
PUBLIC MEETING AGENDA
BOARD OF EDUCATION

WEDNESDAY, DECEMBER 14, 2022 – 7:00 PM

1st Floor Boardroom and via Zoom

(https://sd38.zoom.us/webinar/register/WN_zBHI5DcrRJGoR2WsDktgtw)

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

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

1. Recognition of Visitors, Announcements and Updates from Trustees

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

2. Adoption of Agenda

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

(a) **Presentations**

Nil.

(b) **Special Recognitions**

Nil.

(c) **Briefs**

Nil.

(d) **Questions from the Public**

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

Communications Break

4. Executive

5. Approval of Minutes

- (a) Record of an In-camera meeting of the Board held Wednesday, October 12, 2022.
- (b) Record of an In-camera special meeting of the Board held Wednesday, November 30, 2022.
- (c) Regular meeting of the Board held Wednesday, October 12, 2022 for approval.
- (d) Inaugural meeting of the Board held Wednesday, November 9, 2022 for approval.

6. Business Arising

- (a) **RECOMMENDATION: 2023/2024 Annual Budget Process and Timeline**
Report from the Secretary Treasurer attached.
- (b) **Strategic Plan – Quarterly Update Strategic Priority 1 & 2**
Report from the Deputy Superintendent and Assistant Superintendents Brautigam, MacMillan, and Stanger attached.
- (c) **Richmond International Education Update**
Report from the Director, Richmond International Education attached.

7. New Business

- (a) **RECOMMENDATION: Board/Authority Authorized Course for Board Approval**
Report from Assistant Superintendent MacMillan attached.

- (b) **Indigenous Focused Graduation Requirement Courses for 2022/2023.**
Report from Assistant Superintendent MacMillan 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: David Yang
Vice Chair: Ken Hamaguchi

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

The next meeting is scheduled for Wednesday, January 18, 2023 at 6:00 pm.

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

The next meeting is scheduled for Wednesday, January 4, 2023 at 4:30 pm.

- (d) **Finance and Legal Committee**
Chair: Donna Sargent
Vice Chair: Rod Belleza

The next meeting is scheduled for Wednesday, January 18, 2023 at 10:00 am.

- (e) **Policy Committee**
Chair: Debbie Tablotney
Vice Chair: Heather Larson

A meeting was held on Monday, December 12, 2022. The next meeting is scheduled for Monday, January 16, 2023, at 11:00 am.

10. Correspondence

(a) FOR ACTION:

Nil.

(b) FOR INFORMATION:

Nil.

11. Board Committee and Representative Reports

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

Next meeting date is scheduled for Wednesday, January 11, 2023.

12. Adjournment

BOARD OF EDUCATION

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

The next meeting is scheduled for Wednesday, January 25, 2023

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 2022/2023

	Audit	Education	Facilities and Building	Finance and Legal	Policy
Chair	David Yang	Heather Larson	Ken Hamaguchi	Donna Sargent	Debbie Tablotney
Vice-Chair	Ken Hamaguchi	David Yang	Debbie Tablotney	Rod Belleza	Heather Larson
Member	Rod Belleza	Alice Wong	Heather Larson	Ken Hamaguchi	David Yang
Alternate	Debbie Tablotney	Rod Belleza	Alice Wong	Debbie Tablotney	Rod Belleza
Senior Leader	Cindy Wang	Jane MacMillan	Cindy Wang/Rick Ryan	Cindy Wang	Scott Robinson

	Cambie Coordinating	Child Care Development Advisory Committee	Council/Board Liaison Committee	Richmond Sister City Advisory Committee
Rep(s)	Alice Wong	Heather Larson	Debbie Tablotney/Heather Larson	David Yang
Alternate	Rod Belleza	Alice Wong	Donna Sargent	Alice Wong
Senior Leader	Cindy Wang/Christel Brautigam	Frank Geyer	Scott Robinson/Cindy Wang	Jason Higo
Reports To	Finance and Legal Committee	Facilities and Building Committee	Board of Education	Education Committee

	BCPSEA	BCSTA Provincial Council	ELL Consortium	Vancouver Coastal Health Authority
Rep(s)	Donna Sargent	Heather Larson	David Yang	Debbie Tablotney
Alternate	Debbie Tablotney	David Yang	Alice Wong	Heather Larson
Senior Leader	Laura Buchanan	Scott Robinson	Jane MacMillan	Scott Robinson
Reports To	Board of Education	Board of Education	Education Committee	Education Committee

	SOGI Advisory Committee	DEI Advisory Committee	Richmond Sustainability Action Committee
Rep(s)	Debbie Tablotney	Heather Larson	Ken Hamaguchi
Rep(s)	Ken Hamaguchi	Donna Sargent	Heather Larson
Senior Leader	Scott Robinson	Christel Brautigam	Frank Geyer
Reports To	Education Committee	Board of Education	Facilities and Building Committee

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.

DATE: December 14, 2022

FROM: C. Wang, Secretary Treasurer

SUBJECT: Record of an In-Camera Board Meeting held October 12, 2022

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 October 12, 2022.

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

DATE: December 14, 2022

FROM: C. Wang, Secretary Treasurer

SUBJECT: Record of an In-Camera Special Board Meeting held November 30, 2022

The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at an in-camera special meeting of the Board held November 30, 2022.

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

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- 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.

**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, OCTOBER 12, 2022
AT 7:00 P.M.**

Present: Chairperson
Vice Chairperson
Trustees

Superintendent of Schools
Deputy Superintendent
Secretary Treasurer
Assistant Superintendent
Assistant Superintendent
Assistant Superintendent
Executive Director, Facilities Services
Executive Director, Learning & Business Technologies
Director, Communications & Marketing
District Administrator, Early Learning & Arts
Executive Assistant, Recording Secretary

S. Nixon
H. Larson
N. Goldstein
K. Hamaguchi
R. Lee
D. Sargent
D. Tablotney
S. Robinson
R. Ryan
C. Wang
C. Brautigam
J. MacMillan
C. Stanger
F. Geyer
R. Laing
D. Sadler
C. Jule
N. Todorovic

The Chairperson called the meeting to order at 7:03 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 do so via: boardmeetings@sd38.bc.ca.

For the public joining the meeting virtually, they are able to listen to the meeting but not speak or use the chat function in Zoom 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 – At the September 21st public meeting of the Board, a motion was approved to issue a joint statement with district partner groups in support of

SOGI and the joint SOGI statement released by the Ministry of Education and Child Care and K-12 education partners. The statement has been signed off by all our partner groups and has been posted through our social media channels. The Board and partner groups are proud to support SOGI and all forms of diversity, equity, and inclusion in our district.

Trustee Sargent – On November 5, 2022, the Richmond School District recognizes the efforts and contributions made by its support staff throughout the year. Approximately one thousand support staff members contribute to our district, and all of these individuals play a part in the success of our school system.

On behalf of the Board of Education, I would like to express my gratitude to all of our support staff who help to make the Richmond School District the best place to learn and lead.

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

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

2. Adoption of Agenda

101/2022 MOVED BY R. LEE AND SECONDED BY N. GOLDSTEIN:

THAT the Wednesday, October 12, 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: Tonight's Agenda**

Liz Baverstock, President of the Richmond Teachers' Association, asked questions pertaining to the increase in the 2022 fall enrollment numbers and the resulting effect of teacher shortages. She highlighted the RTA's concerns for teacher workload and wellness.

4. Executive

The Superintendent gave a slideshow presentation on recent school activities and events around the district. Trustees recognized the wide scope of activities being offered around the district.

5. Approval of Minutes

- (a) Regular meeting of the Board held Wednesday, September 21, 2022, for approval.

102/2022 MOVED BY N. GOLDSTEIN AND SECONDED BY D. TABLOTNEY:

THAT the Board of Education (Richmond) approve the Minutes of Wednesday, September 21, 2022 Regular meeting as circulated.

CARRIED

- (b) A Record of an In-camera meeting of the Board held Wednesday, September 21, 2022 was included for information.

6. Business Arising

(a) Enrolment Report

The Deputy Superintendent spoke to his report and noted the K-12 full time equivalent (FTE) totals and corresponding funding implications. He noted an increase in enrolment numbers compared to the spring projections. Trustees had comments and questions on the causes of the higher than expected student enrolment.

The Secretary Treasurer commented on the increase in enrolment as being a common occurrence amongst districts in Metro Vancouver. She provided a brief breakdown of why enrollment numbers have increased and provided budget implications for the district.

(b) Early Learning Presentation

Assistant Superintendent McMillan introduced District Administrator, Early Learning – Catherine Jule. She presented a slideshow providing details about the various programs of early learning that are being implemented around the district.

The trustees commented and inquired about the early learning programs, accessibility of the programs to the general public, and how the ministry of education is involved with the implementation of the early learning programs.

7. New Business

Nil.

8. Questions from the Public: Tonight's Agenda

The President of the Richmond Teacher's Association, inquired as to how stakeholders will be involved in introducing the early learning programs and how the board will stay attuned to the increased demand of early learning programming.

9. Standing Committee Reports

(a) Audit Committee

Chair: Norman Goldstein

Vice Chair: Donna Sargent

The next meeting is scheduled for Monday, January 9, 2023.

(b) Education Committee

Chair: Heather Larson

Vice Chair: Debbie Tablotney

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 September 7, 2022 are attached for information.

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

(d) Finance and Legal Committee

Chair: Donna Sargent

Vice Chair: Ken Hamaguchi

The next meeting is scheduled for Wednesday, December 7, 2022, at 10 am.

(e) Policy Committee

Chair: Debbie Tablotney

Vice Chair: Sandra Nixon

(i) Minutes of the meeting held on June 20, 2022, are attached for information.

(ii) **RECOMMENDATION:** Phase 2 – Section 700 Policy Review for circulation to stakeholders for input and feedback attached.

103/2022 MOVED BY D. TABLOTNEY AND SECONDED BY K. HAMAGUCHI:

THAT the Board of Education Richmond approve that Section 700 Policy be circulated to stakeholders for input and feedback with a timeline of two (2) months.

CARRIED

A meeting was held on October 3, 2022. The next meeting is scheduled for Monday, December 12, 2022 at 11:00 am.

10. Correspondence

Nil.

11. Board Committee and Representative Reports

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

The next meeting date to be determined.

12. Trustees' Reflections

Trustees took turns to reflect on their role as trustees and the accomplishments that the district has achieved over the board's four-year term.

13. Staff Presentation

Senior staff presented Indigenous artwork to the trustees in recognition of their dedication and contribution to the district in achieving the goals and priorities set out in the strategic plan over their four-year term.

14. Adjournment

104/2022 MOVED BY N. GOLDSTEIN AND SECONDED BY K. HAMAGUCHI:

THAT the Regular meeting of Wednesday, October 12, 2022 of the Board of Education (Richmond) be adjourned at 9:02 pm.

CARRIED

S. NIXON,
CHAIRPERSON

C. WANG,
SECRETARY TREASURER

**MINUTES OF INAUGURAL MEETING
OF THE BOARD OF EDUCATION
SCHOOL DISTRICT NO. 38 (RICHMOND),
7811 GRANVILLE AVENUE, RICHMOND, BC
WEDNESDAY, NOVEMBER 9, 2022
AT 7:00 P.M.**

Present: Chairperson
Vice Chairperson
Trustees-Elect

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

D. Tablotney
H. Larson
R. Belleza
K. Hamaguchi
D. Sargent
A. Wong
D. Yang
S. Robinson
R. Ryan
C. Wang
C. Brautigam
J. MacMillan
C. Stanger
F. Geyer
R. Laing
N. Savory
N. Todorovic

1. Welcome

Elder Shane Point, from *xʷməθkʷəy̓əm*, welcomed trustees elect and guests to the traditional territory.

2. Call to Order

The Superintendent of Schools assumed the chair.

The Richmond School District welcomed Trustees-Elect, Belleza, Hamaguchi, Larson, Sargent, Tablotney, Wong, and Yang to the Board of Education (Richmond).

The Superintendent introduced Iris Chan, and under her direction, the Choir from Palmer Secondary School led the meeting in the singing of In Flanders' Fields.

3. Election Returns

In accordance with Board Policy 201, the Secretary Treasurer announced the official results of the election held October 15, 2022.

4. Oath of Office

The Secretary Treasurer called forward the Trustees-Elect to take the Oath of Office or the Solemn Affirmation of Office in accordance with Section 50 of the *School Act*.

Trustee Elect Rod Belleza made the Oath of Office, as prescribed in Section 50 of the *School Act*, before the Secretary Treasurer.

Trustee Elect Ken Hamaguchi made the Oath of Office, as prescribed in Section 50 of the *School Act*, before the Secretary Treasurer.

Trustee Elect Heather Larson made the Oath of Office, as prescribed in Section 50 of the *School Act*, before the Secretary Treasurer.

Trustee Elect Donna Sargent made the Oath of Office, as prescribed in Section 50 of the *School Act*, before the Secretary Treasurer.

Trustee Elect Deborah Tablotney made the Oath of Office and Oath of Allegiance, as prescribed in Section 50 of the *School Act*, before the Secretary Treasurer.

Trustee Elect Alice Wong made the Oath of Office and Oath of Allegiance, as prescribed in Section 50 of the *School Act*, before the Secretary Treasurer.

Trustee Elect David Yang made the Solemn Affirmation of Office, as prescribed in Section 50 of the *School Act*, before the Secretary Treasurer.

5. Appointment of Returning Officer and Scrutineer

Cindy Wang, the Secretary Treasurer, was appointed as Returning Officer and Deputy Superintendent Rick Ryan was appointed as the Scrutineer for the election of the Board Chairperson, Board Vice-Chairperson, BC School Trustees Association Provincial Council Representatives and BC Public Schools Employers' Association Representatives.

6. Election of Chairperson of the Board

The Superintendent of Schools called for nominations, by ballot, for the Office of Chairperson of the Board.

Ballot forms were distributed. The Scrutineer collected the ballots, and he and the Returning Officer left the Boardroom to examine the ballots.

During the time that the Returning Officer and the Scrutineer were examining ballots, the Superintendent of Schools spoke about current events in schools around the district.

Upon their return, the Returning Officer announced that Trustee Tablotney had been nominated for the Office of Chairperson. Trustee Tablotney accepted the nomination. The Returning Officer then declared Trustee Tablotney as Chairperson of the Board by acclamation for a one-year term.

Trustee Tablotney then assumed the Chair.

7. Election of Vice-Chairperson of the Board

The Chairperson called for nominations, by ballot, for the office of Vice-Chairperson of the Board.

Ballot forms were distributed. The Scrutineer collected the ballots, and he and the Returning Officer left the Boardroom to examine the ballots.

The Superintendent of Schools continued his presentation about current events at schools around the district.

Upon their return, the Returning Officer announced that Trustees Larson and Wong had been nominated for the office of Vice-Chairperson of the Board. Trustees Larson and Wong accepted the nomination.

Election ballot forms were distributed. The Scrutineer collected the ballots, and he and the Returning Officer left the Boardroom to examine the ballots.

Chairperson Tablotney spoke about the implementation of the strategic plan while the ballots were being counted.

Upon their return, the Returning Officer declared Trustee Larson was elected as Vice-Chairperson of the Board for a one-year term.

8. Election - BC School Trustees Association (BCSTA) Provincial Council Representative

Chairperson Tablotney called for a show of interest for the positions of BCSTA Representative to the Provincial Council as well as the alternate representative. Trustee Larson expressed interest in the position of BCSTA Representative. Trustee Yang expressed interest in the position of alternate Representative.

Trustee Larson was declared as BCSTA Provincial Council Representative for a one-year term. Trustee Yang was declared the alternate Representative for a one-year term.

9. Election - BC Public Schools Employers' Association (BCPSEA) Representative

Chairperson Tablotney called for a show of interest for the positions of BCPSEA Representative as well as the alternate representative. Trustee Sargent expressed interest in the position of BCPSEA Representative. Trustee Tablotney expressed interest in the position of alternate Representative.

Trustee Sargent was declared as BCPSEA Representative for a one-year term. Trustee Tablotney was declared the alternate Representative for a one-year term.

10. Destruction of Ballots

105/2022 MOVED BY D. YANG AND SECONDED BY D. SARGENT:

THAT the ballots for the offices of Chairperson of the Board, Vice-Chairperson of the Board, BCSTA Representative and BCPSEA Representative be destroyed.

CARRIED

11. Committee Appointments

Trustees were asked to indicate to the Chairperson by November 16, 2022 as to which committees they would be willing to serve on.

12. Authorized Signatories

106/2022 MOVED BY D. SARGENT AND SECONDED BY H. LARSON:

RECOMMENDATION: THAT the Board of Education of School District No. 38 (Richmond) approve the following signing authorities effective immediately and until they are so changed, shall be the Board Chairperson, Deborah Tablotney, and the Secretary Treasurer, Cindy Wang, except for the issuance of cheques when the required signatures shall be:

Any one of:

Board Chairperson: Deborah Tablotney
Board Vice-Chairperson: Heather Larson
Superintendent: Scott Robinson

And any one of:

Secretary Treasurer: Cindy Wang
Assistant Secretary Treasurer: Maria Fu
Manager Financial Services: Pramod Chauhan

Such signatures may be affixed by hand, or by cheque-writing facsimile machine in accordance with established Board policy.

CARRIED

13. Honouring Ceremony

Elder Shane Pointe performed an Honouring Ceremony for the trustees. Chairperson Tablotney thanked Elder Shane Pointe for his welcome, acknowledgement and honouring the new trustees to the Board of Education. The Chairperson expressed that the board was honoured by the Elder's presence and presented a gift as a sign of the board's desire to connect with the land and gratitude to the Musqueam Nation for their friendship.

14. Adjournment

107/2022 MOVED BY H. LARSON AND SECONDED BY A. WONG:

THAT the Wednesday, November 9, 2022 inaugural meeting of the Board of Education (Richmond) be adjourned at 7:56 pm.

CARRIED

D. TABLOTNEY
CHAIRPERSON

C. WANG
SECRETARY-TREASURER

Report to the Board of Education (Richmond) PUBLIC

DATE: December 14, 2022

FROM: Cindy Wang, Secretary Treasurer

SUBJECT: 2023/2024 Annual Budget Process and Timeline

RECOMMENDATION

THAT the Board of Education (Board) approve the 2023/2024 Annual Budget process and timeline as presented; and **FURTHER THAT** the Board direct staff to post the budget process and timeline on the District’s website.

BACKGROUND

Each year, the district undertakes a budget consultation process for input on annual budget priorities from January to April. Staff, students, education partner groups and community members are invited and encouraged to provide input on budget priorities that align with and support the priorities and goals set out in the district’s strategic plan.

DISCUSSION

The 2023/2024 budget process is comprised of the following stages:

- Budget Planning – December 2022 to January 2023:
 - Updating the 2022/2023 Annual Budget in both revenues and expenses to account for student enrolment growth and maintaining the level of services in the classrooms
 - Ministry of Education and Child Care 2022/2023 operational funding and special purpose funding announcement on December 15, 2022
 - Approval of the 2022/2023 Amended Annual Budget on February 22, 2023
 - Updating three-year enrolment projections based on most recent data of population trends and housing development
 - Updating three-year financial projections for all revenue and expense items

- Budget Consultation and Development – January to April 2023:
 - Conducting stakeholder consultation working sessions and receiving stakeholder feedback – Budget Advisory Working Group meetings
 - Receiving public input and feedback
 - Provincial Government Budget announcement – February 2023
 - Ministry of Education and Child Care funding announcement for 2023/2024– March 2023
 - Developing 2023/2024 Three-year Base Budget, including budget proposals
 - Committee of the Whole on Annual Budget – April 26, 2023 Public Board Meeting

- Board Budget Deliberations – May 2023:
 - Consolidation of internal and external stakeholder input and feedback
 - Board consideration and deliberation of potential budget options and proposals aligning the district financial plan with strategic priorities and goals

- Board Approval – Public Board Meeting May 24, 2023:
 - Board approval of 2023/2024 Annual Budget in its May 24, 2023 Public Board Meeting to ensure the staffing timelines are met and budget is submitted to the Ministry of Education and Child Care by June 30, 2023

CONCLUSION

The District’s annual budget serves as an operational plan in financial terms for carrying out the district’s strategic priorities and goals for the upcoming school year. The budget process is a streamlined and effective process to engage staff, students, stakeholders and the public in a transparent and inclusive manner to receive their input and feedback on the district’s financial plan. For the 2023/2024 Budget process, it is recommended that the budget process and timeline be approved as presented.

Respectfully submitted,

Cindy Wang, MSc, CPA-CA
Secretary Treasurer

Attachment: 2023/2024 Annual Budget Timeline

**School District No. 38 Richmond
2023/2024 Budget Process and Timeline**

December	January	February	March	April	May
Amended Budget		Budget Consultation & Preparation			Budget Finalization
<ul style="list-style-type: none"> - Update current year operating budget for revenues and expenses to reflect September 30 actual enrolment. - Ministry operating grants and special purpose funds announcement (December 15, 2022) - Board approval of 2023/24 budget process and timeline (December 14, 2022 public board meeting) - Update three year enrolment projections for 2023-2026 - Update three year financial projections for 2023-2026 		<ul style="list-style-type: none"> - Board Approval of 2022/23 Amended Budget Bylaw (February 22, 2023 Public Board Meeting) - Provincial Government Budget announcement (February 2023) Ministry 2023/2024 funding announcement (March 2023) - Budget consultation - gather stakeholder and public input and feedback <ul style="list-style-type: none"> - Budget Advisory Working Group meetings - Committee of the Whole (April 26, 2023 Public Board Meeting) - Board consideration of stakeholder and public input and feedback - Develop three-year base budget and draft 2023/2024 Annual Budget 			<ul style="list-style-type: none"> - Board deliberations on draft budget (early May) - Finalization of Budget 2023/2024 - Board approval of 2023/24 Annual Budget (May 24, 2023 Public Board Meeting; Ensure staffing/HR timelines are met)

Report to the Board of Education (Richmond) PUBLIC

DATE: December 14, 2022

FROM: Rick Ryan, Deputy Superintendent
Christel Brautigam, Assistant Superintendent
Jane MacMillan, Assistant Superintendent
Chris Stanger, Assistant Superintendent

SUBJECT: Strategic Plan- Quarterly Update Strategic Priority 1 and 2

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

INTRODUCTION:

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

BACKGROUND:

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

STRATEGIC PLAN PRIORITY 1 and 2 UPDATE - AREAS OF FOCUS 2022-2023:

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.*** School based sessions including individual school “Lunch and Learns” have been implemented in a variety of schools, in addition to school-based teacher consultant supports. Cross-district professional learning sessions have been offered throughout the fall and opportunities are shared monthly through the Learning Services Pro-D newsletter.
- Provide innovation inquiry grants.*** There are 112 inquiry grants this year in 11 different focus areas. New focus areas, based on feedback from educators, are: Truth and Reconciliation, Activating Student Voice, Numeracy Foundations, Outdoor Learning and Land Based Pedagogy, and Pillars of Literacy. Inquiry teams meet several times a year in a group with a teacher consultant lead to deepen their inquiry and also work as a school team to focus on their inquiry question. The District Inquiry Committee is focused on deepening inquiry practices in the district.
- School Story Group meetings.*** In order to support the process of schools setting an inquiry focus for their school with outcomes that are specific, meaningful, measurable and evidence informed, principals and vice principals meet several times a year to learn more about inquiry, develop their school focus, ensure they are gathering student voice, and posting their learning and actions on their websites with clarity.

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

- Provide professional learning opportunities.*** Curriculum-focused sessions have included opportunities in the areas of universal design, designing learning for diverse learners, formative assessment and planning for instruction. Opportunities are highlighted monthly in the Learning Services Pro-D newsletter.
- Review and revise teacher consultant support model based on 2022/2023 implementation year.*** A revised teacher consultant support model was implemented in September 2022, in which each teacher consultant supports a specific caseload of schools. Assignments were designed to align with schools’ School Stories, professional learning goals and other identified school foci. The model will be reviewed at the end of the school year to consider further refinement and options.

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 (RIE).*** RIE continues to nurture existing relationships and establish new connections with study abroad organizations, embassies, associations, schools, and families to market short-term and long-term opportunities. RIE works closely with provincial and federal ministries to comply with all regulations. Various geopolitical obstacles continue to impact RIE. The district is experiencing increasing international student enrolment but has a way to go to return to pre-pandemic levels.

- Conduct review of program options and adjust offerings based on results of review.** District staff are working with an external service provider to conduct a Program Options review during the 2022/23 school year with the expectation of receiving a summary report for presentation to the Board in the fall of 2023.
- Develop strategic plan for Richmond Continuing Education (CE).** District staff are working to develop a Continuing Education departmental review that will guide a pathway forward for the department including post pandemic recovery, sustainability and development/revision of program options.

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

- Provide professional learning opportunities.** A number of sessions at both the elementary and secondary levels on formative assessment and understanding proficiency scales have been developed, including those led by both Katie White, assessment expert, and the district teacher consultant team.
- Provide innovation inquiry grants.** Formative assessment is one of this year’s innovation inquiry grant areas, and 8 schools will be supported this year to deepen understanding and the effective use of formative assessment practices to support student learning.
- Support transition of current assessment and reporting practices.** Guidelines for elementary and secondary reporting were shared with all schools in June and again in Fall, 2022. Ongoing professional learning opportunities include “Lunch and Learn” sessions with individual schools led by the District Administrator, Curriculum and Assessment, as well as district staff. A parent evening on new reporting guidelines was held on October 25th with 300 parents attending virtually.

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.** District staff are liaising with the City of Richmond to share ongoing volunteer opportunities for students.
- Provide professional learning opportunities.** 19 classrooms across 10 schools are participating this year in learning challenges that impact their local community, such as supporting emergency preparedness, with the shared goal of making their community a better place.
- Provide access to energy consumption dashboards.** Two schools are piloting a sample dashboard for solid waste data, and their feedback will be used to update the dashboards in a manner that is meaningful for each school; at that time, energy and other utility information will be entered.
- Offer sustainability grants.** 24 schools (7 secondary 17 elementary) received Eco-Wise grants ranging from \$800 to \$1,000. Projects range from Lights Out awareness and BuRR Days to Bike/Walk to Work Week.

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

- Provide professional learning opportunities.** Sessions have included capturing learning and formative assessment with iPad, 3D printing, e-portfolios, augmented and virtual reality and programs specifically for students with diverse abilities and disabilities, such as Boardmaker.

- Promote and provide access to tools and technology for students with diverse abilities and disabilities.** 3 student specific applications to SET BC were submitted in September with an additional 5 approvals from the District Student Technology Applications this fall. The provincial Accessible Resource Centre (ARC-BC) has been promoted with educators utilizing this resource to access alternate format materials for students with perceptual or developmental challenges and disabilities.

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

- Provide professional learning opportunities.** The Innovation Grant Launch, attended by over 400 educators, included information around elements and process of the Spirals of Inquiry; grant applications structured around inquiry process in application. All inquiry grant work is led by Teacher Consultants and includes the Innovation Grant Launch, application process, inquiry focus area meetings and the inquiry documentation process. The Spiral of Inquiry process is further implemented through School Story structures and meetings.

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

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

- Provide professional learning opportunities for teachers.** Core Competencies are integrated as an element of all professional learning sessions provided by teacher consultants and curriculum coordinators. Planning is underway to continue to support deepening understanding of the core competencies for administrators and educators this year.
- Student focus groups.** Staff are planning on introducing core competency topics across a variety of student focus groups this year.
- Institute inclusion of core competencies in sessions offered by Learning Services staff.** A common slide deck has been developed for consultant use and is now ongoing practice.
- Adjust innovation inquiry grant proposals to include an element of core competencies.** Integration of the Core Competencies has been embedded into the innovation inquiry grant application forms and is now ongoing.

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

- Provide professional learning opportunities.** Series developed for this year including Schoolwide Social Emotional Learning (SEL) Implementation (4 schools), SEL and school culture, and Living SEL in the Classroom. Consultants are supporting 22 innovation inquiry grants in the area of social-emotional learning this year.
- Establish and launch Richmond Integrated Child and Youth Teams (ICY).** Two district ICY clinical counselors and two district ICY peer support workers have been hired this year. District partners, such as Vancouver Coastal Health, are in progress with hiring additional members to the ICY team prior to implementation of supports intended for later this year.
- Parent information evenings on the topic of mental health.** In addition to school-based presentations (3 schools this fall), plans are under development for two parent information evenings this year, in late winter and in May to coincide with Mental Health Week.

- Promote community events in collaboration with City of Richmond.** District staff are liaising with City of Richmond to share opportunities that may be of interest to families in the school community.

Objective Three: Increase awareness of, and participation in, healthy living activities

- Review and analyze available data such as Student Learning Surveys, Early Years Developmental Instrument and Middle Years Development Instrument to develop an action plan.** Schools have been given access to Student Learning Survey Data for 2021/22, and students in Grades 5 and 8 will participate in the Middle Years Developmental Instrument (MDI) this year. Data from the Social Services Index (SSI) has been utilized to support implementation of the Student and Family Affordability Fund this year. Data from the MDI, Student Learning Survey and SSI have been used in the development of after school programming in specific areas of Richmond, with six programs currently offered.
- Promote school, district and community events focusing on healthy living.** 33 classrooms and 855 students participated in a Bike to School course in Fall, 2022. There is ongoing collaboration between district staff and the City of Richmond as part of the Wellness Strategy leadership team to develop upcoming initiatives in collaboration with district partners.

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

- Promote availability of resources on Aboriginal peoples and the history of residential schools and provide supports for their use in classrooms.** Resources were developed and shared in September to support school activities for the September 30th National Day for Truth and Reconciliation. Secondary school teams participated in the Mirrors and Windows series looking at diversity in school resources and learned about guiding principles and potential resources. Additional resources continue to be shared and promoted through the District Resource Centre.
- Identify relevant TRC Calls to Action.** Truth and Reconciliation Commission kit distributed to all schools along with a poster of the calls to action in education. Twelve school inquiry teams are exploring the integration of the TRC Calls to Action into their practice via an inquiry grant.
- Determine availability of resources on Aboriginal peoples and the history of residential schools.** Building on the library diversity audits, schools are now beginning to examine their classroom book collections with support and expertise from Learning Services staff. Indigenous Resource Collection work with teacher-librarians beginning in January 2023.
- Implement recommendations from Equity in Action scan.** Update around Equity Scan process with Indigenous Team shared in September; shared in-camera with Board in October; report to be shared publicly with Education Committee in January, 2023.

Objective Two: Deepen understanding and embed the First Peoples Principles of Learning (FPPL)

- Provide professional learning opportunities.** Professional learning sessions embed First Peoples Principles of Learning across opportunities. Sessions this fall include Carolyn Roberts, Indigenous scholar and SFU faculty lecturer, on supporting educator

practice through a decolonizing lens. Additional professional learning is under development beginning in January to support implementation of the Indigenous Focused Graduation courses which will be required as of the 2023/24 school year.

- Promote understanding of First Peoples Principles of Learning (FPPL) amongst students.** Teacher consultants provide professional learning and individual teacher support on embedding the FPPL in lessons with students.

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

- Develop and promote available resources.** Resources were shared in September as part of preparation for the National Day for Truth and Reconciliation. Resources continue to be shared and promoted through the monthly newsletter published by the District Resource Centre and further supported and promoted through the Indigenous teacher consultant team.
- Provide professional learning opportunities.** In addition to school-based professional learning opportunities, professional learning sessions thus far this year include the Mirrors and Windows series and Indigenous Literature and English First Peoples.
- Determine potential locations for and actions to increase the number of dedicated Indigenous teaching gathering spaces.** The Board of Education approved two additional gathering spaces in September, 2022. Staff are currently working with Facilities to identify potential locations for the spaces. Once complete, four dedicated Indigenous gathering spaces will be in place across the district.

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 development of literacy framework and resources for intermediate and secondary.** The primary framework was launched with teachers this fall. The K-7 framework is now complete and will be launched with schools later this year.
- Provide professional learning opportunities.** Professional learning sessions on the Pillars of Literacy were offered twice on each of the Pro-D Days this fall. Teacher consultants provide individual and small team work to support implementation and deepen practice in literacy instruction. Literacy bursts (short, focused professional learning opportunities) as well as the district's Literacy Youtube channel provide further opportunities for professional development for educators.

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

- Implement early years framework and resource.** The K-2 framework is now complete and being shared with primary teachers, with ongoing professional learning support for implementation.
- Begin development of numeracy framework and resources for later primary, intermediate and secondary.** The Grades 3-5 framework is currently under development with a tentative completion date of early Spring 2023. From there, development will begin on middle and secondary resources.
- Provide professional learning opportunities.** Sessions provided this fall include K-5 Numeracy Foundations, Box Cars and One Eyed Jacks and High Yield Math Routines. The District's Numeracy Youtube channel provides further opportunities for professional development for educators.

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

- Provide professional learning opportunities.** Sessions offered during common Pro-D Days this year include Stop Motion Animation, Screencasting – Make Our Voices Seen, Green Screen Video Making and Digital Storytelling.
- Provide support for students' digital literacy development.** Digital Literacy teacher consultants have been providing individual and small team supports in areas such as using iPad to share learning in various ways and support learning of concepts and information. A digital literacy vision and framework is also in the initial stages of development.

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

- Continue to provide professional learning opportunities.** A number of learning opportunities have been offered this fall, including book clubs and sessions focused on equity. Professional learning opportunities are ongoing and perpetually in development to meet the emergent and ongoing needs of staff. Examples include workshops about diversifying the holidays and book clubs focused on diversity, equity and inclusion.
- Continue to conduct student focus groups.** District staff are connecting with schools to develop student focus groups regarding identity and belonging. Data collected from the focus groups last year is being analyzed as a source of feedback for development of further student voice groups this year. Table 38 met in November 2022 and will continue to explore options to increase the diversity of student voice this year. A large scale student conference is in the early planning stages for Spring 2022.
- Showcase staff and student success from various backgrounds, abilities and identities.** New district photos have been taken to show a wide range of diversity in staff and student representation.
- Review imagery in district to ensure representation and showcase staff and student success from various backgrounds, abilities and identities.** Schools that are engaging in mural projects are supported in ensuring diversity in the theme of the mural. Schools will be invited to participate in mapping the ethnic diversity of school community on a map of the world for display in school foyers/hallways.

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

- Create and begin implementation of plan based on district inclusive education and alternate program reviews.** The Aspen review report will be shared publicly at the Education Committee meeting in January 2023, with implementation of recommendations upon Board approval to begin early in the new year. A review of alternate programs, including Combined Studies, Integrated Academics, and Station Stretch is being finalized with anticipated completion by January 2023.

- Implement centralized student referral process for placement in alternate programs.** This had been deferred awaiting recommendations from the alternate program review process.; however, the District Based Team now receives all alternate program referrals with the exception of referrals to the Richmond School Program.
- Establish inclusive learning network of students with disabilities and diverse abilities.** Delayed due to COVID, planning is underway through communication with schools to identify possible participants in this new inclusive learning network.
- Provide professional learning opportunities.** Sessions specific to Learning Resource (LR) and ELL teachers are being offered each month, and have included sessions on Designing Learning for Diverse Learners, development of Competency Based IEPs, and Universal Design for Learning. ELL and Learning Resource teachers also attended a fall conference day specific to elementary and secondary ELL and LR teachers.

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.** Annual caseload reviews were completed for all inclusive learning teams in September. Responsive allocations of supports were based on enrolment and emergent needs, in consultation with Human Resources, Central Registration and school-based administrators.
- Provide professional learning opportunities.** 195 ELL and Learning Resource teachers (LRT) participated in the September ELL/LRT conference. Professional learning sessions in October for learning resource teachers focused on developing effective Individual Education Plans and associated implementation to support the individual needs of learners with disabilities and diverse abilities. Additional sessions, such as Designing Learning for Diverse Learners, are ongoing.

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

- Ensure continuity of reporting practices.** Identification of Children and Youth in Care has been communicated to school-based administrators, who complete monthly reports to focus attention on supporting Children and Youth in Care in each school.
- Review and continue development of adult mentors.** Adult mentors are in place at schools as a connected relationship with Children and Youth in Care to support the development of social-emotional skills and to reinforce and ensure a protective connection with at least one adult in the school. New mentors participated in an introductory session in October.
- Review practice in providing orientation to new students and families.** Absences greater than one day are followed up by the school and are reported to the District Administrator as part of the monthly report. Schools have been reminded of the requirements regarding orientation to new students and families.

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

- Provide professional learning opportunities.** ELL and Learning Resource teachers participated in the ELL/LRT September conference focused on supporting inclusive practice in schools. Additional professional learning opportunities are ongoing, such as

IEP development sessions, implementing a visual schedule, designing learning for diverse learners, and developing Annual Instruction Plans for ELL learners.

- Build capacity and alignment in practices.** Inclusive learning topics are included in monthly elementary administrator meetings. A secondary-specific inclusive learning network of school-based administrators led by the Director of Instruction, Inclusive Learning, meets monthly to build capacity and alignment across secondary schools.

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

- Provide professional learning opportunities.** Sessions are underway regarding supporting students with technology. Assistive technology tips are included in the monthly ELL/LRT and EA newsletters. Technology mini-conference sessions have been hosted on each Pro-D Day this school year and have been made available to all staff.
- Enhance lease options for school-funded technology. Identify recommendations to achieve greater equity of access for core district technology.** All schools/departments were provided the option of participating in a school-funded technology lease. 15 schools have joined the lease model this school year, in addition to the 9 schools/departments that initiated a lease last year. Equipment has been ordered and will arrive in January 2023.
- Investigate and promote opportunities for staff and families to acquire cost-effective technology.** A process has been created to allow staff to purchase end-of-lease technology. Since this process was implemented in June 2022, 390 devices have been purchased by staff at a reduced fair market value. Planning is underway to expand this opportunity to families when leases with a larger quantity of devices come due.
- Create guidelines and resources for support BYOD (Bring Your Own Device).** Guidelines and resources are currently under development.

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

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

- Conduct internal and external anti-racism audit.** The audit was completed November 2021.
- Develop workplan to address findings of review.** The diversity and antiracism working group presented its eight priorities for approval at the Board of Education Meeting in April 2022. As a result, the Diversity, Equity and Inclusion Advisory Committee was formed to further the recommendations within the eight priorities.
- Further develop strategic action plan based on recommendations from SOGI Advisory Committee.** Four subcommittees of the SOGI Advisory are establishing membership for this year to work on specific goals.
- Develop workplan based on findings of Equity Scan.** The Equity Scan Report will be presented to the Board for approval in January, 2023.

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

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

- Provide professional learning opportunities and resources.** The provision of professional learning and resources is ongoing and tailored to be responsive to the learning needs of staff. Learning opportunities include (for all educational and department leaders) August 2022-Irshad Manji, RLT Keynote "Diversity without Division"-Moral Courage and Ivan Coyote-Keynote SOGI, Antisemitism/CIJA presentation-September 2022. Some examples of offerings for teachers include Is it Beginning to Look a Lot Like Christmas? - November 2022, Islam 101 - November 2022.
- Create student focus and leadership groups.** Student reps on SOGI and DEI AC are providing insights, student voice and leadership on these committees, and focus group invitations are out in schools.
- Act on recommendations from anti-racism audit and equity scan.** The Diversity, Equity and Inclusion Advisory Committee was formed in June,2022 to advise on progress with the eight priorities identified by the Diversity and Antiracism Working Group in April 2022. Draft policy checklist going to Policy Committee in December. Equity Scan final report was presented in-camera to the board in October 2022, and will be presented at Education Committee in January,2023.

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*

- Conduct diversity audits of elementary library collections.** Elementary diversity audits are underway in 13 elementary schools this year. All secondary schools have participated in the process, with 8 elementary schools completing their diversity audits last year.
- Take action on recommendations from antiracism audit and equity scan.** The Diversity, Equity and Inclusion Advisory Committee was formed in June 2022 to advise on progress with the eight priorities identified by the Diversity and Antiracism Working Group in April, 2022. Equity Scan final report was presented in-camera to the board in October 2022 and will be presented publicly at the Education Committee in January 2023. Implementation on recommendations will commence, upon Board approval, in early Spring 2023.
- Provide professional learning opportunities.** The September conference for Teacher-Librarians this year focused on equity and inclusion in collection development and highlighted the District's Learning Resource policy. Ongoing dedicated professional learning support for teacher-librarians is supported by the Coordinator for Library and Information Services.

Report to the Board of Education (Richmond) PUBLIC

DATE: December 14, 2022

FROM: Shaun Sephton, Director - International Education

SUBJECT: International Education - Challenges and Successes

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

INTRODUCTION

Richmond International Education (RIE) is a program of choice that has been providing significant and measurable benefits to the district for the past 24 years. This report is intended to focus on the recent successes and challenges of the program and our plans to facilitate the growth and development of the program into the future.

RIE typically consists of short-term and long-term study options; an after-school program (Connections); group programs; summer camps; as well as professional learning programs (administrators & teachers) that are delivered on-shore (Richmond) and off-shore.

ENROLMENT DATA

Since the last report submitted to the Board on October 27, 2021, International Education has continued to experience pressures and challenges due to the COVID-19 global pandemic and geopolitics. For the 2022-2023 school year, RIE student FTE was reported at 720, an increase of 22.5% year-over-year and is expected to continue grow to 750 long-term study students throughout the remainder of this school year.

RIE STUDENT PROFILE

Overall, our international student population continues to diversify. Our program is made up of international students from 31 destinations around the world. The upward trend of program participants from Hong Kong, Japan, and Italy, carried over from the early pandemic period. Students from Brazil, Mexico, and Thailand have exceeded or returned to pre-pandemic levels. Students from Mainland China, Taiwan, Vietnam, and South Korea continued to increase but at a slower pace. Meanwhile, the program experienced an increase in program participation from other parts of Asia and Europe, including Myanmar, Cambodia, Mongolia, Spain, Kazakhstan, and Turkey.

RIE PROGRAM CHALLENGES

The most significant challenges faced as it pertains to International Education are Immigration, Refugees and Citizenship Canada (IRCC) entry requirements and document processing times,

geopolitical considerations, uneven trajectories and varying domestic responses to COVID-19, homestay availability, increased competition, the cost of living, currency exchange rates, flight availability, and school space availability.

RIE PROGRAM SUCCESSES

The most significant factors that positively impacted our program were the directives and support of federal and provincial government agencies such as Immigration, Refugees and Citizenship Canada (IRCC), Canada Border Services Agency (CBSA), Global Affairs, Public Health Agency of Canada (PHAC), Public Safety and Transportation, BC Ministry of Education and Child Care, BC Public Health Office. With Board support, RIE staff can maintain a vibrant international education program and implement plans to re-establish program vibrancy.

Other successes include the continued positive perception of Canada, British Columbia, and the Richmond School District. As we have transitioned out of the pandemic, staff have returned to international business travel, enhanced communication and engagement with students and their responsible adults, staff, and schools. New engagement strategies include hybrid new student orientations, database enhancements, implementation of a new payment platform, increased diversity, homestay program growth, reduced environmental footprint, and student increased achievements.

PROGRAM DEVELOPMENT

While our long-term study program remains our most popular program and primary focus, we continue to work on augmenting program options and developing new opportunities beyond our long-term study program to supplement revenue, increase global diversity, and support the sustainability of the program overall. We continue to enhance our professional learning services, short-term and group program offerings, and provide additional supports for students, schools, and families.

The RIE program will continue to reflect the internal and external opportunities and pressures within and beyond the district. We continue to manage our growth in a measured and thoughtful fashion to maintain program quality and accessibility for our students and schools. COVID-19 had a singular impact on our program. The impact of the global pandemic will likely continue to have an influence on our program for the next few years.

CONCLUSION

The Richmond International Education (RIE) team is dedicated and works diligently to maintain a vibrant, diverse, and comprehensive program. This program involves an increasingly wide variety of participants, ranging from students, parents, government, professional staff, and our broader community, which in turn serves to foster greater international understanding and connections.

RIE is also important for the support it provides for the various initiatives of the Board and senior administration. Regular communication and dialogue with the Board, our school communities, and the public is not only valued, but necessary to meet the needs of our district

and our international students and their families. The guidance and support of the Board is greatly appreciated and essential to program success as the program continues to evolve.

Report to the Board of Education (Richmond) PUBLIC

DATE: December 14, 2022

FROM: Jane MacMillan, Assistant Superintendent

SUBJECT: Board/Authority Authorized Course – African and Black Canadian Studies 12

RECOMMENDATION

That the Board of Education (Richmond) approve the attached newly developed Board/Authority Authorized (BAA) course, *African and Black Canadian Studies 12*, for implementation in the 2023/2024 school year.

INTRODUCTION

The purpose of this report is to provide context and information regarding a newly developed *African and Black Canadian Studies 12* course with request for Board approval.

STRATEGIC PLAN REFERENCE

Priority 1: Inspired Learners

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

- I. Design and offer a variety of learning options to meet the evolving and diverse needs of learners.

Priority 2: Equity and Inclusion

Goal 1: District learning environments are equitable and inclusive.

- I. Support all learners to develop a sense of connection, belonging and positive personal and cultural identity

Goal 2: 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. 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.

BACKGROUND

Schools are reflective of the diversity we see in our greater society and it is important for learners to see themselves reflected in their coursework. Currently, there is no Ministry course in Black History. After initial discussion with senior staff, the District Administrator, Equity and Inclusion, initiated the development of an African and Black Canadian Studies course. A group of Richmond secondary teachers, teacher librarians and an administrator, led by the Teacher Consultant and District Administrator for Equity and Inclusion, came together to plan and develop the course during the

2021/2022 school year. Multiple meetings, research and thoughtful discussion led to the attached course, *African and Black Canadian Studies 12*.

African and Black Canadian Studies 12 is an exploration of African or Black Canadian (people of African or Caribbean ancestry who have settled in Canada) history and culture, especially in amplifying Black voices and experiences in Canadian history and society through to the present day. Based on principles of anti-racism and decolonization, the course will provide an opportunity to examine existing biases and explore different narratives that amplify Black voices and experiences. The course is intended to shift dominant narratives of history by taking a culturally and historically responsive approach.

PROPOSAL

Please see the attached for the full course outline and synopsis.

As per the *Board/Authority Authorized (BAA) Course Requirements and Procedures Guidebook (2019)*, this course meets the requirements for a BAA course, specifically:

- falls within Grade 10 - 12 range for BAA course development
- not currently available through BC Ministry of Education and Child Care curriculum
- does not significantly overlap with provincial curriculum
- is not a modified, adapted or remedial course
- has been developed to include the required components for BAA courses, including synopsis, goals, organizational structure and recommended instructional and assessment components

This course will meet the graduation requirement for a Grade 12 elective credit towards graduation.

Upon approval, this BAA course may be offered through course options at all secondary schools and through Richmond Virtual School.

CONCLUSION

Through the Richmond Board of Education's Strategic Plan, School District 38 has committed to ensuring that district learning environments are equitable and inclusive. The district is actively addressing "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" (Strategic Plan Priority 2, Goal 2). The aims and objectives of this course are consistent with and are another step to achieving the goals of this priority and the Strategic Plan.

Jane MacMillan
Assistant Superintendent

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Richmond	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD38
Developed by: Baren Tsui (contact), Emmanuel Adjei-Achampong, Dominique Bautista, Cindy Ho, Jamie Hudson, Candis Keirn, Destine Lord, Farrah Meralli, Navshina Savory	Date Developed: September 2021 – March 2022
School Name: Learning Services	Principal’s Name: Navshina Savory
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: African and Black Canadian Studies	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

n/a

Special Training, Facilities or Equipment Required:

A multi-modal approach in learning activities, such as varied texts and options for representation of learning would align with the interdisciplinary nature of this course. For example, this course can be taught using historical and contemporary print, online and multimedia resources, as well as archival photographs/documents (i.e. from Hogan’s Alley). Teachers might also invite guest speakers/presenters/organizations; the list of resources below might provide some options. Additional resources may include films, documentaries, and field trips.

Ongoing review of this curriculum is recommended. After its pilot year, the classroom teacher(s) teaching the course might work alongside the group of developers to review, update, and revise it.

Course Synopsis:

African and Black Canadian Studies 12 is an exploration of African or Black Canadian (people of African or Caribbean ancestry who have settled in Canada) history and culture, especially in amplifying Black voices and experiences in Canadian history and society through to the present day.

Goals and Rationale:

African and Black Canadian Studies 12 is rooted in exploring the impact of power dynamics on the dominant values and belief systems that shape Canadian society. Representation matters: African and Black students have a right to see themselves reflected in the curriculum, not just in stories of trauma but also in stories and examples of excellence. By the same token, learning about the experiences and motivations of diverse groups can move all students toward more critical perceptions of the world around them and build empathy.

The presence of the first people of African descent in Canada can be traced back to the 1600s. Through the transatlantic slave trade, they were first brought to the Americas, and eventually to Canada between the 16th and 19th century. These histories include stories of strength, courage and perseverance in the struggle for freedom which are an integral part of not only American, but Canadian heritage as well. In particular, the contributions of African and Black settlers to politics, science, the arts, education, sports, and business played a significant role in shaping the province of B.C. This course will explore the largely untold stories of African and Black Canadians and the impacts of systemic racism and displacement within our local history. This course will teach about the resilience, legacy, and excellence of African and Black Canadians as they continued to build their community across the nation, greatly influencing Canadian culture and society. The BC Ministry of Education has recognized that the teaching of African and Black histories supports the province's commitment to advancing diversity, equity and inclusion. Through the Richmond Board of Education's [Five Year Strategic Plan](#), School District 38 has committed to ensuring that district learning environments are equitable and inclusive. The district is actively addressing "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" (Strategic Plan Priority 2, Goal 2). These goals are congruent with the goals of this course.

African and Black Canadian Studies 12 seeks to develop students' cultural humility and broaden their perspectives and empathy as they interact, learn, and lead in their communities. Cultural humility is "a process of self-reflection to understand personal and systemic conditioned biases, and to develop and maintain respectful processes and relationships based on mutual trust. Cultural humility involves humbly acknowledging oneself as a *life-long* learner when it comes to understanding another's experience" ([First Nations Health Authority 2021](#)).

Based on principles of anti-racism and decolonization of education, the course will provide an opportunity to interrogate existing biases and explore different narratives that amplify Black voices and experiences. The course is intended to shift dominant narratives of history by taking a culturally and historically responsive approach.

While the course is identified as a Social Studies course, it is inherently cross-curricular in its content and design. A cultural studies approach and social justice lens have been used in the development of this course, and these lenses can be applied in exploring arts, literature, science, history, and contemporary stories of African and Black Canadians. Therefore, big ideas and curricular competencies in this course align with several other areas of learning such as English Language Arts, Science, Physical and Health Education, Career Education and Arts Education.

The dispositions and processes of the core competencies are naturally woven throughout the curricular content and curricular competencies of this course. In the delivery of this course, teachers can invite students to engage in:

- communication (eg. by making connections with others and expressing individuality);
- collaboration (eg. by interacting supportively and effectively using inclusive practices);
- creative, critical and reflective thinking (eg. by taking risks and go beyond existing knowledge, examine their own thinking and that of others);
- personal and social awareness and responsibility (eg. by developing a mindset of cultural humility);
- positive personal and social identity (eg. by valuing their personal and cultural narratives and that of others and understanding how these shape their identities).

Aboriginal Worldviews and Perspectives:

[The First Peoples Principles of Learning](#) state that:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is embedded in memory, history, and story.
- Learning requires exploration of one's identity.
- Learning is holistic, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

African and Black Canadian Studies 12 is designed to apply these guiding principles in an exploration of African and Black history and culture, especially in amplifying African and Black voices and experiences throughout Canadian history and society.

BIG IDEAS

Value systems and belief systems shape the structures of power and authority.

Exploring African and Black histories, stories and cultures helps to build a sense of community and cultural humility for all.

Societal and governmental institutions have shaped, reflected and reinforced explicit and implicit forms of racism towards African and Black Canadians in past and contemporary times.

Cultural expressions convey the richness, diversity, resilience, and excellence of African and Black communities, which are integral parts of Canadian history and heritage.

Anti-Black racism requires ongoing awareness, understanding, and action. Individuals and communities have a responsibility to challenge power structures and dismantle historically oppressive systems and attitudes.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Explore personal positionality and how it relates to one’s own perspectives, biases, and relationships. <i>Sample Questions:</i></p> <ul style="list-style-type: none"> • How does my identity and my relationship with privilege and marginalization influence my view of the world and others? • What values and beliefs do we individually hold and why? • How does power influence how I see myself, how I am seen by others, and how I see others? • What is cultural humility and why is it important to my own learning? <p>Recognize the reciprocal relationship between people, power, and knowledge creation. (cause and consequence) <i>Sample Questions:</i></p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Concepts (definitions, relevant histories) related to social justice frameworks. Sample concepts and terms: equity, equality, inequity, justice, colonialism, imperialism, nationalism, capitalism, race, ethnicity, race consciousness, racialized, indigeneity, racism, anti-Blackness, oppression, white supremacy, privilege, power, unconscious bias, discrimination, marginalization, disenfranchisement, decolonization • Concepts (definitions, relevant histories) related to social identity and an individual’s relationship to other. Sample concepts: personal identity, social identity, power, privilege, intersectionality, bias, perspective, socialization, norms, cultural humility, solidarity/allyship

- What are enduring dominant values and beliefs, where do they come from and what do they look like in practice? How are African and Black Canadians represented (or not) within those dominant values and beliefs?
- How do dominant values and beliefs shape the structures that govern Canadian society, economy, politics? What are the impacts on African and Black Canadians?

Assess shifting values in systems of oppression or progressive policies experienced by African and Black Canadians in their struggle for equity (continuity and change)

Sample Questions:

- In what ways were institutions of slavery and indentured servitude practiced and abolished in colonial Canada?
- In what ways have current and past Canadian immigration policies, systems, and procedures reinforced anti-Black racism? What have been the turning points of progress and decline of these policies?
- In what ways have Canadian policies and institutions used a strategy of legislated displacement in order to isolate, disempower, or disenfranchise Black communities?
- In what ways do the struggles to establish and maintain African and Black communities (such as Hogan’s Alley and Africville) demonstrate the inequalities in Canadian society?

Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of events, legislative and judicial decisions, developments, or policies impacting African and Black Canadians (cause and consequence)

Sample Questions:

- What were/are the intended, unintended and ongoing consequences of the Transatlantic Slave Trade on the marginalization and oppression of Black Canadians?
- What were the intended, unintended and ongoing consequences of migration and movement such as the Underground Railway or the urban renewal of Strathcona?

- **Concepts (definitions, relevant histories) related to power and knowledge. Sample concepts:** ideology, hegemony, knowledge systems, worldview, systems and institutions, authority
- **Indigenous African civilizations.** Components of cultures might include worldview, language, religion and belief, values, knowledge, ways of being, family, roles and responsibilities, hierarchy and/or leadership. For more: see [Iceberg Concept of Culture](#)
- **Historical and contemporary African and Black identities and cultures.** Components of cultures might include worldview, language, religion and belief, values, knowledge, ways of being, family, roles and responsibilities, hierarchy and/or leadership. For more: see [Iceberg Concept of Culture](#)
- **Imperialism and European colonization and impacts on African and Black peoples.**
- **Enslavement of African people. Sample topics:** Transatlantic Slave Trade, systems of enslavement in colonial Canada
- **Movement, migration, settlement, and displacement of African and Black peoples to/within colonial Canada. Sample topics:**
 - Arrival of first Africans
 - Black Loyalists
 - Underground railway
 - Historical to present waves of migration to and within colonial Canada
 - Africville
 - Hogan’s Alley
 - Caribbean Domestics

Analyze different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective)

Sample Questions:

- How did imperialistic ideology cause the Trans-Atlantic Slave Trade?
- What motivated and or forced people of African descent to migrate to Canada?
- To what extent did the establishment of various Black Canadian communities represent resilience versus oppression?

Assess and compare the significance of people, places, events, or developments at particular times and places, and determine what is revealed about social, economic, political issues in the past and present involving African and Black Canadians (significance)

Sample Questions:

- In what ways did racial segregation serve to limit opportunities of upward social mobility for African and Black Canadians?
- How did racial segregation reduce quality of life for Black communities?
- What was the significance of Eddie Carvery's protest camp at Africville and what does it reveal about the connections between past and present political issues in Canada?

Analyze representation of African and Black Canadians in different forms of media

Sample Questions:

- Which African and Black narratives are portrayed? How? By whom?
- In what ways does the media influence and reflect unconscious bias, stereotypes and against African and Black Canadians?
- What is the value in sharing authentic stories of African and Black lived experience? (Own voices)
- In what ways are African and Black stories shared as a form of resistance or celebration?

• **Histories and stories of African and Black Canadian communities. Sample topics:**

- Hogan's Alley, Black Strathcona, Beatty Lane
- Africville
- Black Loyalists
- Halifax Maroons
- Black communities on Salt Spring Island, Victoria, Surrey
- Black miners in the Cariboo
- Fountain Chapel African Methodist Episcopal Church
- Caribbean domestics
- Black sleeping car porters

• **Canadian government (colonial) systems, institutions and policies both past and present creating, reinforcing and perpetuating anti-Black racism and/or social injustice. Sample topics:**

- Judicial system
- Education
- Policing
- Incarceration
- Immigration policy
- Healthcare
- Housing and gentrification
- Employment

• **African and Black Canadian (especially settlers in British Columbia) resilience and excellence, from historical to present. Sample topics:**

Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond

Sample Questions:

- How might anti-Black and racist institutions and policies be challenged? How are they being challenged?

Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including the data (evidence)

Sample Questions:

- In what ways has the Canadian judicial system dismissed Black testimony and lived experience?
- Examine how laws in Canada reinforced and challenged racial segregation in Canada.

Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

- Individuals: Harry Jerome, Mifflan Wistar Gibbs, Michaëlle Jean, Lucie Blackburn, Joe Fortes, Josephine and Phillip Sullivan, Henry Houston Scott, Matilda Boynton, James Douglas, John Sullivan Deas, Viola Desmond, Estes and Stark families, Alexander family, Portia White, Salome Bey, Emery Barnes, Rosemary Brown, John Braithwaite, Willy O’Ree, Deborah Cox, K’naan, Drake, El Jones,

- Communities and organizations: BC Black History Awareness Society, African Descent Society of BC, Universal Negro Improvement Association, Brotherhood of Sleeping Car Porters, the B.C. Association for the Advancement of Colored People

- Movements: Black Lives Matter, Black Excellence Day

- **Cultural expressions and excellence of African and Black Canadians, from historical to present, for example in art, music, literature, academia, dance, sport, theater, film, journalism, photography, language, business, content creation, STEM, etc. (see sample topics above).**
- **Media representations of African and Black Canadian identity (eg. in literature, music, performing arts, social media, film, mainstream and alternative news media). Sample topics:**
 - Stereotypes and tropes (including Blackface, minstrel shows)
 - cultural appropriation
 - Own Voice representation

Big Ideas – Elaborations

n/a

Curricular Competencies – Elaborations

Elaborations are embedded in sample questions and skills. Sample questions and skills are recommended areas of exploration. They are not exhaustive nor mandatory.

Content – Elaborations

Elaborations are embedded in sample topics. Sample topics are recommended areas of exploration. They are not exhaustive nor mandatory.

Recommended Assessment Components:

In alignment with the [Principles of Quality Assessment](#), student learning can be assessed with consideration of how they demonstrate curricular competencies connected to content knowledge. It is through their use of curricular competencies that students can demonstrate how they have made meaning of the course content. It is through a students' development of curricular competencies that a teacher is able to assess both their content knowledge and understanding of the big ideas. Proficiency scales might be created for each curricular competency being assessed.

Recommended Instructional Components:

Teachers might consider: What are some learning activities that pair well with the content and help students develop their skills to show their understanding? Instructional components that might align with a multi-modal, interdisciplinary approach could include:

- Reflection journals and personal responses
- Critical analysis responses
- Film/art/literature/performing arts reviews and talks
- Inquiry based projects and project-based learning
- Discussion/sharing/literature circles
- Field experiences and trips
- Invitations to guest speakers/organizations/knowledge keepers/elders
- Experiential exercises
- Interviews with community leaders, contemporaries, and elders

Learning Resources and references:

The following annotated list of resources (texts, websites, organizations, individuals) can provide teachers of this course with some background knowledge, content, and rationale for the teaching of this course. Additionally, teachers might reach out to the organizations listed to further their professional learning and build connections. Where available, live links to resources are provided in the digital version of this document.

Resource	Synopsis
African Canadian Studies 11	Course from Nova Scotia’s curriculum. “The African Canadian Studies course focuses on the history of people of African descent in Canada. This course is designed to equip students with a sound understanding of the global experience, local achievements, and contributions of Canadian people of African descent. It uses the disciplines of geography, history, economics, political science, and sociology to highlight the experiences, struggles, and life stories of people of African descent who have contributed to world history.”
African Descent Society	Local organization based out of Vancouver. Created “African Descent history in BC” course with SD 39. “The African Descent Society BC is a non-profit organization registered under the British Columbia Societies Act, that exists to foster, empower and increase education, economic development and tolerance for the preservation and promotion of Black Canadian Heritage Culture conservation, customs, values, history, arts, heritage and a way of life in Vancouver and BC. It was founded in 2014.”
Anti-racism Event Series	The Anti-Racism Event Series is designed to help you and your teams understand and have discussions around issues of racism and systemic barriers that exist for marginalized and racialized groups of Canadians. Most of the events in this series are open to all public servants at all levels, with a few events targeted specifically to managers and executives. This series will feature the latest information on topics such as anti-Black racism, unconscious bias, disaggregated data, mental health and the challenges faced by visible minorities in the public service. Participants can attend events separately or as a comprehensive learning suite depending on their availability.
BC Black History Awareness Society	Local organization based out of Victoria. “The British Columbia Black History Awareness Society (BCBHAS) celebrates the achievements of Black people in British Columbia by creating an awareness of the history of Blacks in B.C., stimulating interest in the contributions of persons of African ancestry to B.C. and Canada today, and celebrating historical and contemporary achievements in the arts, education, government, sports, science etc. The non-profit Society was formed in February 1994.”
#Blackinschool Habiba Cooper Diallo	#BlackInSchool is Habiba Cooper Diallo’s high school journal, in which she documents, processes, and resists the systemic racism, microaggressions, stereotypes, and outright racism she experienced while being Black in school in Canada.
Canadian Encyclopedia	Entry on Black Canadians provides timelines and multi-media resources for content.
Canadian Museum for Human Rights	Explore online for stories of Africville, Black sleeping car porters, and Viola Desmond. A collection of teaching resources is also available for Black History in Canada.
CBC (Being Black in Canada) Curio database	CBC radio collection exploring Black experiences in Canada.
Cultivating Cultural Humility in Education	Article on embedding cultural humility into educational pedagogy and practice.
Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy Dr. Gholdy E. Muhammad	In <i>Cultivating Genius</i> , Dr. Gholdy E. Muhammad presents a four-layered equity framework--one that is grounded in history and restores excellence in literacy education. This framework, which she names, <i>Historically Responsive Literacy</i> , was derived from the study of literacy development within 19th-century Black literacy societies. The framework is essential and universal for all students, especially youth of color, who traditionally have been marginalized in learning standards, school policies, and classroom practices. The equity framework will help educators teach and lead toward the following learning goals or pursuits: <ul style="list-style-type: none"> • Identity Development--Helping youth to make sense of themselves and others

	<ul style="list-style-type: none"> • Skill Development-- Developing proficiencies across the academic disciplines • Intellectual Development--Gaining knowledge and becoming smarter • Criticality--Learning and developing the ability to read texts (including print and social contexts) to understand power, equity, and anti-oppression
<u>Global Centre for Pluralism: Addressing Anti-Black Racism in Schools</u>	“As the topic of systemic anti-Black racism took hold of the national discourse in the summer of 2020, the Global Centre for Pluralism (GCP) partnered with the Canadian Commission for UNESCO (CCUNESCO) to offer professional development on anti-Black racism online to 500+ teachers and administrators from across Canada. This policy brief presents recommendations based on the feedback of participants during and following this training.”
<u>Dr. Handel Wright (UBC)</u>	Wright’s forthcoming publications include two co-edited books on <i>Black British Columbia: Past and Present</i> (Fernwood) and <i>The Nuances of Blackness in the Canadian Academy</i> (University of Toronto Press, 2021).
<u>Iceberg Concept of Culture</u>	Indiana Department of Education visual representing culture as an iceberg model. Like an iceberg, the majority of culture is below the surface.
<u>Krystle dos Santos</u>	Local musician: <i>The History of Motown, Hey Viola!</i>
<u>The Ontario Black History Society</u>	<p>"The Ontario Black History Society (OBHS) is a registered Canadian charity, dedicated to the study, preservation and promotion of Black History and heritage. The Society aims to encourage public interest in Black History through the:</p> <ul style="list-style-type: none"> • Recognition and documentation of the contributions of peoples of African descent and their collective histories, past and present, through education, research and collaboration. • Development and support of educational initiatives and exhibits. • Inclusion of Black History material in school curricula."
<u>Policing Black Lives: State Violence in Canada from Slavery to the Present</u> Robyn Maynard	<p>"Delving behind Canada’s veneer of multiculturalism and tolerance, <i>Policing Black Lives</i> traces the violent realities of anti-blackness from the slave ships to prisons, classrooms and beyond. Robyn Maynard provides readers with the first comprehensive account of over four hundred years of state-sanctioned surveillance, criminalization and punishment of Black lives in Canada.</p> <p>While highlighting the ubiquity of Black resistance, <i>Policing Black Lives</i> traces the still-living legacy of slavery across multiple institutions, shedding light on the state’s role in perpetuating contemporary Black poverty and unemployment, racial profiling, law enforcement violence, incarceration, immigration detention, deportation, exploitative migrant labour practices, disproportionate child removal and low graduation rates.”</p>
<u>Ruby Smith-Diaz</u>	Black arts facilitator, keynote at AOEC, collaborator with youth
<u>Secret Life of Canada</u>	CBC Podcasts. " <i>The Secret Life of Canada</i> highlights the people, places and stories that probably didn't make it into your high school textbook. Join hosts Leah and Falen as they explore the unauthorized history of a complicated country.”
<u>See us, Learn us: Teaching about the Black Canadian Experience</u>	“This engaging and interactive webinar series will provide educators and administrators with the historical foundation to address and unpack the current realities of the Black Canadian experience. In addition, innovative and creative resources, and ideas necessary to learn and teach about the Black Canadian experience will be made available. Educators will see how a cross-curricular approach to the representation of the Black Canadian experience will enhance the education of our students, with the ultimate goal of making students more aware of how they can put their learning into action and continue moving the conversation forward.”

Until We Are Free

Edited by Rodney Diverlus, Sandy Hudson, and Syrus Marcus Ware

“The killing of Trayvon Martin in 2012 by a white assailant inspired the Black Lives Matter movement, which quickly spread outside the borders of the United States. The movement’s message found fertile ground in Canada, where Black activists speak of generations of injustice and continue the work of the Black liberators who have come before them.

Until We Are Free contains some of the very best writing on the hottest issues facing the Black community in Canada. It describes the latest developments in Canadian Black activism, organizing efforts through the use of social media, Black-Indigenous alliances, and more.”

Report to the Board of Education (Richmond) PUBLIC

DATE: December 14, 2022

FROM: Jane MacMillan, Assistant Superintendent

SUBJECT: Indigenous Focused Graduation Requirement

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

INTRODUCTION

The purpose of this report is to provide information regarding the Richmond School District's implementation plan of the Ministry of Education and Child Care Indigenous Focused Graduation Requirement which is scheduled to begin in the 2023-2024 school year.

STRATEGIC PLAN REFERENCE

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 2: Equity and Inclusion

Goal 1: District learning environments are equitable and inclusive.

- I. Support all learners to develop a sense of connection, belonging and positive personal and cultural identity

Goal 2: 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. 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.

BACKGROUND

The BC Ministry of Education and Child Care is implementing an Indigenous-focused graduation requirement for all secondary students beginning in the 2023-2024 school year. The implementation of an Indigenous Focused Graduation requirement was one of the action items in the provinces [Declaration on the Rights of indigenous Peoples Act](#), which is the framework for reconciliation in British Columbia. The Act commits government to developing and implementing an action plan in consultation and cooperation with Indigenous peoples to achieve objectives of the [UN Declaration on the Rights of Indigenous Peoples](#) in B.C. The Action Plan includes a commitment to *"implement a*

mandatory course or bundle of credits related to First Peoples as part of graduation requirements in B.C.". This transformative change to the Graduation Program represents an important next step toward lasting and meaningful reconciliation, providing all BC students with the necessary time and opportunity to develop deeper understandings of the experiences, cultures, and histories of Indigenous peoples in Canada. This new requirement reflects ongoing work by the Ministry of Education and Child Care, First Nations Education Steering Committee (FNESC), and other education partners to build capacity within the education system to address Indigenous-specific racism.

The requirement involves secondary students completing 4 credits of Indigenous-focused coursework to graduate. The requirement may be completed from Grades 10-12 through:

- One or more of a variety of provincially-developed courses, and/or
- A First Nations Language course, and/or
- A locally developed, Indigenous focused course (BAA) that meets specific criteria

IMPLEMENTATION STRATEGY

Consultation

In determining the path forward as it pertains to implementing the Indigenous Focused Graduation requirement, including specific course determinations, an initial draft and rationale was developed by staff and shared in early fall. Feedback was solicited from multiple stakeholder groups, including Musqueam First Nation, Learning Services' Indigenous Success Team, secondary administrators, secondary teachers, Richmond Teachers' Association, the Education Implementation Committee and District Leadership staff. Staff also consulted and were informed by the Ministry's *Indigenous-Focused Graduation Requirement Implementation Handbook*, published in early fall.

Course Selections and Rationale

Based on feedback and input from multiple perspectives, English First Peoples 12 and BC First Peoples 12 will be offered beginning the 2023-2024 school year in all secondary schools, secondary alternate sites, and Richmond Virtual School. Schools also have the option of offering English First Peoples 10, utilizing any two of the four courses offered to comprise the 4 credit bundle.

English First Peoples 10, BC First Peoples 12, and English First Peoples 12 meet required graduation courses while allowing students to maintain a breadth of elective choices. These existing provincial courses meet multiple graduation requirements such as the English Language Arts 12 and Social Studies requirements. Further, students in Grade 11 have the option to take First Peoples 12 in Grade 11 or during their Grade 12 year to complete the graduation requirement. Students in Grade 12 have a choice of either BC First Peoples 12 or English 12 and may take one or both courses in their Grade 12 year. For schools offering English First Peoples 10, students have the option to complete their graduation requirement two years prior to graduation, allowing more opportunity for students to develop deeper understandings of the cultures, histories, contemporary contexts, and perspectives of Indigenous peoples of BC and to inspire further Indigenous learning.

Implementation Support

Implementation of the two Grade 12 courses will be consistent for the 2023-2024 and 2024-2025 school year, and will be reviewed and consideration given for continuation, expansion or alternate options in the years following. Consistent district-wide implementation allows for comprehensive and cohesive implementation support. Learning Services staff, including teacher consultants for Indigenous Success, Equity and Inclusion and Literacy, and the DRC Coordinator, will work collaboratively to support

teachers, beginning in January 2023, to prepare for implementation in September 2023. Collaboration and planning days will be offered for professional learning specific to these courses. In future years this support can be further expanded to other courses as needed

In terms of resources, teacher resource guides are available through the First Nations Education Steering Committee (FNESC) for English First Peoples 10, 11 & 12, and BC First Peoples 12. Additional funds will be provided to each school site to support the purchase of resources, including literature text sets, to support implementation.

Funding

Funding has been set aside for purchase of resources to support implementation and will be distributed to secondary schools. Additional funds for professional learning to support release time and other professional learning costs will also be utilized this year, with additional funding support needs, to be considered for the 2023-2024 annual budget. There will be no minimum enrolment requirements for these courses.

NEXT STEPS

Course descriptions for these courses have been developed for inclusion in secondary course brochures for the 2023-2024 school year. Secondary administrators are beginning discussions with staff regarding implementation needs and are identifying staff who may be interested in teaching these courses for the coming school year. Learning Services is developing the support model for the implementation plan and will begin offering specific professional learning and collaboration opportunities beginning in early 2023.

CONCLUSION

The implementation of the Indigenous Focused Graduation requirement is a unique opportunity to demonstrate in part, our shared commitment to reconciliation as BC students have an opportunity to develop deeper understandings of the experiences, cultures, and histories of Indigenous peoples in Canada.

Jane MacMillan
Assistant Superintendent