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**PUBLIC MEETING AGENDA**  
**BOARD OF EDUCATION**

**WEDNESDAY, SEPTEMBER 21, 2022 – 7:00 pm**

[https://sd38.zoom.us/webinar/register/WN\\_5SqyIVjQ3K1XTs1SXOKAw](https://sd38.zoom.us/webinar/register/WN_5SqyIVjQ3K1XTs1SXOKAw)

*After registering, you will receive a confirmation email containing information about joining the webinar.*

**Telephone 604 668 6000**

Visit our Web Site @ [www.sd38.bc.ca](http://www.sd38.bc.ca)

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

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**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**

Nil.

**(b) Special Recognitions**

Nil.

**(c) Briefs**

**RTA Brief - Fall Concerns and Opportunities**

Presented by Liz Baverstock, President, Richmond Teachers' Association

(d) **Questions from the Public: Tonight's Agenda**

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

**Communications Break**

**4. Executive**

**5. Approval of Minutes**

- (a) Regular meeting of the Board held Wednesday, June 29, 2022 for approval.
- (b) Record of an In-camera meeting of the Board held Wednesday, June 29, 2022.

**6. Business Arising**

- (a) **Annual Strategic Plan Report to the Board**  
Report from the Superintendent attached.

**7. New Business**

- (a) **Summer Programs Update**  
Report from the District Administrator, Continuing Education attached.
- (b) **A.R. MacNeill Secondary School Equivalency Covenant. BYLAW. 3 READINGS REQUIRED.**  
Report from the Secretary Treasurer attached.
- (c) **Board Advocacy**
  - (i) Update from the Board Chairperson
  - (ii) Select Standing Committee Budget 2023 Consultation Report attached.

**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: Norman Goldstein*  
*Vice Chair: Donna Sargent*

- (i) **RECOMMENDATION:** Audited Financial Statements for the Fiscal Year End 2021-2022.

A meeting was held on September 12, 2022. The next meeting is scheduled for Monday, January 9, 2023.

(b) **Education Committee**

*Chair: Heather Larson*

*Vice Chair: Debbie Tablotney*

- (i) Minutes of the meeting held on June 22, 2022 are attached for information.

A meeting was held on September 14, 2022. The next meeting is scheduled for Wednesday, January 18, 2023 at 6 pm.

(c) **Facilities and Building Committee**

*Chair: Ken Hamaguchi*

*Vice Chair: Debbie Tablotney*

- (i) Minutes of the meeting held on June 1, 2022 are attached for information.

- (ii) **RECOMMENDATION:** Development of Two Additional Indigenous Gathering Spaces.

A meeting was held on September 7, 2022. The next meeting is scheduled for Monday, October 3, 2022 at 4:30 pm.

(d) **Finance and Legal Committee**

*Chair: Donna Sargent*

*Vice Chair: Ken Hamaguchi*

- (i) Minutes of the meeting held on June 15, 2022 are attached for information.

- (ii) **RECOMMENDATION:** Trustee Expenses for the 3 months ending June 30, 2022

A meeting was held on September 14, 2022. The next meeting is scheduled for Wednesday, December 7, 2022 at 10 am.

(e) **Policy Committee**

*Chair: Debbie Tablotney*

*Vice Chair: Sandra Nixon*

The next meeting is scheduled for Monday, December 12, 2022 at 11 am.

**10. Correspondence**

Nil.

**11. Board Committee and Representative Reports**

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

Next meeting date to be determined.

**12. Adjournment**





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

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## **BOARD OF EDUCATION**

**Telephone 604 668 6000**  
**Visit our Web Site @ [www.sd38.bc.ca](http://www.sd38.bc.ca)**

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**The next meeting is scheduled for Wednesday, October 12, 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
<b>Chair</b>	Norman Goldstein	Heather Larson	Ken Hamaguchi	Donna Sargent	Debbie Tablotney
<b>Vice-Chair</b>	Donna Sargent	Debbie Tablotney	Debbie Tablotney	Ken Hamaguchi	Sandra Nixon
<b>Member</b>	Sandra Nixon	Richard Lee	Norman Goldstein	Norman Goldstein	Heather Larson
<b>Alternate</b>	Heather Larson	Sandra Nixon	Richard Lee	Heather Larson	Norman Goldstein
<b>Senior Leader</b>	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
<b>Rep(s)</b>	Donna Sargent	Debbie Tablotney	Ken Hamaguchi	Sandra Nixon/ Heather Larson	Ken Hamaguchi
<b>Alternate</b>	Richard Lee	Donna Sargent	Heather Larson	Norman Goldstein	Debbie Tablotney
<b>Senior Leader</b>	Cindy Wang/Christel Brautigam	Jane MacMillan	Frank Geyer	Scott Robinson/Cindy Wang	Jason Higo
<b>Reports To</b>	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
<b>Rep(s)</b>	Debbie Tablotney	Norman Goldstein	Donna Sargent	Heather Larson
<b>Alternate</b>	Donna Sargent	Heather Larson	Richard Lee	Sandra Nixon
<b>Senior Leader</b>	Laura Buchanan	Scott Robinson	Jane MacMillan	Scott Robinson
<b>Reports To</b>	Board of Education	Board of Education	Education Com.	Education Com.

	SOGI Advisory Committee	Anti-Racism Working Group
<b>Rep(s)</b>	Heather Larson	Ken Hamaguchi
<b>Rep(s)</b>	Sandra Nixon	Debbie Tablotney
<b>Senior Leader</b>	Scott Robinson	Christel Brautigam
<b>Reports To</b>	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.*



## Richmond Teachers' Association

210 - 7360 Westminster Hwy.

Richmond, BC

V6X 1A1

Tel: 604-278-2539

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[www.richmondteachersassociation.ca](http://www.richmondteachersassociation.ca)

September 14, 2022

Board of Education

School District No. 38 (Richmond)

7811 Granville Avenue

Richmond, BC V6Y 3E3

Dear Sandra,

### Re: RTA Brief – Fall Concerns and Opportunities

On behalf of the Richmond Teachers' Association, we thank you for the opportunity to submit a brief to the Board to outline our reflections and concerns as we start the 2022/2023 school year. These include:

1. **Audited Financial Statements** – For the RTA, this is a yearly opportunity to reflect on the Supreme Court Win that restored our collective agreement language. This win and the resulting Classroom Enhancement Fund is pivotal to maintaining classroom supports in an era of chronic underfunding. The audited financial statements is an important reminder to the RTA of the structural shortfall, and the recurring theme of cuts in a system that is continually asked to do more.
2. **Foundation Skills Assessment** – FSA – will be administered in schools between October 3 and November 11. The RTA requests the District delay the writing of these tests until at least the middle of October. The focus in September and October should be on establishing learning communities and supports, rather than spending almost four hours on a test. We also request once again that the District honour parent requests to withdraw their children from writing the FSA, and further that the Board continue their advocacy to restrict access to FSA data. FSA data should only be available to appropriate ministries, districts, schools, teachers, parents, FNEC and other services that depend on access for identifying ways to support learners.

3. **Day to Day Staffing Shortages** – Public education has experienced staffing shortages for over five years, and in the last two years the shortages have been chronic and acute. Shortages of staff leave all schools scrambling to reassign teachers and staff. The day begins with immense stress as teachers and other staff are redeployed, and the effect often results in a reduction in service for the very students who need additional support. This creates daily conflict both externally between staff and internally as teachers and administrators struggle to maintain programs and supports for students. This is not sustainable and is impacting every person in a school.

Over the past few years there has been much attention and work by the District in consultation with the RTA to address recruitment and retention of employees. There is more to be done and the Board should ask management about using more unassigned contract positions to secure teachers-teaching-on-call to the District. We need to use more local solutions to help further alleviate provincial problems. Richmond cannot afford to lose or share TTOCs with other districts. Contracts secure teachers to Richmond and often lead to long-term commitments, where teachers establish strong roots and grow their professional careers. The ability to provide learning support, address workload for staff and reduce daily conflict in schools far outweighs any financial costs.

4. **Staffing Shortages – Specialized teachers** – Richmond, and almost every District in BC is unable to secure sufficient staff to fill Learning Resource, English Language Learning, Counselling and other specialized vacancies. This means students and teachers do not have guaranteed access to teachers who are fully qualified in these specialities. In addition, specialist teachers will often give more to fill the gaps created by shortages. This means adding workload to a teacher, who is already stretched to support their assigned caseload. Given, the province is not doing enough to address recruitment and retention, the Board should advocate for specific bargaining items to address recruitment, including funds to reduce steps on the salary grid as well as funds to reduce salary differences across Canada. Retention initiatives should also include continued funds for mentoring, more support for professional learning, as well as creating a new Education Fund to support teachers who pursue specialist training.
5. **Class Size, Composition, Best Efforts and Remedy** – In September, the District is required to make Best Efforts to see full compliance of our class size and composition language. This language allows students to have access to smaller class sizes and classrooms designed for educational success for all. During Human Resource updates, the Board should actively inquire about Best Efforts and compliance with the Collective Agreement.

Classes in non-compliance with our Collective Agreement are eligible for Remedy, which is generally provided through extra teaching time. Unfortunately, Remedy time is often cancelled due to staffing shortages. This means the additional support classroom teachers request is often denied. The RTA believes Remedy can provide schools with much needed support, but this cannot be done through day-to-day requests.

The District should consider bundling at least 80 % of the anticipated Remedy and hiring helping teachers that could be assigned to individual schools or groups of schools. Combining the use of Remedy with Board funds would allow the District to support initiatives such as hiring more contract Teachers-Teaching-on-Call (see #3). These teachers could be available to provide support to classrooms for Remedy, and when necessary, these helping teachers could be available to the school for redeployment during staffing shortages, IEP meetings, training initiatives and to support collaboration and planning between teachers. This may help in reducing the number of times LRT/ELL teachers are reassigned to a classroom and away from working with students who need additional learning support. The purpose of Remedy is to provide support for the classroom and this support needs to be accessed early in the year rather than May or June, or not at all. This is a local solution that could be implemented in Richmond.

6. **Workload** – With all the above and constant competing pressures, the Board should be asking management about ways to reduce workload across the system. Increasing workload creates conflict at the school level, but also for employees when they leave work and attempt to balance work and life commitments. Teachers are expected to be at our best each day, and with rising mental health and wellness challenges we must find ways to reduce workload. The desire to add more progressive ideas to the system comes at a cost and this must be acknowledged and mitigated.
7. **Municipal Elections** – The RTA is vested in School Board elections. Richmond schools need progressive candidates that are willing to advocate for Public Education and continue to work and meet with the RTA. We need a Board that remains committed to the current Strategic Plan, especially Equity and Inclusion – together we have started important work to support Truth & Reconciliation, SOGI, Anti-Racism and Diversity. The Richmond School District cannot afford to lose momentum – the learners and employees deserve to work and learn in an equitable and inclusive place. The District must maintain their focus on belonging and positive personal and cultural identity.

An election is an opportunity for candidates and current trustees to call greater attention to Public Education. Boards and Districts need funding that is tied to inflation and funding that supports the many progressive initiatives and values we support.

The RTA appreciates all our opportunities to provide feedback and to support our joint commitment to Public Education and the Richmond School District.

We wish each of you all the best as your term on the Richmond Board of Education concludes.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Liz Baverstock', followed by a long horizontal flourish.

Liz Baverstock,  
President, RTA

cc: Scott Robinson, Superintendent Of Schools  
Cindy 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, JUNE 29, 2022  
AT 7:00 P.M.**

Present: Chairperson  
Vice Chairperson  
Trustees

Superintendent of Schools  
Deputy Superintendent  
Secretary Treasurer  
Assistant Superintendent  
Assistant Superintendent  
Assistant Secretary-Treasurer  
Executive Director, Facilities Services  
Executive Director, Learning Services  
Executive Director, Learning & Business Technologies  
Director, Communications & Marketing  
Director, Student Services and Analytics  
District Administrator, Learning Services  
Executive Assistant, Recording Secretary

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

*\*present for a portion of the meeting*

**The Chairperson called the meeting to order at 7:05 pm.**

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

**Secretary-Treasurer Wang** – A reminder was made for those who joined the meeting on Zoom 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](mailto:boardmeetings@sd38.bc.ca); or through the Q and A feature in Zoom.

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

**1. Recognition of Visitors, Announcements and Updates from Trustees**

**(a) Recognition of Visitors**

The Chairperson welcomed the gallery to the meeting.

- (b) **Trustee Larson** – After almost 10 years with the Richmond School District, and over 30 years in public education, Assistant Superintendent Lynn Archer will be retiring at the end of this week. Lynn joined our district in 2013 after having been a school and district administrator in the Burnaby School District and a teacher in Surrey School District.

Lynn has been a driving force on innovation and inquiry in our district and has made significant contributions to the district's framework for enhancing learning, including our district story and our school stories. She has also been instrumental in the development and implementation of our innovation inquiry grant initiative. Her legacy of over 400 teachers in our schools participating in these grant opportunities will continue to positively impact our district for years to come.

Lynn has also provided leadership in other areas that support innovation, such as the learning environment pilot grants, reimagining secondary school, and as chair of the Educational Implementation and Assessment and Innovation committees. She has also supported the board directly through her work as senior staff lead on the Education committee. On behalf of the Board, I would like to thank Lynn for her dedication to our district, and for her efforts to support teaching and learning in our district and around the province for many years.

We have been so fortunate to have you as part of our team, Lynn and we'll miss you very much. Our very best wishes as you move into retirement and continue your work in your doctoral program. Thank you.

**Trustee Nixon** – The Board is pleased to welcome Mr. Chris Stanger to the position of Assistant Superintendent with the Richmond School District effective August the first. Chris is going to be joining us from Vancouver School District where he was Director of Instruction for School Services. He has held a wide variety of leadership roles in Vancouver and Surrey school districts. Chris has been a District Administrator in Student Services and also in Human Resources and was an elementary principal for 11 years with the Surrey School District.

On behalf of the Board, it's my great pleasure to welcome Chris to our district, and we look forward to our work together with Chris starting in the fall.

I also wanted to take just a moment thank our entire Richmond School District Community, staff, parents, and students for doing your best for us all doing our best to work together through another year of pandemic twists and turns; to make sure that our schools remained places of connection and Community support and, of course, learning and inspiration for our students. On behalf of the Board, thank you so very much to each and every one of you for everything that you have done to make this year meaningful and successful for our students.

And a special thank you to our senior team who are with us tonight. You've been supporting the Board's work and devoting much time to as on top of all of your other work to ensuring our board and committee meetings have been accessible and, in particular, helping us test out some hybrid meeting formats. Although we're online this month due to some technical and logistical challenges, we are



hopeful that we'll be able to be back in person for our September board meeting. Thank you to the staff for all your efforts and helping our meetings transition.

Finally, I would also like to let everybody know that the Board made a presentation to the Select Standing Committee on Finance and Government Services earlier this month with some of our priorities for funding and for consideration for the next provincial budget. The information and the substance of our presentation can also be found on our website.

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

The Secretary Treasurer noted all materials had been made available to the public on our website.

**2. Adoption of Agenda**

**075/2022 MOVED BY H. LARSON AND SECONDED BY R. LEE:**

**THAT** the Wednesday, June 29, 2022 Regular agenda of the Board of Education (Richmond) be adopted as circulated.

**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 of Richmond Teachers' Association, asked a question regarding the information contained in Strategic Plan Update Priority 3 Objective 2, specifically on the district's plans for next year on cleaning surfaces, handwashing, and masks. The Executive Director, Facilities Services noted that a post-COVID facilities operations plan is in place for the new school year, which includes continued enhanced cleaning once in a 24 hour period and maintaining existing portable handwashing stations.

#### 4. Executive

The Superintendent gave a presentation on recent activities and events from around the district which will be posted on the school district website.

#### 5. Approval of Minutes

- (a) Regular meeting of the Board held May 25, 2022

#### 076/2022 MOVED BY H. LARSON AND SECONDED BY N. GOLDSTEIN:

**THAT** the Board of Education (Richmond) approve the Minutes of Wednesday, May 25, 2022 Regular meeting as circulated.

**CARRIED**

- (b) A Record of an In-camera meeting of the Board held May 25, 2022 was included for information.

#### 6. Business Arising

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

The Executive Director, Learning and Business Technologies presented updates on Strategic Plan Priority 3, Goal 1, with the following highlights:

- Development of 3-year Learning and Business Technology plan ongoing; Final plan to be shared in the 2022/2023 school year
- Increased number of devices in district lending carts by an additional 43%
- Currently working on strategy to increase number of iPads for Educational Assistants
- All students and staff have full access to use Microsoft 365 and Teams
- Installed additional network hardware across the district to strengthen access and connectivity

The Executive Director, Facilities Services then presented updates on Strategic Plan Priority 3, Goals 2 and 3, with the following highlights:

- Established cross-departmental management in Facilities Services
- Updated Long Range Facilities Plan Action Plan to help improve equity in learning environments
- Developed post COVID-19 operations plan for custodial services and transportation, based on updated Provincial Health Guidelines
- Established new childcare operations at Tait and Tomsett Elementary schools
- Developed a District Sustainability and Climate Action Plan (DSCAP)

Trustees had questions and comments on the report, specifically on students' access to school Teams, the new facility management system and DSCAP, among others. Trustees then thanked the Executive Directors for their presentation and for the remarkable progress of our district to achieve our goals under the Strategic Plan.

(b) **SOGI Annual Update**

The Director of Student Services and Analytics and District Administrator provided an overview and summary of progress regarding the implementation of the district's SOGI policy, with the following highlights:

- Availability of Gender-neutral washrooms
- Opportunities for students to connect (Rainbow Cafés and Diversity Clubs)
- Rainbow crosswalks and walkways
- Rainbow network for employees
- SOGI employee scan, support and learning
- Continued work of SOGI Committee with SOGI 1-2-3 and 'Out of Schools'
- Communication plan ("Ask the Kids" newsletter)

Trustees had questions and comments on the Youth PRIDE event and the district's participation in the PRIDE parade.

*The Director, Student Services and Analytics and District Administrator, Learning Services left the meeting at 8:43pm.*

(c) **Annual Charitable Donations Report**

The Assistant Secretary Treasurer spoke to her report as included in the agenda package. She then responded to a trustee's question on her report.

*The Assistant Secretary Treasurer left the meeting at 8:45pm.*

(d) **Childcare and Early Learning Update**

Assistant Superintendent Archer provided background and information on new and existing Early Learning programs in various schools and the JustB4 Pilot programs at Lee Elementary and Grauer Elementary. The Executive Director, Facilities Services then provided information on existing childcare operators in the district.

Assistant Superintendent Archer and the Superintendent responded to Trustees' questions on the childcare programs.

*The Chairperson called for a recess break at 9:10pm.*

*The Public Meeting reconvened at 9:15pm.*

(e) **2023-2024 Five Year Capital Plan. RECOMMENDATION**

The Executive Director, Facilities Services provided information on the proposed project requests under the Major Capital Programs, Minor Capital Programs and Building Envelope Program that are included in the 2023-2024 Five Year Capital Plan submission to the Ministry of Education.

**077/2022 MOVED BY D. SARGENT AND SECONDED BY D. TABLOTNEY:**

In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 38 (Richmond) hereby approves the proposed Five-Year Capital Plan (Major Capital) for 2023- 2024 as provided on the Five-Year

Capital Plan Summary (Major Capital) for 2023-2024 submitted to the Ministry of Education.

**CARRIED**

**078/2022    MOVED BY N. GOLDSTEIN AND SECONDED BY K. HAMAGUCHI:**

In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 38 (Richmond) hereby approves the proposed Minor Capital Plan for 2023-2024 as provided on the Minor Capital Plan Summary for 2023-2024 submitted to the Ministry of Education.

**CARRIED**

**079/2022    MOVED BY H. LARSON AND SECONDED BY D. TABLOTNEY:**

In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 38 (Richmond) hereby approves the proposed Building Envelope Program Capital Plan for 2023-2024 as provided on the Building Envelope Program Capital Plan Summary for 2023-2024 submitted to the Ministry of Education.

**CARRIED**

**(f)    2022-2023 Eligible School Site Proposal. RECOMMENDATION**

The Executive Director, Facilities Services provided information on the eligible school site requirements for the District that are incorporated into the Five-Year Capital Plan.

**080/2022    MOVED BY D. TABLOTNEY AND SECONDED BY N. GOLDSTEIN:**

**THAT** the Board of Education (Richmond) approves the the 2022-23 Eligible School Site Proposal (ESSP) through adoption of the 2022-23 ESSP Resolution.

**CARRIED**

**7.    New Business**

(a)    Nil.

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

The Superintendent responded to a number of questions from a member of the public received through the board meeting email account. The questions are: (1) if the district is concerned about survey results released by a consulting firm last year stating that among Richmond high school students, 7.7% of the student population reports being a gender other than cisgender girls or cisgender boys (i.e. trans and non-binary); (2) if there is information on how many children have been socially transitioned in the school;

(3) if the district believes that it may be miseducating the youth; and (4) if the district thinks that it may be leading to the misdiagnosis of girls with autism.

The Superintendent clarified that the statistic quoted by the public member represents the percentage of those who responded to the survey, not the percentage of students in the school district. This percentage is consistent with those recorded in other jurisdictions and this survey data is used to improve the experience of people in our district who face marginalization. In response to the second question, the Superintendent explained that the district does not keep data on the number of children who have been socially transitioned in the school, as the goal is to focus on developing positive connections with all students. On the third and fourth question, the Superintendent emphasized that the district provides support and education to students but does not advise them as to their identity decisions. Any medical diagnosis would be the responsibility of health personnel, not the school district.

## **9. Standing Committee Reports**

- (a) **Audit Committee**  
*Chair: Norman Goldstein*  
*Vice Chair: Donna Sargent*

The next meeting is scheduled for Monday, September 12, 2022.

- (b) **Education Committee**  
*Chair: Heather Larson*  
*Vice Chair: Debbie Tablotney*

- (i) Minutes of meetings held April 20, 2022 and May 26, 2022 were attached for information.

A meeting was held on June 22, 2022. The next meeting is scheduled for Wednesday, September 14, 2022 at 6 pm.

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

- (i) Minutes of meeting held May 4, 2022 were attached for information.

A meeting was held on June 1, 2022. The next meeting is scheduled for Wednesday, September 7, 2022 at 4:30 pm.

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

- (i) Minutes of meeting held May 18, 2022 were attached for information.

A meeting was held on June 15, 2022. The next meeting is scheduled for Wednesday, September 14, 2022 at 10 am.

(e) **Policy Committee**

*Chair: Debbie Tablotney*

*Vice Chair: Sandra Nixon*

(i) Minutes of meeting held May 16, 2022 were attached for information.

A meeting was held on June 20, 2022. The next meeting is scheduled for Monday, September 19, 2022 at 11 am.

**10. Correspondence**

(a) **For Action:**

Nil.

**11. Board Committee and Representative Reports**

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

The next meeting date to be determined.

**12. Adjournment**

**081/2022 MOVED BY D. SARGENT AND SECONDED BY K. HAMAGUCHI:**

**THAT** the Regular meeting of Wednesday, June 29, 2022 of the Board of Education (Richmond) be adjourned at 9:41 pm.

**CARRIED**

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S. NIXON,  
CHAIRPERSON

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C. WANG,  
SECRETARY TREASURER

**DATE:** September 21, 2022

**FROM:** C. Wang, Secretary Treasurer

**SUBJECT: Record of an In-Camera Board Meeting held June 29, 2022**

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The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at an in-camera meeting of the Board held June 29, 2022.

- |     |                                   |                                       |
|-----|-----------------------------------|---------------------------------------|
| (a) | Briefs and Presentations:         | Nil.                                  |
| (b) | Business Arising out of Minutes:  | Administrative 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:             | Nil.                                  |

Below find an excerpt from Board Policy which outlines those matters that constitute In-Camera material.

**Pursuant to Board Policy 201, unless otherwise determined by the Board, the following matters shall be considered in-camera;**

To protect individual privacy and the Board's own position, in-camera meetings may be conducted to discuss issues such as:

- individual student matters;
- individual employee matters;
- legal concerns;
- negotiating collective agreements;
- negotiating contracts;
- the sale or purchase of land.

Trustees will not disclose to the public or employees the proceedings of an in-camera session unless a resolution has been passed at the closed meeting to allow such disclosure.

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

**DATE:** September 21, 2022  
**FROM:** Scott Robinson, Superintendent of Schools  
**SUBJECT:** Strategic Plan- Annual Report to the Board 2022-2023

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

### INTRODUCTION

The purpose of this report is to provide trustees with an annual update on the progress made towards the Board's Strategic Plan during the 2021-2022 school year and to outline the upcoming areas of focus for the 2022-2023 school year.

### BACKGROUND

On an annual basis each fall, staff provide the Board with an update on progress made towards the Strategic Plan as well as the areas to be focused upon in the upcoming year. This year's annual report incorporates progress made on objectives being addressed since last year's annual report in September 2021.

### STRUCTURE OF REPORT

#### **Section One - Progress made on items scheduled for focus during the 2021-2022 school year:**

The report addresses each strategic priority in order. Goals and objectives which were scheduled in the operational plans to be addressed during the 2021-2022 school year are included in this section. A brief summary of progress made within each objective area is provided in reference to predetermined outputs and success indicators. In the majority of cases, action items have been completed or they are ongoing action items which will continue to appear in the upcoming year's areas of focus. In a small number of cases, some action items were not completed this year and have been deferred to the 2022-2023 school year.

#### **Section Two - Areas of focus for the upcoming school year:**

Each goal area and objective that is part of the operational plan for the 2022-2023 school year is included and contains a brief summary of the actions to be undertaken in order to work towards achieving the objectives. Some of the objectives stretch out over several years and therefore not all actions associated with the objective will be discussed in this year's report.

### CONCLUSION

The vast majority of the actions scheduled for completion during the past school year were achieved, and the district, through the work of every school and district-based employee, is making excellent progress on the Board's strategic priorities.

Scott Robinson  
Superintendent of Schools

*Appendix A: Strategic Plan- Annual Report to the Board September 2022*

[The Richmond School District is the best place to learn and lead.](#)



# Strategic Plan Annual Report to the Board

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**SEPTEMBER 2022**



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### Inspired Learners

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



### Equity and Inclusion

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



### Optimized Facilities and Technology

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



### A Progressive Workplace

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



### A Connected Learning Community

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

## SECTION ONE: PROGRESS TOWARDS 2021-2022 GOAL AREAS

1

### STRATEGIC PRIORITY 1 **Inspired Learners**

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



## STRATEGIC PRIORITY ONE – *INSPIRED LEARNERS*

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

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

- Provide professional learning opportunities
  - 7 dedicated series offered with approximately 400 participants, focusing on developing understanding of core competencies and curricular competencies, in addition to offerings on Pro-D Days and in school supports
- Provide innovation inquiry grants
  - 823 educators engaged in an Innovation Inquiry Grant in 2021/22
- Continue and enhance School Story Group meetings
  - All P/VPs engaged in a schedule of School Story group meetings throughout the school year to deepen inquiry knowledge and embed the inquiry process into the development of their school focus, with particular attention to student voice

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

- Provide professional learning opportunities
  - Over 30 series offered, in addition to offerings on Pro-D Days and in school supports with over 1300 educators participating over the course of the year
- Review and align learning services structures
  - Teacher consultant model of support reviewed; teacher consultants will have school assigned caseloads as part of their role beginning September 2022
- Align communication practices
  - Monthly Pro-D newsletter developed and implemented to ensure ongoing awareness of learning opportunities

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
  - As of date of report, enrolment is significantly above RIE projections for 2022/23 as a result of intensified efforts to increase enrolment
- Conduct review of program options and adjust offerings based on results of review
  - Engaged consultant; review to begin Fall 2022
- Develop strategic plan for Richmond Continuing Education
  - This has been deferred to the Fall of 2022 due to restructuring of the department

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

- Provide professional learning opportunities
  - 10 series offered with over 400 participants
  - Reimagining Secondary group composed of secondary administrators and teachers focused on assessment practices
  - Developed and implemented resource supports for educators in the district portal



<ul style="list-style-type: none"> <li>○ Provide innovation inquiry grants <ul style="list-style-type: none"> <li>○ 2 grant areas focused on assessment and communicating student learning: K-8 CSL – 40 school teams; Formative Assessment K-12 – 8 school teams</li> </ul> </li> <li>○ Support transition of current assessment and reporting practices <ul style="list-style-type: none"> <li>○ Year of Transition guidelines developed supporting transition to new draft reporting policy</li> <li>○ Professional learning series, school-based support and parent evening on use of proficiency scale</li> <li>○ Innovation grants focused on communicating student learning K-8</li> </ul> </li> </ul>
<p>Objective Five: <i>Create more opportunities for learner involvement in activities that raise awareness of, and increase engagement in, global citizenry and environmental stewardship</i></p> <ul style="list-style-type: none"> <li>○ Increase student volunteer opportunities <ul style="list-style-type: none"> <li>○ Shared website link from City of Richmond for students to register and view volunteer; City of Richmond’s Volunteer Development Coordinator also made available to meet with small groups and classes about opportunities.</li> </ul> </li> <li>○ Provide professional learning opportunities <ul style="list-style-type: none"> <li>○ Challenge based learning in 19 classrooms focused on projects to make the world/community a better place. Some examples include campaigning for road safety, cleaning up a waterway, and the impact of invasive plant species.</li> <li>○ Teacher Consultant for Science/ Sustainability hired to begin Sept. 22</li> </ul> </li> <li>○ Provide access to energy consumption dashboards <ul style="list-style-type: none"> <li>○ Access provided to schools in 2021/22 school year so school teams can track and make improvements in energy consumption</li> </ul> </li> <li>○ Offer sustainability grants <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ul>
<p>Objective Six: <i>Provide tools, technologies and practices to increase learner engagement and agency</i></p> <ul style="list-style-type: none"> <li>○ Provide professional learning opportunities <ul style="list-style-type: none"> <li>○ 19 sessions with 730 participants dedicated to building digital literacy and use of technology tools, offered by district consultants and external partners such as SET BC</li> </ul> </li> </ul>
<p>Objective Seven: <i>Support and increase the use of inquiry-based activities and processes to enhance and personalize learning</i></p> <ul style="list-style-type: none"> <li>○ Provide professional learning opportunities <ul style="list-style-type: none"> <li>○ Innovation grant sessions provided ongoing learning regarding Spirals of Inquiry; grant applications structured around inquiry process</li> <li>○ Inquiry processes embedded in district initiatives such as Challenge Based Learning (CBL - 19 schools), Primary Literacy Project (10 schools, 67 teachers), Core Competency project (5 schools)</li> </ul> </li> </ul>
<p><b>Goal Two- <i>The district fosters resilient and healthy life-long learners</i></b></p>

<p>Objective One: <i>Build learners' awareness of, and engagement with, the core competencies</i></p> <ul style="list-style-type: none"> <li>○ Provide professional learning opportunities <ul style="list-style-type: none"> <li>○ 2 focused series on engaging students in core competency reflections with 100 participants, Core Competency project (5 schools), in addition to embedding across district sessions</li> </ul> </li> <li>○ Institute inclusion of core competencies in sessions offered by Learning Services staff <ul style="list-style-type: none"> <li>○ Common slide deck developed for teacher consultants to intentionally include core competencies in all professional learning sessions</li> </ul> </li> <li>○ Adjust innovation grant proposals to include an element of core competencies <ul style="list-style-type: none"> <li>○ Core competencies included in innovation grant application process</li> </ul> </li> </ul>
<p>Objective Two: <i>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</i></p> <ul style="list-style-type: none"> <li>○ Provide professional learning opportunities <ul style="list-style-type: none"> <li>○ 10 series with over 200 participants focused on mental health, social emotional learning and physical health</li> </ul> </li> <li>○ Develop structure for Richmond Integrated Child and Youth Teams <ul style="list-style-type: none"> <li>○ Initial structure and locations established at Grauer and McNeely for ICY teams</li> <li>○ Staffing underway with first ICY Clinical counsellor in place September 2022</li> </ul> </li> <li>○ Offer Sexual Exploitation Awareness programs <ul style="list-style-type: none"> <li>○ Taking Care of Ourselves and Others presentations for upper intermediate classes April 2022</li> </ul> </li> <li>○ Offer City of Richmond cycling program to elementary schools <ul style="list-style-type: none"> <li>○ 18 schools participated, planning for continuation fall 2022</li> </ul> </li> <li>○ Promote community events in collaboration with City of Richmond <ul style="list-style-type: none"> <li>○ District staff liaises with City of Richmond regularly around Youth Strategy and youth engagement opportunities; provided a range of volunteer opportunities through the City of Richmond for secondary students including Heritage Ambassador, summer camp, and Steveston Salmon Festival.</li> <li>○ Education Week included links to community opportunities</li> </ul> </li> </ul>
<p>Objective Three: <i>Increase awareness of, and participation in, healthy living activities</i></p> <ul style="list-style-type: none"> <li>○ Review and analyze available data such as Student Learning Surveys, Early Years Developmental Instrument and Middle Years Development Instrument to develop an action plan <ul style="list-style-type: none"> <li>○ Created 'Educational Data and Analytics' MS Team for each elementary and secondary school where data can easily be accessed (FSA, EDI, MDI, SLS, GLA, GNA); shared with administrators in March 2022</li> <li>○ MDI data utilized in establishing Community Schools initiatives in 6 elementary schools to supported vulnerable learners</li> </ul> </li> <li>○ Promote school, district and community events focusing on healthy living <ul style="list-style-type: none"> <li>○ 14 schools (2 secondary, 12 elementary) registered to participate in Bike to School Week (May 30 – June 3)</li> </ul> </li> </ul>

- As part of the ParticipACTION Community Better Challenge, 6 classes participated in the Most Active Classroom Challenge in early-June.

**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
  - TRC kit distributed to all schools September 2021
- Determine availability of resources on Aboriginal peoples and the history of residential schools
  - Curriculum Coordinator for District Resource Centre and Teacher Consultant for Indigenous Education actively supporting Teacher-Librarians to build their Indigenous collections
- Implement recommendations from Equity in Action scan when available
  - Equity In Action final report anticipated September 2022

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

- Provide professional learning opportunities
  - Mentoring session for early career teachers provided fall of 2021, 2 sessions for FPPL and FNESC resources – 52 attendees
- Promote understanding of First People's Principles among students
  - Teacher Consultant in class support in classrooms and building teacher capacity in embedding FPPL into the curriculum
  - Indigenous Success Team Teachers working with students in cultural activities and encouraging the commemoration of September 30-National Day of Truth and Reconciliation, Orange Shirt Day, and National Indigenous History Month in June

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

- Develop and promote available resources
  - Enhanced the residential school kits for schools.
  - Resources promoted through monthly DRC newsletter to Teacher-Librarians to share with staff
- Provide professional learning opportunities
  - Four Indigenous speakers (Kevin Lamoureux, Jo Chrona, Dustin Louie, Tanya Talaga) presented to 1100 educators over the course of the school year
- Review and determine need for the development of a dedicated Indigenous teaching gathering space
  - Refurbishment of Cambie location fall 2021; Grauer site added and refurbished fall 2021; both in use throughout the year
  - Proposal for additional locations developed

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

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

- Begin to develop framework

<ul style="list-style-type: none"> <li>○ K-2 framework complete; draft 3-5 developed; 6/7 to be developed in the spring of 2023</li> <li>○ Develop and provide early learning literacy resource <ul style="list-style-type: none"> <li>○ Pillars of Literacy K-2 developed and shared with schools June 2022 with formal launch September 2022</li> </ul> </li> <li>○ Provide professional learning opportunities <ul style="list-style-type: none"> <li>○ 7 dedicated series with approximately 250 participating as well as 10 schools (67 classrooms) participating in the Primary Literacy Project</li> <li>○ Literacy YouTube channel launched currently hosting 19 videos on literacy practices</li> </ul> </li> </ul>
<p>Objective Two: <i>Develop and implement a K-12 numeracy vision and framework.</i></p> <ul style="list-style-type: none"> <li>○ Begin to develop framework <ul style="list-style-type: none"> <li>○ Early numeracy working group established spring 2022</li> <li>○ K-2 draft framework completed</li> </ul> </li> <li>○ Develop and provide early learning numeracy resource <ul style="list-style-type: none"> <li>○ K-2 numeracy completed</li> </ul> </li> <li>○ Provide professional learning opportunities <ul style="list-style-type: none"> <li>○ 13 series with over 500 participants</li> <li>○ Numeracy YouTube channel launched currently hosting 12 videos on numeracy practices</li> </ul> </li> </ul>
<p>Objective Three: <i>Support, develop and deepen students' and staff understanding of digital literacy and its integrated implementation</i></p> <ul style="list-style-type: none"> <li>○ Provide professional learning opportunities <ul style="list-style-type: none"> <li>○ 15 series with over 500 participants</li> </ul> </li> <li>○ Provide support for students' digital literacy development through Learning Services <ul style="list-style-type: none"> <li>○ Supported students and teachers in 32 of 47 schools, and virtual or in person pro-d sessions with staff from across the district</li> </ul> </li> <li>○ Provide access to SET BC and district technology support and tools <ul style="list-style-type: none"> <li>○ 29 devices approved for students with diverse abilities and disabilities from SET BC (5) and District Technology Support applications (24)</li> </ul> </li> </ul>



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## STRATEGIC PRIORITY 2 Equity and Inclusion

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



## STRATEGIC PRIORITY TWO – EQUITY AND INCLUSION

### **Goal One- 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
  - 90 educators participated in 5 different professional learning opportunities
- Conduct student focus groups
  - Focus groups have been established in 3 elementary and 3 secondary schools with plans to grow this fall including involvement in forums on Career Conference Days in secondary.
- Review imagery in district to ensure representation
  - Review will be conducted Fall '22 and grants offered for student engagement in mural creation
- Showcase staff and student success from various backgrounds, abilities and identities
  - Five students represented the district at UBC's Black Excellence Days
  - One secondary school hosted a Diversity Days and district staff are planning a celebration of diversity for this year

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

- Review district inclusive education and alternate programs and create and implement action plan based on reviews
  - Review of Aspen program Spring 2022; final report to be shared September 2022
  - Review of Alternate Programs Spring 2022; final report anticipated October 2022
- Create and implement centralized student referral process for placement in alternate programs
  - Consideration of centralized student referral process has been integrated into alternate programs review; anticipate recommendation for implementation in October 2022
- Refine communication processes relating to district inclusive learning
  - Elementary and Secondary inclusive learning networks of school-based administrators from all schools established with representatives from all schools at monthly meetings, to build alignment and consistency across the district.
  - Collaborative Team meetings with Inclusion Support Team and Teacher consultants in April and June to build cross-team collaboration; universal design for learning sessions to be co-led by Inclusion Support Team and teacher consultants beginning fall 2022
- Provide professional learning opportunities
  - Dedicated focus day for Learning Resource Teachers September 2021 (150 participants) SCERTS workshop (180 participants); Reading Intervention Series for Resource Teachers (20 participants); other dedicated sessions over the course of the year (4 sessions with 121 participants)
  - Writing Competency Based Individual Education Plans sessions for Elementary and Secondary Learning Resource Teachers (4 sessions with 198 participants)

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
  - Document review initiated
  - Learning Support Reviews (all schools) Spring 2022
  - Collaboration between HR, Finance and Learning Services regarding equitable allocation of school based support
- Review current resources and practices
  - Annual review of caseload assignments and process for Learning Services staff initiated June 2022, collection of feedback from school based administrators and staff groups, piloting consistent Elementary Learning Resource Teacher schedule starting September 2022
- Provide professional learning opportunities
  - Dedicated focus day for Learning Resource Teachers September 2021 (150 participants) SCERTS workshop (180 participants); Reading Intervention Series for Resource Teachers (20 participants); other dedicated sessions over the course of the year (4 sessions with 121 participants)
  - Writing Competency Based Individual Education Plans sessions for Elementary and Secondary Learning Resource Teachers (4 sessions with 198 participants)

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

- Develop reporting processes
  - Monthly reporting report completed by all schools who have Children and Youth in Care
- Refine communication practices
  - Monthly meetings with Ministry of Children and Families/Children and Youth with Special Needs social workers
  - Review of monthly reports regarding Children and Youth in Care
- Provide professional learning opportunities
  - Two training opportunities provided in October, 2021; all schools who have Children and Youth in Care had a representative attend.
- Assign adult mentors
  - Adult mentors established in all schools with Children and Youth in Care (30 schools).
- Develop attendance monitoring and follow-up processes
  - Follow up by administration for any absences
  - Data collected through monthly reports
- Provide orientation to new students and families
  - Orientation process implemented by schools

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
  - Data collected from ELL/Learning Resource conference day, Pro-D Chairs survey to determine professional learning priorities
- Provide professional learning opportunities
  - Dedicated professional learning series with 4 sessions, 20 attendees from 8 elementary schools)
- Provide support for school-based teams
  - Inclusion Support Team caseload assignments across all elementary and secondary schools; monthly reports reviewed to ensure responsive actions to school requests; caseload reviews of all district inclusive learning teams to ensure equitable access and support
- Build capacity and alignment in practices
  - Ongoing professional learning for school-based and district teams
  - Inclusive learning networks of elementary and secondary administrators established with monthly meetings on focused inclusive learning topics such as Individual Education Plans, Transition Planning, and School Based Team Processes

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

- Provide increased access to relevant technology
  - 29 individualized devices allocated through SET BC and District Allocation processes
  - Trial of assistive writing supports through laptop loans beginning September 2022
- Provide professional learning opportunities and support for students
  - Teacher Consultants supported students and teachers in 32 of 47 schools; 14 workshops with over 600 educators participating
- Create lease options for school-funded technology
  - School-based lease option implemented, and nine schools initiated new lease agreement to acquire more technology for their school.
- Review technology allocation process
  - Allocation of school-funded technology analyzed and students to device ratio calculated for each school. Provided new opportunities for schools to acquire additional 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

- Completed November 2022
- Develop workplan to address findings of review
  - 8 priorities were identified by the Diversity and Antiracism Working Group. The priorities were approved by the Board to be furthered by a Diversity, Equity, and Inclusion Advisory Committee
- Further develop strategic action plan based on recommendations from SOGI Advisory Committee
  - 4 subcommittees developed to focus each recommendation: support of staff and students who identify as LGBTQ2+ so that they feel safe, supported, valued, and included in schools/classrooms; providing staff with appropriate knowledge and skills - i.e. Pro-D, resources - to support LGBTQ2+ students in the classroom; work alongside parents, family members, and community members to support LGBTQ2+ children and youth; communicate effectively amongst students, staff, families, and partner groups about the implementation of the SOGI policy
- Develop workplan based on findings of Equity Scan
  - Equity Scan final report to be presented at October 2022 Board meeting

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

- Provide professional learning opportunities and resources
  - Four workshops for all Richmond Leadership Team, four district-wide workshops as well as a Lunch and Learn series at a secondary school
  - Development and beginning discussions around diversifying the Secondary English Language Arts Resource collections in all high schools throughout the district. Work to commence in Fall 2022.
- Create student focus and leadership groups
  - Elementary Focus Groups conducted at: T. Homma, Spul'u'kwuks, Lord Byng.
  - Secondary Focus Groups conducted at: Cambie Secondary, Steveston London and McNeill
  - Table 38 student leaders participated in a session that focussed on unconscious bias and privilege.
- Take action on recommendations from anti-racism audit and equity scan
  - DEI Advisory Committee formed in June 2022 to develop plans to address the 8 identified priorities from the audit

Objective Three: *Support students and staff to develop a deeper understanding of the history and impacts of systemic discrimination*

- Provide professional learning opportunities and resources
  - Six distinct series and workshops to learn about historical roots of racism about different members of our community, including Indigenous people. Several of these were district-wide events with several hundred staff in attendance.
- Create student leadership groups
  - Secondary Leadership Groups started at: Cambie Secondary, Steveston London and McNeill
- Take action on recommendations from anti-racism audit and equity scan
  - DEI Advisory Committee formed in June 2022 to develop plans to address the 8 identified priorities from the audit



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
  - Primary and secondary antiracism book bundles distributed to schools
- Conduct diversity audit of library collections
  - Secondary diversity audits completed June 2021
  - 8 elementary schools completed diversity audits 2021/22 school year
- Take action on recommendations from anti-racism audit and equity scan
  - Equity Scan final report expected Fall 2022
- Provide professional learning opportunities
  - September Teacher-Librarian conference day focused on diversity, equity and inclusion 50 TLs
  - Professional learning included as key component of diversity audits; 7 schools participated for 2021/22 school year

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### STRATEGIC PRIORITY 3 **Optimized Facilities and Technology**

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



### STRATEGIC PRIORITY THREE – OPTIMIZED FACILITIES AND TECHNOLOGY

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

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

- Develop stakeholder engagement plan
  - Focus groups conducted to collect input from over 125 staff and over 250 students, and data has been summarized and used to develop priorities, goals and objectives.
- Determine goals, objectives, timelines and team leads
  - Specific goals, objectives, and key actions are being finalized and documented within three-year LBT plan.
- Determine measurable KPI's
  - KPI's are being created and written using clear language that can be understood by all stakeholders to track progress.
- Communicate plan
  - Draft LBT plan will be shared at RDPA meeting in the fall of 2022 for discussion and input, and shared during Trustee workshop in fall/winter of 2022. Final LBT plan will be communicated to staff, students and public during the 2022-2023 school year.

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

- Implement strategies to enhance access
  - Access and quantity of technology devices and usage has increased from last year. All district carts have been allocated and utilized by schools throughout the school year, as well as during summer learning.
- Publish inventory of district approved software
  - List of approved software applications is available for all staff to view. Additional software options have been added to meet needs of staff and students.
- Refine inventory management processes
  - Implementing improvements for inventory management. End-of-life assets are being decommissioned and recycled.
- Analyze current lease model and begin to implement recommendations
  - Lease model reviewed. Completed RFP for computing hardware leasing and have implemented strategies to improve efficiency and services.
- Investigate and begin to implement print management solutions
  - Will begin analysis of print management usage and requirements during 2022-2023 school year in preparation for a future RFP for print management solution.

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

- Develop technology integration framework



<ul style="list-style-type: none"> <li>○ Ed Tech Mentors identified to provide support for technology integration to their schools. Analysis of technology support resources demonstrated increased use. Adding Microsoft Mentors across all schools and departments during this school year.</li> <li>○ Increase professional learning opportunities <ul style="list-style-type: none"> <li>○ Increased number of workshops and resources offered throughout the year, and increased use of instructional documents and video resources.</li> </ul> </li> </ul>
<p>Objective Four: <i>Implement and support the use of a common platform (M365 and Teams) that enhances communication, learning and community</i></p> <ul style="list-style-type: none"> <li>○ Onboard staff and students <ul style="list-style-type: none"> <li>○ All staff and students are licensed with M365 and Teams. Applications made available on all individual user devices, and piloting on shared user devices. All staff migrated files to Microsoft OneDrive</li> </ul> </li> <li>○ Provide professional learning opportunities <ul style="list-style-type: none"> <li>○ All schools and departments have received professional learning tutorials, training opportunities and support offerings.</li> </ul> </li> </ul>
<p>Objective Five: <i>Strengthen the security of our network data, software, systems and practices</i></p> <ul style="list-style-type: none"> <li>○ Implement password policy <ul style="list-style-type: none"> <li>○ District-wide password policy created. Multi-Factor Authentication implemented for RASA, RMAPS and Executive Staff. Password policy will be fully implemented for all staff during 2022-2023 school year.</li> </ul> </li> <li>○ Develop incident response plan for potential breaches <ul style="list-style-type: none"> <li>○ Incident response plan documented for phishing emails and/or compromised account credentials. Computer Service Technicians document all cybersecurity account breaches.</li> </ul> </li> <li>○ Migrate exchange email to the cloud <ul style="list-style-type: none"> <li>○ All staff email accounts have been successfully migrated to Exchange Online (Cloud) and additional security measures implemented.</li> </ul> </li> <li>○ Refine firewall settings <ul style="list-style-type: none"> <li>○ Firewall settings continually monitored and adjusted to strengthen firewall policies. Worked with resident engineer from Palo Alto.</li> </ul> </li> </ul>
<p>Objective Six: <i>Increase cybersecurity education and training to enhance awareness and proactivity</i></p> <ul style="list-style-type: none"> <li>○ Design awareness and training strategy <ul style="list-style-type: none"> <li>○ Conducted review of numerous security awareness software applications and selected Sophos Phish Threat. Software licensed and installed.</li> </ul> </li> <li>○ Provide professional learning opportunities <ul style="list-style-type: none"> <li>○ Distributed series of Tech Bulletins on cybersecurity. Enhanced cybersecurity measures by implementing Geoblocking and DMARC (Domain-based Message Authentication, Reporting and Conformance).</li> </ul> </li> <li>○ Initiate phishing awareness campaigns</li> </ul>

<ul style="list-style-type: none"> <li>○ Conducted baseline phishing simulation and launching security awareness training modules in Fall of 2022.</li> </ul>
<p>Objective Seven: <i>Enhance wireless access and network stability in all district facilities</i></p> <ul style="list-style-type: none"> <li>○ Establish baseline data <ul style="list-style-type: none"> <li>○ Building district map of WiFi coverage currently in progress. Actions taken to increase WiFi network coverage by installing additional access points in locations identified as having weak network coverage.</li> </ul> </li> <li>○ Review wireless infrastructure and begin to implement recommendations <ul style="list-style-type: none"> <li>○ In-progress. Completing a comprehensive wireless network review to identify future wireless infrastructure requirements.</li> </ul> </li> </ul>
<p><b>Goal Two- <i>The district's facilities are well-maintained, equitable, safe and conducive to learning</i></b></p>
<p>Objective One: <i>Provide equitable learning environments through effective and efficient facilities planning, management and resource allocation</i></p> <ul style="list-style-type: none"> <li>○ Establish cross-department teams <ul style="list-style-type: none"> <li>○ Team established in Facilities Services</li> </ul> </li> <li>○ Conduct ongoing boundary reviews as necessary <ul style="list-style-type: none"> <li>○ Updated Long Range Facilities Plan Action Plan to reflect this work</li> </ul> </li> <li>○ Develop and pilot climate risk assessment at specific sites <ul style="list-style-type: none"> <li>○ Work underway on pilot at 10 sites</li> </ul> </li> </ul>
<p>Objective Two: <i>Provide clean, healthy and safe facilities</i></p> <ul style="list-style-type: none"> <li>○ Conduct operations department review <ul style="list-style-type: none"> <li>○ Completed in September 2021 with a number of recommendations implemented</li> </ul> </li> <li>○ Develop facilities renewal program <ul style="list-style-type: none"> <li>○ 2022/2023 FRP completed in April 2022 and presented to F&amp;B Committee</li> </ul> </li> </ul> <p>Develop and implement post-COVID-19 facilities operations plan</p> <ul style="list-style-type: none"> <li>○ Completed in December 2021 and reviewed in July 2022</li> </ul>
<p>Objective Three: <i>Implement the 2020 Maintenance Review recommendations to optimize service delivery and improve the quality and timeliness of maintenance to our facilities</i></p> <ul style="list-style-type: none"> <li>○ Consolidate Facilities Services functions <ul style="list-style-type: none"> <li>○ Fully completed in June 2021</li> </ul> </li> <li>○ Replace existing work order system <ul style="list-style-type: none"> <li>○ Completed in August 2021 with the new AssetPlanner enterprise asset management system implemented</li> </ul> </li> </ul>
<p>Objective Four: <i>Implement strategic recommendations in the Long Range Facilities Plan</i></p> <ul style="list-style-type: none"> <li>○ Update LRFP <ul style="list-style-type: none"> <li>○ Board approved the 2021 LRFP Update in November 2021</li> </ul> </li> <li>○ Complete boundary review including district choice program location review <ul style="list-style-type: none"> <li>○ Preparing to start work on Phase II &amp; III boundary reviews in early 2023</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ District choice program location review by ELT, with Planning Team contributing</li> <li>○ Develop elementary school expansion plan <ul style="list-style-type: none"> <li>○ Plan reviewed and updated in 2021 LRFP</li> <li>○ Adjustments to be made once 2023 enrolment projections completed</li> </ul> </li> <li>○ Expand childcare operations <ul style="list-style-type: none"> <li>○ Completed new childcare centres at Tait Elementary and Tomsett Elementary for September 2022 occupancy</li> <li>○ Obtained provincial funding approval and started design on two new childcare facilities at Steves Elementary and Maple Lane Elementary</li> </ul> </li> <li>○ Update five-year capital plan <ul style="list-style-type: none"> <li>○ Board approved 2023/2024 Five-Year Capital Plan in June 2022, which was submitted to Ministry</li> </ul> </li> <li>○ Examine opportunities to address space issues relating to non-school sites <ul style="list-style-type: none"> <li>○ Obtained Board funding approval to renovate/upgrade former school block from Mitchell Elementary for repurposing as adult education centre, relocating continuing education from Rideau Park Resource Centre and Sea Island Education Centre to the new facility and renovating Rideau Park to accommodate Learning &amp; Business Technologies</li> <li>○ Construction completion and move-in at new adult education centre in September 2022</li> <li>○ Design underway on Rideau Park Resource Centre</li> </ul> </li> </ul>
<p>Objective Five: <i>Work collaboratively with the Ministry of Education to accelerate seismic upgrading of our schools</i></p> <ul style="list-style-type: none"> <li>○ Continue to develop business cases for seismic upgrade projects <ul style="list-style-type: none"> <li>○ Ministry supported seismic upgrading of DeBeck Elementary and Dixon Elementary in response to 2022/23 Capital Plan submission</li> <li>○ Draft business cases submitted to Ministry in August 2022</li> </ul> </li> </ul>
<p>Objective Six: <i>Create learning environments that are flexible and support inclusive educational practices</i></p> <ul style="list-style-type: none"> <li>○ Identify and expand flexible learning environments <ul style="list-style-type: none"> <li>○ Work started and on-going</li> </ul> </li> </ul>
<p><b>Goal Three- <i>The district fosters energy efficient and environmentally sustainable facilities and practices</i></b></p> <p>Objective One: <i>Develop and implement a five-year Sustainability and Climate Action Plan</i></p> <ul style="list-style-type: none"> <li>○ Develop and implement DSCAP <ul style="list-style-type: none"> <li>○ DSCAP approved by the Board in December 2021</li> <li>○ Primary focus has been on balancing energy efficiency with ventilation recommendations to mitigate against COVID-19</li> <li>○ Conducted 6 waste audits at schools</li> <li>○ Started training of “Green Teams” to maintain outdoor learning spaces</li> <li>○ The 2021 LRFP Update, approved by the Board in November 2021, contains a new section dedicated to sustainability and climate action and the DSCAP</li> </ul> </li> </ul>

4

**STRATEGIC PRIORITY 4****A Progressive Workplace**

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



## STRATEGIC PRIORITY FOUR – A PROGRESSIVE WORKPLACE

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

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

- Develop and implement equity statements
  - Equity statements are now included on every job posting across the district, for both internal and external applicants.
- Analyze HR processes through EDI lens
  - Gender neutral terminology, job description language and interviewing processes have been reviewed and updated through an EDI lens.
  - Addition of interview questions which elicit values and actions in addressing discrimination in the workplace.

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

- Provide EDI and 2SLGBTQ+ workplace training to management staff
  - Introductory workshop for management staff, where 68% of attendees articulated a desire for more learning in this area.
- Build plan for professional learning activities
  - Additional 3-part workshop for management staff will be held during the 2022-2023 year, executive staff will participate alongside.

*Objective Three: Build capacity for equity, diversity and inclusion and appreciation and understanding as part of standard workplace culture.*

- Connect professional learning opportunities to results of anti-racism audit
  - Development of plans for a training session for all employees, with respect to values of equity, diversity and inclusion in the workplace.
- Collect and review feedback on professional learning sessions offered
  - Deferred to 2022-2023

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

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

- Identify previous professional learning opportunities
  - Summary report developed, highlighting breadth and depth of professional learning opportunities across the district; gaps in various areas/employee groups identified.
- Identify current professional learning priorities
  - Review of strategic plan learning priorities, mapped by year & department.
- Build multi-year plan
  - Consolidation of strategic plan priority areas; identification of departmental objectives.

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

- Research best practices
  - Reviewed practices from other school districts, comparable BC and other public sector employers.
- Gather data to inform plan
  - Deferred to 2022/2023
- Identify potential funding sources
  - Consolidated listing of professional learning budgets across department analyzed; results will be incorporated into internal management support documentation to support leadership development.

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

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

- Develop vision through research and stakeholder consultation
  - Vision and branding developed, shared with stakeholders & management teams.
- Develop communication plan
  - Regular communications and feedback cycle developed and implemented.
- Establish regular input opportunities with stakeholders
  - Regular meetings established, feedback processes engaged.

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

- Identify participation in current offerings
  - Participation rates summarized and distributed to board and stakeholder representatives.
- Consult with stakeholders on experience with current offerings
  - Regular meetings established; feedback cycles engaged.
- Develop plan for future offerings
  - Draft 2022-2023 plan developed; engaged with stakeholders for consultation.
- Develop feedback process
  - Regular survey cycles engaged.

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

- Identify additional offerings
  - Researched community building activities, alignment with external campaigns & organizations. Preliminary plans developed for 2022-2023.
- Consult with stakeholders
  - Regular meetings established, brainstorming for additional areas of focus for 2022-2023 school year.

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

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



<ul style="list-style-type: none"> <li>○ Research best practices <ul style="list-style-type: none"> <li>○ Other organizations' and current internal best practices were considered in relation to EDI principles; listing of best practices consolidated and shared across HR recruiters</li> </ul> </li> <li>○ Provide professional learning opportunities <ul style="list-style-type: none"> <li>○ Created listing of relevant HR professional learning for all HR staff with recruitment responsibilities; created shared document for attendees to share learnings from each session across the recruitment team; created requirement that HR staff with recruitment responsibilities attend at least one professional learning session each school year.</li> </ul> </li> <li>○ Analyze current screening strategies and identify areas for growth <ul style="list-style-type: none"> <li>○ Templates created for use across team, hiring checklists utilized, digital tools utilized to improve efficiency.</li> </ul> </li> </ul>
<p>Objective Three: <i>Provide opportunities for management staff to build and enhance their assessment and hiring capabilities.</i></p> <ul style="list-style-type: none"> <li>○ Determine skills gaps and areas of interest <ul style="list-style-type: none"> <li>○ Survey currently under development, to be distributed to managers and administrators in fall 2022.</li> </ul> </li> <li>○ Provide resources and professional learning opportunities and monitor use <ul style="list-style-type: none"> <li>○ Development of training modules for administrators &amp; managers to use and access in interviewing processes; ongoing in 2022-2023</li> </ul> </li> </ul>
<p>Objective Four: <i>Highlight and promote our district as an employer of choice.</i></p> <ul style="list-style-type: none"> <li>○ Conduct research in relation to other districts <ul style="list-style-type: none"> <li>○ Findings highlight how SD 38 differentiates itself from other districts/employers: Strong focus on the learner, inclusion, collaboration, and meaningful contribution; Professional development and mentoring opportunities offered to employees year-round; Specialty Programs include trades apprenticeship programs in automotive mechanics, plumbing, cooking (not referenced by other districts)</li> <li>○ Gaps and areas for improvement identified, such as: expanding the Community Culture or Regional Diversity profile of the district; including more detailed information on languages identified in schools, percentage of students designated ESL e.g., the district could strengthen messaging relating to diversity and multiculturalism.</li> </ul> </li> <li>○ Promote RSD at employment related events <ul style="list-style-type: none"> <li>○ Submitted application to BC's Top Employer Selection process.</li> <li>○ Sourcing low-cost, high impact district branding material for giveaway &amp; promotion.</li> </ul> </li> <li>○ Analyze and enhance access to employee services <ul style="list-style-type: none"> <li>○ Deferred to 2022-2023</li> </ul> </li> </ul>
<p><b>Goal Five- All staffing allocations are determined equitably, responsibly and responsively</b></p>
<p>Objective One: <i>Analyze and refine current staffing allocation processes</i></p> <ul style="list-style-type: none"> <li>○ Conduct research <ul style="list-style-type: none"> <li>○ Collected information from comparable school districts to learn and compare with others experiences.</li> </ul> </li> </ul>



- Surveyed management staff to understand current experiences with allocation formulas, or lack thereof.
- Analyze current staffing processes and identify areas for growth
  - Reviewed categories of positions currently allocated by formula, and categories of positions without formula allocation at this time. Prioritized listing of positions for consideration under this priority.

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

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

- Identify areas of risk
  - Conducted Enterprise Risk Management (ERM) assessment to formally identify and document significant risks at the enterprise level and prioritize these risks.
- Provided final report with recommendations
  - Reported to the Board, Audit Committee and Senior Team with identified risks and recommended next steps.
- Provide professional learning opportunities
  - PwC led a series of workshops, through which Trustees and management staff had the opportunity to review the definitions of ERM, assess and analyze the types of risks, risk drivers, risk management strategies, mitigation controls, and additional risk treatment options.

5

## STRATEGIC PRIORITY 5 **A Connected Learning Community**

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



## STRATEGIC PRIORITY FIVE – A CONNECTED LEARNING COMMUNITY

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

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

- Develop Guidelines document
  - Internal brand guidelines were developed with input from stakeholders.
  - The guidelines have been distributed to staff and are being utilized.
- Develop district templates
  - District templates were developed and distributed to ensure consistent use of communication guidelines.
  - Templates are being used by staff.

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

- Create processes to analyze web traffic and social media
  - Tools and processes to analyze traffic and use of district and school websites and social channels have been implemented.
  - Data and insights are being captured to provide benchmark data.
  - Data and insights are improving the user experience.
- Develop schedule and template to report use of websites, social media and intranet
  - Reporting templates have been developed and implemented.
- Provide reports to those responsible for websites and social media
  - Automated reporting mechanisms are being implemented to inform those responsible for websites and social media.

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

Objective One: *Complete a comprehensive intranet review and implement improvements to internal communications.*

- Review and assess current systems
  - Intranet assessment report completed.
  - Current intranet systems were rated for effectiveness by an intranet consultant.
- Consult staff and stakeholders
  - Staff and stakeholders were consulted through surveys and meetings.
  - Summary findings report of feedback was completed.
- Identify future intranet platform
  - SharePoint Online was identified as the new intranet platform to meet staff needs.
- Develop governance structure
  - A governance structure for the future intranet was completed.
  - Staff have been assigned specific roles based on the governance structure document.

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

- Provide training to technology services staff
  - Training for SharePoint was provided to technology services staff.
- Implement governance structure
  - Governance structure was developed and implemented.
- Design intranet use interface
  - User interface has been designed and is ready for development.

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

Objective One: *Create a variety of ongoing opportunities to activate student voice to provide ideas and observations.*

- Create student working group
  - Student working group of approximately 25 students created in fall 2021 and met five times during 2021-2022 school year
  - Students representing a diverse variety of profiles were invited however the goal for next year will be to continue to expand the level of diversity within the working group.
  - Students involved report a high degree of satisfaction with the opportunity to participate in the working group and also request additional opportunities for voice both at the school and district level
- Identify existing platforms and groups of students as well as most effective ways to connect
  - A variety of existing platforms identified including SOGI Youth Advisory, Mental Health Youth Ambassadors, Inclusion and Unity Clubs, TABLE38 as well as multiple school-based opportunities
  - Students report that they have appreciated the opportunity to participate and would appreciate expanded opportunities
  - Connection mechanisms such as social media being explored
- Design framework for management staff to identify means to activate student voice
  - initial framework developed- to be updated once working group is expanded
- Provide professional learning opportunities
  - Several learning opportunities provided for school administrators led by students and the District Administrator responsible for Student Voice
  - Sessions for staff offered at District Conference led by students and District Administrator responsible for Student Voice
  - Overwhelmingly positive feedback provided by participants in sessions

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

- Create student working group
  - see Objective One
- Identify existing platforms and groups of students as well as most effective ways to connect
  - see Objective One

## **SECTION TWO: AREAS OF FOCUS FOR 2022-2023 SCHOOL YEAR:**

### **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
- Provide innovation inquiry grants
- Continue School Story Group meetings

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

- Provide professional learning opportunities
- Review and revise teacher consultant support model based on 2022/23 implementation year

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

- Establish and implement plan to grow and develop Richmond International Education
- Conduct review of program options and adjust offerings based on results of review
- Develop strategic plan for Richmond Continuing Education

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

- Provide professional learning opportunities
- Provide innovation inquiry grants
- Support transition of current assessment and reporting practices

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

- Increase student volunteer opportunities
- Provide professional learning opportunities
- Provide access to energy consumption dashboards
- Offer sustainability grants

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

- Provide professional learning opportunities
- Promote and provide access to tools and technology for students with diverse abilities and disabilities

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

- Provide professional learning opportunities

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

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

<ul style="list-style-type: none"> <li>○ Provide professional learning opportunities for teachers</li> <li>○ Student focus groups</li> <li>○ Professional learning for Principals and Vice-Principals</li> </ul>
<p>Objective Two: <i>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</i></p> <ul style="list-style-type: none"> <li>○ Provide professional learning opportunities</li> <li>○ Establish and launch initial Richmond Integrated Child and Youth Team</li> <li>○ Parent information evenings on the topic of mental health</li> <li>○ Promote community events in collaboration with City of Richmond</li> </ul>
<p>Objective Three: <i>Increase awareness of, and participation in, healthy living activities</i></p> <ul style="list-style-type: none"> <li>○ Review and analyze available data such as Student Learning Surveys, Early Years Developmental Instrument and Middle Years Development Instrument to develop an action plan</li> <li>○ Promote school, district and community events focusing on healthy living</li> </ul>
<p><b>Goal Three- Indigenous People's history, perspectives, and learning approaches are embedded within district planning and practices</b></p>
<p>Objective One: <i>Honour and implement the Truth and Reconciliation Commission call to action related to education</i></p> <ul style="list-style-type: none"> <li>○ Promote availability of resources on Aboriginal peoples and the history of residential schools and provide supports for their use in classrooms</li> <li>○ Implement recommendations from Equity in Action scan</li> </ul>
<p>Objective Two: <i>Deepen understanding and embed the First People's Principles of Learning</i></p> <ul style="list-style-type: none"> <li>○ Provide professional learning opportunities</li> <li>○ Promote understanding of First People's Principles amongst students</li> </ul>
<p>Objective Three: <i>Increase access to authentic learning opportunities and resources to enhance understanding of Indigenous Peoples' culture and history</i></p> <ul style="list-style-type: none"> <li>○ Develop and promote available resources</li> <li>○ Provide professional learning opportunities</li> <li>○ Determine potential locations for and actions to increase the number of Indigenous gathering spaces in the district</li> </ul>
<p><b>Goal Four- The district builds literacy, numeracy, and digital literacy through innovation and a commonly held vision</b></p>
<p>Objective One: <i>Develop and implement a K-12 literacy vision and framework</i></p> <ul style="list-style-type: none"> <li>○ Begin development of literacy framework and resources for intermediate and secondary</li> <li>○ Provide professional learning opportunities</li> </ul>
<p>Objective Two: <i>Develop and implement a K-12 numeracy vision and framework</i></p> <ul style="list-style-type: none"> <li>○ Implement early years framework and resource</li> <li>○ Begin development of numeracy framework and resources for late primary, intermediate and secondary</li> </ul>

○ Provide professional learning opportunities
Objective Three: <i>Support, develop and deepen students' and staff understanding of digital literacy and its integrated implementation</i>
○ Provide professional learning opportunities
○ Provide support for students' digital literacy development



## STRATEGIC PRIORITY TWO – *EQUITY AND INCLUSION*

<b>Goal One- <i>Devote focused attention and specialized support to address the individual needs of learners with disabilities and diverse abilities</i></b>	
Objective One: <i>Support all learners to develop a sense of connection, belonging and positive personal and cultural identity</i>	<ul style="list-style-type: none"> <li>○ Continue to provide professional learning opportunities</li> <li>○ Continue to conduct student focus groups</li> <li>○ Review imagery in district to ensure representation</li> <li>○ Showcase staff and student success from various backgrounds, abilities and identities</li> </ul>
Objective Two: <i>Provide equitable and inclusive learning opportunities for all learners</i>	<ul style="list-style-type: none"> <li>○ Create and begin implementation of plan based on inclusive education and alternate program reviews</li> <li>○ Implement centralized student referral process for placement in alternate programs</li> <li>○ Establish inclusive learning network of students with disabilities and diverse abilities</li> <li>○ Provide professional learning opportunities</li> </ul>
Objective Three: <i>Devote focused attention and specialized support to address the individual needs of learners with disabilities and diverse abilities</i>	<ul style="list-style-type: none"> <li>○ Review approach to learning supports</li> <li>○ Provide professional learning opportunities</li> </ul>
Objective Four: <i>Actively address and support the unique needs of children and youth in care of the Ministry of Children and Family Development</i>	<ul style="list-style-type: none"> <li>○ Ensure continuity of reporting processes</li> <li>○ Review and continue development of adult mentors</li> <li>○ Review practice in providing orientation to new students and families</li> </ul>
Objective Five: <i>Provide support for staff to increase understanding of and embed evidence-based practices related to the implementation of inclusive learning communities</i>	<ul style="list-style-type: none"> <li>○ Provide professional learning opportunities</li> <li>○ Build capacity and alignment in practices</li> </ul>
Objective Six: <i>Develop and implement initiatives to support equitable access to technology</i>	<ul style="list-style-type: none"> <li>○ Provide professional learning opportunities</li> <li>○ Enhance lease options for school-funded technology</li> <li>○ Identify recommendations to achieve greater equity of access for core district technology</li> <li>○ Investigate and promote opportunities for staff and families to acquire cost-effective technology</li> <li>○ Create guidelines and resources to support BYOD (Bring Your Own Device)</li> </ul>

<b>Goal Two- <i>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</i></b>
<p><b>Objective One: <i>Identify and develop a plan to respond to current district challenges related to systemic discrimination and marginalization</i></b></p> <ul style="list-style-type: none"> <li>○ Develop a detailed workplan to address eight identified priorities for DEI via the DEI Advisory Committee</li> <li>○ Further develop strategic action plan based on recommendations from SOGI Advisory Committee</li> <li>○ Develop workplan based on findings of Equity Scan</li> </ul>
<p><b>Objective Two: <i>Enhance awareness and understanding of unconscious bias and privilege and how they influence interactions throughout our learning community</i></b></p> <ul style="list-style-type: none"> <li>○ Continue to Provide professional learning opportunities and resources</li> <li>○ Continue to provide and develop student focus and leadership groups in more schools</li> <li>○ Take action on identified priorities from antiracism audit and equity scan</li> </ul>
<p><b>Objective Three: <i>Support students and staff to develop a deeper understanding of the history and impacts of systemic discrimination</i></b></p> <ul style="list-style-type: none"> <li>○ Continue Provide professional learning opportunities and resources</li> <li>○ Create more student leadership groups in more schools</li> <li>○ Take action on identified priorities from anti-racism audit and equity scan</li> </ul>
<p><b>Objective Four: <i>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</i></b></p> <ul style="list-style-type: none"> <li>○ Conduct diversity audit of elementary library collections</li> <li>○ Take action on recommendations from anti-racism audit and equity scan</li> <li>○ Provide professional learning opportunities</li> </ul>

### STRATEGIC PRIORITY THREE – OPTIMIZED FACILITIES AND TECHNOLOGY

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

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

- Review annual progress and identify successful completion of action items, objectives and goals
- Develop and add a subsequent year to the LBT plan to maintain a three-year plan

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

- Implement strategies to enhance access
- Update inventory of district approved software
- Refine inventory management processes
- Assess hardware and software within business departments and identify potential opportunities to increase efficiencies, effectiveness and cybersecurity
- Assess current print management trends and identify district needs for future print management solution

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

- Expand technology integration framework
- Build online 'Tech Hub' to share and promote resources for staff
- Increase professional learning opportunities
- Implement strategies to provide technical support to students/parents on district approved software

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

- Expand student and staff use of M365 and Teams
- Enhance professional learning opportunities
- Create district-wide 'Teams' to promote and encourage collaboration

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

- Implement password policy
- Expand incident response plan for potential cyber threats and security breaches
- Refine firewall settings
- Investigate the need to implement a Network Access Control System
- Develop a data retention policy
- Initiate video surveillance project

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

- Implement cybersecurity awareness and training strategy
- Provide professional learning opportunities
- Expand phishing awareness campaigns

<ul style="list-style-type: none"> <li>○ Provide education on and awareness of acceptable use of district email</li> </ul>
<p>Objective Seven: <i>Enhance wireless access and network stability in all district facilities</i></p> <ul style="list-style-type: none"> <li>○ Install and activate software to monitor network bandwidth utilization</li> <li>○ Implement bandwidth shaping strategies</li> <li>○ Review wireless infrastructure and identify recommendations for future operational needs</li> </ul>
<p><b>Goal Two- <i>The district's facilities are well-maintained, equitable, safe and conducive to learning</i></b></p>
<p>Objective One: <i>Provide equitable learning environments through effective and efficient facilities planning, management and resource allocation</i></p> <ul style="list-style-type: none"> <li>○ Establish cross-department teams <ul style="list-style-type: none"> <li>○ Targeting first report on facilities condition to F&amp;B committee by end of 2022</li> </ul> </li> <li>○ Conduct ongoing boundary reviews as necessary <ul style="list-style-type: none"> <li>○ On-going work to continue in 2022/2023 to help improve equity in learning environments throughout District</li> </ul> </li> <li>○ Develop and pilot climate risk assessment at specific sites <ul style="list-style-type: none"> <li>○ Complete pilot by end of October</li> <li>○ Analyze outcomes of pilot and consider expanding to other sites</li> </ul> </li> </ul>
<p>Objective Two: <i>Provide clean, healthy and safe facilities</i></p> <ul style="list-style-type: none"> <li>○ Conduct operations department review and implement recommendations <ul style="list-style-type: none"> <li>○ Hire Assistant Manager, Operations &amp; Rentals to supervise afternoon shift operations and assist Manager with specific tasks</li> <li>○ Develop best practices, standard operating procedures and update custodial operations manual</li> <li>○ Move dispatch to the District Call Board</li> </ul> </li> <li>○ Develop facilities renewal program <ul style="list-style-type: none"> <li>○ Develop long-term roofing, flooring and paving replacement programs</li> <li>○ Develop in 2023/2024 FRP by April 2023</li> </ul> </li> </ul>
<p>Objective Three: <i>Implement the 2020 Maintenance Review recommendations to optimize service delivery and improve the quality and timeliness of maintenance to our facilities</i></p> <ul style="list-style-type: none"> <li>○ Consolidate Facilities Services functions <ul style="list-style-type: none"> <li>○ Develop succession plan for the eventual retirement of the Executive Director to ensure business continuity</li> </ul> </li> <li>○ Replace existing work order system <ul style="list-style-type: none"> <li>○ Implement project and other modules of the AssetPlanner software currently not in use</li> </ul> </li> </ul>
<p>Objective Four: <i>Implement strategic recommendations in the Long Range Facilities Plan</i></p> <ul style="list-style-type: none"> <li>○ Update LRFP <ul style="list-style-type: none"> <li>○ Commence review and updating of 2021 LRFP for presentation to Board in November 2023</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Complete boundary review including district choice program location review <ul style="list-style-type: none"> <li>○ Bring forward to the Board a recommendation to start Phase II &amp; III boundary reviews (involving mostly schools in the eastern half of the City) in early 2023</li> <li>○ Advise and assist ELT in the District choice program location review, for completion in 2022/2023</li> </ul> </li> <li>○ Develop elementary school expansion plan <ul style="list-style-type: none"> <li>○ Review and adjust existing strategy for 2023 LRFP Update once 2023 enrolment projections completed</li> <li>○ Encourage the Ministry to support top expansion request in the 2023/24 Capital Plan submission (Brighthouse)</li> </ul> </li> <li>○ Expand childcare operations <ul style="list-style-type: none"> <li>○ Complete construction of two new childcare facilities at Steves Elementary and Maple Lane Elementary by February 2023</li> <li>○ Apply for provincial funding once next intake opens for Childcare New Spaces Fund. McKinney Elementary and other site TBD</li> </ul> </li> <li>○ Update five-year capital plan <ul style="list-style-type: none"> <li>○ Based on what is supported by Ministry in the 2023/2024 submission, develop 2024/2025 Five-Year Capital Plan for Board approval in June 2023</li> </ul> </li> <li>○ Examine opportunities to address space issues relating to non-school sites <ul style="list-style-type: none"> <li>○ Complete relocation of Adult Education from Rideau Park and Sea Island to new facility at Mitchell Campus in September 2022</li> <li>○ Complete relocation of LINC program from Blundell Elementary and Richmond Baptist Church to Sea Island in September 2022, and undertake renovations once federal funding received</li> <li>○ Commence renovations to Rideau Park Resource Centre to accommodate Learning &amp; Business Technologies in September 2022 with planned occupancy by May 2023</li> </ul> </li> </ul>
<p>Objective Five: <i>Work collaboratively with the Ministry of Education to accelerate seismic upgrading of our schools</i></p> <ul style="list-style-type: none"> <li>○ Continue to develop business cases for seismic upgrade projects <ul style="list-style-type: none"> <li>○ Encourage the Ministry to approve business cases for the seismic upgrading of DeBeck Elementary and Dixon Elementary by December 2022</li> <li>○ Encourage the Ministry to support top four seismic upgrades in the 2023/24 Capital Plan submission (Diefenbaker, Blundell, McNair, Westwind)</li> <li>○ Work with the Ministry to extend the MOA for the Richmond Project Team for another 5 years in Spring 2023</li> </ul> </li> </ul>
<p>Objective Six: <i>Create learning environments that are flexible and support inclusive educational practices</i></p> <ul style="list-style-type: none"> <li>○ Identify and expand flexible learning environments <ul style="list-style-type: none"> <li>○ Work on-going – not expected to be completed until April 2024</li> </ul> </li> </ul>
<p><b>Goal Three- <i>The district fosters energy efficient and environmentally sustainable facilities and practices</i></b></p>
<p>Objective One: <i>Develop and implement a five-year Sustainability and Climate Action Plan</i></p>

- Develop and implement DSCAP
  - DSCAP approved by the Board in December 2021
  - Primary focus has been on balancing energy efficiency with ventilation recommendations to mitigate against COVID-19
  - Conducted 6 waste audits at schools
  - Started training of “Green Teams” to maintain outdoor learning spaces
  - The 2021 LRFP Update, approved by the Board in November 2021, contains a new section dedicated to sustainability and climate action and the DSCAP

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

- Develop standard operating procedures for better incorporating energy efficiency and sustainability into capital projects
  - Start working with planners and project managers on SOPs in September 2022 with a completion target of Spring 2023
- Integrate sustainability initiatives in major capital project business cases
  - Pilot in final business case submissions for seismic upgrading of DeBeck and Dixon in Fall 2022 to gauge interest by Ministry for future projects

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

- Full implementation of the Zero Waste Strategy (waste diversion rates and waste generation)
  - Develop terms of reference and pilot strategy at selected sites in 2022/23 for full implementation by Winter 2023
- Promote Climate Action
  - Continue behaviour change work with school Eco-Wise teams as part of our Energy Wise obligations

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

- Provide training to District staff
  - On-going presentations to various stakeholder groups during Professional Development Days on Sustainability and Climate Action initiatives that require stakeholder support (ongoing) - RASA, RDPA, Green Teams, CUPE, RTA at least twice per year, ideally once per quarter
- Advocate for Teacher-Consultant focused on sustainability for students and once in place, synchronize with Energy Wise and Eco-Wise for increased sustainability training and awareness
  - Continue working with assigned Teacher-Consultant on the integration of sustainability and climate action per BC curriculum core competencies

## STRATEGIC PRIORITY FOUR – A PROGRESSIVE WORKPLACE

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

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

- Continue to analyze HR processes through EDI lens, expand scope of areas for review.

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

- Provide EDI and 2SLGBTQ+ workplace training to management staff
- Build plan for professional learning activities, gather feedback and supplement activities based on participant feedback.

*Objective Three: Build capacity for equity, diversity and inclusion and appreciation and understanding as part of standard workplace culture.*

- Connect professional learning opportunities to results of anti-racism audit
- Collect and review feedback on professional learning sessions offered

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

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

- Identify previous professional learning opportunities
- Identify current professional learning priorities
- Implementation of multi-year plan

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

- Gather data to inform plan
- Identify potential funding sources
- Collaborate with executive team members on leadership needs across departments.

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

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

- Continue regular input opportunities with stakeholders

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

- Identify participation in current offerings
- Consult with stakeholders on experience with current offerings
- Develop plan for future offerings
- Implement cyclical feedback processes

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

- Identify additional offerings aligned with vision document



- Consult with stakeholders; incorporate feedback as appropriate.

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

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

- Provide professional learning opportunities
- Analyze current screening strategies and identify areas for growth

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

- Determine skills gaps and areas of interest
- Provide resources and professional learning opportunities and monitor use

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

- Promote RSD at employment related events
- Analyze and enhance access to employee services

**Goal Five- *All staffing allocations are determined equitably, responsibly and responsively***

Objective One: *Analyze and refine current staffing allocation processes*

- Analyze current staffing processes and identify areas for growth

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

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

- Provide final report with recommendations
  - Develop a formal enterprise risk management policy, outlining the governance structure, and assigning risk owners and their responsibilities.
  - Establish the risk management procedures to proactively management and address risks at the enterprise level.

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

- Review and update plans
  - Adopt a periodic review and reporting cycle for on-going risk assessment and monitoring.
  - Embed the policies in the operational practices to proactively manage and address risks at the enterprise level.
- Update relevant policies and procedures
  - Continuous risk assessment and periodic risk review will inform future update of relevant policies and procedures.

## **STRATEGIC PRIORITY FIVE – A CONNECTED LEARNING COMMUNITY**

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

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

- Annual review of district and school documents indicate consistent and appropriate use of guidelines and design standards.
- Design and deliver training sessions to ensure consistent use of communication guidelines.

Objective Three: *Provide equitable access to information.*

- Analyze and identify communication channels, gather feedback from stakeholders, identify areas of inequity and opportunities to increase equity of access.
- Based on findings from the analysis, identify actions, process, team members and schedule for implementation.
- Implement recommendations of the Equitable Access Strategic Report as outlined in work plan

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

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

- Design Intranet User Interface
- Test platform to identify and resolve issues

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

Objective One: *Create a variety of ongoing opportunities to activate student voice to provide ideas and observations.*

- Expand student working group to include opportunities for students representing more diverse backgrounds
- Increase the number and type of platforms for engaging student voice at the school level and broaden how these opportunities are advertised
- Design framework for management staff to identify means to activate student voice
- Continue to provide professional learning opportunities for staff to engage student voice- increase number and diversity of profile of students presenting these sessions
- Plan and implement a district-wide student voice conference Spring 2023

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

- Expand the number of both formal and informal opportunities for trustees to interact with a variety of students

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

<p>Objective Two: <i>Engage the community through in-person and online consultation, and provide opportunities to contribute meaningful input into school and district decision making.</i></p> <ul style="list-style-type: none"> <li>○ Provide guidelines, tools and training for staff on community engagement</li> <li>○ Identify department work that requires meaningful input from the community</li> </ul>
<p>Objective Three: <i>Strengthen engagement by incorporating public participation best practices within the decision making process.</i></p> <ul style="list-style-type: none"> <li>○ Identify past and present engagement activities at district and school level and review effectiveness</li> <li>○ Identify all stakeholder groups and determine the best means to engage each group in decision making</li> <li>○ Conduct a review to identify public participation best practices</li> <li>○ Develop a reporting structure for executive team members to document/record/report out on their engagement activities</li> <li>○ Develop a high-level framework for the executive team to implement during engagement including: <ul style="list-style-type: none"> <li>○ Value of engagement</li> <li>○ When and where to engage</li> <li>○ Process for obtaining participation</li> <li>○ IAP2 best practice</li> </ul> </li> </ul>

## Report to the Board of Education (Richmond) PUBLIC

**DATE:** September 14, 2022

**FROM:** Chris Stanger, Assistant Superintendent  
Jason Higo, District Administrator - Richmond Continuing Education

**SUBJECT:** Summer Learning 2022 - Highlights

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

### BACKGROUND

Richmond Continuing Education is a department of Richmond School District which offers a wide range of learning opportunities for school-age and adult learners that includes classroom-based and blended learning courses, Mandarin language studies, youth and children's programs, an Education Assistant Program, as well as school-age student summer programs.

Summer Learning programs have evolved from a focus on secondary school course offerings for students who need to improve their course standing, to Summer Learning where ALL students can find a program of interest or need. Summer Learning programs align with the Board's first two strategic plan priorities:

- "...to provide welcoming and engaging school environments where all can thrive."
- "...to support all learners so they may successfully complete their education with a sense of dignity, purpose, and options."

### INFORMATION

Overall, course registrations for Summer Learning in 2022 reached 5517. This included 147 low incidence students supported by resource teachers, education assistants, a counsellor, hearing and vision teachers, as well as staff within Vancouver Coastal Health. The following is a brief summary of numerous programs offered this Summer.

#### Full Credit program:

Offered at McMath Secondary and McNair Secondary and enrolled 1207 students into a variety of grade 10-12 courses, including: Anatomy and Physiology 12, Chemistry 12, English Studies 12, Pre-Calculus 11, Physics, 11, Social Studies 10, Science 10. Students enrolled either to upgrade their standing in a course, or to gain additional course credits.

**Inspirations program:**

Located at McNeely, Mitchell, Grauer, Blundell and Kidd, and enrolled primary (grades 2-3) and lower Intermediate (grades 4-5) students who could not readily access community-based programs. The program focused on social emotional learning, hands-on activities and exploration of core curriculum content.

**Summer Innovation program:**

Enrolled elementary students at Brighthouse Elementary and offered a variety of interdisciplinary, inquiry-based learning projects. Students used digital device, technology, computers and applications to support their student learning.

**Summer Exploration program:**

Provided hands on activities with a focus on technology and outdoor field experiences. Students engaged in a variety of interdisciplinary, inquiry-based projects in grade 1-7.

**Summer Fine Arts:**

A popular elementary program at Westwind Elementary that provided a variety of inquiry-based and hands on experiences in all four areas of the Fine Arts Curriculum: visual arts, dance, drama, and music. The session culminated with a celebration of learning event.

**Connections program:**

Offered at the end of summer for grade 7 students going into grade 8 at three different secondary schools: McNeill, SLSS, and Palmer. The programs provided a transition to secondary school and focused on building connections in their new school setting. This program enrolled 307 students.

**Fee Paying Camps:**

Offered at McNeill, Boyd and Burnett, these camps provided diverse experiences such as: Art Around the World, Badminton, Baking, Manufacturing and Metal Fabrication. These camps enrolled 241 students ages 6-16 years of age.

**CONCLUSION**

This year in Summer Learning there were 5517 course registrations in 11 different programs located in 14 schools. Staff included 2 administrators, 118 teachers, assisted by 7 resource teachers, 1 counselor and 17 education assistants. As is the case every year, District staff will review all the Summer Learning programs proposed for 2022/23 to ensure they align with strategic plan goals, are financially viable, and ultimately continue to meet the diverse learning interests and needs of the our community.

*Chris Stanger, Assistant Superintendent*

*Jason Higo, District Administrator - Richmond Continuing Education*

## Report to the Board of Education (Richmond) PUBLIC

**DATE:** 21 September 2022

**FROM:** Cindy Wang, Secretary Treasurer

**SUBJECT:** **A.R. MacNeill Secondary School Equivalency Covenant Bylaw**

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### RECOMMENDATION

THAT the Board of Education (Richmond) approve the A.R. MacNeill Secondary School Equivalency Covenant Bylaw by way of three readings.

### STRATEGIC PLAN REFERENCES

Priority 3: Optimized Facilities and Technology

- ✓ Goal 2: The district's facilities are well-maintained, equitable, safe and conducive to learning.
  - I. Provide equitable learning environments through effective and efficient facilities planning, management and resource allocation.
  - VI. Create learning environments that are flexible and support inclusive educational practices.

### BACKGROUND

In order to provide safe learning spaces for students and staff, minor renovation work was performed over the past summer at MacNeill Secondary School. The work involves installation of delayed egress doors that meet the requirements of the Fire Code.

The City of Richmond requires the District to grant an "equivalency covenant" to be registered against the title of the property. The purpose of the equivalency covenant is to make sure the current and future owners of the site meet the fire code either directly or through the equivalency covenant. Granting of the equivalency covenant will not conflict with the educational programs of the school and school district.

### CONCLUSION

Boards of Education are required to exercise their power over land owned by the District by way of bylaw. Based on the advice of legal counsel, a bylaw (attached) has been prepared for the Board's approval.

*Cindy Wang*  
Secretary Treasurer

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

**A.R. MacNEILL SECONDARY SCHOOL EQUIVALENCY COVENANT BYLAW 2022**

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

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

AND WHEREAS:

- (a) The British Columbia Building Code provides for certain fire, building and safety protection measures for the current or intended use of buildings, and permits equivalent performance measures;
- (b) The Board of Education of School District No. 38 (Richmond) (the “**Board**”) proposes to install delayed egress doors at the A.R. MacNeill Secondary School site (the “**Property**”) as described in a report prepared for the City of Richmond (the “**City**”) by Eriksberg Engineering Ltd. dated January 18, 2022 (revised March 2, 2022 and June 14, 2022) and identified by the City in Equivalency Permit Application No. 22-007557 (the “**Application**”);
- (c) As a condition of granting the Application, the City requires the Board to grant an Equivalency Covenant (the “**Equivalency Covenant**”) to be registered against the Property in favour of the City;
- (d) The Board has determined and hereby confirms that the granting of the Equivalency Covenant will not conflict with or detract from the regular or extracurricular program of a school or the current or future educational needs of the school district;
- (e) The Property is facility number 03838064; and
- (f) The address of the Property is 6611 No. 4 Road, Richmond, British Columbia, V6Y 1R4, and the legal description of the Property is:

Parcel Identifier: 027-840-891

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

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



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

This Bylaw may be cited as "School District No. 38 (Richmond) A.R. MacNeill Secondary School Equivalency Covenant Bylaw 2022".

Read a first time this \_\_\_\_ day of \_\_\_\_\_ 2022.

Read a second time this \_\_\_\_ day of \_\_\_\_\_ 2022.

Upon unanimous agreement of the Trustees of the Board in attendance, this Bylaw was read a third time on \_\_\_\_\_ 2022, and finally passed and adopted this \_\_\_\_ day of \_\_\_\_\_ 2022.

\_\_\_\_\_  
Chairperson of the Board

\_\_\_\_\_  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 38 (Richmond) A.R. MacNeill Secondary School Equivalency Covenant Bylaw 2022, adopted by the Board the \_\_\_\_ day of \_\_\_\_\_ 2022.

\_\_\_\_\_  
Secretary-Treasurer



# K-12 EDUCATION

Challenges with operational and capital funding for K-12 education with respect to growth and maintenance were highlighted throughout the consultation. The Committee heard from numerous participants about the need to examine the current funding model, increase supports for students, especially the most vulnerable, and address recruitment and retention issues. Many organizations and individuals noted the challenges related to accessibility and affordability of child care.

## CAPITAL FUNDING

Many school districts and organizations expressed concern about the chronic underfunding of capital projects in K-12 schools. School District No. 41 (Burnaby) noted that funding in the K-12 Education sector for major and minor capital projects is not keeping up with building needs. Similarly, BC School Trustees Association stated that the majority of BC public schools have reached the end of their life cycle, which has led to increased maintenance costs and these older buildings also require funds to address accessibility and equity concerns. They explained that school districts are asked to use their own funds to cost share projects and often, as that cost sharing is being determined, projects are delayed and costs increase. Additionally, one individual also highlighted that funding climate resiliency planning will enable schools to proactively take mitigative and adaptive action to avoid catastrophe. School District No. 42 (Maple Ridge-Pitt Meadows) highlighted that current capital funding allocations are not sufficient to support the proactive acquisition of school sites and the development and delivery of new school spaces for students attending BC public schools. They explained that the current capital funding model requires school districts to use local funds for the building of administrative or maintenance facilities required to support the delivery of educational services in school districts. One individual highlighted that investing in schools with the right facilities and amenities will attract more teachers, reduce maintenance costs and provide better outcomes for students.

Several school districts highlighted the need for maintenance funding. School District No. 5 (Southeast Kootenay) highlighted that the learning environment for students and the health and safety of employees suffers as a result of aging facilities. Furthermore, School District No. 57 (Prince George) stated that the district's annual facility grant funding does not meet their full needs as the cost of maintenance is increasing between 25 percent and 33 percent this year. Additionally, Central Okanagan Public Schools has seen an increased use of portables year after year. They noted that portable costs are not funded within the capital budget, so the district ends up having to convert funding that should be going to support students.

Many school districts, individuals and parent advisory committees expressed concern about seismic upgrades for schools. For example, School District No. 38 (Richmond) noted that 37 Richmond schools were originally identified as having structural risks associated with a seismic event. But to date, the district has received support for only 13 schools. Nightingale Elementary Parental Advisory Committee (Vancouver) also shared that the Nightingale elementary school is an H1 seismic risk. They explained that there is concern it would not withstand an earthquake but despite this, the school is not currently a priority to upgrade. Similarly, Vancouver School Board also highlighted that there are 22,000 students in schools with a high seismic risk in the region. These organizations advocated for increased capital funding to accelerate the provincial seismic program.

The Committee also heard specific requests from Wells-Barkerville Parental Advisory Committee. They explained that the District of Wells community facility building, which houses the school, was purchased by the district in 2003. In 2020, an assessment of the building took place and identified the deferred maintenance, health and safety issues and upgrades needed over the next ten years. This amount totaled approximately \$2.5 million. The community is at risk of having the building shut down and requested financial support for the

upgrades needed for the Wells-Barkerville community facility building.

## CHILD CARE AND EARLY CHILDHOOD DEVELOPMENT

Many organizations and individuals described challenges in the child care sector due to rising costs and lack of supply. School District No. 71 (Comox Valley) noted that child care is a serious challenge for families in the Comox Valley region as 75 percent of families do not have access to licensed child care. The district is building new child care facilities at Lake Trail and Cumberland, and have two more in the works; however, there is more demand than these new spaces will fill, and it will be a struggle to find adequate staffing. Burnaby Neighbourhood House Society stated that since 2014, staffing costs have risen by 49.5 percent and operating costs such as rent and utilities have gone up by 27.5 percent; program costs have gone up by 12.5 percent. Although, parent fees have increased by 12 percent over this time, the organization shared that they continue to be challenged with fee caps and keeping child care affordable. These organizations advocated for increased funding for child care spaces including increasing the Child Care Operating Fund daily rate per child to match the rate of inflation.

With respect to the recent incorporation of child care into the Ministry of Education, School District No. 60 (Peace River North) stated that child care is being added at a time when schools are facing cost pressures. They explained that their mandate in this area has increased without clear parameters around expectations for operational guidelines and the scope of many staff's daily responsibilities has increased with before- and after-school child care. Boys and Girls Clubs of Canada discussed the impact in terms of space and stated that the shift has put additional pressures on nonprofit child care providers in the province as the clubs have lost access to physical space to run programs, and face increased competition for staff as some school districts move to consolidate child care through their schools. Conversely, CUPE British Columbia shared that integrating child care with the existing public education system is a natural fit for the creation of a world-class system of child care that will strengthen the existing education system. Further, they stated that the most significant barrier to child care is the lack of physical space and qualified staff, and school districts have

available space and a highly qualified workforce seeking additional hours.

The Committee heard recommendations surrounding the \$10-a-day child care program. When asked how to improve cost of living and quality of life, many survey respondents emphasized the need to improve the cost of child care, including increasing the availability of the \$10-a-day child care program. Association for Reformed Political Action Canada noted that the current federal-provincial funding arrangement subsidizes only institutional, licensed child care; therefore, although the \$10-a-day child care system is touted as universal, it will likely benefit only a minority of Canadian families. To achieve the goal of \$10-a-day child care, the Coalition of Child Care Advocates of BC stated that BC must replace the current competitive process of selecting sites with a planned transition of existing programs to \$10-a-day while creating new \$10-a-day sites. They advocated for a funding formula to provide sufficient public funds to bring parent fees down to a maximum of \$10-a-day for full-day care with no fees for lower income families, and improve the quality of child care to support full implementation of BC's Early Learning Framework.

In relation to early childhood educators, YMCAs of BC stated that to build a universal child care system, there is an urgent need to address the labour shortage of child care professionals. They also emphasized that wages must increase to attract and retain child care professionals including certified early childhood educators and other trained child care professionals that work as early childhood education assistants. They also advocated for school aged child care staff to be provided with the same wage enhancements as their colleagues working in early years. Similarly, the Coalition of Child Care Advocates of BC noted that, as part of an overall compensation strategy in the child care sector, government must develop, fund, and implement a provincial, competitive, and equitable wage grid as proposed in *Next Step: A Competitive, Publicly Funded Provincial Wage Grid is the Solution to BC's ECE Shortage*. Core Education and Fine Arts explained that the lack of accredited early childhood educators is a significant challenge. Many career colleges have intensive educational programs, reducing the quantum of time required to graduate; however, they are expensive. They explained that funding students attending this type of school along with traditional public colleges will reduce the educator shortfall more quickly. Additionally, Camosun College ELC second year class highlighted that Early Childhood Educators of BC



offer bursaries to students, but it would be more efficient to provide the colleges with this money to subsidize tuition costs. They also advocated for paying for early childhood education students to do their practicum as it would help alleviate the costs for students and validates their practice.

## INDEPENDENT AND PRIVATE SCHOOLS

Self Design Learning Foundation shared that for an independent online school, the per learner funding from the Ministry is 33 percent less than typical funding provided to public brick and mortar schools. In 2020, the Ministry cut per student funding by 21 percent. They explained that the majority of Self Design Learning Foundation's learners, especially those with special needs, do not thrive or do well in traditional schools and the decreased funding negatively affects the support they can provide the most vulnerable learners. They advocated for increasing per learner funding received by a public online school back to the level it was prior to the 21 percent cut in 2020. Additionally, one individual expressed concern about the possibility of losing the homeschooling benefits from the government and advocated for home education to be supported with adequate and fair funding.

Regarding private school funding, the BC Humanist Association conducted an analysis which found that 70 percent of independent school funding went to religious schools, the majority of which were Christian or Catholic. They shared their support for the principle of public funds for public education and called for a phase out of public funding to faith-based and private independent schools.

## OPERATIONAL FUNDING

Several school districts advocated for increased operational funding that is tied to inflation. School District No. 57 (Prince George) shared that the district is facing stagnant enrolment and therefore, not seeing significant increases to funding levels, while costs associated with transportation and food continue to increase. School District No. 43 (Coquitlam) and School District No. 38 (Richmond) described similar challenges and stated that the operating grants are not adequate to support school districts in maintaining the appropriate levels of services in the classrooms. BC Confederation of Parent Advisory Councils echoed this concern, stating that unpredictable funding and unfunded cost increases require school districts to cut programs and supports instead of

strategically planning the most effective use of funding to support student success. Additionally, School District No. 42 (Maple Ridge-Pitt Meadows) advocated for the budget allocated to the Ministry of Education and Child Care for operating expenses to be increased on an annual basis to reflect the increased number of students attending BC schools, the increased salary and benefit costs for all K-12 staff, cost increases related to legislative changes, like the *Employment Standards Act*, and the increased cost of goods, services and utilities.

The Committee heard from the Institute for Public Education British Columbia that enrollment in K-12 education has increased every year, leading to more investment in education; however, the percentage of GDP spent on education has been decreasing. They explained that maintaining the priority of education funding based on GDP rather than inflation would provide the flexibility and confidence for long term planning of the changes that are needed for a sustainable society and economy in the context of climate change. The institute recommended that the percentage of GDP spent on education be increased to 2.5 percent.

School District No. 60 (Peace River North) shared that the district has received the same per-pupil allocation for two years despite increased expectations placed on districts, as well as inflationary factors. They advocated for a consideration of the impacts of a flat per-pupil allocation and inflation on school districts as well as the factors that affect equity of opportunity for students in the north, especially as it relates to transportation, operations, recruitment, and retention.

With respect to anti-racism programming and curriculum, School District No. 41 (Burnaby) cited that a significant level of funding is required to support school districts to do anti-racism work at the district level. They stated that additional funding needs to be provided to school districts to fully cover the costs of assessment and engagement at the local level, determine what resources are required and to develop and implement an anti-racism strategy.

The Committee heard a presentation from Victoria Disability Resource Centre who stated that bringing awareness about people's diverse abilities decreases misconceptions and increases inclusivity and opportunities for people with disabilities. They advocated for expanding and funding school programs that bring awareness about living with a disability and accessibility, stating that education about barriers that prevent many from participating fully will help change the way

the environment, buildings and devices are designed in the future.

With respect to arts programming, the Artist in Residence Studio Program highlighted the importance of arts programs in schools. They shared that even though the arts are a core curricular in public elementary schools from K-7, educators often do not have teaching expertise in this area nor is there funding to provide meaningful, sustained, knowledge-based experiences in the arts for all children. They explained that funding through the BC Arts Council is able to provide artist-in-classroom experiences for only 2.5 percent of the K-12 student population and public elementary schools are then reliant on parent fundraising and volunteerism to fill the gap. Therefore, they advocated for a strategic, supplemental incentive fund, by application, to enable school districts to develop and maintain innovative, high-quality arts programming to bridge the gap in access to the arts for all elementary students.

Regarding compensation, Peace River North Teachers' Association highlighted that teachers kept schools open during the pandemic which helped to keep the economy and BC going. They advocated for teachers' salaries to be increased.

CUPE Okanagan Mainline District Council and CUPE 728 informed the Committee of the need for more support and funding for custodial staff. CUPE 728 noted that expectations for custodial work increased due to the COVID-19 pandemic, and though additional custodial hours have now been eliminated, higher expectations continue. They further explained that the resulting increased workloads among custodians produce a higher risk of physical and mental injury, and ultimately a greater attrition among this workforce. Similarly, CUPE Okanagan Mainline District Council noted that through one-time pandemic funding, universal daytime custodial hours were implemented for all BC schools for the first time in 20 years. They shared that maintaining and expanding funds for full restoration of daytime custodial staff is a responsible direction that will enhance school health and help protect children, workers, and the public. Both organizations advocated for increased funding to school districts to maintain, expand and/or restore daytime custodial staff.

The Committee also received specific funding requests from school districts and organizations. The BC Principals' and Vice-Principals' Association requested funding to maintain

their Student Voice program which provides an opportunity for youth in BC to engage with partners in the public sector.

## RECRUITMENT AND RETENTION

Difficulty with recruiting and retaining teachers, especially for rural schools, was described by multiple school districts and organizations. School District No. 59 (Peace River South) stated that for nearly a decade, northern and remote school districts have identified staff recruitment and retention challenges as a real risk to the future of students. Correspondingly, the BC Teachers' Federation stated that the issue of recruitment and retention is more urgent in more rural areas of the province. They noted that the teaching shortage impacts inclusive education and programming for students with diverse learning needs or students with disabilities. These organizations advocated for dedicated funding to improve teacher recruitment and retention. Further, Peace River North Teachers' Association advocated for allowing school districts to provide incentives to attract teachers to come to the north, but also highlighted the importance of retention of teachers who have moved to the region as the cost of living and housing are increasing. The Association stated that a targeted pilot program would allow the Ministry of Education and school districts to create and measure the success of incentives that will attract people to new careers in education to the benefit of students across the province.

The Langley Teachers' Association shared that they have not been able to staff specialty programs like French Immersion, digital media and technology education and other elective programs. Additionally, in response to a recent survey, 46 percent of Langley teachers reported that they had serious or significant concerns with workload management which in turn affects their mental health. To address this issue, the Langley Teachers' Association advocated for an expedited process to recognize the credentials of teachers with international training and experience so they could work in the profession—especially in cases where there are commonalities in education systems.

Additionally, the BC Principals' and Vice-Principals' Association advocated for professional development for vice-principals and principals. They explained that having effective principals benefits student learning and attendance and teacher satisfaction and retention and noted that BC does not have a formalized leadership development strategy.

The Peace River North Teachers' Association also shared that they have difficulty attracting and retaining educational psychologists, who test students and assign designations, which results in students not getting the support they need in the classroom.

## **STUDENTS WITH SUPPORT NEEDS**

Increased funding and resources for students with support needs was recommended by many school districts, parents, and organizations. Inclusion BC shared that they continue to be concerned by the number of students with disabilities who are excluded from full participation in schools. School District No. 5 (Southeast Kootenay) and School District No. 43 (Coquitlam) also described challenges in providing learning assistance to students with support needs due to lack of funding. Furthermore, the BC Confederation of Parent Advisory Councils noted that there is a gap in resources and supports for students with special needs and other vulnerable students, including early identification and programming, and long wait-times for formal assessments of students who have been identified as having a learning difference. The BC School Trustees Association echoed this concern, stating that the funding formula for the inclusion of students with diverse needs has never been sufficient.

Additionally, one individual described difficulties getting the necessary resources and support for two diverse learners and a child with autism and complex medical needs in the public school system which resulted in turning to the private school system instead.

Committee Members also heard about funding for education assistants. CUPE 728 highlighted that education assistants work under challenging conditions with some of the most vulnerable learners, and do so with limited resources, and an income that leaves them struggling to make ends meet. Similarly, CUPE Okanagan Mainline District Council explained that education assistants frequently cite both hours of work and unpaid time as the most significant negative aspects of the job, as unpaid time is a significant issue for this profession. Both organizations advocated for increased funding to school districts to expand working hours of education assistants. BCEdAccess Society also noted that there are currently no standards for education assistants, who are the key supports for students with disabilities in schools and advocated for an education assistant standard of practice.

The Committee heard a presentation from Deaf & Hard of Hearing Education - Council of Service Providers who recommended changes to the current de-centralized model of Deaf and Hard of Hearing education and annual language assessments. They explained that the current Deaf and Hard of Hearing education model is largely district-based which results in rural and remote districts, which serve fewer students, lacking qualified personnel to meet students' needs. They also discussed that there is currently no uniform approach to tracking assessments of Deaf and Hard of Hearing students, either at school entry or throughout their school years. This includes assessment and tracking of language development and performance, communication, social-emotional development, advocacy skills, and technology competency. Lastly, they advocated for the development of short- and long-term plans for assessing, addressing and meeting the current shortages of qualified professionals to support Deaf and Hard of Hearing students.

Down Syndrome Society of British Columbia advocated for the inclusion of learners with Down Syndrome in all classroom settings by increasing funding to the Supported Child Development program, hiring and retaining specialists within the education system, training new speech language pathologists, and providing opportunities for all educators to learn about supporting students with Down Syndrome. They cited the UN Convention on the Rights of People with Disabilities which requires that persons with disabilities have access to inclusive, quality, and free primary and secondary education and that individualized supports be provided to maximize academic and social development.

With regard to students with dyslexia, one individual stated that there is no supplemental special needs funding within the Ministry of Education for dyslexia. Dyslexia BC shared that the school system does not use the type of reading instruction, called the science of reading, that is needed to support students with dyslexia. They both called for making dyslexia a priority by funding it within the K-12 system.

## **VULNERABLE STUDENTS**

Several organizations and individuals called for increased funding for school food programs. Nourish Cowichan Society and Kalum Community School Society noted that investing in a universal food program benefits the children, the community in general, and the families that are struggling with food insecurity. Further, the BC Chapter of the Coalition for Healthy



School Food shared that, when combined with poverty reduction strategies, school food programs can alleviate the burden of food insecurity felt at home, especially with rising food costs, and can support local economies and contribute to building resilient communities. These organizations, along with Capital Region Food and Agriculture Initiatives Roundtable, Fresh Roots, School Food Shift Coalition, Shuswap Food Action Society, and Jon Mills, advocated for funding to support school food programs. School District No. 46 (Sunshine Coast) shared that the district witnessed a dramatic 400 percent increase in food insecurity for their student population during the pandemic. As a result, they allocated a significant part of their discretionary budget and surplus funds to support food programs, despite not receiving any additional funding from the government. Further, the BC Chapter of the Coalition for Healthy School Food shared that research has shown that these programs are more likely to be effective when designed in partnership with the local community.

Some organizations called for expansion of existing programs. BC Agriculture in the Classroom Foundation highlighted that through the BC School Fruit and Vegetable Nutritional Program, fruits, vegetables, and milk are delivered directly to classrooms throughout the province 24 weeks of the school year. Aside from the benefit to students, they noted that the program is also important for the economic stability of BC farmers and provides stability in the provincial supply chain with distribution of fresh fruits, vegetables and milk. They advocated for continued investment in this program to enable it to expand. Additionally, Breakfast Club of Canada, LUSH Valley Food Action Society and Comox Valley Food Policy Council advocated for additional funding for their school food programs.

Regarding newcomer students, Committee Members heard that the current funding system is not set up for continuous intake when refugees come to BC schools. School District No. 41 (Burnaby) stated that, although the federal government provides financial support for the Settlement Worker in Schools program, which provides important programming for newcomers to Canada, the current provincial education funding supplements to newcomers and refugee students is not meeting the complex educational needs of students today including education gaps and mental health issues.

The Committee also heard from School District No. 57 (Prince George) about the need to address the silos that exist between ministries to ensure that complete wraparound

supports are provided to students, especially those living in rural communities.

## CONCLUSIONS

The Committee recognized issues with seismic upgrades and deferred maintenance and agreed that schools need capital funding to address these issues. With regards to aging facilities, Members stated that as schools age, funding should be increased to help with the increased maintenance. Members shared concerns about the use of portables, stating that they should only be a temporary solution, and noted that capital funding should be more reflective and proactive to population growth to limit the reliance on portables.

Committee Members recognized that K-12 education is underfunded, and the added pressure of inflation and the pandemic exacerbated existing issues. They discussed that K-12 education needs increased funding and recommended a new funding formula that is tied to increased operational costs, that is proactive, and that recognizes local needs. Similarly, the Committee agreed that when new curriculum and programs are introduced, they need to be fully funded and resourced to ensure success. Members also stated that funding should support value-added services such as custodial staff to ensure that schools are healthy and safe for students and staff. Reflecting on input surrounding recruitment and retention problems in K-12 education, the Committee discussed the many recommendations it received and recognized that proactive recruitment and retention programs are needed.

With respect to child care, Committee Members reflected on the level of input received and recognized that while progress has been made, more work needs to be done in this area as affordable, accessible child care is still unavailable for many. The Committee spoke about the desire to continue working towards a \$10-a-day child care and noted that there may be opportunities to reduce strain on the child care system. Members discussed multiple measures to address this issue such as creating a balanced system with support for all types of child care, including family care givers. As many highlighted recruitment and retention challenges in this sector, the Committee discussed recognizing equivalency credentials to address staffing shortages so individuals, such as teachers, could work in child care centres without early childhood education certification. Members also highlighted the need to accommodate everyone that requires child care including those who work outside of traditional working hours.



Regarding students with support needs, the Committee heard about the importance of supports and the challenges with respect to long waitlists for assessments. Members discussed the importance of early assessments and consequences of delayed diagnosis. They stated that supports should be data driven and reflect the needs of individual districts. Members noted that education assistants could help address the challenges of providing before and after school child care, they added that the extended hours would also improve job stability, a frequently cited area of concern for education assistants.

Members also reflected on presentations regarding independent, online, and private schools. They recognized that independent schools often serve students with distinct learning needs and some Members also noted that these schools can take pressures off of public schools. Further, Members were cognizant of challenges in the public school system and acknowledged that more people turning to

independent schools signals a need to improve public schooling. They also discussed how to balance private and public education funding, the desires of all British Columbians to have a good education, and allowing choice in this area.

The Committee discussed the importance of school food programs and their role providing healthy food to students and helping with food security. Members acknowledged that there is a lot of good work being done in this area and suggested that the province needs to undertake a review of the current programs to determine best practices, ensure coordination and identify areas in greater need. The Committee also highlighted the necessity for these programs to provide quality, culturally appropriate and local food for students.

Committee Members also reflected on issues raised with respect to supports for newcomer and refugee students and for student mental health. They acknowledged that these supports need to be fully funded.

## RECOMMENDATIONS

The Committee recommends to the Legislative Assembly that the provincial government:

### Capital Funding

159. Re-examine capital funding with a view to being proactive and responsive to anticipated growth and local needs as well as recognizing the increased maintenance costs as schools age.
160. Review policies regarding portables, recognizing the challenges created by the fact that portables are funded from operating budgets.

### Child Care and Early Childhood Development

161. Increase the Childcare Operating Fund daily rate per child to recognize inflationary pressures.
162. Ensure child care is accessible for those who do not hold regular working hours.
163. Act urgently to recruit and retain early childhood educators in BC's child care system, including by allowing equivalency credits and providing paid practicums and tuition subsidies for early childhood educators, and by funding more child care spaces.

### Operational Funding

164. Increase funding for K-12 education in recognition of increased operational costs and unique regional needs.
165. Improve funding and resources for new curriculum initiatives.
166. Consider factors that affect equity of opportunity for students in school districts that serve rural and remote communities, especially as it relates to transportation, operations, recruitment, and retention.

### **Recruitment and Retention**

167. Explore measures to recruit and retain teachers, including by providing incentives, especially for teachers in rural and remote communities.

### **Students with Support Needs**

168. Increase funding and supports for students with unique learning and development needs with earmarked funding for early identification and intervention.
169. Conduct an audit of the education of K-12 students with support needs to find ways to better support students and optimize resources.
170. Make pre-kindergarten wellness checks all-encompassing, including by integrating checklists to inform parents of further screening needs.
171. Utilize education assistants to help address the challenges of providing before and after school care.

### **Vulnerable Students**

172. Collect data on current school food programs to inform a coordinated strategy, share best practices, and identify the greatest need.
173. Support the expansion of school meal programs to provide healthy, local, and culturally sensitive food to students.
174. Increase funding for mental health supports in K-12 schools.
175. Provide additional funding to support the significant educational needs of refugee and newcomer students.

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

**DATE:** September 12, 2022

**FROM:** Norm Goldstein, Chair, Audit Committee

**SUBJECT:** **2021/2022 Audited Financial Statements**

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### RECOMMENDATION

**THAT** the Board of Education (Richmond) approves the Audited Financial Statements for the fiscal year ended June 30, 2022, as presented;

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

### BACKGROUND

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

KPMG LLP, the District's auditors, have completed their audit of the 2021/2022 financial statements of the Richmond School District. They have expressed an unqualified audit opinion that the financial statements are complete, accurate in all material respects and prepared in accordance with accounting requirements under PSAB and *Section 23.1* of the *Budget Transparency and Accountability Act* of the Province of British Columbia.

Respectfully submitted,

*Norm Goldstein*  
Chair, Audit Committee

*Attachments:*  
*2021/2022 Audited Financial Statements*  
*Financial Statement Discussion and Analysis*

Audited Financial Statements of

# **School District No. 38 (Richmond)**

And Independent Auditors' Report thereon

June 30, 2022

# School District No. 38 (Richmond)

June 30, 2022

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# School District No. 38 (Richmond)

## MANAGEMENT REPORT

Version: 5208-4462-2480

### Management's Responsibility for the Financial Statements.

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

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

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

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

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

On behalf of School District No. 38 (Richmond)

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Signature of the Chairperson of the Board of Education

Date Signed

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Signature of the Superintendent

Date Signed

---

Signature of the Secretary Treasurer

Date Signed



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## INDEPENDENT AUDITORS' REPORT

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

### *Opinion*

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

- the statement of financial position as at June 30, 2022
- the statement of operations for the year then ended
- the statement of changes in net debt for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended June 30, 2022 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

### *Basis for Opinion*

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

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

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





### ***Emphasis of Matter – Financial Reporting Framework***

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

Our opinion is not modified in respect of this matter.

### ***Other Matter – Comparative information***

The financial statements for the year ended June 30, 2021 were audited by another auditor who expressed an unmodified opinion on those financial statements on September 22, 2021.

### ***Other Information***

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

- Information, other than the financial statements and auditors' report thereon, included in the Financial Statement Discussion and Analysis document
- Unaudited Financial Statement Presentation by Fund statements attached to the audited financial statements
- Unaudited Schedules 1-4 attached to the audited financial statements

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

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

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

We have nothing to report in this regard.

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

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



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

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

### ***Auditors' Responsibilities for the Audit of the Financial Statements***

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

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

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

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

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.



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

**DRAFT**

Chartered Professional Accountants

Vancouver, Canada  
XX, 2022

# School District No. 38 (Richmond)

## Statement of Financial Position

As at June 30, 2022

Statement 1

	2022 Actual	2021 Actual
	\$	\$
<b>Financial Assets</b>		
Cash and Cash Equivalents (Note 3)	140,484,877	145,873,456
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	540,767	88,433
Other (Note 4)	3,849,534	3,643,861
Portfolio Investments (Note 5)	737,078	771,478
<b>Total Financial Assets</b>	<b>145,612,256</b>	<b>150,377,228</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities		
Due to Province - Other	-	82,425
Other (Note 6)	26,969,613	28,767,431
Unearned Revenue (Note 7)	12,941,430	11,874,003
Deferred Revenue (Note 8)	7,807,115	7,337,491
Deferred Capital Revenue (Note 9)	266,748,724	246,761,487
Employee Future Benefits (Note 10)	13,162,661	12,842,605
Capital Lease Obligations (Note 11)	4,273,973	3,418,684
<b>Total Liabilities</b>	<b>331,903,516</b>	<b>311,084,126</b>
<b>Net Debt</b>	<b>(186,291,260)</b>	<b>(160,706,898)</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Note 12)	372,020,921	350,996,360
Prepaid Expenses	749,407	523,757
<b>Total Non-Financial Assets</b>	<b>372,770,328</b>	<b>351,520,117</b>
<b>Accumulated Surplus (Deficit) (Note 19)</b>	<b>186,479,068</b>	<b>190,813,219</b>
Contractual Obligations (Note 23)		
Contingent Liabilities (Note 17)		
Approved by the Board		

Signature of the Chairperson of the Board of Education	Date Signed
Signature of the Superintendent	Date Signed
Signature of the Secretary Treasurer	Date Signed

**School District No. 38 (Richmond)**

Statement 2

Statement of Operations

Year Ended June 30, 2022

	2022 Budget (Note 16)	2022 Actual	2021 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education and Child Care	242,610,311	242,386,298	239,961,811
Other	27,670	262,614	48,986
Federal Grants	1,712,790	1,629,732	1,645,264
Tuition	15,152,958	15,989,604	13,133,152
Other Revenue (Note 20)	4,502,478	5,386,963	3,406,219
Rentals and Leases	1,147,183	1,223,337	977,455
Investment Income	1,113,326	1,370,828	1,665,109
Gain (Loss) on Disposal of Tangible Capital Assets			12,913
Amortization of Deferred Capital Revenue	9,766,983	9,874,622	8,849,907
<b>Total Revenue</b>	<b>276,033,699</b>	<b>278,123,998</b>	<b>269,700,816</b>
<b>Expenses (Note 18)</b>			
Instruction	227,716,559	226,484,691	216,655,587
District Administration	7,343,790	7,295,024	7,515,593
Operations and Maintenance	46,089,974	46,761,650	47,131,224
Transportation and Housing	1,921,664	1,744,597	1,751,499
Debt Services	182,000	172,187	173,656
<b>Total Expense</b>	<b>283,253,987</b>	<b>282,458,149</b>	<b>273,227,559</b>
<b>Surplus (Deficit) for the year</b>	<b>(7,220,288)</b>	<b>(4,334,151)</b>	<b>(3,526,743)</b>
<b>Accumulated Surplus (Deficit) from Operations, beginning of year</b>		<b>190,813,219</b>	<b>194,339,962</b>
<b>Accumulated Surplus (Deficit) from Operations, end of year</b>		<b>186,479,068</b>	<b>190,813,219</b>

**School District No. 38 (Richmond)**

Statement 4

Statement of Changes in Net Debt

Year Ended June 30, 2022

	2022 Budget (Note 16)	2022 Actual	2021 Actual
	\$	\$	\$
<b>Surplus (Deficit) for the year</b>	<b>(7,220,288)</b>	<b>(4,334,151)</b>	<b>(3,526,743)</b>
<b>Effect of change in Tangible Capital Assets</b>			
Acquisition of Tangible Capital Assets		(38,008,920)	(41,760,648)
Amortization of Tangible Capital Assets		16,984,359	15,827,132
Net carrying value of Tangible Capital Assets disposed of			1,507
<b>Total Effect of change in Tangible Capital Assets</b>	<b>-</b>	<b>(21,024,561)</b>	<b>(25,932,009)</b>
Acquisition of Prepaid Expenses		(749,407)	(523,757)
Use of Prepaid Expenses		523,757	469,798
<b>Total Effect of change in Other Non-Financial Assets</b>	<b>-</b>	<b>(225,650)</b>	<b>(53,959)</b>
<b>(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)</b>	<b>(7,220,288)</b>	<b>(25,584,362)</b>	<b>(29,512,711)</b>
<b>Net Remeasurement Gains (Losses)</b>			
<b>(Increase) Decrease in Net Debt</b>		<b>(25,584,362)</b>	<b>(29,512,711)</b>
<b>Net Debt, beginning of year</b>		<b>(160,706,898)</b>	<b>(131,194,187)</b>
<b>Net Debt, end of year</b>		<b>(186,291,260)</b>	<b>(160,706,898)</b>

**School District No. 38 (Richmond)**

Statement 5

Statement of Cash Flows  
Year Ended June 30, 2022

	2022 Actual	2021 Actual
	\$	\$
<b>Operating Transactions</b>		
Surplus (Deficit) for the year	(4,334,151)	(3,526,743)
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(658,007)	(365,857)
Prepaid Expenses	(225,650)	(53,959)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	(1,880,243)	1,509,275
Unearned Revenue	1,067,427	(1,144,904)
Deferred Revenue	469,624	(130,770)
Employee Future Benefits	320,056	593,000
Loss (Gain) on Disposal of Tangible Capital Assets	-	(12,913)
Amortization of Tangible Capital Assets	16,984,359	15,827,132
Amortization of Deferred Capital Revenue	(9,874,622)	(8,849,907)
<b>Total Operating Transactions</b>	<b>1,868,793</b>	<b>3,844,354</b>
<b>Capital Transactions</b>		
Tangible Capital Assets Purchased	(9,238,178)	(8,542,102)
Tangible Capital Assets -WIP Purchased	(25,131,957)	(32,276,320)
District Portion of Proceeds on Disposal		14,420
<b>Total Capital Transactions</b>	<b>(34,370,135)</b>	<b>(40,804,002)</b>
<b>Financing Transactions</b>		
Capital Revenue Received	29,861,859	35,512,633
Capital Lease Payments	(2,783,496)	(2,572,336)
<b>Total Financing Transactions</b>	<b>27,078,363</b>	<b>32,940,297</b>
<b>Investing Transactions</b>		
Investments in Portfolio Investments	34,400	(11,685)
<b>Total Investing Transactions</b>	<b>34,400</b>	<b>(11,685)</b>
<b>Net Increase (Decrease) in Cash and Cash Equivalents</b>	<b>(5,388,579)</b>	<b>(4,031,036)</b>
<b>Cash and Cash Equivalents, beginning of year (Note 3)</b>	<b>145,873,456</b>	<b>149,904,492</b>
<b>Cash and Cash Equivalents, end of year</b>	<b>140,484,877</b>	<b>145,873,456</b>
<b>Cash and Cash Equivalents, end of year, is made up of:</b>		
Cash (Note 3)	19,935,570	31,702,117
Cash Equivalents (Note 3)	120,549,307	114,171,339
	<b>140,484,877</b>	<b>145,873,456</b>
<b>Supplementary Cash Flow Information (Note 22)</b>		



**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

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**NOTE 1      AUTHORITY AND PURPOSE**

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

**NOTE 2      SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

a) Basis of Accounting

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

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

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

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

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

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

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

a) Basis of Accounting (Continued)

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

Year-ended June 30, 2021 - increase in annual surplus by \$26,662,726

June 30, 2021 - increase in accumulated surplus and decrease in deferred contributions by \$246,761,487

Year-ended June 30, 2022 - increase in annual surplus by \$19,987,237

June 30, 2022 - increase in accumulated surplus and decrease in deferred contributions by \$266,748,724

b) Cash and Cash Equivalents

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

c) Accounts Receivable

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

d) Portfolio Investments

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

e) Unearned Revenue

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

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

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

f) Deferred Revenue and Deferred Capital Revenue

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

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

g) Employee Future Benefits

i) Post-Employment Benefits:

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

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

The most recent valuation of the obligation was performed at March 31, 2022 and projected to March 31, 2025. The next valuation will be performed at March 31, 2025 for use at June 30, 2025. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31, adjusted for transactions to June 30, was adopted for all periods subsequent to July 1, 2004.

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

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

g) Employee Future Benefits (Continued)

ii) Pension Plans:

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

h) Liability for Contaminated Sites

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

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

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

i) Tangible Capital Assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Donated tangible capital assets are recorded at their fair value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value. Transfers of capital assets from related parties are recorded at carrying value.
- Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

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

i) **Tangible Capital Assets** *(Continued)*

- Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.
- Buildings that are demolished or destroyed are written-off.
- Works of art, historic assets and other intangible assets are not recorded as assets in these financial statements.
- The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events initiate the need to revise. Estimated useful lives are as follows:

Buildings	40 years
Furniture & Equipment	10 years
Vehicles	10 years
Computer Software	5 years
Computer Hardware	5 years

j) **Capital Leases**

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

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

k) **Prepaid Expenses**

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

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

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

**l) Funds and Reserves**

Certain amounts, as approved by the Board, are set aside in accumulated surplus for future operating and capital purposes (see Note 19 - Accumulated Surplus). Transfers to and from funds and reserves are an adjustment to the respective fund when approved (see Note 14 - Interfund Transfers).

**m) Revenue Recognition**

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

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

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

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

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

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

Revenue related to fees or services received in advance of the fee being earned or the service is performed is deferred and recognized when the fee is earned or service performed.

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



**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

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

n) Expenditures

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

Categories of Salaries

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

Allocation of Costs

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

o) Financial Instruments

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

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

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



**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

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

o) Financial Instruments (Continued)

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

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

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

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

p) Measurement Uncertainty

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

q) Future Changes in Accounting Policies

***PS3280 Asset Retirement Obligations*** issued August 2018 establishes standards for recognition, measurement, presentation and disclosure of legal obligations associated with the retirement of tangible capital assets and is effective July 1, 2022. A liability will be recognized when, as at the financial reporting date:

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

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

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

q) **Future Changes in Accounting Policies** *(Continued)*

Liabilities are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs capitalized into the carrying amount of the related tangible capital asset. In subsequent periods, the liability is adjusted for accretion and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and accretion expense is included in the Statement of Operations.

A modified retroactive application has been recommended by Government. Management is awaiting guidance from the Ministry of Education and Child Care on the adoption of this standard.

**PS3400 Revenue** issued November 2018 establishes standards on how to account for and report on revenue and is effective July 1, 2023. Specifically, it differentiates between revenue arising from transactions that include performance obligations, referred to as “exchange transactions”, and transactions that do not have performance obligations, referred to as “non-exchange transactions”.

Revenue from transactions with performance obligations should be recognized when (or as) the school district satisfies a performance obligation by providing the promised goods or services to a payor.

Revenue from transactions with no performance obligations should be recognized when a school district:

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

This standard may be applied retroactively or prospectively. Management is in the process of assessing the impact of adopting this standard on the School District’s financial results.

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

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**NOTE 3 CASH AND CASH EQUIVALENTS**

	2022	2021
Cash – Operating Fund	\$15,980,977	\$28,039,224
Cash – Special Purpose Fund	3,954,593	3,662,892
Cash Equivalents – Special Purpose Fund	1,189	1,179
Central Deposit Investment	120,446,230	114,079,628
Investments held by Richmond Community Foundation	101,888	90,533
	<u>\$140,484,877</u>	<u>\$145,873,456</u>

During fiscal 2012, the School District transferred scholarship funds to the Richmond Community Foundation. Richmond Community Foundation will retain, invest and have disbursed scholarships on behalf of the School District, in exchange for an administration fee. The funds will be invested in pooled funds with the Foundation's other assets. The funds will remain with the Foundation for a minimum of 10 years, before returning to the School District unless the agreement is extended.

**NOTE 4 ACCOUNTS RECEIVABLE - OTHER**

	2022	2021
Due from Federal Government	\$983,812	\$978,761
Due from Benefit Carrier - unrestricted deposit account	2,659,560	2,475,607
Other	206,162	189,493
	<u>\$3,849,534</u>	<u>\$3,643,861</u>

The amount due from the Benefit Carrier –Unrestricted Deposit Account represents surplus funds in excess of the required reserves held by the Benefit Carrier.

**NOTE 5 PORTFOLIO INVESTMENTS**

Guaranteed Investment Certificates (GIC's) included in portfolio investments are held with local banking institutions and earn average interest at 1.14% (2021 – 0.49%).

	2022	2021
GIC's	\$737,078	\$771,478
	<u>\$737,078</u>	<u>\$771,478</u>

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

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

	2022	2021
Trade payables	\$6,532,874	\$6,249,832
Salaries and benefits payable	16,781,772	18,514,101
Accrued vacation pay	3,186,255	3,479,513
Other	468,712	523,985
	<u>\$26,969,613</u>	<u>\$28,767,431</u>

**NOTE 7      UNEARNED REVENUE**

	2022	2021
Balance, beginning of year	\$11,874,003	\$13,018,907
Fees received	17,057,031	11,988,248
Fees recognized as revenue	<u>(15,989,604)</u>	<u>(13,133,152)</u>
Balance, end of year	<u>\$12,941,430</u>	<u>\$11,874,003</u>

**NOTE 8      DEFERRED REVENUE**

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

	2022	2021
Balance, beginning of year	\$7,337,491	\$7,468,261
Changes for the year:		
Increase:		
Provincial grants - MECC	42,408,522	47,337,286
Federal grants	1,634,094	1,577,892
Other revenue	4,841,562	2,443,178
Investment income	12,315	16,000
	<u>48,896,493</u>	<u>51,374,356</u>
Decrease:		
Transfers to revenue	<u>(48,426,869)</u>	<u>(51,505,126)</u>
Balance, end of year	<u>\$7,807,115</u>	<u>\$7,337,491</u>

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

**NOTE 9 DEFERRED CAPITAL REVENUE**

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

	2022	2021
Balance, beginning of year	\$246,761,487	\$220,098,761
Changes for the year:		
Increase:		
Transfer from Deferred Revenue - capital additions	6,437,713	4,395,051
Transfer from Deferred Revenue - work in progress	21,487,483	30,831,177
Provincial grants - MECC	29,459,594	34,174,370
Provincial grants - Other	-	649,600
Other revenue	251,618	511,585
Investment income	150,647	177,078
	<u>57,787,055</u>	<u>70,738,861</u>
Decrease:		
Transfer to DCR - capital additions	(6,437,713)	(4,395,051)
Transfer to DCR - work in progress	(21,487,483)	(30,831,177)
Amortization	(9,874,622)	(8,849,907)
	<u>(37,799,818)</u>	<u>(44,076,135)</u>
Balance, end of year	<u>\$266,748,724</u>	<u>\$246,761,487</u>

**NOTE 10 EMPLOYEE FUTURE BENEFITS**

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

	2022	2021
<b>Reconciliation of Accrued Benefit Obligation</b>		
Accrued Benefit Obligation - April 1	\$12,985,339	\$13,171,381
Service Cost	1,243,781	1,243,279
Interest Cost	336,135	307,280
Benefit Payments	(853,297)	(1,128,853)
Decrease in Obligation due to Plan Amendment	(463,786)	-
Actuarial (Gain) Loss	2,590,514	(607,748)
Accrued Benefit Obligation - March 31	<u>\$15,838,686</u>	<u>\$12,985,339</u>

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

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

	2022	2021
<b>Reconciliation of Funded Status at End of Fiscal Year</b>		
Accrued Benefit Obligation - March 31	\$15,838,686	\$12,985,339
Market Value of Plan Assets - March 31	-	-
Funded Status - Deficit	(15,838,686)	(12,985,339)
Employer Contributions After Measurement Date	543,110	207,125
Benefit Expense After Measurement Date	(445,030)	(394,979)
Unamortized Net Actuarial Loss	2,577,945	330,588
Accrued Benefit Liability - June 30	<u>\$(13,162,661)</u>	<u>\$(12,842,605)</u>

<b>Reconciliation of Change in Accrued Benefit Liability</b>		
Accrued Benefit Liability - July 1	\$12,842,605	\$12,249,605
Net Expense for Fiscal Year	1,509,339	1,759,155
Employer Contributions	(1,189,283)	(1,166,155)
Accrued Benefit Liability - June 30	<u>\$13,162,661</u>	<u>\$12,842,605</u>

<b>Components of Net Benefit Expense</b>		
Service Cost	\$1,248,877	\$1,243,404
Interest Cost	381,090	314,494
Immediate Recognition of Plan Amendment	(463,786)	-
Amortization of Net Actuarial Loss	343,158	201,257
Net Benefit Expense	<u>\$1,509,339</u>	<u>\$1,759,157</u>

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

	2022	2021
Discount Rate - April 1	2.50%	2.25%
Discount Rate - March 31	3.25%	2.50%
Long Term Salary Growth - April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth - March 31	2.50% + seniority	2.50% + seniority
EARS - March 31	10.4	9.7

The impact of changes in assumptions between the March 31, 2022, measurement date and June 30, 2022, reporting date have been considered and are not considered to be material.

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

**NOTE 11 CAPITAL LEASE OBLIGATIONS**

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

	2022	2021
De Lage Landen Financial Services Canada Inc., with interest at 5.89%, expired March 1, 2022	\$-	\$69,669
De Lage Landen Financial Services Canada Inc., with interest at 6.23%, expires August 15, 2023	413,607	699,175
Macquarie Financial, with interest at 1.51%, expires Dec.1, 2023	153,808	253,119
Macquarie Financial, with interest at 1.51%, expires March 1, 2024	205,838	319,683
Macquarie Financial, with interest at 1.51%, expires March 1, 2024	231,571	344,433
Macquarie Financial, with interest at 1.51%, expires September 1, 2024	101,913	153,352
Macquarie Financial, with interest at 1.51%, expires November 1, 2024	81,797	118,252
Macquarie Financial, with interest at .005%, expires June 1, 2024	29,240	45,947
Macquarie Financial, with interest at .005%, expires September 1, 2024	63,069	94,601
CSI EPC, with interest at 2.69%, expired October 1, 2021	-	10,532
CSI EPC, with interest at 5.84%, expires December 1, 2021	14,245	37,558
CSI EPC, with interest at 5.50%, expired February 1, 2022	-	16,069
CSI EPC, with interest at 4.60%, expires February 1, 2024	104,766	160,487
CSI EPC, with interest at 3.57%, expired June 30, 2022	-	773,209
CSI EPC, with interest at 3.98%, expired June 30, 2022	-	143,139
CSI EPC, with interest at 5.16%, expires November 30, 2022	13,985	34,330
CSI EPC, with interest at 3.91%, expires March 31, 2024	101,003	145,129
CSI EPC, with interest at 2.67%, expires May 31, 2024	345,527	-
CSI EPC, with interest at 2.67%, expires August 31, 2024	628,611	-
CSI EPC, with interest at 3.15%, expires May 30, 2024	273,346	-
CSI EPC, with interest at 3.15%, expires December 31, 2024	99,802	-
CSI EPC, with interest at 3.15%, expires March 31, 2025	524,135	-
	<u>\$4,273,973</u>	<u>\$3,418,684</u>

Repayments are due as follows:

	2022
2023	\$2,170,388
2024	1,765,525
2025	499,250
Total minimum lease payments	\$4,435,163
Less amounts representing interest	161,190
Present value of net minimum capital lease payments	<u>\$4,273,973</u>

Total interest on leases for the year was \$172,187 (2021 - \$173,656).



**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

**NOTE 12 TANGIBLE CAPITAL ASSETS**

**Net Book Value:**

	Net Book Value 2022	Net Book Value 2021
Sites	\$55,169,613	\$55,169,613
Buildings	298,600,432	278,413,885
Furniture & Equipment	6,981,444	6,580,188
Vehicles	1,454,476	1,599,184
Computer Software	202,104	235,505
Computer Hardware	9,612,852	8,997,985
<b>Total</b>	<b>\$372,020,921</b>	<b>\$350,996,360</b>

**June 30, 2022**

Cost:	Opening Cost	Additions	Disposals/ Transfers	Total 2022
Sites	\$55,169,613	\$ -	\$ -	\$55,169,613
Buildings	487,317,051	51,912,024	-	539,229,075
Buildings - WIP	31,065,744	25,131,957	(45,071,354)	11,126,347
Furniture & Equipment	11,579,281	1,572,530	(1,305,584)	11,846,227
Vehicles	3,561,501	214,850	(300,036)	3,476,315
Computer Software	562,304	64,661	(208,640)	418,325
Computer Hardware	16,311,597	4,184,252	(1,789,272)	18,706,577
<b>Total</b>	<b>\$605,567,091</b>	<b>\$83,080,274</b>	<b>\$(48,674,886)</b>	<b>\$639,972,479</b>

Accumulated Amortization:	Opening Accumulated Amortization	Additions	Disposals	Total 2022
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	239,968,910	11,786,080	-	251,754,990
Furniture & Equipment	4,999,093	1,171,274	(1,305,584)	4,864,783
Vehicles	1,962,317	359,558	(300,036)	2,021,839
Computer Software	326,799	98,062	(208,640)	216,221
Computer Hardware	7,313,612	3,569,385	(1,789,272)	9,093,725
<b>Total</b>	<b>\$254,570,731</b>	<b>\$16,984,359</b>	<b>\$(3,603,532)</b>	<b>\$267,951,558</b>

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

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

**June 30, 2021**

Cost:	Opening Cost	Additions	Disposals	Total 2021
Sites	\$55,169,613	\$ -	\$ -	\$55,169,613
Buildings	445,965,448	41,351,603	-	487,317,051
Buildings - WIP	35,185,789	32,276,320	(36,396,365)	31,065,744
Furniture & Equipment	10,458,008	1,950,656	(829,383)	11,579,281
Vehicles	3,680,675	150,704	(269,878)	3,561,501
Computer Software	1,271,718	114,428	(823,842)	562,304
Computer Hardware	17,745,619	2,313,302	(3,747,324)	16,311,597
<b>Total</b>	<b>\$569,476,870</b>	<b>\$78,157,013</b>	<b>\$(42,066,792)</b>	<b>\$605,567,091</b>

Accumulated Amortization:	Opening Accumulated Amortization	Additions	Disposals	Total 2021
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	229,319,010	10,649,900	-	239,968,910
Furniture & Equipment	4,726,611	1,101,865	(829,383)	4,999,093
Vehicles	1,862,418	368,270	(268,371)	1,962,317
Computer Software	967,239	183,402	(823,842)	326,799
Computer Hardware	7,537,241	3,523,695	(3,747,324)	7,313,612
<b>Total</b>	<b>\$244,412,519</b>	<b>\$15,827,132</b>	<b>\$(5,668,920)</b>	<b>\$254,570,731</b>

- Included in capital assets is equipment under capital lease with a cost of \$13,088,521 (2021 - \$10,551,201) and accumulated amortization of \$6,146,937 (2021 - \$4,958,982).
- Buildings - work in progress (WIP) having a value of \$11,126,345 (2021 - \$31,065,744) have not been amortized. Amortization of these assets will commence when the asset is put into service.

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

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**NOTE 13     EMPLOYEE PENSION PLANS**

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan, jointly trustee pension plans. The board of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits provided are based on a formula. As at December 31, 2021, the Teachers' Pension Plan has about 50,000 active members and approximately 40,000 retired members. As at December 31, 2021, the Municipal Pension Plan has about 227,000 active members, including approximately 29,000 from school districts.

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

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2020, indicated a \$1,584 million surplus for basic pension benefits on a going concern basis. The next valuation will be as at December 31, 2023.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2018 indicated a \$2,866 million funding surplus for basic pension benefits on a going concern basis. The next valuation will be as at December 31, 2021 with results available in 2022.

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

School District #38 (Richmond) paid \$19,907,640 (2021 - \$19,476,933) for employer contributions to these plans in the year ended June 30, 2022.

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

**NOTE 14 INTERFUND TRANSFERS**

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2022, were as follows:

	Operating Fund		Special Purpose Funds		Capital Fund	
	2022	2021	2022	2021	2022	2021
Funding Local Capital Reserve as permitted under School Act	\$(2,838,125)	\$(5,696,429)	\$-	\$-	\$2,838,125	\$5,696,429
Capital assets purchased	(705,874)	(446,798)	(1,320,344)	(1,271,452)	2,026,218	1,718,250
	<u>\$(3,543,999)</u>	<u>\$(6,143,227)</u>	<u>\$(1,320,344)</u>	<u>\$(1,271,452)</u>	<u>\$4,864,343</u>	<u>\$7,414,679</u>

**NOTE 15 RELATED PARTY TRANSACTIONS**

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

**NOTE 16 BUDGET FIGURES**

Budget figures, included in the financial statements, are the School District's Amended Annual budget approved by the Board through the adoption of an Amended Annual Budget on February 23, 2022. Changes between the Annual Budget (approved by the Board on May 26, 2021) and the Amended Annual Budget are listed below:

	Annual Budget	Amended Budget	Change
Statement 2			
Total Revenue	\$266,075,295	\$276,033,699	\$9,958,404
Total Expense	273,987,296	283,253,987	9,266,691
Budgeted Deficit for the year	<u>\$(7,912,001)</u>	<u>\$(7,220,288)</u>	<u>\$691,713</u>

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

**NOTE 16 BUDGET FIGURES (Continued)**

	Annual Budget	Amended Budget	Change
Statement 4			
Deficit for the year	\$(7,912,001)	\$(7,220,288)	\$691,713
Total Effect of change in Tangible Capital Assets	(10,162,604)	(17,293,357)	(7,130,753)
(Increase) Decrease in Net Financial Assets (Debt)	\$(18,074,605)	\$(24,513,645)	\$(6,439,040)

Significant changes between the annual and amended budget were:

**Statement 2**

**Total Revenue**

- Budgeted revenues were amended based on actual student enrolment, increased student tuition fees revenue, increased classroom enhancement fund staffing grant, one-time safe return to school grant and one-time safe return to class grant.

**Total Expense**

- Budgeted expenses were amended based on revised projections/cost estimates, the additional staffing costs for the classroom enhancement fund staffing grant and increased expenses for the safe return to school and safe return to class grants related to adherence to the new health and safety guidelines dealing with the ongoing impact of the pandemic.

**NOTE 17 CONTINGENT LIABILITIES**

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

**NOTE 18 EXPENSE BY OBJECT**

	2022	2021
Salaries and benefits	\$239,170,836	\$235,071,001
Services and supplies	26,130,767	22,155,770
Interest	172,187	173,656
Amortization	16,984,359	15,827,132
	<u>\$282,458,149</u>	<u>\$273,227,559</u>

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

**NOTE 19 ACCUMULATED SURPLUS**

Accumulated surplus balances are comprised of:

	2022	2021
Invested in Tangible Capital Assets	\$120,635,237	\$118,516,539
Local Capital Internally Restricted by Board for:		
Restricted - Capital Leases	7,414,800	7,308,000
Restricted - Current Capital Projects	24,890,590	11,920,747
Restricted - Future Capital Projects	14,798,889	32,857,158
Restricted - Under Review by Board	3,625,187	3,266,488
Restricted - Contingency Reserves	2,000,000	2,000,000
Subtotal Internally Restricted	52,729,466	57,352,393
Capital Surplus	\$173,364,703	\$175,868,932
Internally Restricted (Appropriated) by Board for:		
2022/23 Budget Appropriation	1,896,023	3,600,134
2021/22 Online Learning K-9	-	597,050
School/Department Account Balances	6,998,016	6,840,291
Outstanding Purchase Orders	262,963	338,747
School Generated Funds	2,270,000	2,270,000
Subtotal Internally Restricted	\$11,427,002	\$13,646,222
Unrestricted Operating Surplus	1,687,363	1,298,065
Total Operating Surplus, Restricted and Unrestricted	\$13,114,365	\$14,944,287
Total Accumulated Surplus	\$186,479,068	\$190,813,219

**NOTE 20 OTHER REVENUE**

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

	2022	2021
Operating Fund:		
Other School District/Education Authorities	\$504,000	\$504,000
Miscellaneous:		
Cafeteria	268,332	146,661
Miscellaneous	1,692	10,566
	\$774,024	\$661,227
Special Purpose Funds:		
School Generated Funds	4,158,072	2,236,511
Scholarships and Bursaries	4,122	64,130
Educational Trust Funds	404,589	425,683
Strong Start	9,519	8,668
Community Literacy	-	10,000
	\$4,576,302	\$2,744,992
Capital Fund:		
Sale of Vehicles	23,000	-
Long Range Facilities Plan	13,637	-
	\$36,637	\$-
Total Other Revenue	\$5,386,963	\$3,406,219

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

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**NOTE 21 ECONOMIC DEPENDENCE**

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

**NOTE 22 SUPPLEMENTARY CASH FLOW INFORMATION**

During the year, the School District had acquired tangible capital assets under capital leases of \$3,638,785 (2021 - \$946,227).

**NOTE 23 CONTRACTUAL OBLIGATIONS**

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

	2023	2024	2025
Approved Capital Projects - Unperformed Portion	\$18,931,957	\$4,760,200	\$297,000

**NOTE 24 RISK MANAGEMENT**

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

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

a) Credit risk:

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

The School District is exposed to credit risk in the event of non-performance by a debtor. This risk is mitigated as most amount receivables are due from the Province and are collectible.

It is management's opinion that the School District is not exposed to significant credit risk associated with its cash deposits and investments as they are placed in recognized British Columbia institutions and the School District invests solely in guaranteed investment certificates and term deposits.



**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

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**NOTE 24     RISK MANAGEMENT** *(Continued)*

b) Market risk:

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

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

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

c) Liquidity risk

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

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

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2021 related to credit, market or liquidity risks.

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

**FINANCIAL STATEMENT PRESENTATION – BY FUND (UNAUDITED)**

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

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

i) **Statement of Financial Position by Fund**

	Operating Fund	Special Purpose Funds	Capital Fund	Total June 30, 2022	Total June 30, 2021
	\$	\$	\$	\$	\$
<b>Financial Assets</b>					
Cash and Cash Equivalents	136,427,207	4,057,670	-	140,484,877	145,873,456
Accounts Receivable					
Due from Province - MECC	784	539,983	-	540,767	88,433
Other	3,328,319	521,215	-	3,849,534	3,643,861
Portfolio Investments	-	737,078	-	737,078	771,478
<b>Total Financial Assets</b>	<b>139,756,310</b>	<b>5,855,946</b>	<b>-</b>	<b>145,612,256</b>	<b>150,377,228</b>
<b>Liabilities</b>					
Accounts Payable and Accrued Liabilities					
Due to Province - Other	-	-	-	-	82,425
Other	26,265,123	153,162	551,328	26,969,613	28,767,431
Due To/From	75,022,138	(2,104,331)	(72,917,807)	-	-
Unearned Revenue	12,941,430	-	-	12,941,430	11,874,003
Deferred Revenue	-	7,807,115	-	7,807,115	7,337,491
Deferred Capital Revenue	-	-	266,748,724	266,748,724	246,761,487
Employee Future Benefits	13,162,661	-	-	13,162,661	12,842,605
Capital Lease Obligations	-	-	4,273,973	4,273,973	3,418,684
<b>Total Liabilities</b>	<b>127,391,352</b>	<b>5,855,946</b>	<b>198,656,218</b>	<b>331,903,516</b>	<b>311,084,126</b>
<b>Net Financial Assets (Debt)</b>	<b>12,364,958</b>	<b>-</b>	<b>(198,656,218)</b>	<b>(186,291,260)</b>	<b>(160,706,898)</b>
<b>Non-Financial Assets</b>					
Tangible Capital Assets	-	-	372,020,921	372,020,921	350,996,360
Prepaid Expenses	749,407	-	-	749,407	523,757
<b>Total Non-Financial Assets</b>	<b>749,407</b>	<b>-</b>	<b>372,020,921</b>	<b>372,770,328</b>	<b>351,520,117</b>
<b>Accumulated Surplus (Deficit)</b>	<b>13,114,365</b>	<b>-</b>	<b>173,364,703</b>	<b>186,479,068</b>	<b>190,813,219</b>

**SCHOOL DISTRICT NO. 38 (RICHMOND)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2022**

**FINANCIAL STATEMENT PRESENTATION – BY FUND (UNAUDITED)**

ii) Statement of Operations by Fund

	2022 Budget (Total)	Operating Fund	Special Purpose Funds	Capital Fund	2022 Actual Total	2021 Actual Total
	\$	\$	\$	\$	\$	\$
<b>Revenues</b>						
Provincial Grants						
Ministry of Education and Child Care	242,610,311	200,177,778	42,208,520	-	242,386,298	239,961,811
Other	27,670	262,614	-	-	262,614	48,986
Federal Grants	1,712,790	-	1,629,732	-	1,629,732	1,645,264
Tuition	15,152,958	15,989,604	-	-	15,989,604	13,133,152
Other Revenue	4,502,478	774,024	4,576,302	36,637	5,386,963	3,406,219
Rentals and Leases	1,147,183	1,223,337	-	-	1,223,337	977,455
Investment Income	1,113,326	786,256	12,315	572,257	1,370,828	1,665,109
Gain (Loss) on Disposal of Tangible Capital Assets	-	-	-	-	-	12,913
Amortization of Deferred Capital Revenue	9,766,983	-	-	9,874,622	9,874,622	8,849,907
<b>Total Revenue</b>	<b>276,033,699</b>	<b>219,213,613</b>	<b>48,426,869</b>	<b>10,483,516</b>	<b>278,123,998</b>	<b>269,700,816</b>
<b>Expenses</b>						
Instruction	227,716,559	181,452,034	45,032,657	-	226,484,691	216,655,587
District Administration	7,343,790	6,316,581	978,443	-	7,295,024	7,515,593
Operations and Maintenance	46,089,974	28,345,883	1,095,425	17,320,342	46,761,650	47,131,224
Transportation and Housing	1,921,664	1,385,038	-	359,559	1,744,597	1,751,499
Debt Services	182,000	-	-	172,187	172,187	173,656
<b>Total Expense</b>	<b>283,253,987</b>	<b>217,499,536</b>	<b>47,106,525</b>	<b>17,852,088</b>	<b>282,458,149</b>	<b>273,227,559</b>
<b>Surplus (Deficit) for the year</b>	<b>(7,220,288)</b>	<b>1,714,077</b>	<b>1,320,344</b>	<b>(7,368,572)</b>	<b>(4,334,151)</b>	<b>(3,526,743)</b>
<b>Accumulated Surplus (Deficit) from Operations, beginning of year</b>		<b>14,944,287</b>	<b>-</b>	<b>175,868,932</b>	<b>190,813,219</b>	<b>194,339,962</b>
<b>Interfund Transfers (Note 14)</b>		<b>(3,543,999)</b>	<b>(1,320,344)</b>	<b>4,864,343</b>	<b>-</b>	<b>-</b>
<b>Accumulated Surplus (Deficit) from Operations, end of year</b>		<b>13,114,365</b>	<b>-</b>	<b>173,364,703</b>	<b>186,479,068</b>	<b>190,813,219</b>

**School District No. 38 (Richmond)**

Schedule 1 (Unaudited)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
Year Ended June 30, 2022

	Operating Fund	Special Purpose Fund	Capital Fund	2022 Actual	2021 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	14,944,287		175,868,932	190,813,219	194,339,962
Changes for the year					
Surplus (Deficit) for the year	1,714,077	1,320,344	(7,368,572)	(4,334,151)	(3,526,743)
Interfund Transfers					
Tangible Capital Assets Purchased	(705,874)	(1,320,344)	2,026,218	-	
Local Capital	(2,838,125)		2,838,125	-	
Net Changes for the year	(1,829,922)	-	(2,504,229)	(4,334,151)	(3,526,743)
Accumulated Surplus (Deficit), end of year - Statement 2	13,114,365	-	173,364,703	186,479,068	190,813,219

**School District No. 38 (Richmond)**

Schedule 2 (Unaudited)

## Schedule of Operating Operations

Year Ended June 30, 2022

	2022 Budget (Note 16)	2022 Actual	2021 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education and Child Care	199,884,423	200,177,778	192,862,941
Other	27,670	262,614	48,986
Tuition	15,152,958	15,989,604	13,133,152
Other Revenue	763,278	774,024	661,227
Rentals and Leases	1,147,183	1,223,337	977,455
Investment Income	552,526	786,256	872,768
<b>Total Revenue</b>	<b>217,528,038</b>	<b>219,213,613</b>	<b>208,556,529</b>
<b>Expenses</b>			
Instruction	182,296,096	181,452,034	173,089,384
District Administration	6,473,967	6,316,581	6,681,873
Operations and Maintenance	28,456,190	28,345,883	25,310,215
Transportation and Housing	1,545,419	1,385,038	1,383,229
<b>Total Expense</b>	<b>218,771,672</b>	<b>217,499,536</b>	<b>206,464,701</b>
<b>Operating Surplus (Deficit) for the year</b>	<b>(1,243,634)</b>	<b>1,714,077</b>	<b>2,091,828</b>
<b>Budgeted Appropriation (Retirement) of Surplus (Deficit)</b>	<b>3,600,134</b>		
<b>Net Transfers (to) from other funds</b>			
Tangible Capital Assets Purchased		(705,874)	(446,798)
Local Capital	(2,356,500)	(2,838,125)	(5,696,429)
<b>Total Net Transfers</b>	<b>(2,356,500)</b>	<b>(3,543,999)</b>	<b>(6,143,227)</b>
<b>Total Operating Surplus (Deficit), for the year</b>	<b>-</b>	<b>(1,829,922)</b>	<b>(4,051,399)</b>
<b>Operating Surplus (Deficit), beginning of year</b>		<b>14,944,287</b>	<b>18,995,686</b>
<b>Operating Surplus (Deficit), end of year</b>		<b>13,114,365</b>	<b>14,944,287</b>
<b>Operating Surplus (Deficit), end of year</b>			
Internally Restricted (Note 19)		11,427,002	13,646,222
Unrestricted		1,687,363	1,298,065
<b>Total Operating Surplus (Deficit), end of year</b>		<b>13,114,365</b>	<b>14,944,287</b>

**School District No. 38 (Richmond)**

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2022

	2022 Budget (Note 16)	2022 Actual	2021 Actual
	\$	\$	\$
<b>Provincial Grants - Ministry of Education and Child Care</b>			
Operating Grant, Ministry of Education and Child Care	196,653,847	196,756,452	183,472,569
Other Ministry of Education and Child Care Grants			
Pay Equity	2,215,706	2,215,706	2,215,706
Funding for Graduated Adults	246,150	431,951	612,868
Student Transportation Fund	21,608	21,608	21,608
Support Staff Benefits Grant	219,746	224,695	219,746
Teachers' Labour Settlement Funding			5,816,048
Early Career Mentorship Funding			470,000
FSA Scorer Grant	27,292	27,292	27,292
K-12 ICY Clinical Counsellor Funding	495,970	495,970	-
Other Misc and One-Time Grants	4,104	4,104	7,104
<b>Total Provincial Grants - Ministry of Education and Child Care</b>	<b>199,884,423</b>	<b>200,177,778</b>	<b>192,862,941</b>
<b>Provincial Grants - Other</b>	<b>27,670</b>	<b>262,614</b>	<b>48,986</b>
<b>Tuition</b>			
Summer School Fees	195,140	195,140	280,681
Continuing Education	867,368	911,830	860,763
International and Out of Province Students	14,090,450	14,882,634	11,991,708
<b>Total Tuition</b>	<b>15,152,958</b>	<b>15,989,604</b>	<b>13,133,152</b>
<b>Other Revenues</b>			
Other School District/Education Authorities	504,000	504,000	504,000
Miscellaneous			
Cafeteria	257,278	268,332	146,661
Miscellaneous	2,000	1,692	10,566
<b>Total Other Revenue</b>	<b>763,278</b>	<b>774,024</b>	<b>661,227</b>
<b>Rentals and Leases</b>	<b>1,147,183</b>	<b>1,223,337</b>	<b>977,455</b>
<b>Investment Income</b>	<b>552,526</b>	<b>786,256</b>	<b>872,768</b>
<b>Total Operating Revenue</b>	<b>217,528,038</b>	<b>219,213,613</b>	<b>208,556,529</b>

**School District No. 38 (Richmond)**

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object

Year Ended June 30, 2022

	2022 Budget (Note 16)	2022 Actual	2021 Actual
	\$	\$	\$
<b>Salaries</b>			
Teachers	93,164,185	92,250,310	90,983,264
Principals and Vice Principals	13,319,147	13,701,742	13,277,993
Educational Assistants	16,555,650	16,201,765	14,505,185
Support Staff	22,009,096	21,621,492	20,242,524
Other Professionals	5,953,736	5,963,090	6,493,908
Substitutes	8,800,118	9,134,873	7,203,406
<b>Total Salaries</b>	<b>159,801,932</b>	<b>158,873,272</b>	<b>152,706,280</b>
<b>Employee Benefits</b>	<b>39,868,898</b>	<b>39,212,925</b>	<b>38,424,555</b>
<b>Total Salaries and Benefits</b>	<b>199,670,830</b>	<b>198,086,197</b>	<b>191,130,835</b>
<b>Services and Supplies</b>			
Services	6,638,375	7,070,381	5,873,115
Student Transportation	12,155	4,088	-
Professional Development and Travel	825,128	569,890	516,516
Rentals and Leases	279,466	254,137	227,225
Dues and Fees	136,743	126,444	115,993
Insurance	522,749	476,883	495,023
Supplies	6,423,814	6,764,518	4,978,976
Utilities	4,262,412	4,146,998	3,127,018
<b>Total Services and Supplies</b>	<b>19,100,842</b>	<b>19,413,339</b>	<b>15,333,866</b>
<b>Total Operating Expense</b>	<b>218,771,672</b>	<b>217,499,536</b>	<b>206,464,701</b>



# School District No. 38 (Richmond)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2022

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	70,633,042	2,377,028		1,160,227		6,252,334	80,422,631
1.03 Career Programs	204,950			477,430			682,380
1.07 Library Services	1,472,401			623,666			2,096,067
1.08 Counselling	2,411,678						2,411,678
1.10 Special Education	6,831,412		16,201,765			1,222,075	24,255,252
1.30 English Language Learning	5,981,110			151,120			6,132,230
1.31 Indigenous Education	256,291			27,672			283,963
1.41 School Administration		10,355,644		4,558,346		386,649	15,300,639
1.60 Summer School	757,497	133,867					891,364
1.61 Continuing Education	603,761	650,548		173,044	97,390	297,246	1,821,989
1.62 International and Out of Province Students	3,098,168	18,731		176,338	709,324	5,285	4,007,846
1.64 Other							-
<b>Total Function 1</b>	<b>92,250,310</b>	<b>13,535,818</b>	<b>16,201,765</b>	<b>7,347,843</b>	<b>806,714</b>	<b>8,163,589</b>	<b>138,306,039</b>
<b>4 District Administration</b>							
4.11 Educational Administration				187,916	1,845,534	730	2,034,180
4.40 School District Governance					200,827		200,827
4.41 Business Administration		165,924		896,416	1,543,304	317	2,605,961
<b>Total Function 4</b>	<b>-</b>	<b>165,924</b>	<b>-</b>	<b>1,084,332</b>	<b>3,589,665</b>	<b>1,047</b>	<b>4,840,968</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				335,059	1,566,711	798	1,902,568
5.50 Maintenance Operations				11,187,091		931,655	12,118,746
5.52 Maintenance of Grounds				875,205			875,205
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>12,397,355</b>	<b>1,566,711</b>	<b>932,453</b>	<b>14,896,519</b>
<b>7 Transportation and Housing</b>							
7.70 Student Transportation				791,962		37,784	829,746
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>791,962</b>	<b>-</b>	<b>37,784</b>	<b>829,746</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>92,250,310</b>	<b>13,701,742</b>	<b>16,201,765</b>	<b>21,621,492</b>	<b>5,963,090</b>	<b>9,134,873</b>	<b>158,873,272</b>

**School District No. 38 (Richmond)**

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2022

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2022 Actual	2022 Budget (Note 16)	2021 Actual
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	80,422,631	21,251,138	101,673,769	2,873,389	104,547,158	106,357,096	101,863,292
1.03 Career Programs	682,380	161,293	843,673	293,789	1,137,462	1,341,539	1,017,913
1.07 Library Services	2,096,067	483,319	2,579,386	358,904	2,938,290	2,953,875	2,985,502
1.08 Counselling	2,411,678	543,013	2,954,691	1,924	2,956,615	2,997,384	3,179,335
1.10 Special Education	24,255,252	6,093,027	30,348,279	640,395	30,988,674	30,529,652	28,392,930
1.30 English Language Learning	6,132,230	1,546,396	7,678,626	9,501	7,688,127	7,895,955	7,793,260
1.31 Indigenous Education	283,963	77,167	361,130	58,275	419,405	424,967	465,364
1.41 School Administration	15,300,639	3,289,518	18,590,157	310,438	18,900,595	19,445,481	18,269,998
1.60 Summer School	891,364	165,593	1,056,957	44,259	1,101,216	1,057,585	1,044,990
1.61 Continuing Education	1,821,989	316,544	2,138,533	204,427	2,342,960	2,082,782	1,838,988
1.62 International and Out of Province Students	4,007,846	932,430	4,940,276	3,481,725	8,422,001	7,199,966	6,228,566
1.64 Other	-	-	-	9,531	9,531	9,814	9,246
<b>Total Function 1</b>	<b>138,306,039</b>	<b>34,859,438</b>	<b>173,165,477</b>	<b>8,286,557</b>	<b>181,452,034</b>	<b>182,296,096</b>	<b>173,089,384</b>
<b>4 District Administration</b>							
4.11 Educational Administration	2,034,180	366,422	2,400,602	247,298	2,647,900	2,702,725	3,219,283
4.40 School District Governance	200,827	12,381	213,208	119,714	332,922	353,279	302,677
4.41 Business Administration	2,605,961	534,467	3,140,428	195,331	3,335,759	3,417,963	3,159,913
<b>Total Function 4</b>	<b>4,840,968</b>	<b>913,270</b>	<b>5,754,238</b>	<b>562,343</b>	<b>6,316,581</b>	<b>6,473,967</b>	<b>6,681,873</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration	1,902,568	384,742	2,287,310	849,973	3,137,283	3,441,969	3,080,207
5.50 Maintenance Operations	12,118,746	2,653,653	14,772,399	4,971,667	19,744,066	19,536,784	17,863,427
5.52 Maintenance of Grounds	875,205	184,617	1,059,822	257,714	1,317,536	1,215,025	1,239,563
5.56 Utilities	-	-	-	4,146,998	4,146,998	4,262,412	3,127,018
<b>Total Function 5</b>	<b>14,896,519</b>	<b>3,223,012</b>	<b>18,119,531</b>	<b>10,226,352</b>	<b>28,345,883</b>	<b>28,456,190</b>	<b>25,310,215</b>
<b>7 Transportation and Housing</b>							
7.70 Student Transportation	829,746	217,205	1,046,951	338,087	1,385,038	1,545,419	1,383,229
<b>Total Function 7</b>	<b>829,746</b>	<b>217,205</b>	<b>1,046,951</b>	<b>338,087</b>	<b>1,385,038</b>	<b>1,545,419</b>	<b>1,383,229</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>158,873,272</b>	<b>39,212,925</b>	<b>198,086,197</b>	<b>19,413,339</b>	<b>217,499,536</b>	<b>218,771,672</b>	<b>206,464,701</b>

**School District No. 38 (Richmond)**

Schedule 3 (Unaudited)

## Schedule of Special Purpose Operations

Year Ended June 30, 2022

	2022 Budget (Note 16)	2022 Actual	2021 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education and Child Care	42,725,888	42,208,520	47,098,870
Federal Grants	1,712,790	1,629,732	1,645,264
Other Revenue	3,739,200	4,576,302	2,744,992
Investment Income	10,800	12,315	16,000
<b>Total Revenue</b>	<b>48,188,678</b>	<b>48,426,869</b>	<b>51,505,126</b>
<b>Expenses</b>			
Instruction	45,420,463	45,032,657	43,566,203
District Administration	869,823	978,443	833,720
Operations and Maintenance	1,012,245	1,095,425	5,833,751
<b>Total Expense</b>	<b>47,302,531</b>	<b>47,106,525</b>	<b>50,233,674</b>
<b>Special Purpose Surplus (Deficit) for the year</b>	<b>886,147</b>	<b>1,320,344</b>	<b>1,271,452</b>
<b>Net Transfers (to) from other funds</b>			
Tangible Capital Assets Purchased	(886,147)	(1,320,344)	(1,271,452)
<b>Total Net Transfers</b>	<b>(886,147)</b>	<b>(1,320,344)</b>	<b>(1,271,452)</b>
<b>Total Special Purpose Surplus (Deficit) for the year</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Special Purpose Surplus (Deficit), beginning of year</b>			<b>-</b>
<b>Special Purpose Surplus (Deficit), end of year</b>		<b>-</b>	<b>-</b>

# School District No. 38 (Richmond)

Changes in Special Purpose Funds and Expense by Object  
Year Ended June 30, 2022

Schedule 3A (Unaudited)

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	289,249	1,025,095	5,119,733	67,324	97,946	53,718	28,021	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	811,645	670,460			224,000	93,100	336,842	785,631	4,841,324
Federal Grants									
Other			20,210	4,354,328	9,519				
Investment Income			11,483						
	811,645	670,460	31,693	4,354,328	233,519	93,100	336,842	785,631	4,841,324
Less: Allocated to Revenue	811,645	730,670	15,605	4,158,072	235,453	118,771	327,420	766,673	4,841,324
Recovered									
Deferred Revenue, end of year	-	229,039	1,041,183	5,315,989	65,390	72,275	63,140	46,979	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	811,645	730,670			225,934	118,771	327,420	766,673	4,841,324
Federal Grants									
Other Revenue			4,122	4,158,072	9,519				
Investment Income			11,483						
	811,645	730,670	15,605	4,158,072	235,453	118,771	327,420	766,673	4,841,324
Expenses									
Salaries									
Teachers						48,974	96,112		
Principals and Vice Principals									204,972
Educational Assistants		618,210			173,908	16,012		299,536	1,980,757
Support Staff									542,432
Other Professionals									313,504
Substitutes							4,347		563,350
	-	618,210	-	-	173,908	64,986	100,459	299,536	3,605,015
Employee Benefits		112,460			49,189	15,762	23,122	76,392	1,091,227
Services and Supplies	70,578		15,605	4,158,072	12,356	38,023	118,154	390,745	
	70,578	730,670	15,605	4,158,072	235,453	118,771	241,735	766,673	4,696,242
Net Revenue (Expense) before Interfund Transfers	741,067	-	-	-	-	-	85,685	-	145,082
Interfund Transfers									
Tangible Capital Assets Purchased	(741,067)						(85,685)		(145,082)
	(741,067)	-	-	-	-	-	(85,685)	-	(145,082)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

# School District No. 38 (Richmond)

Changes in Special Purpose Funds and Expense by Object  
Year Ended June 30, 2022

Schedule 3A (Unaudited)

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	Mental Health In Schools	Changing Results for Young Children	Safe Return to School / Restart: Health & Safety Grant	Federal Safe Return to Class / Ventilation Fund	Just B4 Program	Provincial Resource Program	Provincial Early Years
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	24,359	-	-	-	-	208,173	185,787
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	32,344,010	178,164	113,395	6,000	465,970	408,318	25,000	841,174	460,470
Federal Grants									
Other									
Investment Income									
	32,344,010	178,164	113,395	6,000	465,970	408,318	25,000	841,174	460,470
Less: Allocated to Revenue	32,344,010	178,164	34,002	400	465,970	341,986	7,520	710,593	303,438
Recovered								104,088	92,893
Deferred Revenue, end of year	-	-	103,752	5,600	-	66,332	17,480	234,666	249,926
Revenues									
Provincial Grants - Ministry of Education and Child Care	32,344,010	178,164	34,002	400	465,970	341,986	7,520	710,593	303,438
Federal Grants									
Other Revenue									
Investment Income									
	32,344,010	178,164	34,002	400	465,970	341,986	7,520	710,593	303,438
Expenses									
Salaries									
Teachers	26,004,165							373,777	107,355
Principals and Vice Principals									
Educational Assistants									
Support Staff								52,564	59,882
Other Professionals									
Substitutes		34,052			398,172		5,870		
	26,004,165	34,052	-	-	398,172	-	5,870	426,341	167,237
Employee Benefits	6,339,845	528			67,798		1,150	101,579	37,389
Services and Supplies		137,995	34,002	400			500	181,738	98,812
	32,344,010	172,575	34,002	400	465,970	-	7,520	709,658	303,438
Net Revenue (Expense) before Interfund Transfers	-	5,589	-	-	-	341,986	-	935	-
Interfund Transfers									
Tangible Capital Assets Purchased		(5,589)				(341,986)		(935)	
	-	(5,589)	-	-	-	(341,986)	-	(935)	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

**School District No. 38 (Richmond)**

Changes in Special Purpose Funds and Expense by Object  
Year Ended June 30, 2022

Schedule 3A (Unaudited)

	Educational Trust Fund	I.INC/ SWIS	TOTAL
	\$	\$	\$
Deferred Revenue, beginning of year	183,688	54,398	7,337,491
Add: Restricted Grants			
Provincial Grants - Ministry of Education and Child Care			42,605,503
Federal Grants		1,634,094	1,634,094
Other	457,505		4,841,562
Investment Income	832		12,315
	458,337	1,634,094	49,093,474
Less: Allocated to Revenue	405,421	1,629,732	48,426,869
Recovered			196,981
Deferred Revenue, end of year	236,604	58,760	7,807,115
Revenues			
Provincial Grants - Ministry of Education and Child Care			42,208,520
Federal Grants		1,629,732	1,629,732
Other Revenue	404,589		4,576,302
Investment Income	832		12,315
	405,421	1,629,732	48,426,869
Expenses			
Salaries			
Teachers			26,630,383
Principals and Vice Principals			204,972
Educational Assistants			3,088,423
Support Staff		594,323	1,249,201
Other Professionals		104,051	417,555
Substitutes		331,428	1,337,219
	-	1,029,802	32,927,753
Employee Benefits		240,445	8,156,886
Services and Supplies	405,421	359,485	6,021,886
	405,421	1,629,732	47,106,525
Net Revenue (Expense) before Interfund Transfers	-	-	1,320,344
Interfund Transfers			
Tangible Capital Assets Purchased			(1,320,344)
	-	-	(1,320,344)
Net Revenue (Expense)	-	-	-

# School District No. 38 (Richmond)

Schedule 4 (Unaudited)

## Schedule of Capital Operations

Year Ended June 30, 2022

	2022 Budget (Note 16)	2022 Actual			2021 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
<b>Revenues</b>					
Other Revenue			36,637	36,637	-
Investment Income	550,000		572,257	572,257	776,341
Gain (Loss) on Disposal of Tangible Capital Assets				-	12,913
Amortization of Deferred Capital Revenue	9,766,983	9,874,622		9,874,622	8,849,907
<b>Total Revenue</b>	<b>10,316,983</b>	<b>9,874,622</b>	<b>608,894</b>	<b>10,483,516</b>	<b>9,639,161</b>
<b>Expenses</b>					
Operations and Maintenance			695,542	695,542	528,396
Amortization of Tangible Capital Assets					
Operations and Maintenance	16,621,539	16,624,800		16,624,800	15,458,862
Transportation and Housing	376,245	359,559		359,559	368,270
Debt Services					
Capital Lease Interest	182,000		172,187	172,187	173,656
<b>Total Expense</b>	<b>17,179,784</b>	<b>16,984,359</b>	<b>867,729</b>	<b>17,852,088</b>	<b>16,529,184</b>
<b>Capital Surplus (Deficit) for the year</b>	<b>(6,862,801)</b>	<b>(7,109,737)</b>	<b>(258,835)</b>	<b>(7,368,572)</b>	<b>(6,890,023)</b>
<b>Net Transfers (to) from other funds</b>					
Tangible Capital Assets Purchased	886,147	2,026,218		2,026,218	1,718,250
Local Capital	2,356,500		2,838,125	2,838,125	5,696,429
<b>Total Net Transfers</b>	<b>3,242,647</b>	<b>2,026,218</b>	<b>2,838,125</b>	<b>4,864,343</b>	<b>7,414,679</b>
<b>Other Adjustments to Fund Balances</b>					
Tangible Capital Assets Purchased from Local Capital		774,247	(774,247)	-	
Tangible Capital Assets WIP Purchased from Local Capital		3,644,474	(3,644,474)	-	
Principal Payment					
Capital Loan		2,783,496	(2,783,496)	-	
<b>Total Other Adjustments to Fund Balances</b>		<b>7,202,217</b>	<b>(7,202,217)</b>	<b>-</b>	
<b>Total Capital Surplus (Deficit) for the year</b>	<b>(3,620,154)</b>	<b>2,118,698</b>	<b>(4,622,927)</b>	<b>(2,504,229)</b>	<b>524,656</b>
<b>Capital Surplus (Deficit), beginning of year</b>		<b>118,516,539</b>	<b>57,352,393</b>	<b>175,868,932</b>	<b>175,344,276</b>
<b>Capital Surplus (Deficit), end of year</b>		<b>120,635,237</b>	<b>52,729,466</b>	<b>173,364,703</b>	<b>175,868,932</b>



# School District No. 38 (Richmond)

Tangible Capital Assets  
Year Ended June 30, 2022

Schedule 4A (Unaudited)

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	55,169,613	487,317,051	11,579,281	3,561,501	562,304	16,311,597	574,501,347
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		4,926,619	215,000	214,850			5,356,469
Deferred Capital Revenue - Other		1,081,218	26				1,081,244
Operating Fund			623,462			82,412	705,874
Special Purpose Funds		741,067	347,575			231,702	1,320,344
Local Capital		91,766	386,467		64,661	231,353	774,247
Additions Under Capital Lease						3,638,785	3,638,785
Transferred from Work in Progress		45,071,354					45,071,354
	-	51,912,024	1,572,530	214,850	64,661	4,184,252	57,948,317
Decrease:							
Deemed Disposals			1,305,584	300,036	208,640	1,789,272	3,603,532
	-	-	1,305,584	300,036	208,640	1,789,272	3,603,532
Cost, end of year	55,169,613	539,229,075	11,846,227	3,476,315	418,325	18,706,577	628,846,132
Work in Progress, end of year		11,126,347					11,126,347
Cost and Work in Progress, end of year	55,169,613	550,355,422	11,846,227	3,476,315	418,325	18,706,577	639,972,479
Accumulated Amortization, beginning of year		239,968,910	4,999,093	1,962,317	326,799	7,313,612	254,570,731
Changes for the Year							
Increase: Amortization for the Year		11,786,080	1,171,274	359,558	98,062	3,569,385	16,984,359
Decrease:							
Deemed Disposals			1,305,584	300,036	208,640	1,789,272	3,603,532
		-	1,305,584	300,036	208,640	1,789,272	3,603,532
Accumulated Amortization, end of year		251,754,990	4,864,783	2,021,839	216,221	9,093,725	267,951,558
Tangible Capital Assets - Net	55,169,613	298,600,432	6,981,444	1,454,476	202,104	9,612,852	372,020,921

**School District No. 38 (Richmond)**

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2022

	<b>Buildings</b>	<b>Furniture and Equipment</b>	<b>Computer Software</b>	<b>Computer Hardware</b>	<b>Total</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Work in Progress, beginning of year</b>	31,065,744				31,065,744
<b>Changes for the Year</b>					
Increase:					
Deferred Capital Revenue - Bylaw	21,487,483				21,487,483
Local Capital	3,644,474				3,644,474
	25,131,957	-	-	-	25,131,957
Decrease:					
Transferred to Tangible Capital Assets	45,071,354				45,071,354
	45,071,354	-	-	-	45,071,354
<b>Net Changes for the Year</b>	(19,939,397)	-	-	-	(19,939,397)
<b>Work in Progress, end of year</b>	11,126,347	-	-	-	11,126,347

**School District No. 38 (Richmond)**

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2022

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	198,062,800	1,469,973	321,477	199,854,250
<b>Changes for the Year</b>				
Increase:				
Transferred from Deferred Revenue - Capital Additions	5,356,469	1,081,244		6,437,713
Transferred from Work in Progress	41,403,962			41,403,962
	46,760,431	1,081,244	-	47,841,675
Decrease:				
Amortization of Deferred Capital Revenue	9,786,108	72,630	15,884	9,874,622
	9,786,108	72,630	15,884	9,874,622
<b>Net Changes for the Year</b>	36,974,323	1,008,614	(15,884)	37,967,053
Deferred Capital Revenue, end of year	235,037,123	2,478,587	305,593	237,821,303
 Work in Progress, beginning of year	 29,206,884			 29,206,884
<b>Changes for the Year</b>				
Increase				
Transferred from Deferred Revenue - Work in Progress	21,487,483			21,487,483
	21,487,483	-	-	21,487,483
Decrease				
Transferred to Deferred Capital Revenue	41,403,962			41,403,962
	41,403,962	-	-	41,403,962
<b>Net Changes for the Year</b>	(19,916,479)	-	-	(19,916,479)
Work in Progress, end of year	9,290,405	-	-	9,290,405
<b>Total Deferred Capital Revenue, end of year</b>	<b>244,327,528</b>	<b>2,478,587</b>	<b>305,593</b>	<b>247,111,708</b>

**School District No. 38 (Richmond)**

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2022

Schedule 4D (Unaudited)

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
Balance, beginning of year	4,697,323	106,139	421,942	12,474,949		17,700,353
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	27,616,344		1,843,250			29,459,594
Other				251,618		251,618
Investment Income		1,257		149,390		150,647
	27,616,344	1,257	1,843,250	401,008	-	29,861,859
Decrease:						
Transferred to DCR - Capital Additions	5,356,469		1,081,244			6,437,713
Transferred to DCR - Work in Progress	21,487,483					21,487,483
	26,843,952	-	1,081,244	-	-	27,925,196
Net Changes for the Year	772,392	1,257	762,006	401,008	-	1,936,663
Balance, end of year	5,469,715	107,396	1,183,948	12,875,957	-	19,637,016



# Financial Statement Discussion and Analysis

For the Year Ended June 30, 2022

September 12, 2022

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## Introduction

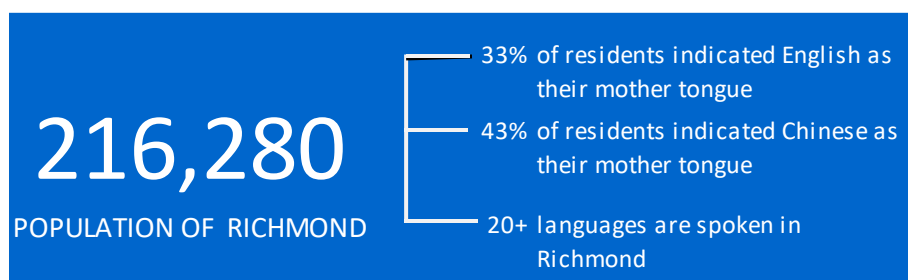
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The following is a discussion and analysis of the School District's financial performance for the fiscal year ending June 30, 2022. This report is a summary of the School District's financial activities based on currently known facts, decisions, or conditions. The results of the current year are discussed in comparison with the budget. This report should be read in conjunction with the School District's audited financial statements for this same period.

## Overview

The Richmond School District is a vibrant learning community that fosters student engagement, creativity and well-being in inclusive and caring learning environments. Our district is committed to providing opportunities for all students to help them develop the attitudes, skills and knowledge that will prepare them for an exciting and productive future.

Richmond is located on the traditional and unceded territories of the hən̓q̓əmiñəḥ language group and is a community of over 200,000 people from all over the world who have chosen to live here. Our district celebrates and embraces diversity and continues to develop positive awareness of and respect for all members of our community.



The Richmond School District's annual school-aged enrolment is approximately 20,400 students from Kindergarten to Grade 12 and approximately 3,400 dedicated employees. We operate 37 elementary schools and 10 secondary schools plus a wide range of district programs.

The Richmond Board of Education is comprised of seven trustees who are elected to a four-year term during civic elections. The Board is responsible for governing the District in a progressive and educationally sound manner, and is accountable to the public and the Ministry of Education.

## Vision, Mission and Values

The Board of Education of School District No. 38 (Richmond) recognizes the power of the Vision, Mission and Values Statements in transforming learning, leading and teaching in the Richmond School District. As a result of our shared commitment, implementation of the vision, mission and values shall be the joint responsibility of the board, students and staff.



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

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

**Values:** The values that will guide our work together to achieve our vision and mission are: collaboration, creativity, curiosity, resilience, respect and equity, for all.

- **Collaboration** - We work collaboratively not only within our schools, but with the whole community.
- **Creativity** - We are innovative in our approaches, and value and encourage all to challenge and trust their imaginations and to be resourceful and inventive.
- **Curiosity** - We provide an environment where questions and self-expression are encouraged and are received without judgement.
- **Resilience** - We encourage and support our students and staff to persevere through setbacks, rise to challenges and take risks.
- **Respect** - We believe respect is the foundation of a safe, accepting and engaged environment.
- **Equity** - We understand and appreciate the tremendous diversity of our learning community, and the value and richness this diversity affords us.

## Strategic Plan 2020-2025

Through comprehensive community and stakeholder engagement and consultation, five priorities were identified as requiring the attention of the Board and the District over the next five years. All goals, objectives and actions articulated in the plan address these strategic priorities. Budget and financial planning are aligned to the strategic priorities and goals.



## COVID-19 Pandemic

The novel coronavirus (COVID-19) outbreak was declared a pandemic by the World Health Organization in March 2020 and has had a significant financial, market and social dislocating impact worldwide. Under direction of the Provincial Health Officer, all schools suspended in-class instructions in March 2020 and the District remained open to continue to support students and families in a variety of ways. Parents were given the choice to send their children back to school on a gradual and part-time basis beginning June 1, 2020 and full-time beginning September 1, 2020 with new health and safety guidelines.

The ongoing impact of the pandemic presents uncertainty over the School District budget, government funding and future cash flows, and may have a significant impact on future operations including decreases in revenue, impairment of receivables, reduction in investment income and delays in completing capital project work. As the situation is dynamic and the ultimate duration and magnitude of the impact are not known, an estimate of the future financial effect on the District is not practicable at this time. The School District will need to continue assessing and mitigating risks associated with the pandemic and plan for contingencies.

## Accounting Policies

The financial statements have been prepared in accordance with the *Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia* supplemented by *Regulation 198/2011* issued by the Province of British Columbia Treasury Board. The Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards with some exceptions as reported in Note 2 of the financial statements.

The financial statements are reported as a consolidation of three funds: Operating, Special Purpose and Capital.

- Operating Fund - The operating fund includes operating grants and other revenues used to fund instructional programs, school and district administration, facilities, operations, maintenance and transportation.
- Special Purpose Funds - Special purpose funds consist of targeted funding provided to the school district for a specific purpose. Pursuant to *Sections 156(4) and (5) of the School Act*, each special purpose fund must be accounted for in accordance with the terms of that special purpose fund. *Treasury Board Restricted Contribution Regulation 198/2011*, issued in November 2011, defines a restricted contribution as “a contribution that is subject to a legislative or contractual stipulation or restriction as to its use other than a contribution or part of a contribution that is of, or for the purpose of acquiring land”.
- Capital Funds - Capital funds include capital expenditures relating to equipment and facilities purchases and betterments. The funding source of these purchases and betterments determines which capital fund the expenditures relate to. Funding sources are Ministry of Education and Child Care Bylaw Capital, Ministry of Education and Child Care Restricted Capital, Other Provincially Restricted Capital, Land Capital and Local Capital.

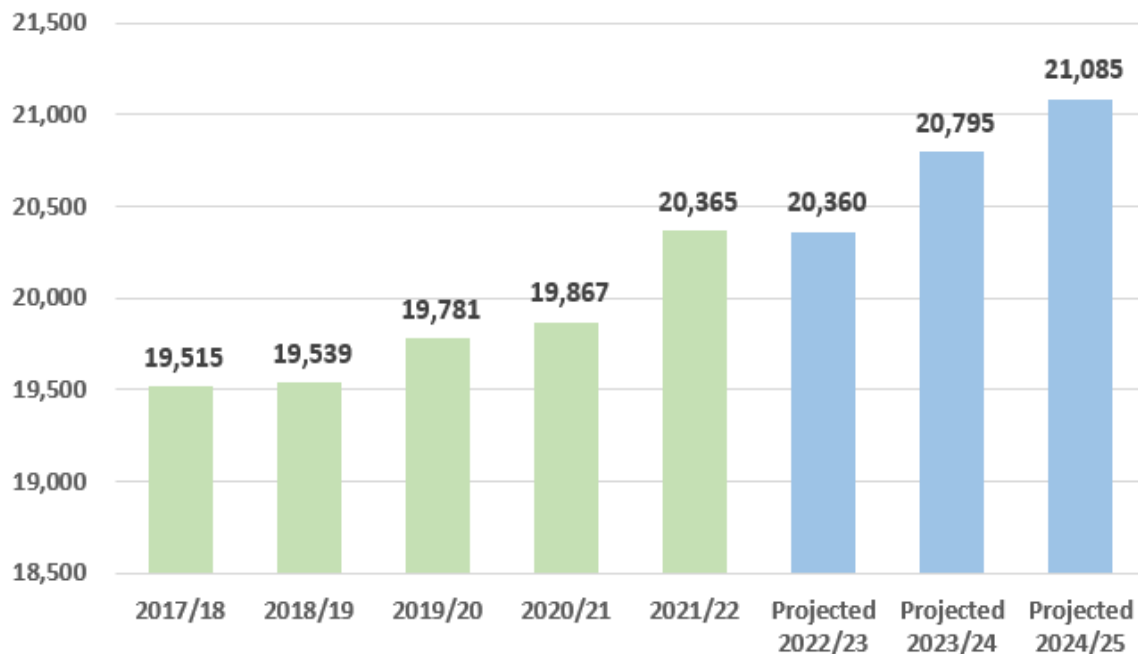
## Student Enrolment

The operations of the Richmond School District are dependent on continued operating grant funding from the Ministry of Education and Child Care primarily based on student enrolment, students identified with special needs and other demographic and geographic factors. Ministry grants represent 87% of the total operating revenues. Expenditures are primarily associated with staffing and related compensation and benefits.

Richmond School District student enrolment is as follows:

	2021/22	2021/22	2020/21	Variance from Budget		Variance from Prior Year	
	Actual	Budget	Actual	FTE	%	FTE	%
School Aged	20,364.950	20,365.638	19,866.688	(0.688)	-0.003%	498.263	2.508%
Adult	60.813	62.063	74.375	(1.251)	-2.015%	(13.563)	-18.235%
<b>Total FTE</b>	<b>20,425.763</b>	<b>20,427.701</b>	<b>19,941.063</b>	<b>(1.938)</b>	<b>-0.009%</b>	<b>484.700</b>	<b>2.431%</b>

### Funded Student Enrolment (School Aged FTE) Regular K-12



Over the past 4 years, the District has experienced significant growth in our regular K-12 student enrolment. This trend is projected to continue for the next three years.

## Financial Highlights

The School District's revenue is heavily reliant on funding from the Provincial Government. 87.0% of the School District's revenue comes from the Ministry of Education and Child Care. Of this, 81.2% is in the form of an Operating Grant which is based on enrolment levels and other student and geographical factors. 5.7% of revenue is generated from International Education, Continuing Education and Summer School programs, 3.6% associated with the recognition of deferred capital revenue, and the balance through other revenue programs such as special purpose funding, federal grants, rental and lease income, investment income and Continuing Education and summer school programs.

91.1% of the School District's operating expenditures are associated with salaries and benefits. The balance of expenditures is related to supplies and services including professional development, rentals and leases, dues and fees, insurance, and utilities (Statement 2, Schedules 2, 3 and 4 and Financial Statement Presentation-By Fund (Unaudited)).

	Operating Fund	Special Purpose Funds	Capital Fund	Total
	\$	\$	\$	\$
<b>Revenues</b>				
Provincial Grants				
Ministry of Education and Child Care	200,177,778	42,208,520	-	242,386,298
Other	262,614	-	-	262,614
Federal Grants	-	1,629,732	-	1,629,732
Tuition	15,989,604	-	-	15,989,604
Other Revenue	774,024	4,576,302	36,637	5,386,963
Rentals and Leases	1,223,337	-	-	1,223,337
Investment Income	786,256	12,315	572,257	1,370,828
Amortization of Deferred Capital Revenue	-	-	9,874,622	9,874,622
<b>Total Revenue</b>	<b>219,213,613</b>	<b>48,426,869</b>	<b>10,483,516</b>	<b>278,123,998</b>
<b>Expenses</b>				
Instruction	181,452,034	45,032,657	-	226,484,691
District Administration	6,316,581	978,443	-	7,295,024
Operations and Maintenance	28,345,883	1,095,425	17,320,342	46,761,650
Transportation and Housing	1,385,038	-	359,559	1,744,597
Debt Services	-	-	172,187	172,187
<b>Total Expense</b>	<b>217,499,536</b>	<b>47,106,525</b>	<b>17,852,088</b>	<b>282,458,149</b>
<b>Surplus (Deficit) for the year</b>	<b>1,714,077</b>	<b>1,320,344</b>	<b>(7,368,572)</b>	<b>(4,334,151)</b>
<b>Accumulated Surplus (Deficit) from Operations, beginning of year</b>	<b>14,944,287</b>	<b>-</b>	<b>175,868,932</b>	<b>190,813,219</b>
<b>Interfund Transfers</b>	<b>(3,543,999)</b>	<b>(1,320,344)</b>	<b>4,864,343</b>	<b>-</b>
<b>Accumulated Surplus (Deficit) from Operations, end of year</b>	<b>13,114,365</b>	<b>-</b>	<b>173,364,703</b>	<b>186,479,068</b>

## Operating Fund

Our actual financial outcome for the 2021/22 fiscal year is consistent with our previous reporting for the period to April 30, 2022. The 2021/22 current year unrestricted surplus is \$1.7 million and the anticipated unrestricted surplus, projected as at April 30, 2022, was \$1.7 million (Schedule 2 and Financial Statement Presentation-By Fund (Unaudited)).

<b>School District #38 (Richmond)</b>					
<b>Operating Fund - Net Change</b>					
<b>as at June 30, 2022</b>					
	2021/22 Actual	2021/22 Budget	2020/21 Actual	Variance from Budget	Variance from Prior Year
Total Revenue	219,213,613	217,528,038	208,556,529	1,685,575	10,657,084
Total Expenses	217,499,536	218,771,672	206,464,701	(1,272,136)	11,034,835
Net Change	1,714,077	(1,243,634)	2,091,828	2,957,711	(377,751)
Total Net Transfers	3,543,999	2,356,500	6,143,227	1,187,499	(2,599,228)
Total Net Change	(1,829,922)	(3,600,134)	(4,051,399)	1,770,212	2,221,477
Accumulated Surplus, Opening Balance	14,944,287	14,944,287	18,995,686	-	(4,051,399)
Accumulated Surplus, Ending Balance	<b>13,114,365</b>	<b>11,344,153</b>	<b>14,944,287</b>	<b>1,770,212</b>	<b>(1,829,922)</b>
Internally Restricted Surplus	11,427,002	11,344,153	13,646,222	82,849	(2,219,220)
Unrestricted Surplus	1,687,363	-	1,298,065	1,687,363	389,298
	<b>13,114,365</b>	<b>11,344,153</b>	<b>14,944,287</b>	<b>1,770,212</b>	<b>(1,829,922)</b>

## Special Purpose Funds

Special Purpose Fund schedules (Schedules 3 and 3A and Note 8 of the Audited Financial Statements) provide information on “restricted contributions” where the term “restricted contributions” is defined as legislative or contractual stipulations, or restrictions, as to the use of the funds. This, among other funds, includes funds that are designated to be Special Purpose Funds by the Ministry of Education and Child Care.

At the beginning of the year, the District’s Special Purpose Funds had a combined opening balance of \$7.34 million. Revenue of \$48.90 million and spending of \$48.43 million resulted in a balance to be carried forward of \$7.81 million.

## Capital Funds

Funding of capital expenditures is sourced primarily through the Ministry of Education and Child Care with incremental funding provided through locally generated capital funds.

There were eleven schools under construction during the year:

- Boyd Secondary - seismic upgrade and partial replacement
- Bridge Elementary – seismic upgrade
- Cook Elementary - seismic upgrade, partial replacement and addition
- Ferris Elementary - seismic upgrade
- Maple Lane Elementary - seismic upgrade
- McKinney Elementary - seismic upgrade
- Mitchell Elementary - seismic upgrade and partial replacement
- Steves Elementary - seismic upgrade and partial replacement
- Tait Elementary - seismic upgrade
- Tomsett Elementary - seismic upgrade and addition
- Whiteside Elementary – seismic upgrade

# Financial Analysis of the School District

## Statement of Financial Position

The Statement of Financial Position presents the financial position of an entity by reporting the amounts of assets, liabilities, net assets and accumulated surplus as of a specified date (Statement 1 of the Audited Financial Statements).

The following table provides an analysis of the School District's Net Financial Position for the fiscal years ended June 30, 2022 and 2021.

	June 30, 2022	June 30, 2021	Variance	
			\$	%
<b>Financial Assets</b>				
Cash and Cash Equivalents	140,484,877	145,873,456	(5,388,579)	-3.69%
Accounts Receivable				
Due from Province - Ministry of Education and Child Care	540,767	88,433	452,334	511.50%
Other	3,849,534	3,643,861	205,673	5.64%
Portfolio Investments	737,078	771,478	(34,400)	-4.46%
<b>Total Financial Assets</b>	<b>145,612,256</b>	<b>150,377,228</b>	<b>(4,764,972)</b>	<b>-3.17%</b>
<b>Liabilities</b>				
Accounts Payable and Accrued Liabilities				
Due to Province - Other	-	82,425	(82,425)	
Other	26,969,613	28,767,431	(1,797,818)	-6.25%
Unearned Revenue	12,941,430	11,874,003	1,067,427	8.99%
Deferred Revenue	7,807,115	7,337,491	469,624	6.40%
Deferred Capital Revenue	266,748,724	246,761,487	19,987,237	8.10%
Employee Future Benefits	13,162,661	12,842,605	320,056	2.49%
Capital Lease Obligations	4,273,973	3,418,684	855,289	25.02%
<b>Total Liabilities</b>	<b>331,903,516</b>	<b>311,084,126</b>	<b>20,819,390</b>	<b>6.69%</b>
<b>Net Financial Assets (Debt)</b>	<b>(186,291,260)</b>	<b>(160,706,898)</b>	<b>(25,584,362)</b>	<b>15.92%</b>
<b>Non-Financial Assets</b>				
Tangible Capital Assets	372,020,921	350,996,360	21,024,561	5.99%
Prepaid Expenses	749,407	523,757	225,650	43.08%
<b>Total Non-Financial Assets</b>	<b>372,770,328</b>	<b>351,520,117</b>	<b>21,250,211</b>	<b>6.05%</b>
<b>Accumulated Surplus (Deficit)</b>	<b>186,479,068</b>	<b>190,813,219</b>	<b>(4,334,151)</b>	<b>-2.27%</b>
<b>Accumulated Surplus - Capital</b>	<b>173,364,703</b>	<b>175,868,932</b>	<b>(2,504,229)</b>	<b>-1.42%</b>
<b>Accumulated Surplus - Operations</b>	<b>13,114,365</b>	<b>14,944,287</b>	<b>(1,829,922)</b>	<b>-12.24%</b>
<b>Total Accumulated Surplus</b>	<b>186,479,068</b>	<b>190,813,219</b>	<b>(4,334,151)</b>	<b>-2.27%</b>

**Cash** assets at June 30 are categorized as follows (Statement 1 and Note 3 of the Audited Financial Statements):

	June 30, 2022	June 30, 2021	Variance
Cash in Bank	19,935,570	31,702,117	(11,766,547)
Cash Equivalent - Special Purpose Funds	1,189	1,178	11
Central Deposit Program - Ministry of Finance	120,446,230	114,079,628	6,366,602
Investment held by Richmond Community Foundation	101,888	90,533	11,355
	140,484,877	145,873,456	(5,388,579)

Cash decreased \$5.4 million over the prior year due to increased accounts receivable and prepaid expenses, increased deferred revenues, decreased accounts payable, increased in unearned revenues flowing from International Education payments received in advance for the 2022/23 school year, and the current year surplus.

Cash, held in the bank for current operational needs, totals \$19.9 million. \$120.4 million is held on deposit, under the Central Deposit Program, with the Ministry of Finance and is available within 3 days if required. These deposits attract interest at 2.2% (as of June 30, 2022).

Cash and investments are required to fulfill the payment and liability obligations as follows:

	June 30, 2022	June 30, 2021	Variance
<b>Obligations</b>			
Accounts Payable - Other Ministry	0	82,425	(82,425)
Trade Payables	6,532,871	6,249,832	283,039
Salaries and Benefits Payables	16,781,772	18,514,101	(1,732,329)
Accrued Vacation Pay	3,186,255	3,479,513	(293,258)
Other Payable	468,712	523,985	(55,273)
Unearned Revenue - International Student Programs	12,231,414	11,287,139	944,275
Unearned Revenue - Other	710,016	586,864	123,152
Deferred Revenue - Special Purpose Funds	7,807,115	7,337,491	469,624
Deferred Capital Revenue	19,637,016	17,700,350	1,936,666
Local Capital	52,729,466	57,352,393	(4,622,927)
Employee Future Benefits	13,162,661	12,842,605	320,056
	133,247,298	135,956,698	(2,709,400)
<b>Assets</b>			
Accounts Receivable - Ministry of Education and Child Care	(540,767)	(88,433)	(452,334)
Accounts Receivable - Other	(3,849,534)	(3,643,861)	(205,673)
Prepaid Expenses	(749,407)	(523,757)	(225,650)
Portfolio Investments	(737,078)	(771,478)	34,400
	(5,876,786)	(5,027,529)	(849,257)
Accumulated Surplus - Operations	13,114,365	14,944,287	(1,829,922)
	140,484,877	145,873,456	(5,388,579)

The difference between cash assets and the liabilities is reflected as the accumulated surplus.

*(For purposes of simplification, tangible capital assets and the related deferred revenues are removed from the comparison table above.)*



## Statement of Operations

The Statement of Operations summarizes an entity's revenues, expenses and surplus/(deficit) over the entire reporting period. The School District's Statement of Operations is reported as a consolidation of the three funds: Operating, Special Purpose and Capital. Each fund is reviewed separately.

### Statement of Operations – Operating Fund

#### Revenue (Schedules 2 and 2A of the Audited Financial Statements)

School District #38 (Richmond) Operating Fund - Revenue as at June 30, 2022							
	2021/22 Actual	2021/22 Budget	2020/21 Actual	Variance from Budget		Variance from Prior Year	
				\$	%	\$	%
Ministry of Education and Child Care Grants	200,177,778	199,884,423	192,862,941	293,355	0.1%	7,314,837	3.8%
Other Provincial Grants	262,614	27,670	48,986	234,944	849.1%	213,628	436.1%
Tuition	15,989,604	15,152,958	13,133,152	836,646	5.5%	2,856,452	21.7%
Other Revenue	774,024	763,278	661,227	10,746	1.4%	112,797	17.1%
Rentals and Leases	1,223,337	1,147,183	977,455	76,154	6.6%	245,882	25.2%
Investment Income	786,256	552,526	872,768	233,730	42.3%	(86,512)	-9.9%
<b>Total Operating Revenue</b>	<b>219,213,613</b>	<b>217,528,038</b>	<b>208,556,529</b>	<b>1,685,575</b>	<b>0.8%</b>	<b>10,657,084</b>	<b>5.1%</b>

**Ministry of Education and Child Care Grants** were \$0.29 million higher than budgeted. This is due to the increase in enrolment in graduated adults.

**Other Provincial Grants** were \$0.23 million higher than budgeted. This is due to the upcoming change in the apprenticeship program funding model effective July 1, 2022 and resulted in a Youth Train in Trades Transition Grant (\$0.07 million) and funding received from Vancouver Coastal Health Authority, under a new collaboration agreement, to implement an Integrated Child and Youth Initiative (\$0.16 million).

**Tuition** was \$0.84 million higher than budgeted. This is due to the higher than expected fees from international student application, higher demand for homestay placement and better than expected return of the short term international programs.

**Other Revenue** was within the budgeted amount.

**Rentals and Leases** were \$0.08 million higher than budgeted. This is due to higher daycare rental revenue than anticipated.

**Investment Income** was \$0.23 million higher than budgeted. This is due to the increase in interest rates resulting from inflation.

## Expenses (Schedules 2B and 2C and Note 18 of the Audited Financial Statements)

### Salaries and Benefits

School District #38 (Richmond) Operating Fund - Salaries and Benefits as at June 30, 2022							
	2021/22 Actual	2021/22 Budget	2020/21 Actual	Variance from Budget		Variance from Prior Year	
				\$	%	\$	%
Teachers	92,250,310	93,164,185	90,983,264	(913,875)	-1.0%	1,267,046	1.4%
Principals and Vice Principals	13,701,742	13,319,147	13,277,993	382,595	2.9%	423,749	3.2%
Education Assistants	16,201,765	16,555,650	14,505,185	(353,885)	-2.1%	1,696,580	11.7%
Support Staff	21,621,492	22,009,096	20,242,524	(387,604)	-1.8%	1,378,968	6.8%
Other Professionals	5,963,090	5,953,736	6,493,908	9,354	0.2%	(530,818)	-8.2%
Substitutes	9,134,873	8,800,118	7,203,406	334,755	3.8%	1,931,467	26.8%
Total Salaries	158,873,272	159,801,932	152,706,280	(928,660)	-0.6%	6,166,992	4.0%
Employee Benefits	39,212,925	39,868,898	38,424,555	(655,973)	-1.6%	788,370	2.1%
<b>Total Salaries and Benefits</b>	<b>198,086,197</b>	<b>199,670,830</b>	<b>191,130,835</b>	<b>(1,584,633)</b>	<b>-0.8%</b>	<b>6,955,362</b>	<b>3.6%</b>

**Teacher Salaries** were \$0.91 million lower than budgeted due to unfilled professional positions associated with the new Integrated Child and Youth Clinical program and timing delays resulted from recruitment challenges in hiring non-enrolling teaching positions.

**Principal and Vice Principal Salaries** were \$0.38 million higher than budgeted amount due to higher than anticipated expenses for paid medical and other leaves.

**Education Assistants Salaries** were \$0.35 million lower than budgeted due to shortages of Education Assistants.

**Support Staff Salaries** were \$0.39 million lower than budgeted due to timing delays in filling available positions.

**Other Professionals Salaries** were within budgeted amounts.

**Substitute Salaries** were \$0.33 million higher than budgeted due to increase demand for TTOC and casual staff resulting from the COVID-19 pandemic variants.

**Employee Benefits** were \$0.66 million lower than budgeted due to overall lower salaries than budgeted.

## Services and Supplies

<b>School District #38 (Richmond)</b> <b>Operating Fund - Services and Supplies</b> <b>as at June 30, 2022</b>							
	2021/22	2021/22	2020/21	Variance from Budget		Variance from Prior Year	
	Actual	Budget	Actual	\$	%	\$	%
Services	7,070,381	6,638,375	5,873,115	432,006	6.5%	1,197,266	20.4%
Student Transportation	4,088	12,155	-	(8,067)	-66.4%	4,088	
Professional Dev and Travel	569,890	825,128	516,516	(255,238)	-30.9%	53,374	10.3%
Rentals and Leases	254,137	279,466	227,225	(25,329)	-9.1%	26,912	11.8%
Dues and Fees	126,444	136,743	115,993	(10,299)	-7.5%	10,451	9.0%
Insurance	476,883	522,749	495,023	(45,866)	-8.8%	(18,140)	-3.7%
Supplies	6,764,518	6,423,814	4,978,976	340,704	5.3%	1,785,542	35.9%
Utilities	4,146,998	4,262,412	3,127,018	(115,414)	-2.7%	1,019,980	32.6%
<b>Total Services and Supplies</b>	<b>19,413,339</b>	<b>19,100,842</b>	<b>15,333,866</b>	<b>312,497</b>	<b>1.6%</b>	<b>4,079,473</b>	<b>26.6%</b>

Services and supplies were \$0.31 million higher than budgeted due to the increase cost of goods and services caused by the COVID-19 pandemic, inflation, global supply chain disruptions and supply shortages and offset by capital asset purchases.

## Accumulated Surplus (Schedule 2 and Note 19 of the Audited Financial Statements)

<b>School District #38 (Richmond)</b> <b>Operating Fund - Accumulated Surplus</b> <b>as at June 30, 2022</b>				
	2021/22	2020/21	Variance from Prior Year	
	Actual	Actual	\$	%
<b>Internally Restricted Surplus</b>				
2022/23 Budget Appropriation	1,896,023	3,600,134	(1,704,111)	-47.3%
2021/22 Online Learning K-9	-	597,050	(597,050)	
School/Department Account Balances	6,998,016	6,840,291	157,725	2.3%
Outstanding Purchase Orders	262,963	338,747	(75,784)	-22.4%
School Generated Funds	2,270,000	2,270,000	-	0.0%
	11,427,002	13,646,222	(2,219,220)	-16.3%
<b>Unrestricted Surplus</b>	1,687,363	1,298,065	389,298	30.0%
<b>Total Operating Accumulated Surplus</b>	<b>13,114,365</b>	<b>14,944,287</b>	<b>(1,829,922)</b>	<b>-12.2%</b>

The 2022/23 Annual Budget was approved and adopted by the Board on May 25, 2022, which included a budget appropriation of \$1,896,023 from 2021/22. With respect to the funding for specific expenditures [School/Department Account Balances (\$7.00 million), Outstanding Purchase Orders (\$0.26 million) and School Generated Funds (\$2.27 million)], in most cases these expenditures were planned to be incurred in 2021/22; however, mainly due to the COVID-19 pandemic, the timing of the expenditures was extended to 2022/23. The unrestricted surplus of \$1.69 million is available to be used or restricted in the future with Board approval.

## Statement of Operations – Special Purpose Funds (Schedule 3A and Note 8 of the Audited Financial Statements)

Special Purpose Funds are utilized to capture funding designated for specific purposes and balances can be deferred to subsequent years for the intended use. Grant revenues are only recognized as expenses are incurred. Any unused grants or funds remaining at the end of the year are treated as deferred revenue.

<b>School District #38 (Richmond)</b>						
<b>Special Purpose Funds</b>						
<b>as at June 30, 2022</b>						
	Opening Balance	Revenue	Expenses	Ending Balance	Variance	Comment
<b><u>Ministry of Education and Child Care Funded</u></b>						
Annual Facility Grant (AFG)	-	811,645	811,645	-	-	
Learning Improvement Fund (LIF)	289,249	670,460	730,670	229,039	(60,210)	
Strong Start	67,324	233,519	235,453	65,390	(1,934)	
Ready, Set, Learn	97,946	93,100	118,771	72,275	(25,671)	
Official Languages in Education French Programs (OLEP)	53,718	336,842	327,420	63,140	9,422	
Community LINK	28,021	785,631	766,673	46,979	18,958	
Classroom Enhancement - Staffing	-	32,344,010	32,344,010	-	-	
Classroom Enhancement - Remedy	-	178,164	178,164	-	-	
Classroom Enhancement - Overhead	-	4,841,324	4,841,324	-	-	
Mental Health in Schools	24,359	113,395	34,002	103,752	79,393	
Changing Results for Young Children	-	6,000	400	5,600	5,600	
Restart:Health and Safety Grant	-	465,970	465,970	-	-	one-time grant
Ventilation Fund (Federal)	-	408,318	341,986	66,332	66,332	one-time grant
Just B4 Program	-	25,000	7,520	17,480	17,480	new grant
Provincial Resource Program	208,173	737,086	710,593	234,666	26,493	
Provincial Early Youth	185,787	367,577	303,438	249,926	64,139	
<b><u>Federal Funded</u></b>						
LINC/SWIS	54,398	1,634,094	1,629,732	58,760	4,362	
<b><u>Other</u></b>						
Scholarships and Bursaries	1,025,095	31,693	15,605	1,041,183	16,088	
School Generated Funds	5,119,733	4,354,328	4,158,072	5,315,989	196,256	
Educational Trust Fund	183,688	458,337	405,421	236,604	52,916	
<b>Total Special Purpose Funds</b>	<b>7,337,491</b>	<b>48,896,493</b>	<b>48,426,869</b>	<b>7,807,115</b>	<b>469,624</b>	

<b>Special Purpose Fund</b>	<b>Designated Use</b>
Annual Facility Grant (AFG)	Routine maintenance of school facilities, including roofing.
Learning Improvement Fund (LIF)	Supplementary funding to school districts for additional education assistants.
Strong Start	Early learning program for preschool children (birth to age five), located in schools, accompanied by parent, other adult family member or caregiver.
Ready, Set, Learn	Support early learning and development for families and their three to five-year-old children and facilitate a smooth transition to Kindergarten.
Official Languages in Education French Programs (OLEP)	Support French Immersion and Core French programs.

<b>Special Purpose Fund</b>	<b>Designated Use</b>
Community Link	Support programs to improve educational performances of vulnerable students, including academic achievement and social, emotional, and behavioural functioning.
Classroom Enhancement - Staffing, Remedy and Overhead	Funding to implement the Memorandum of Understanding pursuant to Letter of Understanding No. 17 to the 2013-2019 BCPSEA-BCTF Provincial Collective Agreement.
Mental Health in Schools	Support mental health initiatives, resources and programs for students, educators and families within their school communities.
Changing Results for Young Children	Support district capacity building in high quality early learning and care experiences for children.
Restart: Health and Safety Grant	COVID-19 Pandemic response funding from the Provincial Government (one-time funding).
Ventilation Fund (Federal)	COVID-19 Pandemic response funding from the Federal Government (one-time funding).
Just B4 Program	Support increased opportunities for child care programs on school grounds.
Provincial Resource Program	Outreach program to support school districts around B.C. with respect to ensuring equitable access and enhanced educational opportunities for students with visual and hearing impairments.
Provincial Early Youth	Support diverse and struggling learners.
LINC/SWIS	Support settlement services for immigrants, refugees and other eligible clients to meet their settlement or ongoing needs after arriving in Canada. Programs are Language Instruction for Newcomers to Canada (LINC) and Settlement Workers in Schools (SWIS).
Scholarships and Bursaries	The District manages various scholarship and memorial funds on behalf of families and groups of individuals wishing to provide funding for specific educational initiatives and in memoriam.
School Generated Funds	These funds are collected and managed directly at our schools with financial oversight by the District. Such funds include fundraising, school trips, PAC donations, etc.
Educational Trust Fund	These funds are collected and managed by the District. Such funds include Breakfast Club, Feed-U-Cate, etc.

**Statement of Operations – Capital Funds** (Schedule 4 and 4D and Note 19 of the Audited Financial Statements)

Capital Fund Balances are as follows:

<b>School District #38 (Richmond)</b>			
<b>Capital Funds</b>			
<b>as at June 30, 2022</b>			
	June 30, 2022	June 30, 2021	Variance
Ministry of Education and Child Care Restricted Funds			
Bylaw	5,469,715	4,697,323	772,392
Other	107,396	106,139	1,257
Other Provincial Restricted Funds	1,183,948	421,942	762,006
Land Capital	12,875,957	12,474,949	401,008
<b>Capital Funds Balance</b>	<b>19,637,016</b>	<b>17,700,353</b>	<b>1,936,663</b>

**Ministry of Education and Child Care Restricted Funds:** These funds are held on behalf of the Ministry of Education and Child Care. The available Bylaw balance of \$5.5 million is funding balances committed for the completion of various projects, including seismic upgrade, and building envelope completions.

**Other Provincial Restricted Funds:** These funds are Industrial Trade Authority funding received for the Youth Trades Capital Equipment Program (YTCEP) and Ministry of Children and Family Development funding for childcare spaces.

**Land Capital:** These funds are collected by the school district from the municipality as part of the school site acquisition charge which is used for future school site land purchase as identified in a capital plan.

**Funds Restricted in Local Capital:**

Local Capital fund has been restricted for the following purposes:

<b>School District #38 (Richmond)</b>			
<b>Local Capital Fund</b>			
<b>as at June 30, 2022</b>			
	June 30, 2022	June 30, 2021	Variance
Restricted			
Capital Lease Obligation	7,414,800	7,308,000	106,800
Current Capital Projects	24,890,590	11,920,747	12,969,843
Future Capital Projects	14,798,889	32,857,158	(18,058,269)
Under Review by Board	3,625,187	3,266,488	358,699
Contingency Reserves	2,000,000	2,000,000	-
<b>Local Capital Fund Balance</b>	<b>52,729,466</b>	<b>57,352,393</b>	<b>(4,622,927)</b>

The June 30, 2022 local capital balance of \$52.73 million incorporates \$49.10 million of restricted funds and \$3.63 million under review by the Board. Additional funds could be restricted in the future with Board approval for identified projects requiring local capital funding.

## Potential Future Financial Impact on the District

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There are several factors that could impact the District's stable and healthy financial situation during the 2022/23 school year and beyond.

### COVID-19 Pandemic

On May 25, 2021, the Provincial government announced BC's Restart Plan, a four-step plan that focuses on a safe and gradual return to normal activities. In line with the provincial Restart Plan, BC's K-12 sector is planning for a full return to in-class instruction in the 2021/22 school year with an emphasis on pandemic recovery and continuing to provide safe learning environments for students and staff.

On June 17, 2021, the Ministry of Education and Child Care issued Guidelines for Boards of Education and Independent School Authorities for the 2021/22 School Year called "*K-12 Education Recovery Plan*".

On March 11, 2022, BC's indoor mask order was repealed along with eased restrictions.

On April 8, 2022, the remainder of the Workplace Safety Order was lifted, which means school districts will transition back to communicable disease plans to reduce risk of all communicable disease, including COVID-19.

As schools reopen in September 2022 to full in-class instruction, the District's operations will remain exposed to operational and financial risks resulted from potential new COVID-19 variants. Student and staff health and safety remains the top priority of the District. Procedures and resources are in place to maintain high level of education being delivered to our students and to ensure our operations are not impacted.

### Ministry Funding Model

The Ministry of Education and Child Care has partially implemented a new funding model for B.C.'s K-12 public education sector for the 2020/2021 school year. Two grants, which had previously been funded separately, were rolled into the basic per pupil amount. These were the Employer Health Tax Grant (\$1.57 million received in 2019/20) and the Carbon Tax Grant (\$0.14 million received in 2019/20). The new funding model had a negative impact to our District as compared to the previous levels of Ministry funding. The District had incorporated the impact of funding model changes in its 2021/2022 budget. Further changes in the education funding model and their impact are unknown at this time.

### Enrolment and Staffing Growth

In 2017, the Ministry of Education and Child Care, the BC Public Schools Employers Association and the BC Teachers Federation ratified a Memorandum of Agreement (MoA) pursuant to Letter of Understanding (LoU) No. 17, to the 2013-2019 BCPSEA-BCTF Provincial Collective Agreement. The MoA fully and finally resolves all matters related to the implementation of the Supreme Court of Canada decision from the Fall 2016.

The implementation of the MoA resulted in smaller class sizes and composition and a greater number of teacher FTE needed to be added than would previously have been required. As the enrolment in the school district grows, additional classroom spaces and resources will be needed. This growth brings with it challenges in providing the additional resources within the current Ministry of Education and Child



Care funding envelope. It also has resulted in challenges in recruitment and retention of specialist teachers, and compliance with class size and composition requirements.

### **Teacher and CUPE Bargaining**

Both the Teacher and CUPE contracts expired on June 30, 2022. Bargaining remains a concern due to the unknowns around bargaining at the provincial level and the potential impact on school districts. During bargaining, there is always the risk of disruption to the system with potential job action. There is also the risk during bargaining of relationships being strained between stakeholders and the potential impact of whether funding will adequately cover the full cost of the negotiated settlement.

### **International Education**

The School District is reliant on International Education programs to provide a source of revenue funding to supplement the operating grant funding. In addition, a significant percentage of international students come from China (70%). The uncertainty caused by COVID-19, travel restrictions and geo-political events and relations could potentially impact the number of international students who comes to Canada from China.

### **Technology Requirements**

The demand for technology hardware, software and system utilization continues at a rapid pace. Providing the required services and ensuring that information and data are secure and protected necessitates increased financial resources. Technology, in support of education, will allow us to implement the paradigm shift and transformational education required to be at the forefront and on the cutting-edge in the 21<sup>st</sup> century. Technology, in support of the framework for enhancing student learning and more real-time reporting on student progress, is a crucial undertaking. MyEdBC student administration system requires enhancements in order to meet the ongoing needs for improved data and reporting.

### **Long Range Facilities Plan**

The School District's Long Range Facilities Plan is a comprehensive plan including strategic recommendations to ensure that facilities are being used and managed in the most efficient and effective manner. The Plan was approved and adopted in June 2019. The District continues to implement the strategic recommendations outlined. There could be potential capital and operating financial implications that the District will need to consider.

### **Strategic Plan**

The Board approved the District Strategic Plan for 2020-2025 on December 16, 2020. The Strategic Plan identifies the School District's priorities, goals, and objectives for the next 5 years. The District planning and decisions will be aligned to support these strategic priorities as outlined in our Strategic Plan.

### **Global Supply Chain Disruptions and Supply Shortages**

Before the COVID-19 pandemic, manufacturing and other firms benefitted from outsourcing production to regions with a comparative advantage. COVID-19 exposed risks associated with firms dependent on inputs from these regions due to the global lockdowns, rapid increase in demand for goods and the heavy reliance on foreign suppliers to produce these goods. This mismatch between supply and demand resulted in global supply chain disruptions and supply shortages. Careful planning will be required to ensure that the District's operations are not impacted.

## **Inflation**

British Columbia's Consumer Price Index (CPI) in June 2022 was 7.9% higher than in June 2021. The CPI is the most widely used measure of inflation. Inflation increases cost of goods and services.

Currently, the Ministry funding model has not incorporated any inflation factor to help alleviate raising costs. Many areas of the District's operations will remain exposed to this financial challenge. Careful planning will be required to ensure the District maintains the high level of education being delivered to our students and to ensure the impact to our operations are minimized.

## **Employment Standards Act (ESA) Amendment**

On March 31, 2022, Royal Assent was received, in the Province of BC, for amendments to the Employment Standards Act (ESA) relating to paid sick leave. These changes mean that five days of annual paid sick leave will be available to all employees who do not already receive five or more sick days. This is an annual entitlement based on calendar year.

The amendment will result in additional cost to our District; however, the impact of this is not yet known. Careful planning will be required to ensure that the District's operations are not significantly impacted.

## Contacting Management

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This financial report is designed to provide the School District's stakeholders with a general but more detailed overview of the School District's finances and to demonstrate increased accountability for the public funds received by the School District.

If you have any questions about this financial report, please contact the Office of the Secretary Treasurer.



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

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

## **EDUCATION COMMITTEE PUBLIC MEETING MINUTES**

Minutes of a PUBLIC meeting of Education Committee held virtually via Zoom on Wednesday, June 22, 2022 at 6:00 pm.

Present:

Heather Larson, Chairperson

Richard Lee, Trustee Member

Norm Goldstein, Trustee

Lynn Archer, Assistant Superintendent

Jane Macmillan, Executive Director, Learning Services

Mike Jaswal, Principal, Cambie Secondary\*

Annie Varghese, Principal, Steveston-London Secondary\*

Liz Baverstock, President, Richmond Teachers' Association

JW Cho, Pro-D Officer, Richmond Teachers' Association

April Pikkarainen, Member, Richmond Association of School Administrators

Taffy Jackson, Executive Member, Richmond Management And Professional Staff

Joyce Coronel, Executive Assistant (Recording Secretary)

*\*Present for a portion of the meeting*

Regrets:

Debbie Tablotney, Vice-Chairperson

Sandra Nixon, Trustee

Lester Leung, Member, Richmond Association of School Administrators

The meeting was called to order at 6:07 pm.

### **1. ADOPT AGENDA**

The agenda was adopted as circulated.

### **2. APPROVE MINUTES**

The minutes of the meeting held Wednesday, May 26, 2022 were approved as circulated.

### **3. COLLABORATION TIME AND PERSONAL LEARNING TIME (PLT)**

Assistant Superintendent Archer spoke to her report as included in the agenda package. Mike Jaswal and Annie Varghese then shared their respective school experiences, reflections, and next steps on collaboration time and PLT at Cambie Secondary and Steveston-London Secondary.

*Mike Jaswal and Annie Varghese left the meeting at 6:51pm.*

**4. FRAMEWORK FOR ENHANCING STUDENT LEARNING PEER REVIEW FEEDBACK**

Assistant Superintendent Archer provided an overview of the peer review feedback from the Ministry in relation to three focus areas. Executive Director Macmillan then shared local measures where the district can collect quantitative and qualitative evidence to show the district's progress in enhancing student learning.

**5. NEXT MEETING DATE – TBA for the 2022-2023 school year**

**6. ADJOURNMENT**

Prior to adjournment, Trustees thanked Assistant Superintendent Archer for sharing her wealth of knowledge to the Committee and wished her the best on her upcoming retirement from the district.

The meeting adjourned at 7:09 pm.

*Respectfully submitted,*

*Heather Larson*

*Chairperson, Education Committee*

**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, June 1, 2022 at 4:30 p.m.

**Present:**

Ken Hamaguchi, Committee Chairperson  
Debbie Tablotney, Committee Vice-Chairperson  
Norman Goldstein, Trustee Member  
Rick Ryan, Deputy Superintendent  
Cindy Wang, Secretary Treasurer  
Frank Geyer, Executive Director, Facilities Services  
Rob Laing, Executive Director, Learning and Business Technologies  
Ian Hillman, President, Canadian Union of Public Employees 716  
Liz Baverstock, President, Richmond Teachers' Association  
Steve Wenglowski, 2nd Vice President, Richmond Teachers' Association  
Jason Leslie, Vice President, Richmond Association of School Administrators  
Hugo David Madeira, Vice President, Richmond District Parents Association  
Dionne McFie, Past President, Richmond District Parents Association  
Joyce Coronel, Executive Assistant (Recording Secretary)

**Regrets:**

Heather Larson, Trustee  
Joel Canlas, Richmond Management and Professional Staff

The meeting was called to order at 4:31 pm.

**1. APPROVAL OF AGENDA**

The agenda was approved as circulated.

**2. APPROVAL OF MINUTES**

Minutes from the May 4, 2022 meeting was approved as circulated.

**3. FACILITIES PLANNING UPDATE [standing item]**

The Executive Director, Facilities Services referred to his report as included in the agenda package. He then responded to an inquiry from the CUPE President on the relocation of the Aspen program which is currently at MacNeill Secondary School. The Deputy Superintendent clarified that there has been no final determination whether the Aspen program will remain at MacNeill.

**4. RICHMOND PROJECT TEAM UPDATE [standing item]**

The Executive Director, Facilities Services referred to his report as included in the agenda package. There were no further questions or comments.

**5. FACILITIES SERVICES UPDATE [standing item]**

The Executive Director, Facilities Services referred to his report as included in the agenda package. There were no further questions or comments.

**6. MINUTES FOR INFORMATION**

**(a) CHILD CARE DEVELOPMENT ADVISORY COMMITTEE MEETING**

Meeting minutes from April 6, 2022 were attached for information.

**7. NEXT MEETING DATE – September 2022**

The Chairperson thanked attendees for actively participating in Committee meetings this year.

**8. ADJOURNMENT**

The meeting adjourned at 4:50 pm.

*Respectfully Submitted,*

*Ken Hamaguchi, Chairperson  
Facilities and Building Committee*



## Report to the Board of Education (Richmond) PUBLIC

**DATE:** 21 September 2022

**FROM:** Ken Hamaguchi, Chair, Facilities and Building Committee

**SUBJECT:** Development of Additional Indigenous Gathering Spaces

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### RECOMMENDATION

THAT the Board of Education (Richmond) approves that staff proceed with the proposed development of two additional Indigenous Gathering Spaces as presented to a maximum cost of \$300,000 funded from Local Capital Reserves.

### POLICY CONSIDERATIONS

Not applicable.

### STRATEGIC PLAN REFERENCES

Priority 1: Inspired Learners

- ✓ Goal 3: Indigenous Peoples' history, perspectives, and learning approaches are embedded within district planning and practices.
  - I. Honour and implement the Truth and Reconciliation Commission calls to action related to education.
  - II. Deepen understanding of and embed the First Peoples' Principles of Learning.
  - III. Increase access to authentic learning opportunities and resources to enhance understanding of Indigenous Peoples' culture and history.

Priority 3: Optimized Facilities and Technology

- ✓ Goal 2: The district's facilities are well-maintained, equitable, safe and conducive to learning.
  - I. Provide equitable learning environments through effective and efficient facilities planning, management and resource allocation.
  - VI. Create learning environments that are flexible and support inclusive educational practices.

### INTRODUCTION

The purpose of this report is to provide a context and information regarding the use of existing Indigenous Gathering Spaces in the Richmond School District and to present a proposal to the Facilities & Building Committee to recommend for Board to approve expansion of two additional spaces across the District.

## **BACKGROUND**

Until 2021, the Indigenous Success Team had been using a decommissioned portable at H.J. Cambie Secondary for gatherings and meetings with Indigenous students. As part of the Strategic Plan, embedded in Priority 1 - Goal 3, a key action was to *“develop an action plan regarding an Indigenous gathering place or alternative supports”*. In the Spring of 2021, a second potential gathering space was identified at R.M. Grauer Elementary. Over the course of Fall 2021, the Cambie portable was refurbished with new paint, Indigenous art, flooring and new doors. The space at Grauer was revitalized with an Indigenous carving by a Musqueam artist, new furniture and a fridge. The Indigenous Success Team regularly utilizes both spaces to meet with Indigenous students from across the District for cultural activities and other learning opportunities. The development of two spaces has been significantly valued by students and staff alike.

As part of the Equity in Action project, interviews with students identified that having a dedicated gathering space has made them feel valued and allowed them a safe and reliable space where they could connect with other Indigenous students across the District, building a larger sense of community. The relatively small population of Indigenous students across the District means that some Indigenous students feel quite isolated in their individual schools. Many friendships between Indigenous students have developed because of the opportunity to gather, and students report that regular connection with each other, the Elders and the cultural teachers with whom they meet in these spaces is very important to their wellness.

## **DISCUSSION**

The development of two spaces, along with the dedicated refurbishment, has been identified as a key aspect of valuing and honouring Indigenous students. This group of students has in the past relied on gathering in shared or borrowed spaces that are generic meeting rooms or classrooms, spaces that are not consistent, and that are reliant on being available and not booked by other user groups. Being able to Indigenize and personalize these spaces has contributed to a feeling of belonging and of feeling valued as members of the school community. A key action, as outlined in the Strategic Plan Priority 1 - Goal 3, is to develop these dedicated spaces, and the success and benefits of the two spaces have led to consideration of additional dedicated Indigenous gathering spaces that would further provide not only additional spaces but attempt to locate them in other geographic areas across the District.

An additional opportunity that surfaced in the development of the Grauer space is the potential for its use as a teaching and learning space for staff, when not in use by students. The Indigenous Success Team and Teacher Consultants for Indigenous Learning can also utilize the space for professional learning, in line with Strategic Plan goal of *“increasing access to authentic learning opportunities and resources to enhance understanding of Indigenous Peoples' culture and history”*.

## **PROPOSAL**

It is proposed that the District consider developing two additional Indigenous Gathering Spaces in order to ensure that students in all areas of the District have equitable access to the opportunities provided by such spaces. Requirements for these spaces include a safe and secure classroom-sized space that is

accessible and welcoming, with washroom facilities nearby, and that priority for use of the space goes to Indigenous students and their teachers. In making a determination of location, consideration would be given to geographic area, to expand to areas outside of the two locations already in place, existing available spaces such as available classrooms or unused portables, as well as consideration of costs for refurbishment.

### **BUDGET CONSIDERATIONS**

Consideration will need to be given as to where existing available spaces may be utilized. Depending on the space available, funding would need to consider costs such as refurbishment or relocation of a portable and/or revision to a classroom space, and associated furnishings or other costs required to establish the space and meet the needs of those who would be utilizing it. Total cost to address the development of both spaces is projected to be a maximum of \$300,000, which would factor in specific costs that would come with potential move of an existing portable and the refurbishments that may be required. Costs would be reduced depending on the conditions and locations of existing spaces that would meet the required needs. It is proposed that the Board would consider allocating the funds from the Local Capital Reserve.

### **CONCLUSION**

The revitalization of a current Indigenous gathering space and addition of a second space in the Richmond School district has been a welcomed opportunity for Indigenous students and the staff who support them. As part of growth moving forward, consideration of additional spaces that not only honour the Indigenous community and students for whom the spaces are intended but also provide opportunity for teaching and learning spaces is a unique opportunity to demonstrate commitment to reconciliation.

*Ken Hamaguchi*  
*Chairperson, Facilities and Building Committee*

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

## **FINANCE & LEGAL COMMITTEE PUBLIC MEETING MINUTES**

Minutes of a **PUBLIC** meeting of the Finance & Legal Committee held via Zoom meeting, on Wednesday, June 15, 2022 at 10:00 a.m.

Present:

Donna Sargent, Chairperson  
Ken Hamaguchi, Vice-Chairperson  
Norman Goldstein, Trustee Member  
Cindy Wang, Secretary Treasurer  
Maria Fu, Assistant Secretary Treasurer  
Liz Baverstock, President, Richmond Teachers' Association  
Tim McCracken, 1<sup>st</sup> Vice President, Richmond Teachers' Association  
Jason Leslie, Vice President, Richmond Association of School Administrators  
Roger Corbin, Richmond Management and Professional Staff  
Lynne Farquharson, Richmond Retired Teachers' Association  
Hugo David Madeira, Vice President, Richmond District Parents Association  
Dionne McFie, Past President, Richmond District Parents Association  
Joyce Coronel, Executive Assistant (Recording Secretary)

Regrets:

Laura Buchanan, Executive Director, Human Resources

The Chairperson called the meeting to order at 10:01 am.

**1. APPROVAL OF AGENDA**

The agenda was adopted as circulated.

**2. APPROVAL OF MINUTES**

The minutes of the May 18, 2022 public meeting was approved as circulated.

**3. HUMAN RESOURCES UPDATE**

The Secretary Treasurer referred to the report from the Executive Director, Human Resources as included in the agenda package. She also informed the Committee about current recruitment challenges for carpentry staff.

The President, Richmond Teachers' Association commented on the lack of Teachers Teaching on Call (TTOCs) because there are simply not enough teachers in the province to hire. She also explained current retention challenges for teachers due to various factors.

The Vice President, Richmond Association of School Administrators shared the same sentiments and highlighted that exhaustion levels are high because of teacher shortages.

The Past President, Richmond District Parents Association echoed the same comments and mentioned the need for advocacy by all stakeholders about the lack of government support in the education system.

Following discussion, the President, Richmond Teachers' Association requested that Trustees write a letter to all employees at the end of the year in appreciation and recognition of their hard work. Trustee Sargent noted this request and offered to pass this along to the Board Chairperson.

**4. MINUTES FOR INFORMATION**

**(a) Cambie Coordinating Committee Meeting**

Draft Minutes of Meeting held May 18, 2022 were attached for information.

**5. NEXT MEETING DATE – WEDNESDAY September 14, 2022 at 10:00 am**

**6. ADJOURNMENT**

The meeting adjourned at 10:32 am.

*Respectfully Submitted,*

*Donna Sargent, Chairperson  
Finance & Legal Committee*

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

**DATE:** September 14, 2022

**FROM:** Donna Sargent, Chair, Finance and Legal Committee

**SUBJECT:** Trustees' Expenses for the Three Months Ending June 30, 2022

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### RECOMMENDATION

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

**BE IT RESOLVED** that in accordance with the *School Act*, the Board of Education of School District No. 38 (Richmond) approves Trustees' expenses paid during the three-month period ended June 30, 2022, in the amount of \$6,275.79.

### BACKGROUND

Pursuant to the *School Act*, the board is required to approve by resolution expenses incurred by Trustees.

During the three-month period ended June 30, 2022, expenses totaling \$6,275.79 were paid to the Trustees.

In accordance with the requirements of the *School Act*, would the Finance & Legal Committee please consider the recommendation noted.

### FINANCIAL IMPACT

Charges to the Board for the three-month period ending June 30, 2022, total \$6,275.79.

### CONCLUSION

The Finance & Legal Committee recommends the Board approve Trustees' expenses for the three months ending June 30, 2022.

Respectfully submitted,

*Donna Sargent*  
Chair, Finance and Legal Committee

*Attachment: Trustees' Expenses for the three months ending June 30, 2022*

**TRUSTEES EXPENSES**

DATE	DESCRIPTION	N. GOLDSTEIN	K. HAMAGUCHI	H. LARSON	R. LEE	S. NIXON	D. SARGENT	D. TABLOTNEY	TOTAL
2022-04-13	Cell phone reimbursement - April 2022	40.00	50.00	50.00	50.00	50.00		50.00	290.00
2022-05-05	Cell phone reimbursement - May 2022	40.00	50.00	50.00	50.00	50.00		50.00	290.00
2022-06-08	Cell phone reimbursement - June 2022	40.00	50.00	50.00	50.00	50.00		50.00	290.00
2022-04-11	BCSTA AGM - April 2022 - Registration Fee	635.00	635.00			635.00		635.00	2,540.00
2022-04-21	BCSTA AGM - April 21, 2022 - Dinner		29.49			29.49		29.49	88.47
2022-04-22	BCSTA AGM - April 22, 2022 - Dinner	52.62	52.62	52.62		52.62	52.62	52.62	315.72
2022-04-22	BCSTA AGM - April 22, 2022 - Accommodation	540.40	540.40			540.40		540.40	2,161.60
2022-06-03	RASA Year-End Dinner - June 3		60.00	60.00	60.00	60.00		60.00	300.00
	<b>TOTALS PAID: April 1 - June 30, 2022</b>	<b>1,348.02</b>	<b>1,467.51</b>	<b>262.62</b>	<b>210.00</b>	<b>1,467.51</b>	<b>52.62</b>	<b>1,467.51</b>	<b>6,275.79</b>