LRFP for Board adoption at its public meeting on November 24, 2021.

Childcare BC New Spaces Fund:

The Planning Team is completing work on capital funding applications for new stand-alone childcare facilities at Maple Lane and Manoah Steves Elementary schools under the next

phase of the Childcare BC New Spaces Fund. Applications are due to the Ministry of Children and Family Development on November 16, 2021.

4. RICHMOND PROJECT TEAM UPDATE [standing item]

The Executive Director, Facilities Services spoke to his report as included in the agenda package, with the following highlights:

- Substantial completion of Maple Lane Elementary Seismic Upgrade
- Tenders closed for James Whiteside and William Bridge Elementary Seismic Upgrades
- Ministry approval to proceed to design phase received for Archibald Blair and Howard Debeck Elementary Building Envelope Upgrades
- Contract awarded for LED Lighting Upgrade at Steveston-London Secondary

5. DISTRICT SUSTAINABILITY & CLIMATE ACTION PLAN (DSCAP)

The Manager, Energy and Sustainability spoke to his report as included in the agenda package. He explained that the DSCAP is based on climate projections through 2050, with an end goal to be Net Zero in Greenhouse Gas (GHG) emissions by 2050.

He provided progress updates on the following:

Energy Conservation

Overall trend for energy consumption in the District is downward. The District has already achieved its 2026 electricity reduction target through a mix of lighting upgrades, building automatic system changes, and continuous optimization of our heating, ventilation, and air conditioning (HVAC) systems.

Climate Change

The District has achieved a 25% reduction on GHG emissions in its buildings through the replacement of inefficient boilers, air handling units, and rooftop units with high efficiency versions. Fleet reductions in GHG emissions have occurred as older vehicles are retired and newer, more fuel-efficient versions replace them. Overall, the District has achieved an 18% reduction in fleet GHG emissions compared to 2007.

Waste Reduction

The Energy and Sustainability Team is currently developing a pilot program at Diefenbaker Elementary to maximize waste diversion in classrooms by providing additional bins for proper waste source separation.

Finally, the Manager, Energy and Sustainability noted that his team is working on increasing engagement, through a re-start of the Eco Wise Cafés, and working with the District's Communications team to communicate progress more regularly through social media, Energy and Sustainability web page, and to foster shared ownership of the DSCAP.

6. FACILITIES SERVICES UPDATE

The Executive Director, Facilities Services spoke to his report as included in the agenda package, with the following highlights:

- Cintha Winters joins the Facilities Services effective November 8, 2021 as Manager, Operations and Rentals
- Continuous implementation of the new computerized Enterprise Asset Management System (EAMS) "AssetPlanner"

7. MINUTES FOR INFORMATION

(a) CHILD CARE DEVELOPMENT ADVISORY COMMITTEE MEETING

Meeting minutes from June 2, 2021 and September 8, 2021 were attached for information.

8. NEXT MEETING DATE – Wednesday, December 1, 2021 at 4:30pm

9. ADJOURNMENT

The meeting adjourned at 4:57 pm.

Respectfully Submitted,

Ken Hamaguchi, Chairperson
Facilities and Building Committee

Report to the Board of Education (Richmond) PUBLIC

DATE: December 15, 2021

FROM: Trustee Sandra Nixon, Chairperson, Policy Committee

SUBJECT: **Notice of Motion** – Policy 401-R/401-G: Recruitment and Selection of Management and Administrative Personnel

NOTICE OF MOTION TO DECEMBER 15, 2021 MEETING OF THE BOARD OF EDUCATION (RICHMOND)

In accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*, this is a Notice of Motion that a RECOMMENDATION will be presented to the January 26, 2022 Public meeting of the Board of Education (Richmond) to approve **Policy 401-R/401-G: Recruitment and Selection of Management and Administrative Personnel**.

BACKGROUND

A proposed revised policy was shared with members of the Policy Committee which was intended to provide more clarity regarding the respective roles of the Superintendent and the Board in the selection and appointment process for senior staff positions. Following discussion, the committee recommended that the hiring process for management staff be discussed with the entire board in order to gain a sense as to next possible steps in the revision process. Following further revisions, the Committee agreed to bring the regulation and guideline (for information) to the Board for final recommendation.

SUMMARY

Recruitment and selection of management and administrative personnel is one of the most important tasks undertaken by the Superintendent of Schools. It is critical that Board policy governing recruitment and selection contains a clearly defined process that provides appropriate opportunities for input from trustees and stakeholders and enables the Superintendent of Schools to make informed decisions in the best interests of the school district and the Board of Education. The proposed revisions to the policy are offered in the spirit of doing so.

Respectfully Submitted,

Trustee Sandra Nixon
Policy Committee Chairperson

EXCERPT from Policy 204: *Creation and Revision of Policy and Regulations*

... Notice of Motion for any adoption, amendment, or suspension of a policy or regulation shall be submitted at the regular public Board Meeting prior to the meeting at which the change will be considered ...

Definitions:

Policies define guiding values, overall purposes and specific goals. They indicate, as directly and concisely as possible, what the Board wants and why.

Regulations define required actions. They indicate how and by whom the Board requires things to be done.

Administrative guidelines are developed and maintained by the Superintendent to complement policies and regulations developed by the Board by providing additional or more detailed procedures and expectations when that is deemed necessary by either the Superintendent or the Board.

HUMAN RESOURCES

Policy 401-R

Recruitment and Selection of Management and Administrative Personnel

Stakeholder engagement in selection processes remains a core value of the Board.

1. Application of Regulation:

Positions:	This regulation applies to the recruitment and selection practices for all management and administrative (non-unionized staff) positions in the district, with the exception of the Superintendent of Schools.
Recruitment for Superintendent of Schools:	The Superintendent of Schools is selected by the Board and appointed by Board resolution. The process for recruiting and selecting the Superintendent of Schools will be developed by the Board on each separate occasion.

2. Purpose of Selection Processes and Appointment Process:

Purpose of Selection Processes:	Selection processes are intended to identify individuals who have the ability and desire to perform their duties in accordance with District policy and values, and to approach their work through an effective blend of rational, relational and reflective practices.
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Appointment Process:	The Superintendent of Schools or designate makes all appointments to management and administrative staff positions, as the concluding component of the recruitment and selection process.
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For Assistant Superintendent, Deputy Superintendent, Secretary-Treasurer, Director / Executive Director positions, the Board shall confirm the appointment of the successful candidate at the subsequent regularly scheduled in-camera meeting of the Board. Superintendent of Schools shall inform the Board of the appointment of the successful candidate at the subsequent regularly scheduled meeting of the Board.

For the position of Assistant Superintendent, Deputy Superintendent, Secretary-Treasurer, positions, the Board may elect to meet with the candidate selected for appointment by the Superintendent of Schools, in advance of the Board meeting confirming such appointments. participate in an interview with each of the final two **qualified** candidates and provide feedback for the Superintendent's consideration prior to the Superintendent selecting the final candidate.

HUMAN RESOURCES

Policy 401-R

Recruitment and Selection of Management and Administrative Personnel

3. Interviewing

Interviews will be conducted by a committee established by the appropriate departmental manager or educational administrator in collaboration with the Human Resources Department. Members of the interview committee will have participated in training and professional learning opportunities related to appropriate interviewing techniques.

Composition of Interview Committees:

In addition to the members of the interview committee established by the departmental manager or educational administrator above, the interview committees for the following positions shall also include:

Position:

Interview Committee to also include:

School and District Based Principal and Vice-Principal Positions:

School principals or district based administrators, and one representative of each of the unionized stakeholders.

Assistant Superintendent, Director, Executive Director Positions:

School principals or district based administrators, a maximum of two members of the Board of Education, one representative from RMAPS and one representative of each of the unionized stakeholders.

Secretary-Treasurer, Deputy Superintendent Positions:

School principals or district based administrators, a maximum of two members of the Board of Education, one representative from RMAPS, one representative of each of the unionized stakeholders and one representative of the RDPA.

Board Interview with Final Two Qualified Secretary-Treasurer Candidates:

Should the Board decide it wishes to participate in an interview with each of the final two qualified candidates for Secretary-Treasurer, the following would occur:

- The board would have the opportunity to provide input into the topics it wished to see explored during the interviews
- The interview would be arranged and conducted by the Executive Director, Human Resources
- Trustees will be provided with the opportunity to participate in training and professional learning opportunities related to appropriate interviewing techniques.

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Appointment Process:	<p>The Superintendent of Schools or designate makes all appointments to management and administrative staff positions, as the concluding component of the recruitment and selection process.</p> <p>For Assistant Superintendent, Deputy Superintendent, Secretary-Treasurer, Director / Executive Director positions, Superintendent of Schools shall inform the Board of the appointment of the successful candidate at the subsequent regularly scheduled meeting of the Board.</p> <p>For the position of Secretary-Treasurer, the Board may elect to participate in an interview with each of the final two qualified candidates and provide feedback for the Superintendent's consideration prior to the Superintendent selecting the final candidate.</p>

HUMAN RESOURCES

Policy 401-R

Recruitment and Selection of Management and Administrative Personnel

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HUMAN RESOURCES

Policy 401-G

Recruitment and Selection of Management and Administrative Personnel

1. Qualifications: Educational Administrative Positions

Candidates for educational administrative positions will be expected to meet the following minimum requirements:

- Membership in good standing in the Teacher Regulation Branch of British Columbia;
- Additional formal study in supervision, administration and/or curriculum through a credible institution;
- Five years of successful teaching experience; and
- For promotion within the administrative ranks, two years' successful administrative experience.

All other factors being equal, preference will be given to candidates who hold a Master's degree or other postgraduate degree. In the case of candidates for the position of Vice Principal, all other factors being equal, preference will be given to candidates who have been accepted into a Master's degree program or hold a Master's degree.

Educational Administrative positions are defined as school based vice-principal and principal, district based vice-principal and administrator, Director of Instruction, Assistant Superintendent and Deputy Superintendent.

2. Applications

A call for applications will be issued both internally and externally by the Human Resources Department, in consultation with the departmental manager or educational administrator as appropriate. Information about the role and the selection process will be made available through the district intranet and other venues and methods as appropriate.

3. Reference Checking

Reference checking may occur at any point in the recruitment and selection process. Reference checking will be conducted by the appropriate departmental manager or educational administrator, in collaboration with the Human Resources Department using a uniform approach. Reference checks will be done in confidence and respondents will be asked not to reveal the comments they have made to anyone, including candidates. Reference checking will involve more than one reference and varied perspectives if possible.

HUMAN RESOURCES

Policy 401-G

Recruitment and Selection of Management and Administrative Personnel

4. Short Listing

A short-listing committee will be established by the appropriate departmental manager or educational administrator, in collaboration with the Human Resources Department. When short listing for school-based educational administrative positions, the short listing committee will include school based principals.

The discussions of the short-listing committee will be in-camera and short lists will be confidential.

5. Interviewing

Members of the interview committee will be provided with the application package for all short-listed candidates prior to the interview.

Information considered by the interview committee will include the application package, the results of reference checks (if conducted prior to the interview) and the interview itself.

The interview committee will base its candidate assessment feedback on the demonstrated attributes and abilities of candidates in comparison to criteria developed collaboratively in advance by the interview committee. Members of the interview committee may provide the Superintendent of Schools or designate with a recommendation as a result of the candidate assessment process.

At the conclusion of each interview process, members of the interview panel will have the opportunity to share their perspective on the relative merits of each candidate and/or provide confidential individual input directly to the Executive Director, Human Resources. It is expected that confidentiality regarding all information shared will be maintained by all participants. All input received in the interview process will be considered alongside other information gathered during the selection process including information provided in the application package and references obtained by the school district.

Where additional information regarding candidates is collected after the interview has occurred, the Superintendent of Schools or designate may provide members of the interview committee with a summary of that information.

6. Post Interview

Following the appointment of the successful candidate, all interviewed candidates will be contacted by phone regarding the outcome of the competition.

Applicants may request feedback regarding their application. This will be provided by one or more of the appropriate departmental manager or educational administrator who has participated in the interview, and the Human Resources Department.

HUMAN RESOURCES

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