

**Board of Education**  
**Public Meeting Agenda**

**Wednesday, June 21, 2023 – 7:00 pm**  
**1st Floor Boardroom and via Zoom**

[https://sd38.zoom.us/webinar/register/WN\\_vmhUjgo4RxK9421aH87RyQ](https://sd38.zoom.us/webinar/register/WN_vmhUjgo4RxK9421aH87RyQ)

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

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

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

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

**2. Adoption of Agenda**

**3. Presentations, Briefs, Special Recognition**

- (a) Presentations  
Nil.
- (b) Briefs  
Nil.
- (c) Special Recognition  
Nil.

**4. Questions from the Public**

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

**5. Executive**

**6. Approval of Minutes of Prior Meetings**

- (a) Record of an in-camera meeting of the board held Wednesday, May 24, 2023.
- (b) Regular meeting of the board held Wednesday, May 24, 2023 for approval.

**7. Business Arising from Prior Minutes**

- (a) **Strategic Plan Update – Priority 3**  
Report from the Executive Director, Facilities Services/Richmond Project Team and Executive Director, Information & Business Technologies attached.
- (b) **SOGI Advisory Committee Annual Update**  
Report from the Director of Instruction, Student Services & Data Analytics attached.
- (c) **DEI Advisory Committee Annual Update**  
Report from the Acting Deputy Superintendent attached.
- (d) **Annual Charitable Donations Report**  
Report from the Assistant Secretary Treasurer attached.
- (e) **2024/25 Five Year Capital Plan**  
Report from the Executive Director, Facilities Services/Richmond Project Team attached.

**8. New Business**

Nil.

**9. Questions from the Public**

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

**10. Standing Committee Reports**

- (a) **Audit Committee**  
*Chairperson: David Yang*  
*Vice Chairperson: Ken Hamaguchi*

The next meeting is scheduled for Tuesday, September 19, 2023.

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

- (i) **RECOMMENDATION:** Alternate Programs Review Report  
Report from the Committee Chairperson attached.

- (ii) Minutes of the meeting held on May 17, 2023, are attached for information.

A meeting was held on Wednesday, June 14, 2023. The next meeting is scheduled for Wednesday, September 20, 2023, at 6:00 pm.

(c) **Facilities and Building Committee**

*Chairperson: Ken Hamaguchi*

*Vice Chairperson: Debbie Tablotney*

- (i) Minutes of the meeting held on May 3, 2023, are attached for information.

A meeting was held on Wednesday, June 7, 2023. The next meeting is scheduled for Wednesday, September 6, 2023, at 4:30 pm.

(d) **Finance and Legal Committee**

*Chairperson: Donna Sargent*

*Vice Chairperson: Rod Belleza*

The next meeting is scheduled for Wednesday, September 20, 2023, at 10:00 am.

(e) **Policy Committee**

*Chairperson: Debbie Tablotney*

*Vice Chairperson: Heather Larson*

- (i) **RECOMMENDATION:** Policy 201 and 201 Bylaw: Board Operations.  
Report from the Committee Chairperson attached.
- (ii) **RECOMMENDATION:** Policy 311/311R: Freedom of Information and Protection of Privacy.  
Report from the Committee Chairperson attached.
- (iii) **RECOMMENDATION:** Policy 621/621-R: Financial Planning and Reporting and Policy 631-R  
Accumulated Operating Surplus and Capital Reserves.  
Report from the Committee Chairperson attached.

- (iv) The next meeting is scheduled for Monday, September 18, 2023, at 11:00 am.

**11. Board Committee and Representative Reports**

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

The next meeting is scheduled for Wednesday, September 13, 2023.

(b) **BCSTA**

Nil.

(c) **BCPSEA**

Nil.

**12. Correspondence**

(a) For action:

BC Chapter of the Coalition for Healthy School Food

(b) For information:

Richmond Poverty Reduction Coalition

**13. Adjournment**

**Board of Education**

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**The next meeting is scheduled for Wednesday, September 27, 2023**

**Contact Persons regarding agenda items:**

**Acting Superintendent, Mr. Rick Ryan – 604 668 6081**

**Secretary Treasurer, Ms. Cindy Wang – 604 668 6012**

- Please address any item for an upcoming Agenda to the Chairperson, Board of Education (Richmond) at: 7811 Granville Avenue, Richmond, BC V6Y 3E3.
- Items to include your name and address.
- Items received at the office of the Secretary Treasurer by 9:00 a.m. the Thursday preceding a meeting of the Board will be included on the Agenda.
- Items arriving after the 9:00 a.m. Agenda deadline will be reserved for the next meeting of the Board.
- For further assistance, please contact the Executive Assistant to the Board at 604 295 4302.

**Committee Appointments 2022/2023**

	<b>Audit</b>	<b>Education</b>	<b>Facilities and Building</b>	<b>Finance and Legal</b>	<b>Policy</b>
<b>Chairperson</b>	David Yang	Heather Larson	Ken Hamaguchi	Donna Sargent	Debbie Tablotney
<b>Vice Chairperson</b>	Ken Hamaguchi	David Yang	Debbie Tablotney	Rod Belleza	Heather Larson
<b>Member</b>	Rod Belleza	Alice Wong	Heather Larson	Ken Hamaguchi	David Yang
<b>Alternate</b>	Debbie Tablotney	Rod Belleza	Alice Wong	Debbie Tablotney	Rod Belleza
<b>Senior Leader</b>	Cindy Wang	Jane MacMillan	Cindy Wang/Rick Ryan	Cindy Wang	Rick Ryan
	<b>Cambie Coordinating</b>	<b>Child Care Development Advisory Committee</b>	<b>Council/Board Liaison Committee</b>	<b>Richmond Sister City Advisory Committee</b>	
<b>Representative(s)</b>	Alice Wong	Heather Larson	Debbie Tablotney/Heather Larson	David Yang	
<b>Alternate</b>	Rod Belleza	Alice Wong	Donna Sargent	Alice Wong	
<b>Senior Leader</b>	Cindy Wang/Christel Brautigam	Frank Geyer	Rick Ryan /Cindy Wang	Jason Higo	
<b>Reports To</b>	Finance and Legal Committee	Facilities and Building Committee	Board of Education	Education Committee	
	<b>BCPSEA</b>	<b>BCSTA Provincial Council</b>	<b>ELL Consortium</b>	<b>Vancouver Coastal Health Authority</b>	
<b>Representative(s)</b>	Donna Sargent	Heather Larson	David Yang	Debbie Tablotney	
<b>Alternate</b>	Debbie Tablotney	David Yang	Alice Wong	Heather Larson	
<b>Senior Leader</b>	Laura Buchanan	Rick Ryan	Jane MacMillan	Rick Ryan	
<b>Reports to</b>	Board of Education	Board of Education	Education Committee	Education Committee	
	<b>SOGI Advisory Committee</b>	<b>DEI Advisory Committee</b>	<b>Richmond Sustainability Action Committee</b>		
<b>Representative(s)</b>	Debbie Tablotney	Heather Larson	Ken Hamaguchi		
<b>Representative(s)</b>	Ken Hamaguchi	Donna Sargent	Heather Larson		
<b>Senior Leader</b>	Rick Ryan	Christel Brautigam	Frank Geyer		
<b>Reports To</b>	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 the appointed trustee. All trustees are encouraged to attend standing committee meetings as they are available.*

**Date:** June 21, 2023

**From:** Cindy Wang, Secretary Treasurer

**Subject:** Record of an In-camera Board Meeting held May 24, 2023

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The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at an in-camera meeting of the Board held May 24, 2023.

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

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

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

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

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

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

**Board of Education**  
**Public Meeting Minutes**

**Wednesday, May 24, 2023 – 7:00 pm**  
**1<sup>st</sup> Floor Boardroom and via Zoom**

**Present:**

Chairperson  
Vice Chairperson  
Trustee  
Trustee  
Trustee  
Trustee  
Acting Superintendent of Schools  
Secretary Treasurer  
Acting Deputy Superintendent  
Assistant Superintendent  
Assistant Superintendent  
Executive Director, Human Resources  
Executive Director, Facilities Services & Richmond Project Office  
Executive Director, Learning and Business Technologies  
Director, Richmond International Education  
Executive Assistant (Recording Secretary)

D. Tablotney  
H. Larson  
K. Hamaguchi  
D. Sargent  
A. Wong  
D. Yang  
R. Ryan  
C. Wang  
C. Brautigam  
J. MacMillan  
C. Stanger  
L. Buchanan  
F. Geyer  
R. Laing  
S. Sephton  
T. Lee

**Regrets:**

Trustee R. Belleza

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

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

**1. Recognition of Visitors, Announcements, Trustees' Updates**

**(a) Recognition of Visitors**

The Chairperson welcomed the gallery to the meeting.

**(b) Announcements**

**Trustee Larson:** In the month of June, Canadians celebrate National Indigenous History Month to honour the history, heritage, and diversity of Indigenous peoples in Canada. National Indigenous History Month is a time for learning about, appreciating and acknowledging the



contributions First Nations, Inuit and Métis people have made in shaping Canada. On Tuesday, June 21, aligned with the summer solstice, all are invited to participate in events that will take place to honour Indigenous peoples across the country. As reflected in the board's strategic plan, Indigenous Peoples' history, perspectives, and learning approaches are embedded within district planning and practices as students are provided with authentic opportunities to learn about, respect, and engage with Indigenous cultures. Indigenous History Month is a reminder of our shared responsibility to honour, uplift, and amplify Indigenous voices in pursuit of truth, understanding, and reconciliation.

**Trustee Yang:** Every year, the Richmond School District recognizes and supports Pride Season, from June through September. Pride Season is a time when we celebrate the diversity within our district and the LGBTQ2S+ community. It is also a time to acknowledge the history of the community, the hardships they have endured, and the progress that has been made.

While there are a number of Pride events that occur during the summer months in local communities, there are also many initiatives that occur throughout the year.

This year, the first in-person Rainbow Network event for staff took place, an opportunity to connect and reflect upon how to support LGBTQ2S+ colleagues throughout the district. In addition, student leaders have participated in Rainbow Café events, and have been busy planning a Pride Party this June. There will be a carnival theme with an opportunity for LGBTQ2S+ youth and allies to connect. Many school alliance groups are also involved in creating displays or other events this month to raise awareness about PRIDE as well.

There will be a Richmond contingent of staff, students, parents, and community members participating in the annual Vancouver Pride Parade in August. We also look forward to additional rainbow sidewalk installations at some elementary and secondary sites this summer.

Our district would like to acknowledge the LGBTQ2+ communities and their allies, recognize their positive contributions to our community and wish everyone a Happy Pride Season!

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

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

**2. Adoption of Agenda**

**070/2023 MOVED BY K. HAMAGUCHI AND SECONDED BY A. WONG:**

**THAT** the Wednesday, May 24, 2023 regular agenda of the Board of Education (Richmond) be adopted as circulated.

**CARRIED**

### **3. Presentations, Briefs, Special Recognition**

#### **(a) Presentations**

Nil.

#### **(b) Special Recognitions**

Nil.

#### **(c) Briefs**

Nil.

### **4. Questions from the Public**

Liz Baverstock, President of Richmond Teachers' Association, commented regarding the annual budget reports, noting her appreciation on the clarity of the documents. She then inquired regarding the one-time teacher allocation for Indigenous Focused Graduation requirement and if the board has considered making this ongoing, if the board would consider having an earlier budget approval to better align with the staffing process, and how the district is preparing schools for the hotter weather due to climate change.

The Chairperson thanked the President of Richmond Teachers' Association for her questions.

### **5. Executive**

The Acting Superintendent shared a slideshow presentation on events around the district, including the Welcome to Kindergarten event, the concert series at Gateway Theatre, Journey into Exploring Geometry at Byng Elementary, Richmond Secondary Colt Ambassadors' mental health campaign, and unlocking the potential for McKinney Elementary's grade two student, Sophie, learning through assistive technology. Trustees thanked the Acting Superintendent for his report.

### **6. Approval of Minutes of Prior Meetings**

(a) A record of an in-camera meeting of the board held Wednesday, April 26, 2023 was included for information.

(b) Regular meeting of the board held Wednesday, April 26, 2023

**071/2023 MOVED BY H. LARSON AND SECONDED BY A. WONG:**

**THAT** the Board of Education approve the Minutes of Wednesday, April 26, 2023, regular meeting as circulated.

**CARRIED**

## **7. Business Arising from Prior Minutes**

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

The Secretary Treasurer referred to her report as included in the agenda package. She noted that the Annual Budget Bylaw and its supporting financial statements were prepared in accordance with the public sector accounting standards. She then thanked the Finance team for their work in completing the budget documents and stakeholders for their input and feedback throughout the budget process. The Chairperson thanked the Secretary Treasurer and the Financial Services department for their work.

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

The Chairperson then read the first reading of the 2023/24 Annual Budget Bylaw in full:

#### **ANNUAL BUDGET BYLAW**

A Bylaw of The Board of Education of School District No.38 (RICHMOND) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2023/24 pursuant to section 113 of the School Act, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 38 (Richmond) Annual Budget Bylaw for fiscal year 2023/24.
3. The attached Statement 2 showing the estimated revenue and expense for the 2023/24 fiscal year and the total budget bylaw amount of \$343,958,136 for the 2023/24 fiscal year was prepared in accordance with the Act.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2023/24.

**072/2023 FIRST READING MOVED BY H. LARSON AND SECONDED BY D. YANG:**

**CARRIED**

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

The Annual Budget Bylaw has been prepared in accordance with the School Act, Ministerial Orders, and Ministry policies. The total budget for the 2023/24 fiscal year amounts to \$343,958,136. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2023/24.

**073/2023 SECOND READING MOVED BY A. WONG AND SECONDED BY D. YANG:**

**CARRIED**

Trustees then provided their views and feedback regarding the annual budget and thanked the Secretary Treasurer and the Finance team for their work.

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

The Annual Budget Bylaw has been prepared in accordance with the School Act, Ministerial Orders, and Ministry policies. The total budget for the 2023/24 fiscal year amounts to \$343,958,136. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2023/24.

**074/2023 THIRD AND FINAL READING MOVED BY D. SARGENT AND SECONDED BY K. HAMAGUCHI:**

**CARRIED**

The Chairperson highlighted the Fiscal Plan and thanked the Secretary Treasurer and the Finance team for their work in putting it together.

**The 2023/24 Annual Budget Bylaw is therefore approved.**

The Chairperson then read the motion to approve authorized signatories for the 2023/24 Annual Budget Bylaw.

**075/2023 MOVED BY D. YANG AND SECONDED BY A. WONG:**

**THAT** the Board of Education (Richmond) authorize the Chair of the Board and Secretary Treasurer to sign the 2023/24 Annual Budget Bylaw and submit the 2023/24 Annual Budget Bylaw together with the 2023/24 Annual Budget to the Ministry of Education by June 30, 2023.

**CARRIED**

**(b) Schedule of School Charges 2023/24**

The Acting Deputy Superintendent referred to her report as included in the agenda package. She then responded to a trustee's question regarding the proposed changes in fees. The Secretary Treasurer provided responses to a trustee's question regarding previous years' balances of the optional basic school supplies fee accounts. The Secretary Treasurer further explained that there have been no increases for the optional basic school supplies fee since the 2016/17 school year. Discussion ensued regarding the optional basic school supplies fee increase.

**Main Motion:**

**076/2023    MOVED BY D. SARGENT AND SECONDED BY A. WONG:**

**THAT** the Board of Education (Richmond) approve the 2023/24 Schedule of School Charges for Elementary and Secondary Schools in accordance with the School Act.

**Amendment:**

**077/2023    MOVED BY D. YANG:**

**AND FURTHER** that the School Supplies Fee for elementary schools be set at \$30 within the Schedule of School Charges 2023/24.

A seconder was not obtained, and the amendment motion was not considered. Following further discussion, trustees voted on the main motion.

**CARRIED**

**8.    New Business**

**(a)    International Tuition Fee Increase**

The Director, Richmond International Education referred to his report as included in the agenda package.

**078/2023    MOVED BY D. SARGENT AND SECONDED BY D. YANG:**

**THAT** the Board of Education (Richmond) approve a tuition fee increase for students registered in Richmond International Education (RIE) from CAD\$15,000 (Fifteen Thousand Canadian Dollars) per year, to CAD\$16,000 (Sixteen Thousand Canadian Dollars) per year, effective September 1 of the 2024/25 school year.

**CARRIED**

**9.    Questions from the Public**

There were no questions from the public.

**10.   Standing Committee Reports**

**(a)    Audit Committee**

*Chairperson: David Yang*

*Vice Chairperson: Ken Hamaguchi*

A meeting was held on Tuesday, May 2, 2023. The next meeting date to be determined.

(b) **Education Committee**

*Chairperson: Heather Larson*

*Vice Chairperson: David Yang*

- (i) Minutes of the meeting held on April 19, 2023, were attached for information.

A meeting was held on Wednesday, May 17, 2023. The next meeting is scheduled for Wednesday, June 14, at 6:00 pm.

(c) **Facilities and Building Committee**

*Chairperson: Ken Hamaguchi*

*Vice Chairperson: Debbie Tablotney*

- (i) Minutes of the meeting held on April 5, 2023, were attached for information.

A meeting was held on Wednesday, May 3, 2023. The next meeting is scheduled for Wednesday, June 7, 2023, at 4:30 pm.

(d) **Finance and Legal Committee**

*Chairperson: Donna Sargent*

*Vice Chairperson: Rod Belleza*

- (i) Minutes of the meeting held on April 19, 2023, were attached for information.

A meeting was held on Wednesday, May 17, 2023. The next meeting is scheduled for Wednesday June 14, 2023, at 10:00 am.

(e) **Policy Committee**

*Chairperson: Debbie Tablotney*

*Vice Chairperson: Heather Larson*

- (i) **RECOMMENDATION:** Policy 101/101-R: Strategic Planning

**079/2023      MOVED BY D. YANG AND SECONDED BY A. WONG:**

**THAT** the Board of Education approve the attached revised Policy 101 and 101-R: Strategic Planning, in accordance with Board Policy 204: Creation and Revision of Policy and Regulations.

**CARRIED**

- (ii) A Notice of Motion for the June 21, 2023 Public Board Meeting regarding Policy 201: Bylaw Board Operations was attached for information.

- (iii) A Notice of Motion for the June 21, 2023 Public Board Meeting regarding Policy 311/311-R: Freedom of Information and Protection of Privacy was attached for information.

(iv) A Notice of Motion for the June 21, 2023 Public Board Meeting regarding Policy 621/621-R: Financial Planning and Reporting, and Policy 631-R Accumulated Operating Surplus and Capital Reserves was attached for information.

(v) Minutes of the meeting held on April 17, 2023, were attached for information.

A meeting was held on Monday, May 15, 2023. The next meeting is scheduled for Monday June 19, 2023, at 11:00 am.

## **11. Board Committee and Representative Reports**

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

The next meeting is scheduled for Wednesday, September 13, 2023.

### **(b) BCSTA**

The BCSTA Annual General Meeting was held on April 27-30, 2023.

### **(c) BCPSEA**

Nil.

## **12. Correspondence**

### **(a) For action:**

Nil.

### **(b) For information:**

Nil.

## **13. Adjournment**

**080/2023 MOVED BY D. YANG AND SECONDED BY H. LARSON:**

**THAT** the regular meeting of Wednesday, May 24, 2023 of the Board of Education be adjourned at 8:08 pm.

**CARRIED**

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D. TABLOTNEY  
Chairperson

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C. WANG  
Secretary Treasurer

## Report to the Board of Education (Public)

**Date:** June 21, 2023

**From:** Rob Laing, Executive Director Learning and Business Technologies

**Subject:** Strategic Plan Quarterly Update – Strategic Priority 3, Goal 1

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

### INTRODUCTION

The purpose of this report is to provide an update on progress made towards Strategic Priority 3, Goal 1.

### 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 September. The following summarizes progress made on each of the goal areas that were scheduled to be addressed during the 2022-2023 school year.

### STRATEGY PRIORITY 3, GOAL 1 UPDATE



## STRATEGIC PLAN: AREAS OF FOCUS 2022-2023

### STRATEGIC PRIORITY THREE – OPTIMIZED FACILITIES & TECHNOLOGY

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

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

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

The Learning and Business Technology Plan is a living document that establishes the road map of projects and priorities. This has been a successful year in achieving the intended outcomes of our goals, objectives, and action items. New challenges and opportunities have arisen, such as the enhancements of Artificial Intelligence, that will become embedded into future years of the plan. The LBT team has an annual 'Day of Connection' in July that is designed to reflect upon, review, and update our priorities and timelines for the next three years, and the updated LBT plan will be shared with stakeholders in the fall.

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

- ☐ **Implement strategies to enhance access to technology hardware.**  
Access to technology hardware continues to increase. The number of technology devices available for student use in schools has increased from last year, through the allocation of district lending carts and school-funded leases. An additional 532 student-use devices were added to the district inventory this year. Schools have also been provided the opportunity to purchase hardware that is maturing from its lease this summer.
- ☐ **Identify and publish an inventory of district approved software applications.**  
Consolidating the number of software applications and integrating them into core platforms has been a priority, to improve the consistency and ease of access for staff and students. An inventory of all district-approved software applications is published on the portal for staff to view.
- ☐ **Develop and implement processes and tools to manage inventory of core technology assets.**  
The technology team has been committed to updating the asset management inventory of all technologies. Data sources from multiple asset management tools have been integrated into a PowerBI report for simple, user-friendly analytics and data visualization. The Learning and Business Technology Team is actively investigating alternative asset management tools for future use.

☐ **Assess current print management trends and identify district needs for future print management solution.**

A district-wide survey was conducted to collect user feedback on printing trends and preferences, in addition to gathering input through staff committee discussions. The data gathered has been analyzed to identify common themes. Data has also been collected on our current printer fleet to analyze stability and reliability through service call support analytics. The combination of this data will inform our future model for print services. A request for proposal is being created for public tender.

☐ **Assess current hardware & software within business departments and identify potential changes to increase efficiencies, effectiveness and/or security.**

Replaced PC laptop docking stations to improve functionality and reliability for SBO/FSC staff. Added additional computer workstations at Facility Service Centre for increased staff access. Increased the number of software applications that tie into Microsoft Azure Authentication, which provides added security by enabling MFA and increases stability of access through Azure Active Directory Authentication (example: Atrieve).

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

☐ **Enhance professional learning opportunities.**

The number and variety of workshops offered during the school year has increased from last year, building greater capacity and digital fluency in staff. One on one, small group and large group in-person and virtual workshops have been offered throughout the year by members of the LBT team as well as the Digital Literacy Teacher Consultants. During the afternoon of every pro-d day, a Mini Tech Conference was hosted at a school and all staff across the district were invited to attend. Throughout the year, a Mini Tech Conference was hosted in each geographic region of the school district to make it convenient for staff to participate. Over 650 staff attended the Tech Conference sessions. Sessions included: Microsoft Teams, Microsoft 365, Forms, iPad use, accessibility features, MyEd BC Reporting, 3D Printing, TinkerCad, OneNote, SpacesEDU, Secondary and Elementary Class Teams, Learning Apps, and the influence of Artificial Intelligence.

☐ **Build Online Tech Hub to share and promote resources for staff.**

The Tech Hub will be part of the redesigned Intranet site, and substantial progress has been made to prepare to launch the intranet early in 2024. The SharePoint site has been built, and the content map has been designed to provide user-friendly access to resources. The LBT team has compiled all resources and is currently building uploading the files onto 'The Hub'. User testing will continue throughout the fall in preparation for the district-wide launch.

☐ **Implement strategies to provide technical support to students/parents on district approved software.**

A technology support email address was created for parents/students to seek assistance. This has been well used by parents, primarily to receive login support for the My Education BC Parent Portal. So far this school year, the LBT Client Services team has received and provided technical support to 3108 parent/student emails.

☐ **Develop technology integration framework.**

A commitment to supporting the integration of technology to deepen learning remains a priority. Sound pedagogy is the driver, with technology being used as an effective resource to enhance engagement and deepen learning. An invitation was shared with all staff to join a Tech Mentor Team. Additional professional learning opportunities will be provided to these individuals, to equip them with greater knowledge and skills to increase their fluency with technology. CRAFTY emails (Curriculum Integration, Resources, Apps, FYI, Tech Tips and Your Questions) are created and distributed to Tech Mentors on a bi-weekly basis. Connecting these keen individuals together will increase the level of sharing and collaboration between staff in different schools and district sites. These individuals also play an important role in helping to share technology related communication with their school or department staff.

**Objective Four: Implement and support the use of a common collaboration platform (Microsoft 365 and Teams) that enhances communication, learning and community.**

☐ **Expand student and staff use of M365 and Teams**

All staff and students are licensed to use the Microsoft 365 suite of applications. The district license provides staff and students access to use the suite of software applications such as Microsoft Word, Excel, PowerPoint, Teams, OneDrive, Forms, and OneNote while at school, but also while outside of school on any personal or family device. The overall number of Teams used by staff and students demonstrated increased use throughout the year. The number of secondary school teachers using Microsoft Teams as an online classroom learning collaboration space to engage class discussions, share digital files and resources, and post assignments also showed a trend of steadily increase in use, and an elementary class Teams pilot project was also conducted.

Action has been taken to guide staff through the process of moving files and resources from groups on the Scholantis Portal into Microsoft Teams. All staff have been granted access to request the creation of new Microsoft Teams, and staff have been advised that Microsoft Teams will be the primary collaboration platform next year, and portal groups will become decommissioned.

To further consolidate applications, another Microsoft 365 integrated application, Forms, was also approved for use by all staff. This application enhances the functionality of this software suite.

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

☐ **Implement district wide password policy and expand multi-factor authentication.**

A district wide password policy has been successfully implemented that specifies a minimum password length and complexity requirements. All users have been enrolled in this password policy and now have a requirement to change their password every 180 days.

Further progress has been made on Multi-Factor Authentication (MFA). This requires users to confirm their identity through a second authentication process before account access is granted, to increase their account security. In addition to all Administrators, Managers and Professional Staff, and Executive Team members, all member of the School Board Office have now been enrolled in MFA. The plan is to enrol MFA to all school-based staff during the 2023-2024 school year.

☐ **Investigate the need to implement a Network Access Control System.**

A Network Access Control System is a process of managing how users authenticate to a wireless network and manages which users can gain access to specific areas of an organizations network. The planning for this project is underway. The first phase will be to separate our wireless network into isolated segments. Each network will offer varying levels of access, limited only to the services that are required. The second phase of this action item will be to purchase a Network Access Control, which will be included as part of wireless network refresh request for proposal.

☐ **Develop a data retention policy.**

The creation of a Data Retention Policy is in progress, in addition to the Privacy Management Policy. The draft policy has been created and is currently under review by the Policy Committee. Further specifics of the Data Retention Policy will be refined once the Privacy Management Policy has been approved by the Board.

☐ **Initiate video surveillance project.**

The video surveillance project has begun and a request for proposal was posted for public tender. Submissions were received and are currently being evaluated. The RFP will be awarded by the fall and formal installation of the video surveillance system will begin. The first phase will be to install video surveillance cameras around each of our ten secondary schools to increase student and staff safety.

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

☐ **Implement cybersecurity awareness and education strategy and provide professional learning opportunities.**

October is National Cybersecurity Month, and this past October was the launch of our cybersecurity awareness and education tool. During each week in October, a Technology Bulletin was distributed to all employees with educational resources on cybersecurity awareness. In addition, during each week in October, every staff member in the district received a link to an educational module to complete. These modules are designed to increase knowledge and skills on cybersecurity related topics, including phishing emails, credential harvesting, password protection, and account security. This is a multi-year action item, and the focus will remain on educating staff about the importance of cybersecurity awareness and training and increasing the capacity of staff to identify and report potential cyberthreats. This learning will benefit our staff personally and professionally and will help to protect our district network and data.

☐ **Expand phishing awareness campaigns.**

Two internal phishing campaigns were conducted to simulate a malicious threat. Without any warning, all staff received one of five internally created phishing emails. Analytics were conducted on the number of staff who read the email, the number of staff who reported the suspicious phishing email to our cybersecurity team, and the number of staff who clicked on the phishing link. Any staff who clicked on the link received a message that this was an internal phishing simulation, and this link could have been malicious. These staff were then provided with another education module to help them learn how they could have detected the email as fraudulent or suspicious. The analytics are being tracked to assess whether the capacity of our staff to detect and report phishing cyber threats improves over time with the educational modules.

**Objective Seven: Enhance wireless access and network stability in all district facilities.**

☐ **Install and activate software to monitor network bandwidth utilization.**

Installed Intermapper software to analyze bandwidth utilization. Have advocated to the Ministry of Education and Child Care Next Generation Network Working Group Committee on the need for increase bandwidth capacity in schools and district sites, especially as more services move to cloud-based environments.

☐ **Review wireless infrastructure and identify recommendations for future operational needs.**

Our current wireless infrastructure has been reviewed and specifications for future options have been researched and documented. A formal RFP is being developed to go to tender.

**CONCLUSION**

Significant progress continues to be made on all Strategic Priority Three, Goals One objectives scheduled for the current school year. Many of the objectives have components that extend beyond this school year and will remain a priority next year. Additionally, new action items will begin in the 2023-2024 school year that will further advance the district towards achieving the goal of a technology infrastructure that is stable, secure, and relevant to support learning.

*Respectfully Submitted by:*

Rob Laing  
*Executive Director, Learning and Business Technologies*

## Report to the Board of Education (Public)

**Date:** June 21, 2023

**From:** Frank Geyer, Executive Director, Facilities Services

**Subject:** Strategic Plan Quarterly Update – Strategic Priority 3, Goals 2 and 3

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

### STRATEGIC PLAN REFERENCES

Strategic Priority 3: Optimized Facilities & Technology

- ✓ Goal 2: The district's facilities are well-maintained, equitable, safe, and conducive to learning
- ✓ Goal 3: The district fosters energy efficient and environmentally sustainable facilities and practices

### 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 September.

### REVIEW AND ANALYSIS

Attached is a summary of the current status of the goals and objectives under the responsibility of the Facilities Services Branch.

### CONCLUSION

Significant progress has been made on all Strategic Priority 3, Goals 2 and 3 objectives scheduled for the current school year. Many of the objectives have components that extend beyond this school year and will remain a priority next year and beyond.

*Frank Geyer, PEng, FMA*  
*Executive Director, Facilities Services/Richmond Project Team*

## STRATEGIC PLAN 2020-2025: SP 3 G2 &3 AREAS OF FOCUS 2022/23

### STRATEGIC PRIORITY THREE – OPTIMIZED FACILITIES & TECHNOLOGY

#### ***Goal 2: The district's facilities are well-maintained, equitable, safe, and conducive to learning***

##### **Objective 1: Provide equitable learning environments through effective and efficient facilities planning, management and resource allocation**

- Establish cross-departmental management teams to ensure that facilities planning, management and resource allocation supports the provision of equitable learning environments
- Work with Educational Leadership Team to ensure that sustainable cohort management is maintained and comprehensive program and boundary reviews are conducted to help improve equity in learning environments throughout the District
- Develop and pilot a climate risk assessment project at 10 district sites

✓ All key actions completed by October 2022.

✓ Introduced the current Board to the concept of completing the comprehensive program and boundary reviews started in 2019.

##### **Objective 2: Provide clean, healthy and safe facilities**

- Conduct Operations Department review, including custodial governance, staffing, procedures and practices to improve delivery of cleaning services in schools
- Develop Facilities Renewal Program (FRP) - a multi-year strategy to optimize available Annual Facility Grant, School Enhancement Program funding and local capital funding in the maintenance of our buildings and grounds, thus enhancing health and safety of occupants
- Develop and implement post-COVID-19 facilities operations plan for custodial services and transportation, based on updated Provincial Health & Safety Guidelines

✓ All key actions completed between September 2021 and April 2022, with recommendations already implemented or scheduled to be implemented.



**Objective 3: Implement the 2020 Maintenance Review recommendations to optimize service delivery and improve the quality and timeliness of maintenance to our facilities**

- Consolidate and reorganize maintenance, operations, transportation, planning and development functions into new Facilities Services Branch
- Identify and replace the existing work order system with a new, comprehensive Enterprise Asset Management (EAM) system to improve communications, accountability and overall service to our clients

✓ All key actions completed by September 2021.

**Objective 4: Implement strategic recommendations in the Long Range Facilities Plan**

- Update September 2019 Long Range Facilities Plan (LRFP) to account for actions already completed, demographic changes and other adjustments as per Board direction
- Complete the Comprehensive Boundary Review: District Choice Programs review, including locations review; report recommending re-starting Phases II and III boundary reviews in 2023
- Develop and update plan for expansion of elementary school capacity, including exploring opportunities for site acquisition, in the North Central Region starting in 2023
- Establish new childcare operations at existing school sites
- In collaboration with Facilities Services management, update Five-Year Capital Plan, including list of capital projects, costing and timing, obtain necessary Board approvals and submit to Ministry by each calendar year's deadline
- Identify opportunities to address space and operational deficiencies of non-school functions; develop business cases for approval and implement projects

✓ Completed the update to the SD38 LRFP, approved by the Board November 2021 and implemented some of the strategies contained therein, including:

- Establishment of two more childcare facilities at Maple Lane and Steves, with four more locations approved by the Ministry.
- Updating the Five-Year Capital Plan, to be presented this evening.
- Addressing space and operational deficiencies Learning & Business Technologies with renovations to the Rideau Park Resource Centre.

**Objective 5: Work collaboratively with the Ministry of Education to accelerate seismic upgrading of our schools**

- Identify and develop defensible business cases for, and deliver cost and time effective seismic upgrade projects in Richmond
- Identify opportunities where two or more under-utilized schools in need of seismic upgrading can be replaced with fewer upgraded schools
- ✓ Ministry supported seismic upgrading of:
  - Dixon Elementary in response to 2022/23 Capital Plan submission – awaiting final funding approval.
  - Diefenbaker Elementary in response to 2023/24 Capital Plan submission - business case development well underway.

**Objective 6: Create learning environments that are flexible and support inclusive educational practices**

- Research and collaborate with Project Managers, Maintenance Managers and Educational Leaders to identify and create flexible learning environments
- Establish space flexibility in schools whereby classrooms and multipurpose rooms share space with childcare operators
- ✓ Numerous outdoor learning spaces have been created or expanded; several school library renovations to make them a more modular space underway/completed.

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

**Objective 1: Develop and implement a five-year Sustainability and Climate Action Plan**

- Complete baseline research, data collection and stakeholder consultation required to inform and complete the District Sustainability and Climate Action Plan (DSCAP)
- Implement the DSCAP
- Ensure that the DSCAP is integrated with the current LRFP and future updates
- ✓ Completed the SD38 DSCAP, fully integrated with the LRFP and approved by the Board December 2021, and implemented some of the strategies contained therein, including:
  - Revised guidance from ASHRAE and US Centers for Disease Control regarding respiratory illnesses and ventilation has resulted in updating the pre-occupancy flushing of buildings to the 5:30 to 7:30 AM period.
  - 3 additional waste audits conducted at one elementary, one secondary, and the Board Office.
  - See Objective 3 for progress summary of DSCAP goals.

**Objective 2: Improve energy efficiency, climate resiliency and sustainability of all facilities through capital improvements**

- Develop and implement standard operating procedures for better incorporating energy efficiency and sustainability improvements into designs of major capital projects (building upgrades, additions, replacements, etc.)
- Integrate sustainability and climate resiliency initiatives in Project Request Fact Sheets, Concept Plans and Project Definition Reports submitted to the Ministry for major capital projects
- Monitor and measure the results of the various initiatives and track improvements
- ✓ Developed regular schedule of Continuous Optimization projects for all District facilities.
- ✓ Approved for funding from the federal Ministry of Infrastructure under the Zero Emission Transit Fund for 6 electric buses plus 50% of infrastructure upgrade costs, to be completed by December 31, 2025.
- ✓ Associated Clean BC and BC Hydro Fleet Ready Assessments completed by consultant will allow for additional 50% infrastructure upgrade costs to be covered (meaning no cost to the District for this work).
- ✓ BC Hydro funding for workplace EV charging applied for 50% of the costs of Rideau Park EV charging.

- ✓ Capital project definition requirements codified for Modular Daycare Centre program that specifies air source heat pumps instead of propane heating.
- ✓ Project Definition Reports for major capital projects include options for low carbon electrification

**Objective 3: Implement sustainable practices and programs to improve waste diversion rates, reduce waste generation, reduce greenhouse gas emissions, conserve water and promote climate action**

- Implement Zero Waste Strategy
- Develop and implement plan to reduce greenhouse gas emissions by 50% (buildings) and by 40% (fleet) by 2030 (against a 2007 baseline, per Clean BC)
- Develop and implement water consumption and sewage reduction plan
- Actively promote climate action to district students, staff and stakeholders: part of our Energy Wise obligations and our internal Eco-Wise teams, on behaviour change

- ✓ DSCAP progress for 2022/23 school year:

Target (compared to 2007 baseline)	Target Year	Progress (April 2023)
50% Reduction in Building GHG Emissions	2030	23% Reduction
40% Reduction in Fleet GHG Emissions	2030	22% Reduction
10% Net Electricity Reduction	2026	10.8% Reduction
25% Natural Gas Reduction	2026	8.3% Increase
Corporate Average Fuel Economy Increase by 27%	2026	28% Increase
15% Reduction in Water Use per Capita	2026	5.7% Reduction
70%/75% Waste Diversion	2023/2026	37% Diversion

- Electricity reductions driven by Continuous Optimization of building HVAC systems and LED upgrades at several schools.
- Natural gas consumption saw increases due to increased ventilation combined with cooler winters.
- Fleet emission reductions driven by our 2 x Type C electric buses, and the replacement of aging vehicles with more fuel efficient versions.

- 2022 reporting to the Climate Action Secretariat on GHG emissions shows a 7.7% reduction in calendar year 2022 from 2021, driven by the two Type C electric buses, as well as an 8% reduction in natural gas consumption through HVAC upgrades for high efficiency boilers at several schools.
- Waste audits conducted at a number of elementary and secondary schools, as well as the Board Office, has identified paper towels and organics as the largest portion of the garbage stream that can be readily diverted to organics. The increase in hand washing as a response to the pandemic has resulted in an increase in organics waste compared to pre-pandemic levels. Efforts under way to update messaging to all stakeholders that paper towels belong in organics.

**Objective 4: Increase sustainability education and awareness training and learning opportunities for staff and students**

- Work with Assistant Superintendent to provide training to staff and develop programs / initiatives for students
- Develop business case for Teacher-Consultant focused on sustainability for students
- Once Teacher-Consultant in place, synchronize with Energy Wise and Eco Wise for increased sustainability training and awareness

✓ Initiatives implemented in 2022/23 include:

- Worked with Teacher-Consultant, Science and Sustainability to provide updates on DSCAP initiatives and receive feedback from staff and students.
- Energy Wise Network Thermal Comfort campaign expanded to 20 sites (5 secondary, 15 elementary) resulting in 10% reduction in thermal comfort complaints and 0.7% decrease in natural gas consumption.
- Completed implementing of waste stream diversion data into Power BI with assistance of Tech Services group; rolling out this data for all schools.
- Re-constituted Richmond Sustainability and Advisory Committee and Eco Cafes.
- Monthly meetings with City of Richmond Green Ambassadors (secondary student volunteers).

## Report to the Board of Education (Public)

**Date:** June 21, 2023

**From:** Ravinder Johal – Director of Instruction

**Subject:** Sexual Orientation and Gender Identity (SOGI) Annual Report

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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 regarding the implementation of Policy 106: Sexual Orientation and Gender Identity (SOGI).

### STRATEGIC PLAN REFERENCE:

- Strategic Priority Two, Goal One: *District learning environments are equitable and inclusive.*
- Strategic Priority Two, 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.*

### BACKGROUND:

At the June 27, 2018, public meeting of the Board of Education, the Board approved the final draft of Policy 106, 106-R and 106-G: *Sexual Orientation and Gender Identity*. The policy includes the expectation of an annual report to the Board regarding the implementation of the policy.

### POLICY IMPLEMENTATION:

Implementation of the policy continues to occur at both the district and school levels, with the overarching goal to work towards providing a safe environment for all students, staff, and families, including those who identify as 2SLGBTQ+. There is a commitment in unifying schools and community together in supporting all students.

### SOGI Advisory Committee:

Policy 106 includes reference to the formation of a district SOGI Advisory Committee. The primary function of the Advisory Committee is to support the implementation of the policy. The Advisory Committee is comprised of representation from the following:

- Students
- District Staff
- Richmond Board of Education
- Richmond Management and Professional Staff
- Richmond Association of School Administrators

- Richmond Teachers' Association
- CUPE Local 716
- Richmond District Parents Association
- City of Richmond
- Richmond RCMP
- Vancouver Coastal Health

Four in-person SOGI Advisory Committee meetings were held during the 2022-2023 school year. Four sub-committees, each with a focus on a specific goal area, met throughout the school year. Sub-committee updates were regularly reported back to the Advisory Committee.

#### Advisory Committee Goals:

The committee continued to work towards fulfilling actions related to specific goals and objectives identified by the Advisory Committee and in accordance with policy. Similar to the district's Strategic Plan, specific focus areas are being targeted within the 2020 - 2024 timeframe. Many of the actions below are highlighted in a single goal area but are intertwined and impact other goal areas.

#### **GOAL ONE:**

Students and staff who identify as 2SLGBTQ+. will feel safe, supported, valued, and included in their schools and classrooms.

#### Summary of Progress:

Progress has been made on a number of objectives for this goal area this year. Highlights include:

- *Continued opportunities for students to regularly connect.* The District Coordinator, Teacher Consultant, and school based adult SOGI leads continue to provide opportunities for students to connect. These include Rainbow Cafés at secondary schools and Diversity Clubs in elementary schools open to students in Grades 3 to 7. Two Rainbow Cafés were held in-person, culminating in a carnival-themed Pride Party in June. With a Youth Action Grant from McCreary Society, the Pride Party was a celebration for students identifying as 2SLGBTQ+ and allies, planned by student leaders from different Gay-Straight Alliances (GSAs).
- *Student leadership.* The SOGI Advisory Committee regularly welcomes student representatives from across the district to participate in established meetings. In one meeting, students from a secondary school spoke about the rainbow installation at their site, touching upon themes of inclusion, connection, and areas of growth while expressing appreciation to the Advisory for support during this process.
- *Representation of student experiences in the classroom.* Resource planning sessions were facilitated by the District Coordinator with two teams of elementary and secondary educators. These meetings have focused on ensuring 2SLGBTQ+ students see themselves represented during classroom discussions and other school activities. Creating professional learning resources, including lesson plans for students and professional development with fellow staff, has been part of these planning sessions. Sessions will continue into next year as these teams look to increase awareness, understanding, and support teacher facility around SOGI topics.

- *Rainbow Installations.* To build upon the initial two rainbow installations that were installed last summer, Diversity Clubs and GSAs have engaged with school communities to put forward an expression of interest. It is anticipated that additional rainbow installations will occur this summer.
- *Rainbow Network.* The first ever district-wide in-person event was hosted this school year. This networking event was open to any employee that identifies as 2SLGBTQ+, as an ally, or as someone wanting to learn more about SOGI. Participants engaged in thoughtful reflection about what brought them to the event as well as their aspirations for the Rainbow Network.

#### **GOAL TWO:**

Staff members in the Richmond School District will have the appropriate knowledge and skills in order to feel confident in effectively supporting 2SLGBTQ+. students in their classroom and school.

#### Summary of Progress:

Progress continues to be made on a number of objectives for this goal area this year. Highlights include:

- *Employee Support and Training.*
  - Analysis of SOGI Employee Scan - results from the most recent scan were analyzed and compared with data from 2020; future learning opportunities for teachers and support staff will be informed by identified areas of growth.
  - Updating Book Bundles - initial planning is underway to invite teacher librarians to explore how new resources can support SOGI education, with updated book bundles provided to each elementary school.
  - Supporting SOGI Leads - throughout the school year, the District Coordinator met with SOGI Leads and attended Metro SOGI group meetings, providing updates to school leads as appropriate.
  - SOGI Innovation Grants - this year, staff inquiry teams in five elementary schools and two secondary schools engaged in the innovation grant process, with either a direct focus on SOGI-related topics or themes of intersectionality related to SOGI.

#### **GOAL THREE:**

The Richmond School District will work alongside parents, family members and members of our community in order to support 2SLGBTQ+. children and youth.

#### Summary of Progress:

This goal is an area of growth. Highlights include:

- Committee members liaised with the Unlearn organization to develop a parent community webinar for 2023-2024 with a focus on safe, caring school environments including SOGI topics.
- District staff have relayed SOGI-related community opportunities through bulletins to schools.



- District staff have liaised with the SD38 Integrated Child & Youth Team to promote opportunities that support connection and belonging for 2SLGBTQ+ students.

**GOAL FOUR:**

The Richmond School District will communicate effectively amongst students, staff, families, and partner groups about implementation of the policy.

Summary of Progress:

Progress has been made on a number of objectives for this goal area this year. Highlights include:

- *Communication Plan.* The SOGI newsletter entitled ‘Ask the Kids’, is published quarterly, with an emphasis on supporting staff in their work through a SOGI perspective. Each newsletter provides updates related to the work of the Advisory Committee, ensuring that all staff have direct access to the policy, regulations, and guidelines, describing the history of and rationale for the policy, providing tips from 2SLGBTQ+ students, providing links to resources, and highlighting SOGI-related work at schools around the district.

**CONCLUSION:**

District staff are very appreciative of the Board of Education’s ongoing commitment to the important work as outlined in this report. Also, district staff are grateful for all members of the SOGI Advisory Committee who are deeply invested in the work of implementing Policy 106. Supporting students and staff who identify as part of the 2SLGBTQ+ community through a lens of equity and inclusion contributes to the district’s nurturing of safe and caring school communities.

Respectfully submitted:

Rav Johal  
Director of Instruction, Student Services & Data Analytics

Attachment: Policy 106, 106-R: *Sexual Orientation and Gender Identity*

## DISTRICT PHILOSOPHY

## Policy 106

### **Sexual Orientation and Gender Identity**

The Richmond Board of Education values the diversity present within the Richmond School District. The District is responsible for ensuring that school cultures are safe, welcoming, inclusive and affirming for all students and members of the district community. The role of educators in the district is critical in creating positive societal change to address difficulties the LGBTQ+ community often faces in schools.

Our District Code of Conduct sets out the expectations by which we all learn and work together. However, we recognize the unique set of challenges experienced by our lesbian, gay, bisexual, transsexual, transgender, two spirit, queer and questioning (LGBTQ+) community. The Board believes that it is our collective responsibility to ensure that every individual is treated with fairness, respect and dignity, and is included fully in the life of the community. The purpose of this Policy is to encourage a climate of welcome, respect, and support for those who identify as LGBTQ+ and the challenges they often encounter in being accepted and fully included in the life of the school community.

The Richmond School District understands and demonstrates that our district culture is strengthened by the rich contributions made by each member. We believe that learning and working environments that are inclusive of diversity and equitable in relation to that diversity are essential in supporting the highest level of personal and collective growth and achievement.

## DISTRICT PHILOSOPHY

## Policy 106-R

### Sexual Orientation and Gender Identity

The Richmond Board of Education believes that an important role of public education is to prepare young people to work and live in an open, supportive and democratic society free of discrimination and violence based on sexual orientation or gender identity and expression.

An educational environment that fosters equity and the principles of inclusion will affirm the identities of individuals and their families and can support the elimination of homophobia and transphobia within our schools and our communities.

It is the overarching responsibility of the Board of Education to ensure that all staff members understand and demonstrate that it is their individual and collective responsibility to identify individual discriminatory attitudes and behaviours. It is expected that all staff will work to eliminate the barriers and inequities to learning for students who identify as LGBTQ+, ensuring that all students are treated with fairness, respect and dignity.

The Board will promote proactive strategies and guidelines so that all members of this diverse community are welcomed, respected, accepted and supported.

#### **The Board is committed to implementing measures that will:**

- define appropriate expectations, language, behaviours and actions to prevent discrimination and harassment;
- ensure that complaints of discrimination and harassment based on sexual orientation, gender identity and/or gender expression are taken seriously and dealt with expeditiously and effectively through consistently applied policy and procedures; and
- raise awareness and improve understanding of the unique set of challenges experienced by those who identify as LGBTQ+.

#### **Education and Awareness**

- The District will work continuously to educate all members of the school community (including students, staff, parents and guardians) to prevent discrimination based on sexual orientation or gender identity and expression and to promote a safe and inclusive environment.
- The District will support schools with age appropriate, BC Ministry of Education recommended SOGI resources.
- The District will support developmentally appropriate activities and provide resources that enhance knowledge and skills that help develop respect for all sexual orientations, gender identities and expressions.
- The District will support schools and staff in the maintenance of library resources that affirm human diversity as a fundamental component of our society and reflect the diversity within our school communities.

- In order to reflect the multi-cultural diversity of the district, as many of the above resources as practical, should be available in different languages and in formats easily accessible to ELL students and their families.
- The district will support teachers in including positive images and accurate information about history and culture that reflects the accomplishments and contributions of LGBTQ+ people.
- Trustees, management and staff must respect and support the district LGBTQ+ community by participating in in-service workshops on LGBTQ+ issues.

## **District, School and Staff Responsibilities**

- Trustees, management and staff will facilitate safer school environments for the LGBTQ+ community and those who are perceived to be a part of it by:
  - acknowledging that an acceptance of diversity is the starting point of respect;
  - using language that affirms all sexual identities and avoiding disparaging remarks or language that demeans LGBTQ+ identities and families;
  - challenging staff, students and parents who behave in disrespectful ways toward LGBTQ+ people;
  - encouraging teachers to sponsor and support LGBTQ+-positive initiatives, such as SOGI clubs or groups;
  - supporting the rights of LGBTQ+ students to access supportive and affirming counselling.
- The Board and District will provide opportunities for school communities to increase awareness of the impact of harassment and discrimination.
- The Board and District will provide opportunities for staff members to increase their knowledge and skills in promoting respect for human rights, supporting diversity and addressing harassment and discrimination.
- The District will build a greater awareness of and responsiveness to the harmful effects of isolation resulting from harassment and discrimination.
- The District will take action when there is evidence or an actual complaint of harassment or discrimination.
- The District will distribute guidelines for investigating and addressing incidents of harassment or discrimination.
- Schools will inform students, staff and parents on how and when to report incidents of harassment and discrimination and, where appropriate, to intervene.
- Staff will support any individual or group of students who request help and support for any issues involving harassment or discrimination.
- The District will review and report annually to the Richmond Board of Education regarding the work of district and school staff in support of the Sexual Orientation and Gender Identity Policy (SOGI).

## Report to the Board of Education (Public)

**Date:** June 21, 2023

**From:** Christel Brautigam, Acting Deputy Superintendent

**Subject:** Diversity, Equity, and Inclusion Advisory Committee Annual Update

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

### INTRODUCTION

The purpose of this report is to provide an update on the priorities of the Diversity, Equity and Inclusion Advisory Committee (DEI AC) established by Board Motion on April 27, 2022.

### STRATEGIC PLAN REFERENCE

Strategic Priority One, Goal Three: *Indigenous Peoples' history, perspectives, and learning approaches are embedded within district planning and practices.*

Strategic Priority Two, Goal One: *District learning environments are equitable and inclusive.*

Strategic Priority Two, 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 1.2: Conduct an antiracism audit to examine our policies, language used in publications, stakeholder experiences, etc.*

*Objective 1.3: Review, prioritize and develop a workplan to implement recommendations based on antiracism audit (subject to Board approval).*

*Objective 2.4: Review and take action on additional recommendations emerging from antiracism audit and equity scan (subject to Board approval).*

Strategic Priority Four, Goal One: *Inclusion, equity, and diversity are foundational to employment at every level of the district.*

Strategic Priority Five, Goal Three: *Our students' voices and perspectives are valued, encouraged and embedded.*

## **BACKGROUND**

The Diversity, Equity and Inclusion Advisory Committee (DEI AC) was established in June 2022 to further the priorities identified by the Diversity and Antiracism Working Group (DARWG).

Those priorities are:

- Develop an Employee Focused DEI (Diversity, Equity and Inclusion) Implementation Strategy
- Develop a Student Focused DEI Implementation Strategy
- Support All Schools and Facilities to be Safer and Braver Spaces
- Ensure That Clear Reporting Guidelines for Incidents Causing Harm, such as Discrimination, Racism, and Sexual Harassment are Implemented, Including Measures to Make Reporting Safer, and to Provide Clarity Regarding All Steps That will be Followed in the Process
- Increase Student Voice and Leadership in DEI Initiatives
- Update and/or Develop District Policies and Regulations with Clearly Articulated DEI Principles and Reader Accessibility
- Engage in Decolonizing Practices
- Develop Inclusive Support Materials for the Parent/Caregiver Community Including Parent Advisory Councils

The primary function of the Advisory Committee is to advise on the implementation of the established priorities. The Advisory Committee is comprised of representation from the following:

- Trustees
- CUPE
- RASA
- RDPA
- RMAPS
- RTA
- District Staff (Assistant Superintendent, Executive Director - Human Resources, District Administrator Equity and Inclusion, Teacher Consultant Equity and Inclusion)

The DEI AC reports to the Board of Education on an annual basis regarding progress on implementation of the priorities, and regularly through the Strategic Plan update process.

## **UPDATE ON ESTABLISHED PRIORITIES**

The following tables provide an update on the progress in each priority area. The DEI AC has provided input and feedback regarding the actions in progress to inform the next steps needed in each priority area.

<b>Priority: Develop an Employee Focused DEI Implementation Strategy</b>	
<b>Strategic Plan Connections</b>	
<p><b>Strategic Priority 2, Goal 2</b> 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 socioeconomic status.</p> <p><b>Objectives 1-4</b></p> <ul style="list-style-type: none"> <li>• Develop a plan to address the identified district challenges related to systemic discrimination and marginalization.</li> <li>• Enhance awareness and understanding of unconscious bias and privilege and how they influence interactions throughout our learning community.</li> <li>• Support students and staff to develop a deeper understanding of the history and impacts of systemic discrimination.</li> <li>• 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.</li> </ul> <p><b>Strategic Priority 4, Goal 1</b> Inclusion, equity, and diversity are foundational to employment at every level of the district.</p>	
<b>Actions in Progress</b>	<b>Timeline</b>
Organizational DEI Audit has provided a baseline from which to develop an implementation strategy for employees	Completed 2020
Three-part training on anti-discrimination and antiracism for all the Richmond Management and Professional Staff (RMAPS) from Bakau Consulting	2022/23
Framework for school self-evaluation via an equity audit shared with school leaders	Ongoing
Provided overview to Principals and Vice Principals (PVP) regarding Ministry of Education and Childcare's (MECC) K-12 Antiracism Action Plan and Antiracism Teacher Resource Guide	Winter 2023
Provided two sets of antiracism posters to be hung in all school buildings and all business departments throughout the district	Completed
DEI learning continuum for all of the Richmond Leadership Team (RLT) since 2020 on the topics of: <ul style="list-style-type: none"> <li>• Antiracism including:               <ul style="list-style-type: none"> <li>○ Antiracism</li> <li>○ Anti-Asian racism</li> <li>○ Antisemitism</li> </ul> </li> <li>• Truth and Reconciliation</li> <li>• Decolonizing our Practice</li> <li>• Diversity without Division</li> </ul>	Ongoing
Provision of opportunities for reflection and learning at every Pro-D day, after school workshops, and book clubs for all employee groups.	Ongoing
Evaluation of current resource collections in book rooms and Libraries: <ul style="list-style-type: none"> <li>• Mirrors and Windows – rethinking secondary school bookrooms</li> <li>• Library Audits – elementary and secondary</li> <li>• Indigenous Resources in Libraries and selection training for teacher-librarians</li> <li>• Antiracism Book Bundles in libraries</li> </ul>	Ongoing

Inquiry Grants in the areas of JEDI (Justice, Equity, Diversity and Inclusion), and Truth and Reconciliation	Ongoing
Partnerships with UBC to build capacity with existing leaders, new teacher leaders and beginning teachers through the development of an MEd Program in JEDI and the JEDI Teacher Education Cohort	Ongoing
DEI Calendar developed and posted on the district website, and distributed to all schools and departments	Ongoing
<b>Next Steps</b>	
<p>Feedback from partner groups includes requests for more learning and training opportunities. This will continue through the avenues already provided, a district-wide Indigenous focused non-instructional day in September, and in working closely with antiracism specialist for 2023/24 to support:</p> <ul style="list-style-type: none"> <li>• building out learning and training opportunities for staff groups based on their departmental needs</li> <li>• developing restorative processes</li> <li>• problem solving from an equity lens</li> <li>• further developing understandings of behaviours that cause harm</li> <li>• empathy and support strategies when a harmful incident is reported increased awareness of bias/unconscious bias for all employee groups</li> </ul>	Beginning September 2023

<b>Priority: Develop a Student Focused DEI Implementation Strategy</b>	
<b>Strategic Plan Connections:</b>	
<p><b>Strategic Priority 2, Goal 2</b>  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 socioeconomic status.</p> <p><b>Objectives 1-4</b></p> <ul style="list-style-type: none"> <li>• Develop a plan to address the identified district challenges related to systemic discrimination and marginalization.</li> <li>• Enhance awareness and understanding of unconscious bias and privilege and how they influence interactions throughout our learning community.</li> <li>• Support students and staff to develop a deeper understanding of the history and impacts of systemic discrimination.</li> <li>• 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.</li> </ul> <p><b>Strategic Priority 5, Goal 3</b>  Our students' voices and perspectives are valued, encouraged and embedded.</p> <p><b>Objective 1</b>  Create a variety of ongoing opportunities to activate student voice to provide ideas, observations and input to school and district decision-making.</p>	
<b>Actions in Progress</b>	<b>Timeline</b>
Students are formal representatives on the DEI AC and SOGI AC	Ongoing
Student voice elicited through a number of workshops and student voice groups for students to explore identity of self and others, to find commonality, and to learn about stories of others	Ongoing



Inaugural Student Voice Forum (planned to become an annual event) to engage a diversity of student voices	April/23
"The Other People" invited to schools to engage in forum and Q&A to help students understand diversity	2022/23 School Year
Supporting curriculum and opportunities that highlight and support students (Student voice and engagement has been critical for the development of these opportunities): <ul style="list-style-type: none"> <li>• Black Excellence UBC</li> <li>• STRIVE program KPU</li> <li>• Canadian Black History 12 BAA course in Richmond</li> <li>• Highlighting and supporting Asian Studies Ministry Course</li> </ul>	Ongoing
Supporting Educators: <ul style="list-style-type: none"> <li>• Providing resources teachers can use to enhance student engagement in antiracism learning, understanding and language</li> <li>• Encouraging learning about the diversity of celebrations in the local community and around the world</li> <li>• Empowering and building teacher capacity through consultant workshops and resources to enhance teachers' abilities to teach with equity</li> <li>• Inquiry Grants focus on building learning and understanding for building a sense of belonging for students such as the JEDI (Justice, Equity, Diversity and Inclusion) space at SLSS</li> </ul>	Ongoing
<b>Next Steps</b>	
Develop learning supports to: <ul style="list-style-type: none"> <li>• Involve students in the development of learning processes around the definitions of discriminatory or harmful acts and the responsibility of bystanders</li> <li>• Develop student understandings of what constitutes racism</li> <li>• Involve learning about terminology related to DEI work and why accurate vocabulary use is important</li> <li>• Develop historical understandings of systemic marginalization particularly within the local and national context</li> <li>• Support students' ability to discern the information they receive online, particularly about world events, and to be critical, responsible consumers of information</li> </ul>	2023/24 School Year

Priority: Increase Student Voice and Leadership in DEI Initiatives	
Strategic Plan Connections	
<p><b>Strategic Priority 2, Goal 1</b> District learning environments are equitable and inclusive.</p> <p><b>Objective 1</b> Support all learners to develop a sense of connection, belonging and positive personal and cultural identity by <i>Lead / Conduct focus groups with students to gain understanding of their sense of connection, belonging, and personal and cultural identity and what might be done to enhance and support the development of these feelings.</i></p> <p><b>Strategic Priority 2, Goal 2</b> 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 socioeconomic status.</p> <p><b>Objectives 2-3</b></p> <ul style="list-style-type: none"> <li>Enhance awareness and understanding of unconscious bias and privilege and how they influence interactions throughout our learning community. <i>Create student focus and leadership groups to gather student perspective and create leadership opportunities to make bias and privilege visible</i></li> <li>Support students and staff to develop a deeper understanding of the history and impacts of systemic discrimination. <i>Create student leadership groups to examine and discuss and highlight the history and impacts of systemic discrimination and how to educate their peers.</i></li> </ul> <p><b>Strategic Priority 5, Goal 3</b> Our students' voices and perspectives are valued, encouraged and embedded.</p> <p><b>Objectives 1-2</b></p> <ul style="list-style-type: none"> <li>Create a variety of ongoing opportunities to activate student voice to provide ideas, observations and input to school and district decision-making.</li> <li>Increase engagement and collaboration between students, staff and trustees.</li> </ul>	
Actions in Progress	Timeline
Students are formal representatives on District DEI AC and SOGI AC	Ongoing
Student voice elicited through a number of workshops and student voice groups for students to explore identity of self and others, to find commonality, and to learn about stories of others	Ongoing
Inaugural Student Voice Forum (planned to become an annual event) to engage a diversity of student voices	April/23
Next Steps	
Involve students in developing schools as safer and braver spaces and asking what that means to them	2023/24 School Year
Involve students in reducing discrimination and harm and increasing safety and belonging	2023/24 School Year
Work with students to be active voices in the development of mental health supports	2023/24 School Year
Share aspects of the data from the audit report, student learning survey and other data sources with students in a meaningful way to provide context for student learning	2023/24 School Year
Include student representation on the Indigenous Education Advisory Committee	2023/24 School Year

Involve students in developing a process to gather data on the effectiveness of DEI initiatives	2023/24 School Year
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<b>Priority: Support All Schools and Facilities to be Safer and Braver Spaces</b>	
<b>Strategic Plan Connections</b>	
<p><b>Mission Statement:</b> The Richmond School District's mission is to cultivate a safe, accepting and engaging community that inspires a passion for lifelong learning. Safety, acceptance and engagement are fundamental to the Richmond School District, and are the foundation of what we model, teach and do to ensure the development of lifelong learners and leaders. It is our responsibility to ensure that all of our students and staff enjoy and benefit from their time with us and are supported to reach their full potential.</p> <p><b>Values Statement:</b> The values that guide our work together to achieve our vision and mission are: collaboration, creativity, curiosity, resilience, respect and equity for all. RESPECT We believe respect is the foundation of a safe, accepting and engaged environment. It is expected and encouraged from all members of our learning community. It defines how we lead, teach and learn.</p>	
<b>Actions in Progress</b>	<b>Timeline</b>
Board approval for two more Indigenous Gathering Spaces	Winter 2023
Presentation to Principals and Vice Principals about prayer spaces/sanctuaries	Winter 2023
JEDI Space created at SLSS	Complete
Exploring affinity spaces and how they can be used to create safer/braver spaces for all	Ongoing
Student focus groups conducted with the theme of building belonging	Ongoing
Student Voice Forum provided a safer and braver space for diverse youth to share their views in a supported environment	April 23
The first student "Ifthar" was held at a secondary school this past Ramadhan for students and staff to learn about Ramadhan and fasting	March 2023
<b>Next Steps</b>	
In collaboration with the DEI AC, and with additional feedback from partner groups, develop a clear definition of what is meant by safer and braver spaces in SD38 for students, parents and employees	Begin data collection Fall 2023
Support students who report feeling excluded and use their voice to develop structures and processes that improve the feeling of belonging across all district spaces. This includes developing processes to determine effectiveness of changes made	Begin Fall 2023
Develop a DEI policy that incorporates expected behaviours and processes	2023/24 School Year
Improved results in the student learning survey (grades 4, 7, and 10 students who feel welcome, safe, and have a sense of belonging in their school) will be an indicator of progress	Ongoing
Continue student voice forums and student focus groups and increase their numbers	Ongoing
Increase the number of JEDI spaces in the district	Ongoing

Survey students and staff to explore their sense of belonging. Analyze change in feedback to previous analysis	2023/24 School Year
Explore the development of JEDI teams in schools to support and extend learning in all areas connected to justice, equity, diversity and inclusion and ensure the team includes membership from CUPE, RASA, RTA, parents, and students	Fall 2023

<b>Priority: Ensure That Clear Reporting Guidelines for Incidents Causing Harm, such as Discrimination, Racism, and Sexual Harassment are Implemented, Including Measures to Make Reporting Safer, and to Provide Clarity Regarding All Steps That will be Followed in the Process</b>	
<b>Strategic Plan Connections</b>	
<p><b>Mission Statement</b> The Richmond School District's mission is to cultivate a safe, accepting and engaging community that inspires a passion for lifelong learning. Safety, acceptance and engagement are fundamental to the Richmond School District, and are the foundation of what we model, teach and do to ensure the development of lifelong learners and leaders. It is our responsibility to ensure that all of our students and staff enjoy and benefit from their time with us and are supported to reach their full potential.</p> <p><b>Values Statement</b> The values that guide our work together to achieve our vision and mission are: collaboration, creativity, curiosity, resilience, respect and equity for all. RESPECT We believe respect is the foundation of a safe, accepting and engaged environment. It is expected and encouraged from all members of our learning community. It defines how we lead, teach and learn.</p> <p><b>Strategic Priority 2, Goal 2</b> 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 socioeconomic status.</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Develop a plan to address the identified district challenges related to systemic discrimination and marginalization.</li> </ul>	
<b>Actions in Progress</b>	<b>Timeline</b>
Gather and review input from DEI AC, audit report and Diversity and Antiracism Working Group (DARWG) analysis as to what constitutes clear, and safe procedures	Completed in 2022/23
Through a trauma informed lens, and based on the feedback, develop clear structures and supports for those whom incidents of discrimination, racism, sexual harassment, and other incidents of harm (such as joking and stereotyping) are reported that includes: <ul style="list-style-type: none"> <li>• Recognition of the significance of what is being reported and the potential impacts and harm caused</li> <li>• Following and communicating clear steps to address situations, incorporating a restorative lens and focus on positive supports to reduce incidents over time</li> <li>• Appreciating that each situation is unique, provide staff with access to appropriate support to assist with how best to navigate the nuances of a</li> </ul>	Draft to be ready for Fall 2023

particular situation with a focus on: <ul style="list-style-type: none"> <li>○ Mitigating harm</li> <li>○ Supporting all parties to feel heard</li> <li>○ Mitigating power dynamics that may be present</li> <li>○ Following up afterwards</li> </ul>	
<b>Next Steps</b>	
Bring a draft structure to the DEI AC Fall 2023 based on the input provided, DEI AC feedback, and guidelines provided through the MECC Antiracism Action Plan	Fall 2023

<b>Priority: Update and/or Develop District Policies and Regulations with Clearly Articulated DEI Principles and Consideration of the Intended Reading Audience</b>	
<b>Strategic Plan Connections</b>	
<b>Strategic Priority 2, Goal 2</b> 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 socioeconomic status.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>• Develop a plan to address the identified district challenges related to systemic discrimination and marginalization.</li> </ul>	
<b>Actions in Progress</b>	<b>Timeline</b>
Development of policy checklist to review/develop all new and existing policies with a lens of equity and inclusion	Completed Fall 2023
Policy Checklist is complete and in use	Ongoing
<b>Next Steps</b>	
The audit report from Bakau Consulting provides specific recommendations for the updating of a number of specific policies, as well as suggestions for additional policy development. Those recommendations will be prioritized in 2023/24 and presented to Policy Committee for consideration	Fall 2023

<b>Priority: Engage in Decolonizing Practices as Part of the Board's Commitment to Truth and Reconciliation</b>	
<b>Strategic Plan Connections</b>	
<b>Strategic Priority 1, Goal 3</b> Indigenous Peoples' history, perspectives, and learning approaches are embedded within district planning and practices.	
<b>Objectives</b> Honour and implement the Truth and Reconciliation Commission calls to action related to education. <ul style="list-style-type: none"> <li>• Deepen understanding of and embed the First Peoples' Principles of Learning.</li> <li>• Increase access to authentic learning opportunities and resources to enhance understanding of Indigenous Peoples' culture and history.</li> </ul>	

Actions in Progress	Timeline
<p>Relationship building with Musqueam, including inviting more Indigenous voice and ways of being into district practices through collaboration with Musqueam</p> <ul style="list-style-type: none"> <li>• Musqueam members presented at May 19, 2023 Professional Day regarding local Indigenous history, maps and the Musqueam Kit (two in district). Musqueam members engaged teachers in orientation of the Resource Kit and provided teaching and overview of the <i>hən̓q̓əmiṇəm</i> language</li> <li>• Musqueam invited Learning Services Director/District Administrator for a meet and greet on Musqueam Reserve and the Indigenous Success Team members engaged in a meeting with Musqueam Elders</li> </ul>	<p>Ongoing</p> <p>May 2023</p> <p>March 2023</p>
Starting work with Facilities to create two additional Indigenous Gathering Spaces	2023
Engaged in a series of presentations and workshops for Learning Services with an Indigenous educator and scholar to deepen understanding of reconciliation and decolonizing practices	Fall/Winter 2022/23
New Inquiry Grant category for Truth and Reconciliation- 12 across the district	2022/23 and ongoing
Re-establishing the k̓wəməytəm project "Raise a Child"	Spring 2023
Newly developed Indigenous Resource Selection Guide in place	2023
Salish Weave project in development for circulation in September to Schools	September 2023
Richmond Leadership Team has engaged in learning (since 2020) with four Canadian Indigenous educators and scholars to deepen understanding of Truth and Reconciliation Commission's (TRC) Calls to Action and decolonizing practices	2020-2023 and ongoing
Deepening our understanding of decolonizing our practice through learning in book club study groups focused on Indigeniety in Canada and to deepen understanding of reconciliation and decolonizing practices	2021-2023 and ongoing
<p>Indigenous Family events:</p> <ul style="list-style-type: none"> <li>• Community Night- Attended by 150 Indigenous students/family</li> <li>• Bannock and Jam Evening-Attended by 160 students/family</li> <li>• Indigenous Achievement Graduation Ceremony-Attended by 180 students, family, District staff and Trustees</li> </ul>	<p>December 2022</p> <p>February 2023</p> <p>May 2023</p>
<p>Indigenous education series for educators by teacher consultants:</p> <ul style="list-style-type: none"> <li>• Residential School System</li> <li>• 60's Scoop</li> <li>• Indigenous Languages, Storywork, Governance, Worldviews, Pedagogy, Cultures and Traditions</li> </ul>	2022/23 and ongoing
A number of workshops offered in district and through First Nations Education Steering Committee (FNESC) for secondary teacher for implementation of Indigenous Focused Grad Requirement courses for Secondary Graduation	2022/23
Planning underway for a secondary school's Social Justice Club to gift "Every Child Matters Flag" to each school in the district to be displayed in the school in time for September 30, 2023	Fall 2023
Presentations about Sixties Scoop for students	2022/23
New BCTF Professional Standard 9 shared with RLT/Teachers. Posters developed and shared with teachers/schools	2022/23

Next Steps	
Undergo reflection on policies and existing structures with a decolonizing lens	2023/24 School Year
Build wider understanding of what it means to decolonize in educational system settings	2023/24 School Year
Foster connection to place in district spaces including classroom learning, land acknowledgements and facility names	2023/24 School Year
Include healing and restorative practices when a harm is caused	2023/24 School Year
Validate experiences with a focus on resilience and resolution	2023/24 School Year
Focus on communication strategies that seek to decolonize and bring people into the communication including parents and the community	2023/24 School Year
Non-Instructional Day District Wide – Indigenous focus	September 2023
District Staff to attend “Musqueam 101” series in the fall on the Musqueam Reserve	Fall 2023
Musqueam Day Professional Development-Land Based Learning	May 2024
Continue to seek more frequent engagement and collaboration opportunities with Musqueam	Ongoing
Increase grants in this area next year, and continued inquiries by the 12 groups who began this year	Fall 2023
Goal to have a majority of schools to have a k̓wəməytəm in place	2023/24 School Year
All schools will engage with Salish Weave collection as part of learning Indigenous History	2023-2025
All Secondary Schools provided staffing to offer English First Peoples and BC First Nations 12 courses.	2023/24 School Year
Each school in the district honours the tragic history of residential school in some way including the hanging of the “Every Child Matters Flag” in their school building where it can be seen / discussed by students and staff	Ongoing
Investigating incorporating more visual artifacts of Indigenous art and presence in our district spaces	Ongoing

Priority: Develop Inclusive Supports for the Parent/Caregiver Community Including Parent Advisory Councils	
Strategic Plan Connections	
<b>Strategic Priority 5, Goal 1</b> External communication practices effectively serve and inform the public. <b>Objective 3</b> <ul style="list-style-type: none"> <li>Provide equitable access to information.</li> </ul> <b>Strategic Priority 5, Goal 4</b> The district is an engaged and collaborative community partner.	
Actions in Progress	Timeline
Richmond District Parent Association (RDPA) has representation on DEI AC and SOGI AC	Ongoing

Presentations at PAC meetings on the topic of Truth and Reconciliation by invitation	2022/23 School Year
Indigenous Teacher Consultant attending PAC Meetings by invitation	Ongoing
Schools incorporate DEI Calendar of dates and acknowledgements in school communications to parents/caregivers	Ongoing
<b>Next Steps</b>	
Parent webinars offered by the district for parents on DEI topics such as the historical roots of racism, how to understand and accept differences in our communities <ul style="list-style-type: none"> <li>Follow up opportunities will be offered for PACs after webinars</li> </ul>	October 2023
Work with RDPA to provide supports to PACs to: <ul style="list-style-type: none"> <li>Implement support systems to design culturally sensitive meetings and provide training for meeting chairs to better navigate complex conversations containing diverse views</li> <li>Access resources that help PACs determine where they may be unintentionally creating barriers to involvement, and conversely, what strategies and structures may increase meaningful involvement</li> </ul>	2023/24 School Year
Explore additional communication strategies with the caregiver community to build understanding of what is being taught in schools in relation to DEI	2023/23 School Year
Build understanding of the variety of equity, diversity and inclusion months and days as well as faith-based holidays and observances throughout the year to help schools and PACs plan mindfully with these events in mind	2023/24 School Year

## CONCLUSION

The district is very grateful to all the members of the Diversity, Equity and Inclusion Advisory Committee (DEI AC) who have demonstrated enormous commitment to the priorities of the advisory committee.

The DEI AC would like to thank the Board for its ongoing commitment to furthering the work of diversity, equity, and inclusion through the goals of the strategic plan, and the priorities of this committee. The DEI AC would also like to express sincere gratitude to the district's partner groups; CUPE, RASA, RDPA, RMAPS, RTA and students who have shared their feedback as to how the work of the DEI Advisory Committee can continue to support and strengthen the work within the priorities and mandate of this advisory committee.

*Respectfully submitted,*

*Christel Brautigam  
Acting Deputy Superintendent*



## Report to the Board of Education (Public)

**Date:** June 21, 2023  
**From:** Maria Fu, Assistant Secretary Treasurer  
**Subject:** **2022 Report in Charitable Donations**

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

### BACKGROUND

Please find attached a listing of donations made to the Board for 2022, covering the period January 1 to December 31, 2022, along with the comparison to 2021.

For 2022, the total amount donated during this period was \$333,268.65. Of this amount, \$294,094.90 comprises cash; the remainder of \$39,173.75 constitutes in-kind donations of tangible goods. The in-kind donations are comprised of \$35,550 in office furniture, \$2,955.92 in musical instruments and equipment, and \$667.83 in resource materials.

Respectfully submitted,

*Maria Fu*  
*Assistant Secretary Treasurer*

**School District #38 (Richmond) Donations 2021 & 2022 (Comparative)**

Site/Initiative Name	CASH		IN-KIND		TOTAL	
	2021	2022	2021	2022	2021	2022
Anderson Elementary	1,228.00	5.00	-	-	1,228.00	5.00
Blair Elementary	1,020.00	835.00	400.00	-	1,420.00	835.00
Blundell Elementary	166.00	1,900.00	-	-	166.00	1,900.00
Boyd Secondary	3,380.00	3,550.00	-	-	3,380.00	3,550.00
Bridge Elementary	352.00	6,695.00	-	-	352.00	6,695.00
Brighthouse Elementary	2,285.00	158.45	-	-	2,285.00	158.45
Burnett Secondary	7,705.00	6,230.00	-	-	7,705.00	6,230.00
Byng Elementary		225.00		-	-	225.00
Cambie Secondary	500.00	36,870.00	-	-	500.00	36,870.00
Cook Elementary	2,495.00	2,245.00	200.00	-	2,695.00	2,245.00
DeBeck Elementary	28,330.00	2,270.00	-	-	28,330.00	2,270.00
Diefenbaker Elementary	45.00	5,895.00	-	-	45.00	5,895.00
District Donations	260.00		12,401.31	35,550.00	12,661.31	35,550.00
District Scholarship Fund	131,515.00	133,271.00	-	-	131,515.00	133,271.00
Dixon Elementary	20.00	34.00	-	-	20.00	34.00
Errington Elementary	70.00	375.00	-	-	70.00	375.00
FEED-U-CATE 38	5,921.90	23,932.45	-	-	5,921.90	23,932.45
Ferris Elementary	6,855.00	88.00	-	-	6,855.00	88.00
Garden City Elementary	255.00	120.00	-	-	255.00	120.00
General Currie Elementary	100.00		-	-	100.00	-
Gilmore Elementary	3,500.00	3,000.00	-	-	3,500.00	3,000.00
Grauer Elementary	5,250.00	7,020.00	-	-	5,250.00	7,020.00
Hamilton Elementary	1,438.75	120.00	-	-	1,438.75	120.00
Homma Elementary	55.00	50.00	-	-	55.00	50.00
Horizons	150.00		-	-	150.00	-
Kidd Elementary	4,822.00	200.00	-	-	4,822.00	200.00
Kingswood Elementary		-	-	1,120.92	-	1,120.92
Lee Elementary	5,989.00	2,445.00	-	667.83	5,989.00	3,112.83
MacNeill Secondary	4,145.00	4,250.00	-	-	4,145.00	4,250.00
Maple Lane Elementary	6,540.00	250.00	-	-	6,540.00	250.00
McKay Elementary	2,400.00	50.00	-	-	2,400.00	50.00
McKinney Elementary	50.00	156.00	-	-	50.00	156.00
McMath Secondary	2,595.00	4,610.00	-	-	2,595.00	4,610.00
McNair Secondary	395.00	2,505.00	4,032.00	335.00	4,427.00	2,840.00
McNeely Elementary	1,800.00	2,520.00	-	-	1,800.00	2,520.00
McRoberts Secondary	11,849.00	9,570.00	-	-	11,849.00	9,570.00
Mitchell Elementary	50.00	20.00	-	-	50.00	20.00
Palmer Secondary	3,520.01	9,500.00	-	-	3,520.01	9,500.00
Quilchena Elementary	34,930.00		-	-	34,930.00	-
Richmond Secondary	6,450.00	8,180.00	200.00	-	6,650.00	8,180.00
Richmond Virtual School	-		500.00	-	500.00	-
Spul'u'kwuks Elementary	550.00	35.00	-	-	550.00	35.00
Steves Elementary	108.00	144.00	-	-	108.00	144.00
Steveston-London Secondary	11,605.00	9,210.00	2,254.00	500.00	13,859.00	9,710.00
Tait Elementary	25.00	200.00	-	-	25.00	200.00
Talmey Elementary		180.00	-	-	-	180.00
Thompson Elementary	3,115.00	1,415.00	-	-	3,115.00	1,415.00
Tomsett Elementary	480.00	470.00	-	-	480.00	470.00
Westwind Elementary	100.00	2,145.00	-	-	100.00	2,145.00
Whiteside Elementary	785.00	200.00	-	1,000.00	785.00	1,200.00
Woodward Elementary	1,000.00	951.00	-	-	1,000.00	951.00
Wowk Elementary	272.00		-	-	272.00	-
<b>Grand Total</b>	<b>306,471.66</b>	<b>294,094.90</b>	<b>19,987.31</b>	<b>39,173.75</b>	<b>326,458.97</b>	<b>333,268.65</b>

**School District #38 (Richmond) Donations In Kind 2021 & 2022 (Comparative)**  
**Detail by Site**

Site	Amount	Item Listing
District In-Kind Donations	35,550.00	Desks, Partitions, Filing Cabinets, Chairs, Tables, Storage Cupboards, and Various Office Supplies
Kingswood Elementary	1,120.92	Hockey Equipment
Lee Elementary	667.83	Supplies and Books
McNair Secondary	85.00	Flute
McNair Secondary	250.00	Telescope
Steveston-London Secondary	500.00	Piano
Whiteside Elementary	1,000.00	Jupiter Baritone Horn
<b>TOTAL (2022)</b>	<b>39,173.75</b>	

Site	Amount	Item Listing
Blair Elementary	400.00	Flute
Cook Elementary	200.00	Piano
District In-Kind Donations	12,401.31	863 whiteboards
McNair Secondary	1,500.00	2003 Honda Civic 4-door Sedan
McNair Secondary	650.00	Henry Herbert Vintage Piano
McNair Secondary	1,882.00	Vehicle
Richmond Secondary	200.00	Geographic Magazines
Richmond Virtual School	500.00	Industrial Sewing Machine
Steveston-London Secondary	50.00	Violin
Steveston-London Secondary	2,204.00	Bass Clarinet
<b>TOTAL (2021)</b>	<b>19,987.31</b>	

## Report to the Board of Education (Public)

**Date:** June 21, 2023

**From:** Frank Geyer, Executive Director, Facilities Services

**Subject:** 2024/25 Five-Year Capital Plan

---

### RECOMMENDATION

**THAT** the Board of Education of School District No. 38 (Richmond) approve the 2024/25 Five-Year Capital Plan.

### STRATEGIC PLAN REFERENCES

Strategic Priority 3: Optimized Facilities & Technology

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

### POLICY CONSIDERATIONS

Submitted in accordance with Board Policy 701 and Regulation 701-R - Facilities Planning and Development.

### BACKGROUND

Annual Five-Year Capital Plan submissions from Boards of Education are used by the Ministry of Education (MOE) to determine which priority capital projects may be approved in the Ministry's Capital Plan for the following fiscal year. The capital plan submissions also provide the Ministry with important insight into future year capital priorities, which can be used for longer term government planning and the determination of potential future capital funding requirements for the public education system.

The 2024/25 Five-Year Capital Plan Instructions (CPI) were issued by the Ministry of Education in April 2023, with the Board-approved Major Capital Programs and Building Envelope Program plans to be submitted, complete with separate Board Resolutions, by 30 June 2023. The Minor Capital Programs plan, complete with separate Board Resolution, is due by 30 September 2023 but we are including the plan and resolution in this report for approval.

The Ministry is seeking capital project requests under the following capital programs:

A. Major Capital Programs:

- Seismic Mitigation Program (SMP)
- School Expansion Program (EXP)
- School Replacement Program (REP)
- Rural Districts Program (RDP)

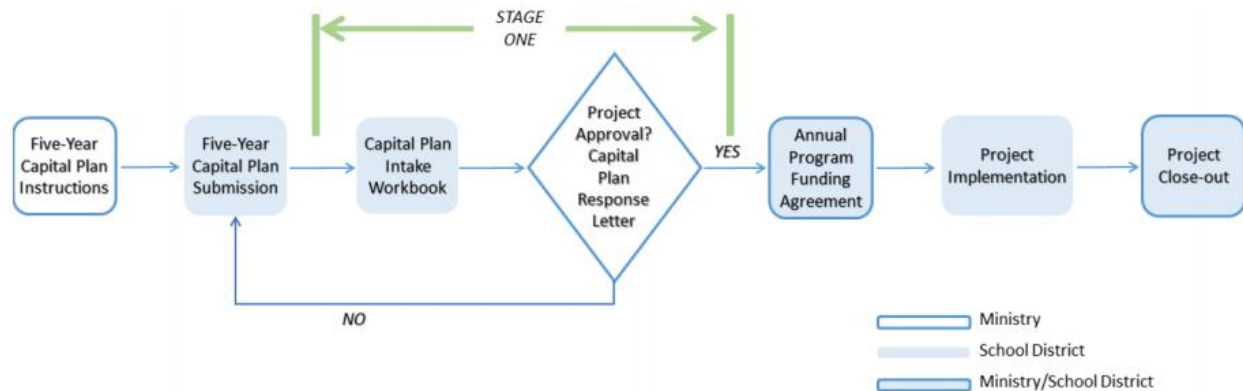
B. Minor Capital Funding Programs:

- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Bus Acquisition Program (BUS)
- Playground Equipment Program (PEP)
- School Food Infrastructure Program (FIP)

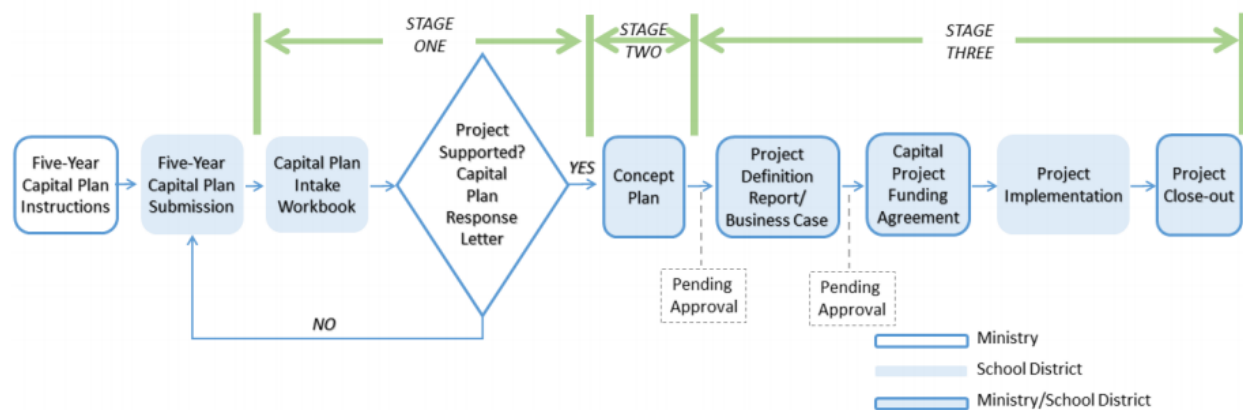
C. Building Envelope Program (BEP)

Project requests will follow either a one-stage or a three-stage approval process as part of the annual Five-Year Capital Plan submission process set out by the Ministry.

All requests made for a Minor Capital Program project (SEP, CNCP, BUS or PEP) will undergo a one-stage approval process:



By contrast, all requests for a Major Capital Program project (SMP, EXP, REP or RDP) or Building Envelope Program (BEP) project will undergo a more extensive three-stage process:



The 2024/25 Five-Year Capital Plan submission by School District No. 38 (Richmond) totals over \$830 Million and consists of the following:

#### **A. Major Capital Programs**

1. Seismic Mitigation Program (SMP)

In keeping with the Richmond Project Team's accelerated project delivery mandate, a total of 21 projects have been included in the SMP. The projects listed have been prioritized in accordance with the formula established in the District Long Range Facilities Plan, as well as the latest guidance from the Ministry.

2. School Expansion Program (EXP)

The latest enrolment projections, completed as part of the LRFP process, indicate for the Richmond City Centre Area and Hamilton Area indicate that, by 2026 and 2029 respectively, additional space will be required to accommodate the growth of the elementary student base. As such, six projects are proposed in EXP, including five school capacity additions and one new school (Dover Park).

3. School Replacement Program (REP)

There are no schools in the District inventory which have reached or are forecast to reach the end of their useful life, or where major structural issues or accumulation of maintenance needs exceed the cost of building replacement. Thus, we are not including any school replacements in the Capital Plan.

4. Rural Districts Program (RDP)

RDP funding is only available for communities with a population of less than 15,000 inhabitants in those school districts located outside of the Lower Mainland, Greater Victoria, and Kelowna, where Major Capital or Minor Capital projects would otherwise not be considered.

#### **B. Minor Capital Funding Programs**

1. School Enhancement Program (SEP)

SEP projects are investments that will contribute to the safety and function of a school and will extend the life of the existing asset. Current eligible SEP projects include electrical, energy, health and safety, mechanical, and roofing upgrades exceeding \$100,000 and not exceeding \$3 Million.

Up to five projects may be submitted annually, and for 2024/25, one shop safety mechanical upgrade, one emergency generator retrofit, two multi-site mechanical control system upgrades, and one mechanical heating system replacement are included.

2. Carbon Neutral Capital Program (CNCP)

The CNCP is a \$5 Million annual program that is available to provide specific energy efficiency projects that lower school districts' carbon emissions. Available funds are based on the bank of carbon offsets collected annually by the Province from the District. Two LED lighting retrofits are included for 2024/25.

3. Bus Acquisition Program (BUS)

School buses are considered capital assets and any new or replacement buses are funded as part of the school district's annual Capital Plan submission. For 2024/25, we have three buses eligible for replacement with zero emission (EV) buses.

4. Playground Equipment Program (PEP)

The PEP is an annual program that is available to provide specific funding to purchase and install new or replacement playground equipment. Up to three projects may be submitted annually, and for 2024/25, three locations are included that were submitted in 2023/24.

5. School Food Infrastructure Program (FIP)

The FIP is a new annual program intended to assist boards of education with creating, improving, or expanding infrastructure to feed students across all communities in British Columbia. For 2024/25, one water quality improvement project (lead abatement) covering three secondary school food rooms is included.

**C. Building Envelope Program (BEP)**

There are currently four Richmond schools remaining in the Provincial Building Envelope Program, and all are included in the Capital Plan and prioritized based on prior years' assessments, provincial prioritization and synergies with District SMP and EXP projects.

A summary of recommended projects is attached. All of the projects recommended for submission are consistent with the District's Long Range Facilities Plan.

*Frank Geyer, PEng, FMA*

*Executive Director, Facilities Services/Richmond Project Team*

Attachments

- Board Resolution and Summary - 2024/25 Five-Year Capital Plan (Major Capital)
- Board Resolution and Summary - 2024/25 Minor Capital Plan
- Board Resolution and Summary - 2024/25 Building Envelope Program Capital Plan

June 21, 2023

Board Resolution

In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 38 (Richmond) hereby approves the proposed Five-Year Capital Plan (Major Capital) for 2024/25 as provided on the Five-Year Capital Plan Summary (Major Capital) for 2024/25 submitted to the Ministry of Education.

I hereby certify this to be a true copy of the resolution for approval of the proposed Five-Year Capital Plan (Major Capital) for 2024/25 adopted by the Board of Education on this the 21<sup>st</sup> day of June, 2023.

Cindy Wang, MSc, CPA, CA  
Secretary-Treasurer



## 2024/25 Five-Year Capital Plan Summary (Major Capital)

SEISMIC MITIGATION PROGRAM (SMP) PROJECTS						
Priority	Facility Name	Project Description	Risk Rating	Year (Planning)	Total	Annual Total
1	Blundell Elementary	Structural Seismic Upgrade - Block 2 (H1) & Block 3 (H3), Substructure Upgrade - All 3 Blocks	H1	2024	\$22,407,000	\$104,646,000
2	Matthew McNair Secondary	Structural Seismic Upgrade - Block 2 (H2) & Block 3 (H1)	H1	2024	\$33,938,000	
3	Westwind Elementary	Structural Seismic Upgrade - Blocks 1, 2, 3 & 4 (H1), Substructure Upgrade - All 5 Blocks	H1	2024	\$40,096,000	
4	Hugh McRoberts Secondary	Structural Seismic Upgrade - Block 1 (H1)	H1	2024	\$8,205,000	
5	Steveston-London Secondary	Structural Seismic Upgrade - Block 1 (H1) & Block 3 (H3)	H2	2025	\$59,921,000	\$128,903,000
6 *1	R.C. Talmey Elementary	Structural Seismic Upgrade - Block 1 (H1) & Block 2 (H3), Substructure Upgrade - Both Blocks	H1	2025	\$30,903,000	
7	John T. Errington Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1), Substructure Upgrade - All 3 Blocks	H1	2025	\$38,079,000	
8 *2	James Gilmore Elementary	Structural Seismic Replacement - All 4 Blocks	H1	2026	\$51,895,000	\$104,478,000
	R.M. Grauer Elementary	Structural Seismic Upgrade - Block 2 (H1) & Block 3 (H3), Substructure Upgrade - All 3 Blocks	H1	2026	\$38,563,000	
	Quilchena Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1)	H1	2026	\$14,020,000	
11	Jessie Wowk Elementary	Structural Seismic Upgrade (H3) & Substructure Upgrade	H1	2027	\$26,384,000	\$100,923,000
12	Donald E. McKay Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1)	H1	2027	\$14,538,000	
13	Walter Lee Elementary	Structural Seismic Upgrade - Blocks 1 & 3 (H1) & Block 2 (H3)	H1	2027	\$20,150,000	
14	James Thompson Elementary	Structural Seismic Upgrade - Blocks 1, 3, 6, 7 & 8 (H1), Block 2 (H3) & Blocks 4 & 5 (H2), Substructure Upgrade - All 9 Blocks	H1	2027	\$39,851,000	
15	R.C. Palmer Secondary	Structural Seismic Upgrade - Block 2 (H1)	H1	2028	\$9,652,000	\$91,506,000
16 *2	Thomas Kidd Elementary	Structural Seismic Upgrade - Block 1 (H1), Substructure Upgrade - Both Blocks	H1	2028	\$29,041,000	
	Daniel Woodward Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1), Substructure Upgrade - All 3 Blocks	H1	2028	\$34,203,000	
	Kingswood Elementary	Structural Seismic Upgrade - Blocks 1 & 3 (H3)	H3	2028	\$18,610,000	
19	Ecole des Navigateurs (CSF)	Structural Seismic Upgrade - Block 1 (H1) & Block 4 (H2)	H1	2029	\$11,349,000	\$89,727,000
20	Tomekichi Honna Elementary	Structural Seismic Upgrade - Block 1 (H2), Substructure Upgrade - Both Blocks	H2	2029	\$42,793,000	
21	Kathleen McNeely Elementary	Structural Seismic Upgrade - Block 1 (H3), Substructure Upgrade - Both Blocks	H3	2029	\$35,585,000	

\*1 - moved to align with proposed EXP project

\*2 - business case to be developed packaging three schools in accordance with LRFP possible consolidation strategy

EXPANSION PROGRAM (EXP) PROJECTS					
Priority	Facility Name	Project Description	Year (Planning)	Total (Capital Plan)	Program Total
New Schools/Additions to Schools					
1	Samuel Brighthouse Elementary	0K/150E Addition (100K/575E total) - City Centre Area population growth	2024	\$15,844,000	\$123,998,000
2	R.C. Talmey Elementary	20K/75E Addition (60K/300E total) - City Centre Area population growth	2025	\$10,177,000	
3	William Cook Elementary	20K/100E Addition (100K/575E total) - City Centre Area population growth	2026	\$12,311,000	
4	Dover Park Elementary	New 40K/300E Elementary School - City Centre Area population growth	2027	\$63,435,000	
5	Hamilton Elementary	0K/100E Addition (80K/450E total) - Hamilton Area population growth	2028	\$13,456,000	
6	R.C. Talmey Elementary	0K/100E Addition (60K/450E total) - City Centre Area population growth	2029	\$8,775,000	
Site Acquisitions					
1	City Centre Elementary Site	2.0 Hectare Parcel - City Centre Area	2026	\$75,000,000 Refer to ESSP	

June 21, 2023

Board Resolution

In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 38 (Richmond) hereby approves the proposed Minor Capital Plan for 2024/25 as provided on the Minor Capital Plan Summary for 2024/25 submitted to the Ministry of Education.

I hereby certify this to be a true copy of the resolution for approval of the proposed Minor Capital Plan for 2024/25 adopted by the Board of Education on this the 21<sup>st</sup> day of June, 2023.

Cindy Wang, MSc, CPA, CA  
Secretary-Treasurer

## 2024/25 Minor Capital Plan Summary

SCHOOL ENHANCEMENT PROGRAM (SEP) PROJECTS				
Priority	Facility Name	Project Description	Total (Capital Plan)	Program Total
1	Steveston-London Secondary	Dust Extraction System Replacement	\$ 1,044,000	\$ 4,095,000
2	Hugh Boyd Secondary	Emergency Generator Installation	\$ 508,000	
3	Six Elementary Schools	Direct Digital Control System Upgrades (John T. Errington, Kingswood, Kathleen McNeely, Blair, R.C. Talmey, James Thompson)	\$ 945,000	
4	Two Secondary Schools	Direct Digital Control System Upgrades (R.C. Palmer, Steveston-London)	\$ 654,000	
5	A.R. MacNeill Secondary	Rooftop Heating Units Replacement	\$ 944,000	

CARBON NEUTRAL CAPITAL PROGRAM (CNC) PROJECTS				
Priority	Facility Name	Project Description	Total (Capital Plan)	Program Total
1	Palmer Secondary	LED Lighting Upgrade	\$ 781,000	\$ 915,000
2	Blundell Elementary	LED Lighting Upgrade	\$ 134,000	

BUS REPLACEMENT PROGRAM (BUS)				
Priority	Asset No.	Bus Description	Total (Capital Plan)	Program Total
1	A1380 (#154)	C 76 (Replace with Electric Bus)	\$ 163,000	\$ 489,000
2	A9383 (#147)	C 76 (Replace with Electric Bus)	\$ 163,000	
3	A3181 (#153)	C 76 (Replace with Electric Bus)	\$ 163,000	

PLAYGROUND EQUIPMENT PROGRAM (PEP) PROJECTS				
Priority	Facility Name	Project Description	Total (Capital Plan)	Program Total
1	James Thompson Elementary	Complete Replacement of Playground Equipment	\$165,000	\$ 495,000
2	Kingswood Elementary	Complete Replacement of Playground Equipment	\$165,000	
3	W.D. Ferris Elementary	Complete Replacement of Playground Equipment	\$165,000	

SCHOOL FOOD INFRASTRUCTURE PROGRAM				
Priority	Facility Name	Project Description	Total (Capital Plan)	Program Total
1	Three Secondary Schools	Lead Abatement in Foods Rooms Potable Water (Hugh Boyd, Matthew McNair, R.C. Palmer)	\$ 94,000	\$ 94,000

June 21, 2023

Board Resolution

In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 38 (Richmond) hereby approves the proposed Building Envelope Program Capital Plan for 2024/25 as provided on the Building Envelope Program Capital Plan Summary for 2024/25 submitted to the Ministry of Education.

I hereby certify this to be a true copy of the resolution for approval of the proposed Building Envelope Program Capital Plan for 2024/25 adopted by the Board of Education on this the 21<sup>st</sup> day of June, 2023.

Cindy Wang, MSc, CPA, CA  
Secretary-Treasurer

## 2024/25 Building Envelope Program Capital Plan Summary

BUILDING ENVELOPE PROGRAM (BEP) PROJECTS					
Priority	Facility Name	Project Description	Year (Planning)	Total (Capital Plan)	Program Total
1	John G. Diefenbaker Elementary	Building Envelope Upgrade (1985 & 1988 Blocks)	2024	\$1,589,000	\$9,645,000
2	Jessie Wowk Elementary	Building Envelope Upgrade	2024	\$1,928,000	
3	Steveston-London Secondary	Building Envelope Upgrade (1975 Block)	2025	\$4,788,000	
4	James Thompson Elementary	Building Envelope Upgrade	2025	\$1,340,000	

## Report to the Board of Education (Public)

**Date:** June 21, 2023  
**From:** Heather Larson, Chair, Education Committee  
**Subject:** Alternate Program Review Report

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### RECOMMENDATION:

**THAT** the Board of Education (Richmond) direct staff to proceed with the recommendations contained in the Alternate Program Review report.

### STRATEGIC PLAN REFERENCE:

Two of the Strategic Plan priorities and three associated goals provide an appropriate lens through which to examine the programs, policies, and practices related to the District's alternate programs:

#### Priority 1: Inspired Learners

- Goal 1: Learners have increased capacity to adapt and thrive in an ever-changing world.
- Goal 2: The District fosters resilient and healthy life-long learners.

#### Priority 2: Equity and Inclusion

- Goal 1: District learning environments are equitable and inclusive.

The five-year Strategic Plan provides clarity, guidance, and direction to engage in planning for growth, change and improvement.

### BACKGROUND:

Within the District, there are several alternate programs which support vulnerable learners who find success in the mainstream education programs elusive for a variety of reasons. These alternate programs were the focus of this review:

- Station Stretch (SS) - a standalone facility comprised of four programs:
  - Horizons (supporting students in Grades 8 through 10)
  - Stretch (supporting students in Grades 9 and 10)
  - Outreach (supporting students in Grades 11 and 12)
  - Streetview (supporting students in Grades 11 and 12)
- Combined Studies (CS) - Grades 11 & 12 (located at Hugh Boyd Secondary)
- Integrated Academics (IA) - Grades 11 & 12 (located at Matthew McNair Secondary)
- Colts Young Parent Program (YPP) - Pregnant & Parenting Youth (located at Richmond Secondary)
- Richmond School Program (RSP) - Grades 1 to 7 (Blundell Elementary)

The district engaged Peter Drescher, Education Consultant, to conduct the review. Mr. Drescher is an Educational Development Consultant, with extensive education experience as a school administrator, Assistant Superintendent and Deputy Superintendent prior to moving into consultant work. During the past eleven years, his consulting work has included offshore school and independent school inspections, Ministry enrolment audit teams, and Quality Reviews for Provincial Outreach and Resource Programs on behalf of the Ministry's Inclusive Education department. Mr. Drescher has also contracted with school districts to complete educational program and financial reviews of online schools, continuing education and various other district programs and services.

The attached report provided outlines the steps taken in the Richmond School District's Alternate Program Review process, including a detailed profile, summary, and review of each program, perspectives of school administrators, counsellors, and students regarding the programs, as well as general observations and recommendations.

The report includes a number of suggested recommendations for all programs in the areas of:

- District Policy
- Program Supervision
- Curriculum, Instruction and Assessment
- Recognition and Awareness of Programs
- Staffing and Enrolment
- Planning For Growth, Change and Improvement,
- Equity and Inclusion

Finally, the report includes recommendations for further exploration and action specific to individual alternate programs, including transition supports, monitoring student success, and processes for entry and exit from programs.

## **CONCLUSION**

The Richmond School District is committed to enacting change that will improve experiences for all learners. Alternate programs in the Richmond School District work to support some of the District's most vulnerable learners on their pathway to success, and the review has provided an important opportunity to engage in determining next steps to continue to enhance supportive opportunities for students.

*Respectfully Submitted,*

*Heather Larson, Chair  
Education Committee*

*Attachment: Alternate Program Review Report*





## **ALTERNATE PROGRAM REVIEW**

PREPARED BY:

PETER B. DRESCHER  
EDUCATION DEVELOPMENT CONSULTANT

MAY 2023

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*“Alternate education programs focus on educational, social and emotional issues for students whose needs are not being met in a traditional school program. An alternate education program provides its support through differentiated instruction, specialized program delivery and enhanced counselling services based on students’ needs.”*

*Policy Statement, BC Ministry of Education*

## BACKGROUND

The Richmond School District provides educational programs and services to approximately 21,000 students in Grades K-12, operating 37 elementary schools, 10 secondary schools, and a blended and online learning school. Also within the District are several alternate programs which support at-risk, vulnerable learners who find success in the mainstream education programs elusive. It is these alternate programs that are the focus of this review. They are listed below:

1. **Station Stretch (SS)** - A standalone facility comprised of four programs:
  - a. Horizons (Grades 8 through 10)
  - b. Stretch (Grades 9 and 10)
  - c. Outreach (Grades 11 and 12)
  - d. Streetview (Grades 11 and 12)
2. **Combined Studies (CS)** - Grades 11 and 12 (located at Hugh Boyd Secondary)
3. **Integrated Academics (IA)** - Grades 11 and 12 (located at Matthew McNair Secondary)
4. **Colts Young Parent Program (YPP)** - School age and young adults (located at Richmond Secondary)
5. **Richmond School Program (RSP)** - Grades 1 to 7 (located at Blundell Elementary)

It should be noted that the referral process for receiving services from the District’s **Hospital / Homebound (HH)** teacher (based at Station Stretch) is also a part of this review.

## SCOPE OF THE REVIEW

The review was undertaken during the two-month period of April and May 2022, with subsequent follow-up in the fall. The review examined, provided commentary, and made recommendations where appropriate on the following areas of interest to the District:

- District policies, procedures, and practices relevant to alternate programs.

- District oversight and direction-setting regarding the staffing and supervision of alternate programs.
- Referral and intake processes for these programs through an equity lens
- Enrolment and staffing.
- Student transitions into and from these programs.
- Recognition and awareness of the various alternate program options throughout the District.
- Curriculum, instruction, and assessment practices implemented in the alternate programs.

During the review the following actions were undertaken:

- A review of various documents pertaining to alternate programs, including but not limited to district policies and procedures, referral forms, District-Based Team terms of reference, and the District's Strategic Plan.
- An examination of the "web presence" for each alternate program.
- Site visits to each program.
- A review of sample Individualized Education Plans (IEPs) and Student Learning Plans (SLPs).
- A review of sample teacher planning documents as well as samples of student work
- In-person meetings with district administration and program/school-based administration and staff.
- Virtual meetings with secondary administrators and counsellors in schools that do not host these alternate programs.
- Focus group sessions with a sampling of students from four of the programs (Colts Young Parent Program, Combined Studies, Integrated Academics, and Station Stretch).
- A review of available data regarding the profiles of students enrolled in alternate programs. This included examining the numbers of students with diverse abilities and disabilities, learners of Indigenous ancestry and Children and Youth in the care of the Ministry of Children and Family Development.

It was evident that the staff in the various programs have a deep sense of caring and compassion for their students. Students were highly complimentary of their teachers and support staff and appreciative of their focus on building positive relationships. Program staff are to be commended for their passion and commitment to helping students overcome their personal, social, emotional, and academic challenges so that they may successfully navigate their learning pathways towards graduation.

## GUIDING DOCUMENTS AND DISTRICT OVERSIGHT

### STRATEGIC PLAN

The District is in the second year of a five-year Strategic Plan (2020-2025). The Plan is comprised of five strategic priorities, nineteen goals and multiple objectives. Two of the priorities and three associated goals provide an appropriate lens through which to examine the programs, policies, and practices related to the District's alternate programs:

#### **Priority 1: Inspired Learners**

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

*Goal 2: The District fosters resilient and healthy life-long learners.*

#### **Priority 2: Equity and Inclusion**

*Goal 1: District learning environments are equitable and inclusive.*

The five-year Strategic Plan provides clarity, guidance and direction to schools and programs as they engage in site-level planning for growth and progressive change.

### POLICIES AND PROCEDURES

For the purposes of this review, the following policies and procedures were deemed relevant:

- Policy 102: District Philosophy - Diversity and Inclusion (December 2009)
- Policy 512.6: Special Education (March 1990)
- Policy 512.6.R: Special Education - General Consideration in Special Placement (March 1990)
- Policy 512.6.1: Hospital and Homebound Education (March 1990)
- District-Based Team - Guiding Principles and Referral Process (September 2021)

Interviews with secondary school administrators and counsellors were instructive to the reviewer. In support of inclusion as a policy imperative, there is a general understanding among school administrators and counsellors that they must ensure that all available resources to support students in their neighbourhood school have been exhausted prior to the consideration of an alternate placement. School staff frequently articulated their belief that a sense of belonging in a school community contributes to student success. Staff are highly motivated to retain students at their neighbourhood school.

District policy and procedure statements that support inclusion more explicitly include:

Policy 102 (December 2009) - Diversity and Inclusion

*“The Board recognizes the diverse needs, abilities, experiences, and personal circumstances of its students. Consequently, it will provide a continuum of learning services, beginning with inclusive classroom practices, and including ESL support that is intended to enable all students to achieve their personal potential with respect to the curriculum.”*

Policy 512.6.R (March 1990) - Special Education: General Consideration in Special Placement:

*“Before a child is considered for special placement, it must be demonstrated that, with Support Services support, every effort has been made to meet the child’s educational needs in a regular class setting.”*

*“From the day a child is placed in a special facility, all efforts will be directed towards his/her successful return to regular programmes.”*

District-Based Team Process and Information Backgrounder (September 2021)

*“It is expected that School Based Teams will have met several times around a student and will have exhausted available and accessible school and district resources before referring a student to DBT.”*

## **DISTRICT-BASED TEAM**

The District-Based Team (DBT) is comprised of a core group of nine professional staff including district administrators, outreach teachers, inclusion support team members, a mental health consultant, a speech-language pathologist, and a school psychologist, all of whom meet on a monthly basis. The DBT adjudicates referrals and makes recommendations for additional supports or some alternative program placements. The Team follows five guiding principles which are:

- 1. Most students with educational, social, emotional, or behavioural issues can be supported in their school.*
- 2. School team members are the key providers of support. They develop positive relationships with students, identify difficulties, and provide accommodations.*
- 3. Schools commit to supporting their students and pursuing available resources through their School-Based Team before considering a referral to District-Based Team.*
- 4. Success for at-risk students requires a team approach which utilizes the skills and expertise of the classroom teacher, as well as other school and district-based staff, parents, and community agencies.*

5. *Rather than directing outcomes, District-Based Team makes recommendations to the school, while also supporting student transitions to alternative programs where appropriate.*

#### *District-Based Team Guiding Principles and Referral Process*

At the time of this review, the Horizons component of Station Stretch was the only alternate program to require a student to be referred through the District-Based Team. All other student placement referrals were made directly to each program. This did not however, preclude the DBT from recommending a placement to those programs.

### **PROGRAM SUPERVISION**

While overarching responsibility for alternate programs resides within the Learning Services Department, day-to-day responsibility for each of the individual program's rests with the site-based principal. In the case of Station Stretch, responsibility lies with the District Administrator, Student Services while a Head Teacher is assigned certain on-site duties.

In the case of Integrated Academics, Combined Studies, and the Colts Young Parent Program, site-based school administrators take an "as-needed" role in adjudicating program referrals, leaving the decision-making regarding student referrals primarily to the program staff.

The Director of Instruction, Student Services & Data Analytics coordinates four meetings during the school year with the administration and staff of the various alternate programs. These meetings are organized for the purpose of providing district updates as well as to share ideas and strategies around best practices; it is also an opportunity for program staff to raise issues of common concern.

### **ALTERNATE PROGRAM PROFILES / SUMMARIES / REVIEWS**

#### **STATION STRETCH**

Station Stretch is the District's primary standalone "Type Three" alternate program facility, enrolling 65 of the District's 70 fully funded (as of September 30, 2021 enrolment) alternative program students. As per [Ministry Policy](#), Alternate Education Programs "must satisfy certain requirements to be deemed a Type Three facility. If the programs meet those requirements, then their students qualify for 1.0 FTE (full time equivalent) funding to the school district." In addition to verification and evidence of age and attendance, eligibility for full funding also requires that the program will have:

1. *An intake process to facilitate District referrals or self-referral.*
2. *An annually reviewed learning plan for each student, either an official Individualized Education Plan or a Student Learning Plan that clearly defines the objectives for the*

*student, additional services provided as required, progress made and any transition plans.*

3. *An exit strategy to facilitate the student's transition back into regular school system, continuing education centre, graduation or to work or post-secondary training and education.*
4. *Evidence of additional services as required by the student population (e.g., youth workers, drug and alcohol counsellors, etc.).*

*BC Ministry Alternate Education Policy (2009)*

All of the students enrolled at Station Stretch have an Individualized Education Plan. A review of these plans indicate that the Type Three funding eligibility requirements are being addressed for each student enrolled there.

Station Stretch has been operational since 1975 and has been at its current location since 1977. Its purpose is to provide an educational opportunity for those students who required a setting other than a neighborhood school in order to experience success. The approximate cost of operating at its current storefront location at 5280 Minoru Boulevard, including lease, custodial, maintenance, and utilities, is approximately \$300,000 per year. The five-year term expires August 31, 2023.

As noted earlier in this report, the Station Stretch site houses four specialized programs:

### **Horizons**

Horizons is designed for Grades 8, 9 and 10 students exhibiting mental health challenges with a view to building safe and meaningful connections between teachers and students. It is rare to have Grade 8 students enrolled. Students can often exhibit chronically poor attendance or a lack of engagement in their learning, leading to challenges in learning success. The goal is to provide educational and therapeutic support to enable students to return to their community school or transition to other programs. It is most common for these students to transition to the Stretch program.

### **Stretch**

Stretch is designed for Grades 9 and 10 students with a focus on academic upgrading as well as behavioural, social, and moderate mental health stabilization. Student engagement is aligned with the redesigned BC curriculum, including a focus on the core competencies, project-based learning, and the use of technology to support learning, as well as social/emotional learning and the chance for students to demonstrate their learning in a variety of ways. Students from this program typically transition to mainstream high school programs such as Integrated Academics (Matthew McNair Secondary), Combined Studies (Hugh Boyd Secondary) or Streetview.



## **Streetview**

Streetview is designed to support continuous entry admission for Grades 11 and 12 students who are completing graduation requirements in a personalized setting. Learning is technology-based, self-paced, and allows students to demonstrate their learning in a variety of ways.

## **Outreach**

Outreach is designed to serve those students who have demonstrated chronic absenteeism for a variety of reasons, or who find discomfort in mainstream schooling or alternate program settings. These students are typically involved with one or more government or community agencies (e.g., Richmond Mental Health, Touchstone Family Association, Youth Probation, Carlyle Youth Concurrent Disorders Centre, PLEA Community Services, etc.). Students receive 1:1 instruction from two Outreach teachers and/or the Hospital / Homebound teacher (1-2 hours per week). The goal for all Outreach students is to support their transition to a mainstream or alternate secondary program.

Both the Outreach and Streetview programs provide both required and elective courses that allow students to graduate.

## **Referral / Intake Process**

The intake processes vary for each of the programs at Station Stretch:

- Referrals to Horizons are reviewed by the District-Based Team.
- Stretch and Streetview referrals are reviewed by the Head Teacher with input from the site social worker and resource teacher with support from the District Administrator, Student Services as needed.
- Outreach referrals are managed by the two Outreach teachers with support from the District Administrator, Student Services as needed.

It should be noted that some program staff, high school administrators and counsellors have expressed concerns about the shortcomings of the referral process, which are further detailed under Administrator/Counsellor Perspectives (pp. 19-21).

## **Enrolment / Staffing**

The table below compares Station Stretch enrolment from September 30, 2021, to April 30, 2022.

Program	September 30, 2021	April 30, 2022
Horizons 8-10	10	8
Stretch 9-10	27	30
Streetview 11-12	7	12
Outreach	30	35
<b>Total</b>	<b>74</b>	<b>85</b>

The program is currently staffed as follows:

- 2.5 FTE Outreach Teachers
- 6.0 FTE Horizons / Stretch / Streetview teachers
- 0.5 FTE Learning Resource Teacher
- 4.0 FTE Youth Support Workers
- 1.0 FTE Social Worker (funded through Community Link)
- 1.0 FTE Administrative Assistant

In addition, 0.5 FTE Hospital / Homebound teacher is also located at the site. Two Mental Health Clinicians from Vancouver Coastal Health (VCH) provide the equivalent of 5 days of service per week to select students. The clinicians are funded through the District's Community Link budget. As outlined on the Ministry of Education website:

*"The ministry provides Community Link funding to all 60 school districts to support the academic achievement and social functioning of vulnerable students. Programs and services can include breakfast, lunch and snack programs, academic supports, counseling, youth workers and after-school programs.*

*Decisions about specific programs and services are left to school boards so that the needs of individual students and local communities are met. Each school district has a designated staff member in the CommunityLINK coordinator role."*

Based on the current enrolment, Station Stretch can be considered well-staffed and is operating well below capacity. The restored language of the Collective Agreement states that the class size maximum for "Integrated Programs" such as these alternate programs is 15 students. Exclusive of the learning resource teacher, Horizons / Stretch / Streetview student to teaching staff ratios were 8.7 to 1 in September and 10.0 to 1 in April.

### **Planning for Growth and Progressive Change**

During the 2018-2019 school year, staff at Station Stretch took part in an internal review of programs, practices, services, and learner engagement. Known as the "Minoru Initiative", the process resulted in several initiatives being undertaken, including:

- Working toward more seamless connections, better continuity, and smoother transitions between the Horizons, Stretch and Streetview programs.
- Having staff teach across the programs, taking better advantage of subject matter expertise, making more efficient use of staffing, and moving toward higher levels of collaboration amongst staff.

It is important to note that staff expressed the perspective that the Covid pandemic has hampered a more fulsome implementation of all of the intended change initiatives.

### **Success Rates / Performance Indicators**

The availability of quantitative or qualitative evidence which indicates that Station Stretch programs are making a difference is an area of demonstrated growth. The District Administrator, Student Services analyzed the number of students who chose to leave the education system for a variety of reasons over a 4 year period and found that disengagement rates fell sharply during that timeframe:

- 2017-2018 27%
- 2018-2019 7.6%
- 2019-2020 6.7%
- 2020-2021 4%

This decrease in the number of students who left a program was due to concerted effort from the Station Stretch staff to provide increased flexibility in programming, additional site-based meetings around students who were struggling, and a commitment to professional learning in trauma-informed practices. Additional data made available for this review includes the following:

- A total of nineteen students have graduated from Streetview since 2020 (8 in 2020 and 11 in 2021). One student returned to a mainstream program.
- Since 2017, 66 of 91 (73%) Stretch students who transitioned to Integrated Academics, Combined Studies or a mainstream high school program graduated.
- There were 30 Outreach students registered in the program as of September 30, 2021:
  - 4 have completed the requirements for graduation
  - 6 are not attending
  - 1 transferred to another school district
  - 5 are taking courses with Streetview (4) or Integrated Academics (1)
  - 14 remain with Outreach.

Station Stretch is to be commended for their efforts and diligence in tracking the learning journeys of students who have transitioned to other alternative or mainstream programs.

## **Transitions**

Most students who attend Stretch 9 and 10, transition to Integrated Academics (10 in 2021-2022) or Combined Studies (17 in 2021-2022) for their senior academic program. During interviews, several of these students commented on their positive experiences which they believed were due in large part to smaller class sizes, the use of a wider variety of learning strategies, and a clarity of expectations, all of which resulted in a stronger sense of belonging.

Giving due consideration to the unique nature of each program's operation, some measure of consistency and coherence between programs can only help students attain higher levels of success.

## **Program Recognition / Awareness**

As noted earlier, Station Stretch has been in existence since 1975. Throughout the program's history, education in BC has undergone several curriculum revisions and the District itself has restructured, moving from a junior/senior high school configuration to having ten Grade 8-12 secondary schools. The Station Stretch programs are well-known to long-serving school administrators and counsellors, but less so to more recent arrivals to the District. Many mainstream parents/guardians and students have widely held negative perceptions of the program, partially rooted in history but mostly because they are not properly informed of the difference the program can make in helping students with challenging circumstances navigate their way through their high school years. Fostering a greater awareness of the design, purpose, and philosophy of Station Stretch could be a focus with staff, students, and the community, and the Station Stretch staff continue to develop its website with the intention of addressing these issues.

## **HOSPITAL / HOMEBOUND (HH)**

The District has a 0.5 FTE teacher assigned to the Hospital / Homebound position. The individual who holds this position is also a 0.5 FTE Outreach teacher. This is a very appropriate pairing as there is considerable overlap in terms of supporting student learning challenges concomitant with mental health concerns. At the time of this review, the teacher was providing service to 39 students (13 Outreach, 26 Hospital / Homebound).

This teacher was helpful and forthcoming in providing perspectives during this review process. They are very experienced in the role and reported that the nature of student needs/profiles had changed over time. There are far fewer elementary and far more secondary referrals. The number of referrals for non-physical injuries (primarily mental health concerns) has grown to make up 75-90% of the teacher's caseload.

The teacher also noted that there is not a full awareness by classroom teachers, counsellors, and parents/guardians of the services provided through the Hospital / Homebound (HH) program.

Aside from the Hospital and Homebound Education Policy 512.6.1 (March 1990) there is little else to describe the program, eligibility for service, or the role and responsibilities of the Hospital / Homebound teacher, classroom teacher or school. There is also no district referral form to access services.

*“Hospital and homebound instruction is provided for students who are absent from school for 10 days or longer, through confinement to their home or hospital during the school year for medical or other reasons, each of which will be considered individually. Instruction shall support the respective school programmes which the student would receive in school.*

*The district's hospital and homebound teacher(s) will provide resource help in the programme of instruction set out by the student's regular teacher.*

*If a student has contracted a communicable disease, instruction will be provided once a doctor's certificate is received stating that it is permissible for the student to receive instruction.”*

Policy 512.6.1

In addition, the HH teacher reports that referrals due to physical injuries or medical concerns work reasonably well, but referrals for mental health issues have added complications, such as the student not attending class for lengthy periods of time, resulting in significant learning gaps. Referrals are generally made through phone calls or emails between counsellors and the HH teacher.

### **COMBINED STUDIES (CS) – (Hugh Boyd Secondary) and INTEGRATED ACADEMICS (IA) – (Matthew McNair Secondary)**

Combined Studies (CS) and Integrated Academics (IA), though similar in intent and serving students with behavioural, social, emotional, or mental health issues, are operationally different. Both support Grade 11 and 12 students who have struggled in mainstream programs, exhibiting one or more of behavioural, mental health, and/or other personal/emotional issues that form barriers to school success. The two programs’ current locations are intended to provide convenient access to both the eastern and western regions of the District. One of the primary goals of both of these programs is to support students in obtaining a graduation diploma and allow them to transition successfully to some form of post-secondary training or education.

#### **Program Similarities**

- Students can choose to complete all of their courses within the program or can access elective course offerings in the host school’s mainstream timetable.
- Both programs subscribe to a form of “mastery learning”, supporting students to submit fully edited work that is accurate and complete.

- Referrals are made directly to both programs and are adjudicated by program staff. School administration participate in the process on an as-needed basis.

### **Program Differences**

- Combined Studies operates on a quarter system while Integrated Academics is semestered.
- Combined Studies operates structured classes for core courses and uses an individualized, self-paced approach to offering electives. Integrated Academics operates structured classes for all its courses.
- Integrated Academics is larger and tends to offer more activity-based learning opportunities.
- Proportionally, a greater percentage of IA students access mainstream courses than CS students.

### **Enrolment and Staffing**

Both programs struggle to attract students from the mainstream programs at the other secondary schools in Richmond. Integrated Academics currently enrolls 40 students with 26 of the students being drawn from the mainstream enrolment at the host site (McNair Secondary). Station Stretch accounts for an additional 10 students. Combined Studies currently enrolls 23 students with Station Stretch being the previous placement for 17 of those students.

Station Stretch staff had indicated that placement of their students at Combined Studies has been more advantageous because of its quarterly intake procedures. Integrated Academics intake procedures are seen to be less flexible with its twice yearly, semestered intake.

The Integrated Academics program is staffed at 2.72 FTE teachers and a 1.0 FTE youth support worker. The District provides 1.28 FTE designated teacher staffing with the remainder of 1.44 FTE coming from the school's mainstream staffing allocation. The September 30, 2021, 1701 submission included a student headcount of 37 and a student FTE of 34.41. Based on the headcount, the staffing ratio was 13.6 students to 1 teacher and based on FTE it was 12.6 students per teacher. This does not take into account the fact that nearly half of the students are taking as many as 40 mainstream courses, which are taught by mainstream teachers and which would therefore further reduce the student-teacher ratio to approximately 10.7 students to each teacher.

The Combined Studies program is staffed at 2.57 FTE teachers and a 1.0 youth support worker. The District provides 2.00 FTE designated teacher staffing with the remainder of 0.57 FTE coming from the school's mainstream staffing allocation. The program is operating under capacity given current staffing levels. The September 30, 2021, 1701 submission included a student headcount of 26 and a student FTE of 19.25. Based on headcount, the student to teacher ratio was 10.1 to 1, and based on student FTE it was 7.1 to 1. Again, this does not consider the fact that some

students are taking mainstream courses which would further reduce the student to teacher ratio. With the Collective Agreement language indicating a maximum of 15 students per class, both of these programs are well below the required limits.

### **Success Rates and Performance Indicators**

Given the complex student needs, both programs have been successful in supporting students in obtaining graduation status. The table below provides the graduation rates for each program.

**Graduation Rates: Integrated Academics & Combined Studies**

<b>School Year</b>	<b>Integrated Academics</b>		<b>Combined Studies</b>		
2018-2019	20 of 22	91%	17 of 20	85%	3*
2019-2020	25 of 30	83%	11 of 17	65%	3*
2020-2021	24 of 24	100%	19 of 23	83%	2*

The Combined Studies figures indicated by an asterisk\* represents the number of students who transferred to mainstream programs, to Outreach or who transferred out-of-district. As such, these students are not included in the number of students who earned their credential in the program. Combined Studies staff also reported anecdotally that on a yearly basis, an average of 5-6 graduates choose to continue their education at college or in some form of post-secondary training.

### **Program Recognition and Awareness**

School administrators and counsellors have a general awareness of the two programs, but find details about their intended purpose, the manner in which they operate, admissions criteria, referral processes, and rationale for acceptance or rejection of candidates difficult to access and subsequently navigate. Combined Studies does have a program outline for candidates which could be further developed to help counsellors have more informed conversations with parents/guardians and students about possible placement. Integrated Academics provided highly detailed written responses to the reviewer's questions which could also serve as a basis for a detailed program outline that could be accessed by counsellors and administrators from other secondary schools.

School administrators and counsellors also have indicated that the differing quarter vs. semester intake procedures program-to-program can be problematic for students and families in need of more immediate support. Currently, there is no continuous entry or exit for either program.

### **Individualized Education Plans (IEPs) & Student Learning Plans (SLPs)**

Fully funded Type Three alternate programs require that all students have either an Individualized Education Plan (IEP) or a Student Learning Plan (SLP). As indicated earlier, Station Stretch has opted to prepare IEPs for all of its students. Integrated Academics and Combined

Studies are not Type Three funded programs and therefore only students with a special education designation require an IEP. There is, however, value in engaging students in a meaningful conversation in the development of an IEP or SLP. This could help guide students, support them in self-monitoring/assessment and inform programming. Revisiting and revising a student's learning focus can be quite easily accomplished by completing, storing, and retrieving individualized plans electronically.

### **COLTS YOUNG PARENT PROGRAM – Richmond Secondary School**

The Colts Young Parent Program (YPP) supports pregnant and parenting youth and young adults between the ages of 13 and 26. Working in partnership with Family Services of Greater Vancouver, it has been in operation since 1991. The program offers an individualized, self-paced education program leading toward a Dogwood or an Adult Graduation Diploma. Intake is continuous. A licensed daycare operates on-site. The program is staffed by 1.0 FTE teacher and a 1.0 FTE Family Support Worker (paid for by Family Services of Greater Vancouver using a portion of the District's Community Link funding). The support worker provides parenting skills development, counselling, crisis intervention support, community service connections and post-program transition guidance. The capacity of the program is largely driven by available daycare space which is limited to 12 children under the age of four.

#### **Referral / Intake Process**

Most students are self-referrals or are referred to the program by Vancouver Coastal Health. Prospective students should be no older than 26 years of age, with those who are under 19 given priority. If a prospective student is working with community and/or health care professionals (e.g., social workers, youth workers, etc.) staff may consult with them to gauge program suitability. Staff consider the student's ability to attend regularly and to participate in scheduled meetings, as well as looking at any mental health concerns, addiction issues, and the status of the student's parenting rights (i.e., involvement with the Ministry of Children and Family Development).

#### **Educational Program**

Most, if not all, students in the program are working toward an Adult Graduation diploma, which requires the completion of five core and elective courses. It is common for students to take more than one year to complete the requirements. The teacher reports that regular attendance is often an issue for these students, which negatively impacts assignment completion. A review of ten student timetables indicated five students enrolled in only one course, three students registered in two courses, and two students registered in three courses.

Both the teacher and the family support worker are to be commended for investing significant amounts of time to ensure that these students successfully transition to life following graduation. The staff focus on short and long-term goal setting, researching post-secondary



training opportunities, connecting with community services, and seeking out grants and subsidies. When a student leaves the program for weeks, months, or sometimes years, they are still provided with ongoing outreach support.

Students are also well supported in the development of parenting skills. There are regularly scheduled workshops and presentations involving health care and community service specialists. During an interview conducted with several students from the program, each spoke very highly of the academic and emotional support provided by both the teacher and the family support worker and appreciated their assistance in finding their way beyond their schooling experiences. The teacher has developed learning modules reflective of the redesigned BC curriculum in Workplace Math 11, Child Development 12, English 12, BC First Peoples 12, and Career Life Education 12. Some students also take advantage of the mainstream offerings at Richmond Secondary School where the program is co-located.

### **Individualized Education Plans**

Although IEPs are only required for students with designated special needs, the teacher has developed individualized learning plans for all of the students, providing a continuous focus on graduation and goal setting, monitoring and discussing progress toward goal attainment, and identifying and responding to individual learning needs.

### **Enrolment / Funding Implications**

Students enter the program from a variety of backgrounds. Some are refugees or new immigrants to Canada, some are dealing with mental health issues, and others have overcome or are currently working towards overcoming addictions. The table below provides a four-year history of enrolment in the program, based on September 1701 reporting. Much of the enrolment is comprised of adult students. Additional adult enrolment is reported and claimed at the end of February. At the time of this review, enrolment was reported to be eight adults and four school-aged students.

**Enrolment History - Colts Young Parent Program**

	Enrolment (Sept 30)	Adult	School Age
2018-2019	10	10	0
2019-2020	11	9	2
2020-2021	11	7	4
2021-2022	10	6	4

All students are claimed for Ministry funding for five courses or .625 FTE, which is comprised of a combination of credit courses and Young Parent Program support blocks. The current enrolment includes one graduated adult who is funded for .125 FTE. As reported earlier, at the time of this review, five of ten students were registered in one course, three had two courses and two had three courses. Students are taking between 1 to 3 years to complete adult graduation requirements (five courses), with two years being the norm within the program. It is understood that personal issues and the challenges of raising young children can be a barrier to the student's progress towards obtaining a graduation diploma.

The funding implications for operating a program where students are predominantly adults are noteworthy. For 2021-2022, adult students were funded at \$5030 per 1.0 FTE and school age students at \$7885 per 1.0 FTE. It requires approximately 20 FTE adult students or 13 school age students to cover the average Richmond School district's teacher salary and benefits at \$100,000. The 10 students currently enrolled represent 6.25 FTE and generate approximately \$38,600. Community Link funding of approximately \$75,000 to \$90,000 pays the salary of the family support worker. It is understood that, in attending to matters of equity and inclusion, the District must make decisions in response to the many and varied needs of students, and cost neutrality is not always the objective nor the outcome of financial resource allocation.

### **RICHMOND SCHOOL PROGRAM (RSP) – Blundell Elementary**

The Richmond School Program (RSP) is operated in partnership with Vancouver Coastal Health (VCH) and the Ministry of Children and Family Development (MCFD). The program has been developed for elementary-aged students with significant behavioural challenges and/or mental health concerns. The program's purpose is to provide wrap around support to the children, their family, the school, and the community. The child and their environment are assessed with the help of a multi-disciplinary team to better understand each student's individual complex needs. Supports are then provided to assist the child, family, and school in order to increase opportunities for success. The program offers three levels of support:

1. Resource Teacher and Behavioural Consultant support
2. Family therapy
3. A placement classroom if the student is not experiencing success in their home school

While approximately 100 students are receiving one or more levels of support from the program, this review is focused strictly on the 2 placement classrooms located at Blundell Elementary School. The Richmond School Program identifies a maximum capacity of 12 students and typically accommodates students in Grades 2 through 7 in two classrooms (primary and intermediate). Students commonly return to their neighbourhood school for one afternoon per week to maintain connection with their neighbourhood school. Class composition plays a role in determining how many students receive a placement in any given year. The average length of stay at RSP is two years and the range is from 1 to 4 years. At the time of the review, there were 10 students placed in the classroom component of this program (5 per classroom).

Students who are placed in these classrooms demonstrate one or more of significant behavioural, social, emotional and/or mental health issues, and previous efforts to support students at their neighbourhood school have not met with success. There is a focus on learning self-regulation and social skills along with meeting curriculum and core competencies requirements.

## **Staffing**

The program is generously staffed:

- 2.0 FTE Teachers
- 0.5 FTE Learning Resource Teacher who serves as the case manager
- 2.0 FTE Education Assistants
- 0.2 FTE Speech-Language Pathologist
- 0.4 FTE Occupational Therapist (funded by VCH)
- 2.0 FTE Youth Family Support Workers (funded by VCH)

This level of staffing allows for considerable 1 to 1 support and immediate intervention when necessary.

## **Referral / Intake Process**

Referrals for therapeutic and/or behaviour outreach support are made to the VCH offices of the Richmond School Program. The District's Behaviour Outreach Resource Teacher is forwarded outreach referrals and begins a process of meeting with area counsellors and school-based staff, conducting observations and providing assistance through the implementation of intervention strategies. A placement is not considered until all school-based supports have been exhausted, the family is in favor of placement, and agrees to engage in the therapeutic component of the program.

## **Transitions**

Program staff have reported that successful transitions back to a student's neighbourhood school are often influenced by a number of factors, including composition of the classroom to which the student is returning and appropriate training for the receiving classroom teacher, resource teachers, and education assistants who will be supporting the student.

## **Success Rates / Performance Indicators**

There was limited quantifiable or qualitative evidence available to show the degree to which this program makes a difference in terms of social/emotional adjustment or academic success. At the request of the reviewer, the Behaviour Outreach Resource Teacher who works in the Richmond School Program was able to identify only three students currently enrolled at Station

Stretch who had been part of the RSP placement class at some time in the past (a positive result). During interviews, secondary school principals and counsellors were asked if they had any former students from the RSP in their schools and how they were progressing. Responses were varied and ranged from “struggling,” to “coping” and “moderately successful.” The administrators were also quick to point out that a successful transition from Grade 7 to 8 is a challenge for most students with mental health or behavioural concerns.

## STUDENT, SCHOOL ADMINISTRATOR AND COUNSELLOR PERCEPTIONS OF ALTERNATE PROGRAMS

### STUDENT VOICES

Interviews were conducted with groups of students from Station Stretch, Combined Studies, Integrated Academics and the Colts Young Parent Program. They shared the following general observations about their experiences in the various programs:

- All students interviewed were highly complimentary of the teaching and support staff whom they described as understanding, compassionate, caring and encouraging. Working relationships between staff and students were seen to be very positive.
- Students appreciated the more personalized educational environment (e.g., smaller classes, a strong sense of belonging, a perception that the program was less “chaotic” than mainstream programs).
- Students who moved through the various programs (e.g., Stretch to Integrated Academics, Horizons to Stretch) commented on the differences in expectations between programs, which sometimes required considerable adjustment on their part.
- There are varying degrees to which technology is being used as a tool to support learning throughout district alternate programs. An identified issue that surfaced during interviews was the use of different technology platforms in each alternate program (e.g., Scholantis Portal, MS Teams, RVS Moodle). Consideration should be given to the exploration of a consistent technology platform which will support student transitions between alternate programs.
- Students indicated that widely held perceptions of alternate programs by their mainstream peers are not very positive.

### ADMINISTRATOR / COUNSELLOR PERSPECTIVES

Interviews were conducted with the administrators and counsellors from each of the secondary schools that did not host an alternate program attached at their site. Interviews centered around the following themes:

- Awareness and widely held perceptions of the services provided by Station Stretch, Integrated Academics and Combined Studies.

- Understanding of the referral process for each program and how the process might be improved.
- How schools are addressing the needs of students in Grades 8/9 and 10 through 12 who exhibit moderate/significant behaviour, mental health, or anxiety concerns.

Much of what was learned from these interviews affirmed what alternate program staff and administration had already shared with the reviewer.

It is apparent that all secondary schools are making every possible effort to keep students engaged in their learning and connected to their school communities. They provided multiple examples of the school's efforts to support students who are struggling, rather than recommend placement at another site or in another program. These examples include but are not limited to:

- Reduced course loads for the student.
- Additional learning resource support.
- Additional counselling support.
- Having the student attend only partial days.
- Providing credit recovery (allowing students to complete first semester course credits using personal learning time during the second semester).
- Accessing continuing education courses.
- Accessing online learning courses.

Most of the administrators and counsellors indicated that they have observed an increase in the number of students exhibiting social/emotional and mental health concerns in recent years.

Secondary school administrator and counsellor views about inclusion are not consistent across the District, nor are they shared by all staff in each building. This is illustrated by the following two quotes:

*"We are committed to ensuring that all of our students have a sense of belonging to our school community, and will do everything possible to ensure that they are well supported and experience success."*

*"We are an academic school and there is a need for more programs for students who are struggling."*

Respondents reported that transition to Grade 8 for students with behavioural or mental health concerns is proving very challenging. Several mentioned the need for some sort of "bridging" program to support these students. None of them advocated for any kind of program that would result in the student having to leave their neighbourhood school.

There is a general awareness of the alternate programs on the part of school administrators and counsellors, but for anyone attempting to find out details about each of the programs, admission criteria and referral processes, it is very difficult. Respondents spoke of the need for clarity and

consistency around referral processes. They believe that there is a general lack of understanding as to why certain students are accepted into programs while others are not. They complained that there is no single “go to” source of information for all the alternate programs. The online presence of District’s alternate programs is minimal, dated, or non-existent. They also stated that the periodic intake at Integrated Academics (start of semester) and Combined Studies (start of quarter) is problematic as students often need more immediate programming supports.

It was also stated that there are negative perceptions about alternate programs by parents/guardians and students, making it difficult for administrators and counsellors to assure parents/guardians that these programs are a good option for their children. As well, there is a reluctance on the part of students to leave their school community and the social connections that have been established over time.

## EQUITY, DIVERSITY, AND INCLUSION

The District requested that information regarding diversity and inclusion in four of the alternate programs (Integrated Academics, Combined Studies, Station Stretch and the Richmond School Program) be included in this review. In keeping with Strategic Plan Priority 2: Equity and Inclusion, ensuring that “*District environments are equitable and inclusive*”, the District has identified the following points of inquiry:

- Is student representation in alternative programs reflective of the District as whole or is there significant overrepresentation of specific groups of students?
- If there is overrepresentation, are there areas that warrant further investigation to help inform policy and practice?

For the purposes of this review, the focus on diversity and inclusion considered Indigenous learners, students with disabilities and diverse abilities, and children and youth in the care of the Ministry of Children and Families.

In addition to data sources provided by the District, this report has also included data extracted from Ministry funding allocation tables for 2020-2021 and 2021-2022, and the Ministry’s How Are We Doing (HAWD) reports on Indigenous student achievement for 2020-2021.

### Indigenous Learners

Overrepresentation of Indigenous learners in alternate programs has been identified as an area of concern across the province. In 2020-2021, Indigenous learners represented 11.3% of student enrolment in BC public schools and represented 43% of all students enrolled in funded alternate programs (Ministry HAWD Reports).

In Richmond, Indigenous learners represent 1.3% of total enrolment and 11% of enrolment in four of the alternate programs (Combined Studies, Integrated Academics, Richmond School Program, and Station Stretch). For comparative purposes, the data provided below reports Indigenous student representation among fully funded alternate program students. When disaggregating this information specifically for the Station Stretch site and its associated programs, it was determined that 15% of students enrolled in those programs are Indigenous learners. This is reflected in the chart below, which situates Richmond in comparison to Metro and other primarily urban school districts.

<b>PERCENTAGE OF INDIGENOUS STUDENTS ENROLLED IN FUNDED ALTERNATE PROGRAMS</b>				
<b>Comparative Data for metro Vancouver and Select School Districts for 2020/21</b>				
	<u>Total Students</u>	<u>Indigenous Students</u>	<u>PERCENTAGE</u>	<u>District-wide % Indigenous Student enrolment</u>
<b>Province</b>	<b>6378</b>	<b>2720</b>	<b>43%</b>	11.3%
<b>Richmond</b>	<b>82</b>	<b>12</b>	<b>15%</b>	1.3%
Burnaby	133	35	26%	2.9%
Coquitlam	303	60	20%	3.9%
Langley	247	81	33%	9.0%
Maple Ridge	250	73	29%	9.2%
North Vancouver	206	47	23%	3.9%
Surrey	325	113	35%	4.2%
Vancouver	368	131	36%	4.2%
Kamloops	180	103	57%	19.5%
Nanaimo	239	114	48%	16.7%
Victoria	217	58	27%	7.3%
No data reported for Delta SD which has no funded alternate program students				
and West Van SD which has very few funded alternate program students				
Data source - HAWD Reports - Ministry of Education				

While observing that Indigenous learners in the Richmond School District are overrepresented in funded alternate programs, this is a common issue amongst the school districts represented in the chart above. Over the past three years, the Richmond School District has engaged in the Ministry of Education and Child Care's Equity in Action Project. It is recognized that continued work related to the Equity in Action Project in Richmond will be focused on enhancing supports for Indigenous learners throughout the K-12 system.

## Students With Disabilities And Diverse Abilities

The table below indicates the number of learners with disabilities and diverse abilities as identified through the Ministry of Education and Child Care's special education categories enrolled in the four alternate programs during the 2021-2022 school year. For comparative purposes, the Richmond School Program, which supports elementary-aged students, was separated from the three secondary programs.

DIVERSE LEARNERS IN ALTERNATE PROGRAMS									
	Total Program Enrolment	H	Q	D	R	G	K	Total # of Students with Designations	Percentage
Station Stretch	91	33	9	6	3	3	1	55	60%
Combined Studies	33	14	6	1	2			23	70%
Integrated Academics	37	13	9	1				23	62%
<b>Total Secondary</b>	<b>161</b>	<b>60</b>	<b>24</b>	<b>8</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>101</b>	<b>63%</b>
Richmond School Program	10	10						10	100%

Category H: Students Requiring Intensive Behaviour Intervention or Students with Serious Mental Illness

Category Q: Learning Disabilities

Category D: Physical Disability/Chronic Health Impairment

Category R: Students Requiring Behaviour Support or Students with Mental Illness

Category G: Autism Spectrum Disorder

Category K: Mild Intellectual Disabilities

## Children And Youth In The Care Of The Ministry Of Children And Family Development

In 2021-2022, there were 63 children and youth in the care of the Ministry of Children and Family Development (MCFD) registered in Richmond schools. Of this total, 37 were enrolled in secondary programs as follows:

Secondary Program	Number of Students Enrolled
Secondary regular program	26
Station Stretch	8
Combined Studies	2
Integrated Academics	1



Based on data provided by the District and the Ministry, the following observations can be made:

- Although the percentage of Indigenous learners enrolled in district alternate programs is proportionately higher than that of the entire district, this is reflective of trends throughout the province. The District's commitment to implement a comprehensive Equity in Action Plan can only help to improve supports for Indigenous students.
- The percentage of learners with identified disabilities and diverse disabilities, specifically students requiring intensive behaviour intervention or students with serious mental illness (Category H) in all four programs are proportionately higher than the district as a whole. Also, the percentage of Youth in Care at Station Stretch is proportionately higher than the district. This is to be expected given that the mandate of these programs to *focus on educational, social and emotional issues for students whose needs are not being met in a traditional school program*.
- The percentage of students identified with a Learning Disability (Category Q) enrolled in the three secondary alternate programs is proportionately higher than mainstream programs (15% vs. 5%).

## GENERAL OBSERVATIONS – ALL PROGRAMS

### CURRICULUM / INSTRUCTION / ASSESSMENT

Interviews with teachers in the various programs, a sampling of teacher planning documents and a review of sample student work indicated that learner engagement was very much in keeping with the BC curriculum. Although approaches to teaching and learning varied within each program, students were able to demonstrate their learning in a variety of ways, to engage in project-based learning, to exercise choice in their learning and to receive feedback through various kinds of formative assessment.

All programs addressed the core competencies in meaningful ways. In some cases, core competencies were addressed implicitly, embedded in student learning experiences, while in others it was done explicitly, with students having multiple opportunities on which to reflect and self-assess their progress. For example, core competency self-reflection activities are a weekly occurrence in Stretch classes.

### REFERRAL / INTAKE PROCESSES

During this review several issues were raised about referral and intake processes for the various programs.

Secondary school administrators and counsellors reported finding details about each of the programs, admissions criteria, and referral processes rather ambiguous and inconsistent (IA, CS, Station Stretch). There is also a general lack of understanding as to why it is that certain students

are accepted while others are not. They believe that there is a need to have clarity and consistency around the referral process.

Alternate program staff reported a belief that not all schools have done their due diligence in terms of exhausting all possible resources at the school level before making application to an alternate program. They also reported that in some cases schools had not documented which actions/interventions had been implemented prior making a referral to a program. Program staff, usually the teachers, become the “gatekeepers” in terms of approving or not approving admissions. School administrators participate in adjudications on an as-needed basis.

## **PROGRAM RECOGNITION / AWARENESS**

Online sources of information for all the alternate programs are difficult to locate. None of the programs are referenced on the District website, nor does a search of the site result in links to any of the programs.

- Station Stretch has its own website, which appears to be incomplete and somewhat dated. There is no link to the site from the District’s main page as one might find for its schools and various other programs (e.g., Richmond Virtual School, Incentive Outdoor Academy, International Baccalaureate).
- A Combined Studies link can be found through the Hugh Boyd main page, and Integrated Academics receives a three-line mention in the “School Story” description on McNair’s homepage.
- A Young Parent Program page can be accessed from the Richmond Secondary homepage. The YPP also publishes an information brochure in partnership with Family Services of Greater Vancouver. The brochure is circulated to hospitals, health clinics, MCFD offices and Family Services offices. There has been little or no circulation of the brochure during the past two years due to the COVID pandemic.
- A limited amount of information about the Richmond School Program can be accessed through the Vancouver Coastal Health website. There are print materials describing the program.
- There is no readily accessible information on the Hospital / Homebound program on the District’s website.

## **STAFFING / ENROLMENT**

As noted earlier in this review, there are several programs where the staffing provided has low teacher to students’ ratios. These include the Horizons / Stretch / Streetview components of Station Stretch, the Young Parents Program, Combined Studies, and the Richmond School Program (Placement Class). Again, when the difference between actual student headcount and student FTE is considered, that ratio lowers even more, particularly in the Young Parent Program, Combined Studies and Integrated Academics.

Alternate program staff must be able to work effectively with vulnerable learners who exhibit behavioural, social, emotional, and mental health concerns. It is an environment where colleagues must rely on collaboration and teamwork, and it requires specific training and experience as well as preferred professional strengths and attributes. However, there do not appear to be clear job descriptions on file for all alternate program positions. A review of past job postings for these programs described qualifications that ranged from a highly detailed list to a few short lines about subject matter qualifications.

## RECOMMENDATIONS

The Richmond School District is making a substantial commitment to those programs and services which are intended to support at-risk and vulnerable learners who exhibit behavioural, social, emotional, and other mental health challenges and find success in mainstream education programs elusive. The programs that have been the subject of this review (Station Stretch, Combined Studies, Integrated Academics, Colts Young Parent Program, Richmond School Program, Hospital / Homebound) have been in operation for decades. During this time, the Ministry has implemented numerous policy changes pertaining to funding, curriculum design, and special education while the District has experienced a significant demographic change, declining enrolment, and a reconfiguration of its secondary schools from junior/senior configurations to Grades 8 through 12.

The teaching and support staff in all the alternate programs are to be commended for their dedication and commitment to helping vulnerable learners experience not only academic success, but also assist them to find ways of managing the social/emotional challenges that can impact their journeys to success.

This review has identified three themes that might serve as a lens through which the District can view and consider the recommendations provided in this report. These are:

1. Effective alignment with District policies on inclusion and special education, the District's five-year Strategic Plan, and the BC curriculum as well as the Ministry's Special Education policy.
2. Effective use of human resources and provincial funding in response to the diverse needs of learners throughout the District.
3. Clear and coherent processes for referral and intake which allow for informed decision-making by parents/guardians and appropriate recommendations by education professionals.

The recommendations below are offered for consideration by the District as it plans next steps for its alternate programs. They begin with general recommendations encompassing all programs and are followed by program-specific recommendations.

## **ALL PROGRAMS**

### **District Policy and Procedures**

It is recommended that:

1. The District review its policy on **Diversity and Inclusion (Policy 102)** giving consideration to language that:
  - Defines inclusion in explicit terms.
  - Is reflective of the District mission, vision, and values.
  - Supports the direction of the Board's Strategic Plan.
  - Is reflective of the current BC curriculum.
  - Is consistent with Ministry policy regarding special education.
  - Provides a useful and practical lens through which all school-based and District programs, services, supports, policies and procedures are viewed and evaluated.
2. District policy regarding **Hospital and Homebound Education (Policy 512.6.1)** receive a significant revision, including the development of clear procedures and protocols that support the policy.

### **Program Supervision**

It is recommended that:

1. The four times yearly meetings of administration and staff of the various alternate programs consider the following areas for focus at future meetings:
  - Growth and progressive change.
  - Success indicators.
  - Student transitions
  - Individual Education Plans (IEPs) and Student Learning Plans (SLPs).
  - Core competencies.
  - Collaboration and sharing of ideas across programs.
2. Particular attention be given to increasing opportunities for cross-program collaboration by administration and staff from Station Stretch, Integrated Academics and Combined Studies. In addition to themes outlined in the previous recommendation the following topics warrant consideration:

- Technology as a tool for learning.
  - Behavioural and attendance supports.
  - Multiple ways in which students can demonstrate their learning.
  - Use of rubrics and student self-evaluation.
  - Approaches to incorporating core competencies.
3. Site-based principals move from an “as-needed” role in adjudicating referrals to a more active role with the requirement that all student admissions receive their approval.
  4. Given the composition of staff (teaching, support, staff from VCH) and the need to coordinate the various programming options at Station Stretch, the District might consider a teaching vice-principal.

### **Curriculum / Instruction / Assessment / Career Programs**

It is recommended that:

1. All alternate programs work toward more explicit cross-curricular engagement of students focused on core competencies, including regular opportunities for student self-reflection and self-assessment.
2. The District work with the Streetview, Integrated Academics and Combined Studies alternate programs in expanding opportunities for students to participate in work experience, career and trades programs, and dual credit programs. Many students who have participated in such programs have been known to find a sense of purpose, develop socially and emotionally and assume a more positive attitude toward learning.

### **Recognition / Awareness of Programs**

It is recommended that:

1. The District improve the online presence of all alternate programs identified in this review, ensuring that each program description has clarity of purpose, describes how the program operates, eligibility requirements, student expectations, referral process, and any other pertinent information of value to educators, students, and parents/guardians.
2. To support administrators and counsellors in working with parents/guardians to make informed decisions about an alternative placement, there needs to be consistency in terms of the referral process and the way information about the program is presented. It would be helpful to school counsellors to have information that compares similarities and differences between programs to share with parents/guardians and students.

## Referral / Intake Procedures

It is recommended that:

1. All referrals to the following programs be directed to the District-Based Team (DBT):

- Horizons (presently the case)
- Stretch
- Hospital / Homebound
- Outreach
- Richmond School Program

To ensure that all referrals are adjudicated in a timely manner, the DBT will need to reconsider its frequency of meetings (currently monthly) and the number of required attendees at those meetings.

2. Clarity and consistency be brought to the referral/intake process for Streetview, Integrated Academics, and Combined Studies including:

- Standardized referral forms and deadlines for referrals.
- Standardized expectations regarding documentation of interventions already attempted.
- Standardized interview process with clear expectations.
- Advocacy by the referring school during the adjudication process.
- Feedback to referring schools when student placement is not deemed to be appropriate.

To support administrators and counsellors in working with parents/guardians to make informed decisions about an alternative placement, there needs to be consistency in the referral process and the way information about the programs is presented. School administrators and counsellors need to be better positioned to discern which alternate program would be the most appropriate placement given the learning and social/emotional support needs of a particular student.

3. Secondary school administration, counselling staff and resource teachers engage in a collaborative examination of the various promising school-based interventions they currently have in place with a view to informing practice. Interviews with secondary school administrators and counsellors revealed various strategies directed at responding to the needs of students with behaviour/mental health concerns (as outlined previously). As the District considers changes to referral/intake processes, there is value in having schools share promising practices directed at helping students find success in their neighbourhood school. A collaborative examination of the various school-based interventions is very much in keeping with the Equity and Inclusion priority stated in the

District's Strategic Plan. As well, the provincial curriculum contemplates more flexible course and program delivery options being provided by regular secondary schools in response to students with diverse learning needs.

### **Staffing / Enrolment**

It is recommended that:

1. The District review the staffing levels in all alternate programs to ensure that human resources are being used effectively, and that there is an appropriate balance between adequately responding to the student learning needs in these programs and addressing the many diverse learning needs of students across the District.
2. The District review the combined enrolment capacity needs of Station Stretch / Integrated Academics / Combined Studies relative to District needs to determine if they can accommodate current and future demand for their services. These programs are currently operating under capacity based on staffing levels.
3. The District prepare and have on file a current job description/posting for every type of alternate program teaching position. The job descriptions should accurately describe the training, skills and experience required, as well as the preferred strengths and attributes that would ensure that an applicant is well-suited to teach in a program for students who present one or more of behavioural, social, emotional and/or mental health concerns, and where staff collaboration and teamwork is essential.
4. All programs (Outreach and the Young Parent Program in particular) remain vigilant in ensuring that there is documented evidence of meeting all funding eligibility requirements.

### **Planning for Growth and Progressive Change**

It is recommended that:

1. Alternate programs identify their highest priorities for improving student achievement, including a data-driven rationale for determining goals, identification of key measurable indicators of progress toward goal attainment and identifying desired results or preferred outcomes. This is in keeping with the Ministry's *Framework for Enhancing Student Learning* initiative and the District's Strategic Plan.
2. Alternate programs identify and monitor key indicators that track student success. This is an area of growth for all the programs. Quantitative and qualitative evidence that indicates that programs are making a difference is an area that will require attention. Along with graduation rates, course completion rates, and attendance data, three additional indicators to be considered are:

- The degree to which students have successfully transitioned to the next stage of their learning journey.
  - Student personal growth in terms of social and emotional learning using the core competency framework.
  - English language proficiency is foundational to student success and should also be assessed and monitored with greater frequency than the assessments required by the Ministry.
3. At the present time, there are no BC Ministry approved program standards for alternate programs in British Columbia. It is left to districts to use their own resources to review the quality of its alternate programs. It would be helpful for programs to conduct internal reviews of various aspects of program operations on a regular basis as part of a focus on growth and progressive change. The following links to resources in other jurisdictions may be helpful to the District and the programs in examining practice:

[Alt School Guide NDPC 2020.pdf \(dropoutprevention.org\)](#)

[Exemplary Practices - The National Alternative Education Association \(the-naea.org\)](#)

A more holistic view of measuring student success is proposed in a book called *Street Data: A Next-Generation Model For Equity, Pedagogy, and School Transformation* by Shane Safir and Jamila Dugan (published jointly by Corwin Press and Learning Forward, 2021). Alternate program staff may find this book of value in identifying evidence-based goals for improving student achievement.

4. The school district explore the development of an alternative approach focused at the grade 8 and 9 levels. The vast majority of secondary staff who were interviewed as part of this review commented that there are limited programming options for students struggling with the transition from elementary to secondary in grades 8 and 9. There is recognition of increasing concern associated with this demographic across secondary schools. Secondary schools have voiced a desire to provide more intensive supports while maintaining student attendance within their neighbourhood school.

In order to address this need, additional resources will be required.

There are promising practices coming out of the North Vancouver School District that specifically address the concerns for students struggling with transition to grade 8 and into grade 9:

[<https://www.sd44.ca/ProgramsServices/InclusiveEducation/Choices/Documents/ChoicesHandbook.pdf>](#)



## Equity and Inclusion

It is recommended that:

1. Further examination of, and attention to the overrepresentation of specific student groups in the District's alternate programs is warranted. Consideration needs to be given to ensuring that referral/placement processes and program delivery are thorough and responsive to the individualized needs of learners and to particular groups of students. For example, recommendations from the District's Equity in Action Project may provide some insights into supporting Indigenous learners in alternate and mainstream programs.
2. The District review and analyze the representation of students with disabilities and diverse abilities in alternate programs. For example, the percentage of students identified with a Learning Disability (Category Q) enrolled in the three secondary alternate programs is proportionately higher than in mainstream programs (15% vs. 5%).

## PROGRAM SPECIFIC RECOMMENDATIONS

### Station Stretch

It is recommended that:

1. Station Stretch continue its focus on growth and progressive change by working with the District in building on its "Minoru Initiative", incorporating the advice provided in this report and designing a multi-year development plan that aligns with District plans. The Initiative also contemplates a name change, which this review supports.
2. The program give priority to reducing the amount of time students spend with Outreach and focus on supporting them to successfully transition to another alternate or mainstream program.
3. Staff expand on key indicators that track student success and help inform practice.
4. Transition processes become more seamless for Stretch 9 and 10 students exiting the program.
5. The District consider the advantages and disadvantages of potentially relocating the program given the unique and complex demonstrated needs of the learners who are supported at the Minoru site. Students interviewed expressed that the location apart from a regular secondary school generates a sense of belonging and is more conducive to their learning.

## **Hospital / Homebound (HH)**

It is recommended that:

1. Policy 515.6.1, *Hospital and Homebound Education*, be updated and the matter of program descriptions, roles and responsibilities, procedures to request service and referral forms be addressed in writing and posted on the District's website.
2. A mental health referral protocol be developed which outlines the necessary requirements that need to be met prior to referral for Hospital / Homebound services. As noted previously, it is recommended that such referrals be adjudicated by the District-Based Team.

## **Integrated Academics / Combined Studies**

It is recommended that:

1. Program staff work with all students to develop Student Learning Plans (SLPs) to guide the learning process. While these programs are not Type Three funded alternate programs, and there is therefore no requirement for such, there is value in engaging students in a meaningful conversation in developing an SLP to help provide guidance, inform programming adjustments, and support them in self-monitoring/assessment.
2. Program staff expand on key indicators that measure student progress and inform practice.

## **Colts Young Parent Program**

It is recommended that:

1. The program prioritize increasing the number of course completions each year and reducing the time required to complete graduation requirements.
2. The program be vigilant in ensuring that there is documented evidence of meeting all adult and school-age funding eligibility requirements.
3. The District review the financial implications of operating what has essentially become an adult program with lower per pupil funding and a very low staffing ratio.
4. The District assess whether the program should continue to service a significant number of adult students in the future.

## Richmond School Program

It is recommended that:

1. The District identify key quantitative and qualitative indicators and track student progress as they transition from the placement program back into their neighbourhood school and/or into a secondary school.
2. Should a student be transitioned back to their neighbourhood school during the school year, the District might consider some form of “bridging staffing” be provided to minimize the need to redeploy existing Education Assistant time within the receiving school.
3. The District consider a more thorough review of the placement classroom to ensure that it:
  - Aligns with the District’s commitment to Equity, Diversity, and Inclusion.
  - Aligns with the District’s five-year Strategic Plan.
  - Is supported by research as the most effective way to address the unique needs of students serviced in the program.
  - Achieves the desired results in terms of successful transition to a neighbourhood school.
  - Is the most effective way of allocating human resources in response to student needs.

## CONCLUSION

Alternate programs in the Richmond School District provide a valuable service in supporting some of the District’s most vulnerable learners on their pathway to success. The extent to which these programs assist students to develop *“a sense of connection, belonging and positive personal and cultural identity through focused attention and specialized support for individualized needs of learners with disabilities and diverse abilities”* is reflected within the Richmond Board of Education’s Strategic Plan 2020-2025.

The staff and administration of all the alternate programs considered in this review can take great pride in their commitment to support some of Richmond School District’s most vulnerable students, helping them to experience success on their learning journey. Staff are to be commended for their passion and commitment to helping students overcome their personal, social, emotional, and academic challenges and successfully navigate their learning pathway toward graduation. Students were highly complementary of their teachers and support staff, speaking about their caring and compassion and their focus on building positive relationships.

The reviewer appreciated the openness and candor demonstrated by all school and district staff and administration who were interviewed during site visits and virtual meetings.

The reviewer wishes the District and the various alternate programs well as they reflect on the contents of this report and chart a journey of growth and progressive change in the years to come.

Respectfully submitted.

Peter B. Drescher  
Education Development Consultant

**Education Committee**  
**Public Meeting Minutes**

**Wednesday, May 17, 2023 – 6:00 pm**  
**Via Zoom**

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**Present:**

Chairperson	H. Larson
Vice Chairperson	D. Yang
Trustee Alternate	R. Belleza
Trustee	D. Tablotney
Assistant Superintendent	J. MacMillan
District Administrator	B. Douglas
Teacher Consultant	S. Musani
Teacher Consultant	S. Daly
President, Richmond Teachers' Association	L. Baverstock
Pro-D Officer, Richmond Teachers' Association	J. Cho
Past President, Richmond District Parents' Association	D. McFie
Member, Richmond Association of School Administrators	A. Pikkarainen
Member, Richmond Association of School Administrators	L. Leung
Executive Assistant (Recording Secretary)	S. Khan

**Regrets:**

Trustee Member	A. Wong
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The meeting was called to order at 6:00 pm.

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

**1. Adopt Agenda**

The agenda was adopted as circulated.

**2. Approve Minutes**

The minutes of the public meeting held Wednesday, April 19, 2023, were approved as circulated.

**3. Moving Forward with Assessment and Reporting**

Assistant Superintendent MacMillan introduced District Administrator for Curriculum and Assessment, Brooke Douglas, Teacher Consultant, Shaheen Musani, and Teacher Consultant, Shannon Daly. They provided a brief overview on student learning and reporting, and informed the committee that the reporting order, which will go in effect as of July 1, 2023, is a directive order from the Ministry of Education and Childcare which outlines the Reporting Policy for all K-12 students in BC school districts. An overview of reporting from the last 5 years was provided, as well as information around what will remain the same and what changes will be coming from the new

reporting order. Changes in assessments such as the proficiency scale and descriptive feedback was discussed, and how students, parents and staff will be supported by the Ministry and the district. Trustee and stakeholders questions regarding self-assessment, replacement curriculum, and the supports that are in place for implementation with families who have language barriers were answered.

**4. Next Meeting Date – Wednesday, June 14, 2023 at 6:00 pm.**

**5. Adjournment**

The meeting adjourned at 7:07 pm.

*Respectfully Submitted,*

*Heather Larson*

*Chairperson, Education Committee*

## **Facilities and Building Committee**

### **Public Meeting Minutes**

**Wednesday, May 3, 2023 - 4:30 pm**  
**Via Zoom**

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**Present:**

Chairperson	K. Hamaguchi
Vice-Chairperson	D. Tablotney
Trustee Member	H. Larson
Trustee Alternate	A. Wong
Trustee	R. Belleza
Acting Superintendent	R. Ryan
Secretary Treasurer	C. Wang
Executive Director, Facilities Services/Richmond Project Team	F. Geyer
President, Richmond Teachers' Association	L. Baverstock
2nd Vice-President, Richmond Teachers' Association	S. Wenglowksi
Representative, Richmond Management and Professional Staff	J. Canlas
Past President, Richmond District Parents Association	D. McFie
President, Richmond Association of School Administrators	M. Murray
Executive Assistant (Recording Secretary)	T. Lee

The meeting was called to order at 4:32 pm.

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

**1. Approval of Agenda**

The agenda was adopted as circulated.

**2. Approval of Minutes**

Minutes from the April 5, 2023 meeting was approved as circulated.

**3. Facilities Planning Update (standing item)**

The Executive Director, Facilities Services/Richmond Project Team spoke to his report as included in the agenda package. There were no further questions or comments.

**4. Capital Projects Update (standing item)**

The Executive Director, Facilities Services/Richmond Project Team spoke to his report as included in the agenda package. He then responded to a trustee's question regarding Monoah Steves Elementary's childcare facility delay.

The President of Richmond Teachers' Association inquired about the re-piping of the existing designated drinking water stations and the ventilation systems in portables. She then thanked the Executive Director, Facilities Services/Richmond Project Team for his work and the update.

**5. Facilities Services Update (standing item)**

The Executive Director, Facilities Services/Richmond Project Team spoke to his report as included in the agenda package. He then responded to trustees' questions regarding facility rentals with the City of Richmond and energy efficiency goals.

**6. Minutes for Information**

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

Minutes of Meeting held March 1, 2023 were attached for information.

**7. Next Meeting Date – Wednesday, June 7, 2023 at 4:30 pm**

**8. Adjournment**

The meeting adjourned at 5:06 pm.

*Respectfully Submitted,*

*Ken Hamaguchi  
Chairperson, Facilities and Building Committee*



## Report to the Board of Education (Public)

**DATE:** May 24, 2023

**FROM:** Debbie Tablotney, Chairperson, Policy Committee

**SUBJECT:** Policy 201 and 201 Bylaw: Board Operations

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### RECOMMENDATION:

THAT the Board of Education approve the attached revised **Policy 201 and 201 Bylaw: Board Operations**, in accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*.

### BACKGROUND:

At the February 22<sup>nd</sup> public meeting of the Board of Education, the Board approved Policy 201 and 201 Bylaw for entry into the stakeholder review process. The stakeholder review process took place from February 23 to April 28, 2023, and no additional feedback was received from stakeholder groups. It should be noted that stakeholder input was received and incorporated into the draft revised policy prior to it being entered into the formal stakeholder review process.

As indicated below, the policy has been in discussion at Policy Committee since October 2022 and has benefitted from significant discussion and revision since then. The final version of the revised policy reflects these discussions.

### TIMELINE:

October 2022	In-Camera Policy Committee Meeting	Initial discussion by members of Policy Committee including feedback on proposed timeline and potential scope of revisions.
December 2022	Public Policy Committee Meeting	Initial public report outlining rationale for policy revision and timeline. Opportunity for preliminary feedback from trustee and stakeholder representatives.
January 2023	In-Camera Policy Committee Meeting	In-camera discussion amongst trustee representatives about proposed revisions regarding Board meeting format and role of trustees in advisory committees and working groups.
February 2023	Public Policy Committee Meeting	Revised policy reflecting preliminary feedback shared with committee. Referral to Board for entry into stakeholder review process.
February 2023	Public Board Meeting	Board approved entry into stakeholder review process.

February - April 2023	Stakeholder Review Process	February 23 - April 28, 2023
May 2023	Public Policy Committee	Final revisions based on stakeholder review process. Notice of motion to May Board meeting for final approval at June Board meeting.
May 2023	Public Board Meeting	Board approval of notice of motion for final approval at June Board meeting.
June 2023	Public Board Meeting	Possible final approval of revised policy.

#### **CONCLUSION:**

Following the revision process and timeline outline above for Policy 201 and 201 Bylaw, the Board operations have been updated to align with current practices. The process and timeline described in this report has provided the necessary opportunities for trustee members of the committee and stakeholder representatives to fully engage in the revision process.

*Respectfully Submitted,*

*Debbie Tablotney  
Chairperson, Policy Committee*

#### *Attachments:*

*Revised Policy 201 Board Operations  
Revised Policy 201 Bylaw*

## GOVERNANCE

## Policy 201

### Board Operations

The Board of Education of School District No. 38 (Richmond) will relinquish none of its statutory authority, since it believes that, as much as possible, decision-making over children's learning should be in the hands of local citizens, through their elected school board. The Board supports the preservation of the authority and responsibilities of locally elected boards as separate corporate bodies, distinct from municipal councils or regional districts.

Policy-making is the fundamental process by which the Board will exercise its legitimate authority and responsibility. Through policy, and the strategic planning process, the Board will establish goals and give direction to the local school system.

The Board of Education will operate as an open, democratic corporate body that models respect for individuals and strengthens relationships within the education community. The Board is committed to discharging its duties in a fair, efficient, and effective manner and will conduct itself within an organized framework. The main business of the Board will be through regularly scheduled meetings of all trustees where they will hear delegations, consider reports, and decide by democratic vote on bylaws or motions presented for their consideration.

Because the Board believes it has a fundamental obligation to preserve and enhance the public trust in public education, and because it believes the public and, in particular its education partners, must be able to share their perspectives, meetings will be held in public as much as possible and an opportunity will be given at each meeting to hear the public.

However, there are times when the Board believes the public interest is best served by private discussions of specific issues in closed "in-camera" sessions. To protect individual privacy and the Board's own position, in-camera meetings may be conducted to discuss issues such as individual student or employee matters, legal concerns, or negotiating collective agreements, contracts, or 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.

It is the intent of the Board that both trustees and stakeholders be allowed time and opportunity to become informed and given adequate notice to prepare and present their views on impending items. The Board may establish committees and hold ad hoc meetings to provide opportunities for trustees and interested parties to meet to discuss issues in a more open, prolonged, and informal manner than is normally allowed at a regular Board meeting. Such meetings should enable participants to fully explore all aspects of a topic, to determine the need for further research, and to propose recommendations. Committees and meetings will not be legally constituted as Board Meetings in that the voting trustee complement will always be less than a majority and committee reports and recommendations will be reported to the full Board for decision.

## GOVERNANCE

## Policy 201 BYLAW

### Bylaw: Board Operations

#### 1. Inaugural Post Election Meeting

1.1 The Secretary-Treasurer shall convene an inaugural meeting of the Board on the second Wednesday in November of a school election year. The purpose of this meeting is for elected trustees to swear an oath, and to elect a board chairperson and vice-chairperson, and representatives and alternates to the British Columbia School Trustees' Association (BCSTA) Provincial Council and to the British Columbia Public School Employers' Association (BCPSEA) for the ensuing year, as well as to invite trustee interest in membership on committees.

1.2 The Secretary-Treasurer shall announce the results of trustee elections and administer the prescribed oath of office, or oath of solemn affirmation for each trustee present, as specified in the *Manual of School Law*. Alternate arrangements for swearing the oath/affirmation will be made for a trustee who does not attend the inaugural meeting or who is elected in a by-election, and the secretary treasurer must confirm the oath has been taken before that trustee may act in the position.

1.3 The Superintendent shall appoint a returning officer and scrutineers, then call for nominations for a board chairperson by ballot, confirm acceptance of each person nominated and conduct a vote by ballot. The person receiving a clear majority shall be elected Board Chairperson for the ensuing year. If no person receives a clear majority, further ballots shall be taken until a majority is achieved. The Secretary Treasurer or any trustee may then call for destruction of ballots.

1.4 The Chairperson so elected shall assume the chair.

1.5 The Board shall proceed to elect a vice-chairperson for the ensuing year in the same manner as the election of the Chairperson.

1.6 The Chairperson shall call for a show of interest for the positions of BCSTA representative to Provincial Council as well as an alternate representative. If there is more than one trustee interested in being the representative and no concession as to who will be the representative and who will be the alternate, then the Chairperson will conduct an election by ballot and the person receiving a majority of votes will be declared the representative. The runner up will be appointed alternate.

1.7 The positions of BCPSEA representative and alternate will be chosen in the same manner as in 1.6.

1.8 The Chairperson will request trustees declare their interest in membership on committees by mid-November and will announce committee appointments in December.

1.9 The Board will authorize its signing authorities, as set out in Policy 612 and 612-R: *Authorized Signatures* for the ensuing year, at its Inaugural or Organizational Meeting.

1.10 The meeting will adjourn.

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Board Adoption with Amendments: 17 November 2008

Board Adoption with Amendments: 10 October 2018

Board Adoption with Amendments:

## **2. Annual Organizational Meeting**

2.1 An organizational meeting of the Board shall be held the fourth Wednesday in November each year in which there is no municipal election. The purpose of this meeting is to elect a board chairperson and vice-chairperson, and representatives and alternates to the BCSTA Provincial Council and to the BCPSEA for the ensuing year, as well as to invite trustee interest in membership on committees.

2.2 The current Chairperson shall call the meeting to order and may give an annual report.

2.3 The Superintendent (or designate) shall take the chair and proceed with the election of a chairperson according to the procedure in 1.3.

2.4 The Chairperson so elected shall assume the chair and proceed with the election of a vice chairperson in the same manner as the election of the Chairperson.

2.5 The Chairperson shall call for a show of interest for the positions of BCSTA Provincial Council representative and alternate in the same manner as in 1.6.

2.6 The positions of BCPSEA representative and alternate will be chosen in the same manner as for BCSTA.

2.7 The Chairperson will request trustees declare their interest in membership on committees by mid-November and will announce committee appointments in December.

2.8 The Board will authorize its signing authorities for the ensuing year as in 1.9.

2.9 The meeting will adjourn.

## **3. Regular Meetings**

3.1 The Board of Education shall meet on the fourth Wednesday of each month unless otherwise determined by Board resolution. Regular meetings of the Board of Education shall be held not less than once in every three months. The first regular meeting in November will commence upon adjournment of the Inaugural or Organizational meeting. In-camera sessions will generally commence at 17:30 (5:30 pm) or at the call of the Chair. The public session will begin at 19:00 (7:00 pm). If in-camera business is not completed by 18:50 (6:50 pm), the in-camera session will be recessed and reconvened upon adjournment of the public session. Commencement times of public meetings may be altered by Board resolution.

3.2 A quorum of the Board is a majority of the trustees holding office at the time of the meeting. If a quorum has not been made within one-half hour after the appointed time for a meeting, or if a quorum should cease during a meeting, the meeting shall stand adjourned until the next regular meeting date or until another meeting is called by the Chair.

3.3 The Chairperson will develop the meeting agendas in consultation with the Superintendent, Vice-Chair and Secretary-Treasurer.

3.3.1 Written notice of each meeting, together with the proposed agenda must be given at least 48 hours in advance to each trustee. The package should include all supporting documents. Non-receipt by a trustee shall not void the proceedings.

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3.3.2 Public notice of regular meetings and proposed agendas shall be posted on the district website, provided electronically to trustees and to presidents/chairpersons of employee groups and the district parent association as soon as possible (and no later than 30 minutes prior to board office closing on the Friday prior to the regular Board meeting). Persons or groups known to have particular interest in an agenda item may be alerted if possible. Supporting documents for the meeting shall be posted on the district website and available at the district office no later than 30 minutes prior to the Friday office closing.

3.3.3 Requests by the public to have briefs and presentations placed on the agenda may be made by notifying the office of the Secretary-Treasurer in writing by 09:00 (9:00 am) on the Thursday prior to a meeting. The notice must identify the topic to be presented.

3.3.4 Trustees may place items on the agenda by:

- Notice of Motion at the meeting prior to anticipated consideration,
- Notifying the Chair or office of the Secretary-Treasurer by 09:00 (9:00 am) the Thursday prior to the meeting, or
- A request to the Chair immediately prior to approval of the agenda for emergent items.

3.3.5 Every effort should be made to ensure that items are entered on the agenda by the Thursday deadline. However, because issues that require Board attention may arise after the agenda has been distributed, the Chair shall ask the Superintendent and trustees at the meeting for additions to or deletions from the agenda prior to Board approval of the agenda. Additions and deletions will be at the Chair's discretion and are subject to challenge.

3.3.6 Trustees may request that an agenda item be moved from the in-camera to the public agenda, or the reverse.

3.3.7 Once an agenda is accepted, the meeting will be limited to items on the agenda.

3.4 The order of business at in-camera and public regular meetings shall be:

- Recognition of visitors, announcements, trustees' updates
- Adoption of agenda
- Closure of the in-camera meeting in compliance with the School Act
- Presentations, briefs, special recognition
- Questions from the Public (public only)
- Executive
- Approval of minutes of prior meetings
- Business arising from prior minutes
- New business
- Questions from the Public (public only)
- Standing committee reports
- Board committee and representative reports
- Correspondence
- Adjournment

The Board may call a short break prior to the first Questions from the Public session. Additional recesses may be permitted by the Chair as requested by any trustee and agreed to by unanimous

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consent.

3.4.1 Changes to the order of business may be proposed by any trustee and shall require unanimous consent or a two-thirds vote without debate.

3.4.2 Individuals or delegations presenting a brief will be allowed up to 10 minutes for their presentation.

3.4.3 The Questions from the Public portion of the agenda will be limited to 30 minutes.

3.4.4 The Board may agree by vote to extend the time allotted for a presentation or Questions from the Public.

3.5 Minutes of the proceedings of all meetings shall be recorded in a minute book and signed as correct by the Secretary-Treasurer and the Chairperson or trustee presiding at the meeting recorded.

Public and in-camera minutes will include:

- The nature of the meeting (regular, special, in-camera, inaugural, organizational); the date, time, place, Board members present and absent, staff members assisting, and the approval of the preceding meeting's or meetings' minutes.
- A record of all motions passed or defeated by the Board, together with the names of trustees making and seconding the motions, as well as the names of those abstaining due to conflict, and those voting against a motion if so requested.
- A record of the disposition of all matters on which the Board considered but did not take action, and a record of communications received by the Board.
- A summary of the general nature of remarks or concerns raised by trustees, guests, and the public on agenda items.

3.6 In-camera minutes will be presented in the public minutes of the Board meeting in the form of a general statement as to the nature of the matters discussed and the general nature of the decisions reached. Public minutes shall be made available to any person by being posted on the District website.

3.7 All meetings shall stand adjourned at four hours after their commencement unless a resolution has been passed by a two-thirds vote to extend the hour of adjournment.

3.8 The Secretary-Treasurer or designate must be present at all meetings of the Board. The Board may excuse its officials during discussion of any matter, but the Secretary-Treasurer or designate must record and be present at the time of each Board decision.

3.9 The Chairperson presiding at a meeting may expel any person except a trustee who is acting improperly and disrupts the meeting. A majority of the trustees present at a meeting of the Board may expel a trustee from the meeting for improper conduct.

#### **4. Special Meetings**

4.1 A special meeting of the board may be called by the Chairperson or, upon written request by a majority of the trustees, shall be called by the Secretary-Treasurer. No business other than that for which the meeting was called shall be conducted at the meeting.

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4.2 Where possible, written notice of a special meeting, an agenda and supporting documents will be delivered to each trustee at least 48 hours in advance of the meeting.

When it is likely that trustees might not be reading email routinely, as on a weekend or holiday, or if a meeting must be held within 48 hours, trustees will also be notified by telephone.

4.3 Notice of a special public meeting will be posted on the district web site and emailed to the presidents/chairpersons of employee groups and the district parent association and to persons or groups with particular interest in the item as soon as possible.

## **5. Addressing The Board**

The public is welcome to attend regular public Board meetings and to address the Board through the following processes.

5.1 Members of the public may ask a question or make a brief statement regarding an item on the agenda during either of the two Question Periods at the meeting or by emailing their questions or comments to the School District Board Meetings email account in advance of the question period.

5.2 An individual or a spokesperson for a delegation may present a brief to the Board.

5.2.1 To be allotted time on a meeting agenda, notify the office of the Secretary-Treasurer in writing by 09:00 (9:00 am) the Thursday prior to the Board meeting you wish to present at and include a brief description of the issue you wish to raise. Briefs are usually heard during the first hour of the public meeting that begins at 19:00 (7:00 pm). The content of a brief presented in public should be public in nature. Complaints or concerns that identify an individual or deal with the purchase of land or with legal issues will not be heard during a public meeting and will be directed by the Chairperson to the appropriate venue or process.

5.2.2 Persons presenting a brief will be called to the presenters' table, asked to introduce themselves and members of their delegation then given a maximum of 10 minutes total to make their presentation. The Chair may limit the number of delegations and questions at a meeting unless otherwise directed by the Board.

5.2.3 Trustees will listen to the presentation and may ask questions of the presenter or staff regarding data, policy, Board direction or other relevant matters.

5.2.4 The Board may refer the matter to staff or an appropriate committee for further discussion or to prepare a response.

5.2.5 The Board will not provide a formal response to a brief at the meeting where it is presented. Delegations will be acknowledged in writing soon after the meeting and informed of any process whereby their brief may be considered further, and whether their attendance may be requested at subsequent committee meetings.

5.2.6 The Board Chairperson in consultation with the Superintendent will provide a response to the brief within 60 days of its presentation to the Board.

## **6. Chairperson And Vice-Chairperson**

6.1 A chairperson and vice-chairperson shall be elected at the first meeting of the Board in November according to the procedure outlined in 1.3.

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6.2 The Board entrusts to its Chair primary responsibility for safeguarding the integrity of the Board's processes and representing the Board to the broader community. The Chairperson shall act as chief spokesperson for the Board by stating positions consistent with Board resolution and policies.

The Chairperson's duties shall include:

6.2.1 Presiding at meetings of the Board and generally fulfilling the duties usually performed by a chairperson.

6.2.2 Regularly consulting with the Superintendent to convey concerns or issues of trustees or arising in the community, and to learn of emerging issues and events within the District or province that may require Board action,

6.2.3 Bringing to the Board all matters requiring a corporate decision of the Board,

6.2.4 Acting as ex-officio member of all Board committees,

6.2.5 Acting as signing officer for the District,

6.2.6 Supplying trustees with a copy of all correspondence written on behalf of the Board, and

6.2.7 Representing the Board at official functions or designating another trustee to do so.

6.3 The Chairperson may vacate the chair to enter debate or propose or second a motion, in which case the Vice-Chairperson shall preside.

6.4 If the Chairperson is absent or unable to act at a meeting, the Vice-Chairperson shall preside. If the Vice-Chairperson is absent or unable to act, the trustees present shall elect one of their members to preside at the meeting.

6.5 The Chairperson has the same right to vote as any other trustee and must vote to break a tie.

6.6 The Vice-Chairperson shall assist the Chairperson in ensuring the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board and shall serve in the absence of the Chairperson and otherwise shall perform such duties as assigned by the Chairperson or designated by resolution of the Board.

6.7 Rulings of the Chairperson can be challenged by motion and vote of trustees.

6.8 A majority of the Board may elect a new chairperson or vice-chairperson at any time.

## **7. Rules Of Order**

7.1 The current edition of Robert's Rules of Order shall govern, as far as applicable, in all cases not specifically provided herein or in the School Act.

7.2 All powers of the Board will be exercised either by resolution or by bylaw, except where the School Act requires a bylaw.

7.3 A rule, other than the requirement for notice of meetings, may be suspended or an additional

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rule adopted temporarily for one or more meetings by unanimous consent or by a two-thirds vote of the trustees present.

7.4 Notwithstanding 7.3, the rules in this bylaw shall be amended by bylaw only. A Notice of Motion stating the proposed amendment must be given at the previous meeting and in the notice of the meeting.

7.5 When a trustee raises a Point of Order or Point of Privilege, the Chair will give it precedence over all other items of business.

7.6 Any decision of the Chair is open to appeal by a trustee moving a motion to challenge the Chair and giving the reasons for the challenge. If the motion is seconded, the Vice-Chair will preside and the Chair, having stepped down, will then justify the decision. The Vice-Chair will ask the question "Shall the Chair be sustained?" and trustees will vote without further debate whether to sustain the Chair. A majority or tie vote sustains the Chair. A successful challenge does not necessarily set a precedent.

7.7 During a meeting the Board may, by motion, resolve itself into a Committee of the Whole to discuss any matter on the agenda. A committee of the Whole is designated for an allotted time and does not have to adhere to the formal Rules of Order. The Chairperson may vacate the chair and the Board may ask any person present to facilitate the ensuing discussion by acting as Chairperson of the Whole. The discussion may involve anyone present the Board wishes to include. Upon completion of the discussion (whose time allotted may be extended by vote of the Board), the Committee of the Whole is said to Rise and Report, whereupon the facilitator or Chairperson of the Whole reports on the findings of the Committee to the reassembled Board for the minutes.

## **8. Bylaw Procedure**

8.1 Written Notice of Motion to propose or amend a bylaw shall be given at the meeting prior to first reading and in the notice of the meeting where the bylaw or amendment is to be proposed.

8.2 Every bylaw shall be dealt with in the following stages:

- a) First reading: no debate or amendment;
- b) Second reading: discussion of the principle of the bylaw;
- c) Committee stage: if the second reading passes, the bylaw may be referred to a Committee of the Whole or to a standing committee for detailed consideration.
- d) Third reading: consideration of amendments made in committee, if any, and final decision.

8.3 When a bylaw has been amended in committee, it shall be made available to the public before further action proceeds. This may be waived by a two-thirds vote.

8.4 The first reading must be read in full. Subsequent readings may consist of a description of the bylaw by its title and a summary of its contents, providing trustees and the public have a written copy of the bylaw and any amendments.

8.5 The Board shall not give a bylaw more than two readings at any one meeting unless trustees present unanimously agree to give the bylaw all three readings at that meeting.

8.6 A bylaw may be withdrawn at any stage with unanimous consent of the Board.

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## **9. Motions**

9.1 The Board may only make decisions, give direction, or determine policy by voting in the majority on a motion presented by a trustee and seconded by another trustee. A motion is a stated proposal for action.

The bulk of Board business will be conducted through the process of trustees posing a motion, debating the merits of the motion then voting to defeat or pass (carry) the motion. However, when a report, brief or presentation is presented to the Board at a meeting, trustees may first ask questions to clarify understanding or may make brief statements to correct facts or state opinions. If a motion on an issue is moved, trustees may ask questions of clarification of the mover and staff before debate begins or during the debate.

9.2 A motion should be worded in a concise, unambiguous, and complete form and, if lengthy or complex, should be submitted in writing. A motion once moved should be stated by the Chairperson to ensure it has been heard and understood. Once moved, seconded, and repeated by the Chairperson a motion belongs to the Board and may only be altered, directed, or withdrawn by vote of the Board.

9.3 The Chairperson may divide a motion containing more than one subject or a trustee may request such a division and it shall be voted on in the form in which it is divided.

9.4 A motion may be amended before the vote. An amendment is a motion to modify the wording of a pending motion. An amendment must be germane, that is, closely related to or having a bearing on the subject of the motion to be amended. A motion can be amended more than once. However, there can be only one amendment on the floor at a time and it shall be voted on before another amendment is presented or the original motion is voted on. An amendment to an amendment must be germane to the first amendment and cannot be amended. If an amendment is acceptable to both the mover and seconder, the amendment shall be accepted without formal vote.

9.5 A motion passed by a vote of the Board becomes known as a resolution.

9.6 A resolution passed by the Board shall not be reconsidered during the year following its acceptance except by order of a two-thirds vote of the Board, with the following exemption. Any question decided by the Board at a meeting where a bare quorum was present may be reconsidered by order of a simple majority vote of the Board.

9.6.1 A Notice of Motion must be given of an intention to reconsider a resolution passed by the Board in the previous year.

9.6.2 Only a trustee who voted on the prevailing side when the resolution was first adopted may move to reconsider the resolution during the following year, except that any trustee who was not in office at the time a decision was reached on a resolution may move the reconsideration of any resolution dealt with by the Board during the previous year.

9.6.3 A motion to reconsider may be seconded by any trustee.

9.6.4 A motion to reconsider is debatable if the motion proposed to be reconsidered is debatable and the debate can be on the merits of the original question. No question can be reconsidered twice.

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9.6.5 A motion to reconsider cannot be applied to action that cannot be reversed, such as entering into a contract.

9.7 No motion (or motions so similar that they pose the same question) can be considered twice at the same meeting.

9.8 Consideration of a motion, provided it has been moved and seconded, may be postponed by a resolution to a specific time and date. A motion to postpone:

- requires a simple majority vote,
- precludes further discussion until the stated time and date,
- may be amended as to time and place; and
- is debatable only as to the advisability of the proposed delay.

9.9 A Notice of Motion must be given for presenting motions to adopt, amend, suspend, or rescind any bylaw, policy, or regulation.

## **10. Debate**

10.1 Debate shall be strictly relevant to the motion under consideration. The Chairperson shall warn speakers who violate this rule.

10.2 In order to speak, a trustee must be recognized by the Chairperson.

10.3 The mover of the motion shall be given the first and last opportunity to speak on the motion.

10.4 Each trustee has the right to speak twice on the same motion on the same day but cannot make a second speech so long as any trustee who has not spoken on that motion wishes to speak. No trustee shall speak for more than ten minutes in total.

10.5 A statement raising a Point of Order (conduct of the meeting) or Privilege (dealing with the rights or interests of the Board as a whole or of a trustee personally) may be made at any time and shall be given precedence and dealt with immediately.

10.6 No trustee shall interrupt another trustee who has the floor except to raise a point of order, a point of privilege or to disclose a conflict of interest.

10.7 It is the role of the Chairperson to maintain the appearance of fairness and refrain from vigorous debate. However, once all trustees have spoken and before the mover closes debate, the Chair may speak on the motion. The Chair may also move a motion or engage more actively through the course of the debate by stepping down and having the Vice-Chair preside.

10.8 Debate may be closed by:

- the Chair after all trustees have spoken twice, finishing with the mover;
- a trustee calling the Question whereupon the Chair asks if a trustee wishes to speak further and if not, conducting the vote; or
- a motion to end debate, which is not debatable and requires a two-thirds vote.

## **11. Voting**

11.1 All trustees present at a meeting are required to vote. The Chair has the right to vote and must vote if there is a tie.

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11.2 Voting shall be by show of hands except where a ballot is required by policy, bylaw, or the School Act. The Chairperson shall declare whether the motion was defeated or carried, and the names of negative voters if requested.

11.3 All questions shall be decided by a majority of the votes of the trustees present and voting unless otherwise provided by policy, bylaw, or the School Act. In the case of a tie vote, the motion shall be resolved in the negative.

## **12. Conflict Of Interest**

12.1 If a trustee has any pecuniary (financial/economic) interest in any matter as defined by the School Act and is present at a meeting of the board at which the matter is considered, the trustee shall:

- disclose their pecuniary interest and the general nature of the pecuniary interest at the meeting;
- recuse themselves from the portion of the meeting during which the matter is being considered;
- not take part in the discussion of or vote on any question in respect of the matter; and
- not attempt in any way, whether before, during or after the meeting, to influence the voting on any question in respect of the matter.

“Pecuniary interest” shall be taken to include an indirect pecuniary interest.

12.2 If the meeting is not open to the public, in addition to complying with requirements in 12.1 the trustee shall immediately leave that part of the meeting during which the matter is considered.

12.3 If the pecuniary interest of a trustee is not disclosed as required above because the trustee is absent from the meeting, the trustee shall disclose the pecuniary interest and otherwise comply with the requirements at the next meeting attended by the trustee.

12.4 A trustee is expected to be conversant with relevant sections of the School Act, to file disclosure forms under the Financial Disclosure Act and to be responsible for declaring a personal conflict or a conflict of a spouse, parent, or child. A trustee who votes on an issue in which they are in conflict may lose office and may not be indemnified by the Board.

12.5 Decisions of the Board must be made with integrity and be procedurally fair. A trustee who votes on an issue with which they have a conflict may cause the decision of the Board to be viewed as biased and place the Board at risk of judicial review and the resulting legal and court costs.

Therefore, if a trustee is concerned, they may have a personal conflict with a matter about to come before the Board, the trustee should:

- seek the advice of the Superintendent or Secretary-Treasurer,
- consult with the Chairperson, or
- seek advice from the BCSTA, or request that the Chairperson or Superintendent seek legal advice.

If a trustee is concerned that a fellow trustee is in conflict, they should speak with or ask the Chairperson to speak with the trustee believed to have a conflict.

12.5.1 If the question is not resolved prior to the meeting at which the matter in conflict arises, and the trustee thought to be in conflict does not declare a conflict:

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- the trustee may declare for the record the reason they believe there is no conflict, and the discussion may proceed to a vote; or
- the Board may resolve to postpone the discussion of the issue and seek legal advice.

12.5.2 If legal advice confirms there is a high probability a trustee has a disqualifying conflict:

- the Board may resolve that the trustee be disqualified from voting with reasons given. In this case, the Chairperson will then ask the trustee whether they intend to vote on the matter in conflict and if the trustee declares a continued intent to participate:
- the Board may resolve to take legal proceedings to obtain a court declaration regarding the trustee's disqualification and that the matter be postponed, or
- the Board may proceed to vote on the matter and then determine whether to censure the trustee for participation.

Such actions can be divisive and should be avoided in favour of more amicable resolution, provided liability to the district is minimized.

12.6 If a meeting is open to the public, every disclosure of pecuniary interest and the general nature of it shall be recorded in the minutes of the meeting. If a meeting is not open to the public, the fact that a disclosure of pecuniary interest was made, but not the general nature of that interest, shall be reported to and recorded in the minutes of the next meeting that is open to the public.

### **13. Standing Committees**

13.1 Standing Committees exist to provide an opportunity to deliberate on issues of ongoing importance to the District in an open, prolonged, inclusive, and informal manner. The Board will establish an Audit Committee, Education Committee, Facilities and Building Committee, Finance and Legal Committee and a Policy Committee, and any other standing committees it deems appropriate for the routine conduct of its business.

13.1.1 Meetings may be public or, where warranted, in camera.

13.1.2 A standing committee will consider matters referred to it by the Board, and may consider items suggested by staff, committee representatives or members of the community.

### **13.2 Terms of Reference**

13.2.1 *Audit Committee* will assist the Board in fulfilling its governance and oversight responsibilities and may consider matters pertaining to:

- Financial reporting;
- Internal control, information systems and risk management;
- External audit; and
- Internal audit.

13.2.2 *Education Committee* may consider matters pertaining to:

- Provision of educational programs for students, including curriculum instruction and assessment;
- Teaching pedagogy;
- Student learning;
- Learning resources;
- Research on teaching and learning;

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- Showcase district programs and effective educational practices; and
- Other matters referred to it by the Board.

**13.2.3 Facilities and Building Committee** may consider matters pertaining to:

- Building purchase, construction and sale, maintenance and district facilities, transportation and custodial services;
- Develop and recommend to the Board long-term plans for accommodating the District's needs related to sites and buildings;
- Make recommendations to the Board regarding the annual Capital Budget submission to the Ministry of Education;
- Community use of school facilities;
- Naming and renaming of board properties; and
- Other matters referred to it by the Board.

**13.2.4 Finance and Legal Committee** will:

- Consider and make recommendations to the Board on the district's operating, special purpose, and capital budgets;
- Consider and make recommendations to the Board on the school district's business and accounting services;
- Provide advice and information to the Board to support the efficient and effective fiscal management and operations of the school district;
- Where applicable to receive, consider and discuss input from stakeholder groups regarding finance and budget matters referred to the committee;
- Consider, recommend, and provide advice and information to the Board on contracts, collective agreement negotiations/bargaining and legal matters pertaining to school district's business and operations; and
- Consider such other matters as may be referred by the Board and make recommendations thereon as required.

**13.2.5 Policy Committee** will:

- Periodically and systematically review Board policies with the intent of ensuring policies remain useful, accessible, understandable, and up to date; and
- Present recommendations for new and revised policy for Board approval.

**13.3 Membership**

In December of each year the Chairperson of the Board shall appoint up to three Trustees to each standing committee after consultation with Trustees. The Board shall also appoint one alternate member for each standing committee. If an appointed Trustee is absent from a committee meeting and the alternate is unavailable, the Board Chairperson may act as an alternate committee member.

The Superintendent or designate shall be a member of all standing committees. In addition, members of the Board's staff may be invited to assist a committee with its business.

Only trustees, District staff and invitees may attend in-camera sessions. Where there are public sessions of a standing committee, the following groups will be invited to appoint a representative:

- Richmond Association of School Administrators
- Richmond District Parents' Association
- Richmond School Board Employees Union, CUPE Local 716
- Richmond Teachers' Association
- Richmond Management and Professional Staff

Adopted: 02 June 2008

Board Adoption with Amendments: 17 November 2008

Board Adoption with Amendments: 10 October 2018

Board Adoption with Amendments:

Student representation may be invited as appropriate.

#### 13.4 Conduct

13.4.1 The Trustee named first to a committee shall preside as Chairperson. In the absence of the Chairperson, the second Trustee named to the standing committee shall preside.

13.4.2 No committee shall meet when fewer than two appointed Trustee committee members are present.

13.4.3 All committee members and attendees are able to participate fully in discussion. However, only trustees appointed to the committee will vote on recommendations to the Board.

13.4.4 The dates, times and places of public and in-camera committee meetings shall be established at each committee's first regular meeting following the appointment of committee members in December.

13.4.5 Written notice of committee meetings and agendas shall be available for all Trustees and representative members at least three days before committee meeting dates.

13.4.6 The preparation of the agenda and minutes for a committee meeting shall be the responsibility of the committee's Chairperson in cooperation with staff named to assist that committee. Preference on the agenda will be given to items referred by the Board.

13.4.7 Standing committees shall report to the Board matters for action and information. Committee recommendations shall be made in writing. In the event a committee recommendation is not unanimous, a Trustee member of the committee may attach a minority report.

#### **14. Other Board-Established Committees**

14.1 The Board may establish advisory committees to study, provide guidance or advice, or report on specific matters.

14.2 The Board shall determine which standing committee the advisory committee shall report to.

14.3 The purpose and terms of reference of an advisory committee shall be defined in writing and approved by the Board before members of the committee are named except when the Board asks the committee to recommend its own terms of reference for Board approval. The recommendations of an advisory committee shall be confined to its terms of reference.

14.4 Membership on an advisory committee shall be limited in number to a minority of Trustees holding office at the time of the committee's appointment, and to members of the Board's staff appointed to the committee by the Chairperson of the Board, in consultation with the Superintendent. In addition, the Board may invite stakeholder groups to appoint a representative and may also include students or members of the community who, in the Board's judgment, may assist the committee in its work.

14.5 Generally, the senior staff member whose portfolio is most closely aligned with the primary focus of the advisory committee shall be its Chairperson. The Chairperson shall preside at all advisory committee meetings.

Adopted: 02 June 2008

Board Adoption with Amendments: 17 November 2008

Board Adoption with Amendments: 10 October 2018

Board Adoption with Amendments:



14.6 Dates, times and places for meetings will be determined by members of the committee. Notice of meeting and agenda will be given to members at least three days prior to the meeting.

14.7 A record will be kept of items discussed and recommendations made and will be available to committee members and the Board.

## **15. Board-Established Working Groups**

15.1 The Board may establish working groups to study, investigate or provide advice on specific matters. Working groups will be time-limited in nature with a clearly defined task relating to a specific matter.

15.2 Working groups shall report directly to the Board. The Board shall determine a period within which a working group shall provide updates and present a report to the Board.

15.3 The purpose and terms of reference of a working group shall be defined in writing and approved by the Board before members of the committee are named except when the Board asks the working group to recommend its own terms of reference for Board approval. The recommendations of a working group shall be confined to its terms of reference.

15.4 Membership on a working group shall be limited in number to a minority of Trustees holding office at the time of the committee's appointment, and to members of the Board's staff appointed to the committee by the Chairperson of the Board, in consultation with the Superintendent. In addition, the Board may invite stakeholder groups to appoint a representative and may also include students or members of the community who, in the Board's judgment, may assist the committee in its work.

15.5 The Board shall direct Trustee members of the working group to report back to the Board on a regular basis regarding the progress of the working group and, as necessary, to seek additional direction from the Board.

15.6 Generally, the senior staff member whose portfolio is most closely aligned with the primary focus of the working group shall be its Chairperson. The Chairperson shall preside at all working group meetings.

15.7 Dates, times and places for meetings will be determined by members of the working group. Notice of meeting and agenda will be given to members at least three days prior to the meeting.

15.8 A record will be kept of items discussed and recommendations made and will be available to working group members and the Board.

15.9 Upon completion of the task assigned and the presentation of a final report to the Board, the working group shall be disbanded.

## **16. School Liaison Trustees**

In order to enhance communication between the Board of Education and local schools, trustees will be assigned to liaise with specific schools.

The Chairperson will assign each trustee a group of secondary and elementary schools at the first meeting in December each year. The assignment shall be one year's duration unless otherwise determined by the Board. Groups of schools will be rotated among trustees.

Adopted: 02 June 2008

Board Adoption with Amendments: 17 November 2008

Board Adoption with Amendments: 10 October 2018

Board Adoption with Amendments:

Assigning each trustee only a portion of the District's schools helps trustees manage their limited time and increases the likelihood that trustee visits will be effectively dispersed across the District's schools. The purpose of liaison assignments is to enable trustees to attend social functions at the schools, to experience in a focused manner educators and children working and learning together over the school year, to connect with Parent Advisory Committees and to become more familiar with schools and their operation. It is not intended that this bylaw will restrict trustees from participating in functions at any other schools in the District or from visiting any other schools in the District. It is also recognized that trustees will visit when they are able, they are not obligated to attend on any routine basis. In order to ensure that mutually agreeable arrangements can be made, trustees will contact the school principal in advance of all school visits.

Consistent with the corporate and policy-making role of the Board, the liaison trustee carries no administrative responsibility or Board-delegated authority. It is not intended that trustees become involved in the internal operation of the schools, nor is it intended that trustees use this contact as an avenue for bringing routine administrative matters directly to the Board.

## Report to the Board of Education (Public)

**DATE:** June 21, 2023

**FROM:** Debbie Tablotney, Chairperson, Policy Committee

**SUBJECT:** **Policy 311/311-R: Freedom of Information and Protection of Privacy**

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### RECOMMENDATION:

**THAT** the Board of Education approve the attached **Policy 311/311-R: Freedom of Information and Protection of Privacy**, in accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*.

### BACKGROUND:

#### Legislative Requirements

In November 2021, the legislature enacted amendments to British Columbia's Freedom of Information and Protection of Privacy Act (FIPPA). One of those amendments is a requirement that public bodies, including school districts, have a privacy management program in place.

The privacy management program should include:

- The development of a privacy policy,
- Appointment of a privacy officer or individual who will be the point of contact for privacy related issues and supporting FIPPA compliance,
- A process for completing and documenting privacy impact assessments,
- A documented process for responding to privacy complaints and privacy breaches,
- Privacy training and education to ensure that employees are aware of their privacy obligations, and
- Regular review and updating of the privacy management program.

Therefore, it is recommended that the district proceed to adopt the following:

- A privacy policy,
- A privacy breach policy and process,
- A privacy impact assessment (PIA) policy and process,
- A personal information management program, and
- A privacy training program for all employees.

#### Privacy Policy

The main purposes of a privacy policy are to:

- Set out an organization's commitment to privacy and to describe in broad term how it protects personal information,
- Ensure employees clearly understand their obligations to preserve privacy,
- Ensure staff, students and members of the public understand how their personal information may be collected, used and disclosed; and

- Explain to individuals how to make complaints and their rights under FIPPA.

### **Privacy Breach Policy and Process**

A public body can establish a privacy breach policy including procedures in accordance with the privacy policy and FIPPA. Its purposes are to:

- Ensure staff understand their obligations under FIPPA to report privacy breaches,
- Establish accountabilities and a response plan in the event of a privacy breach, and
- Explain how the district will satisfy its obligation to report privacy breaches.

### **Privacy Impact Assessment Policy and Process**

A privacy impact assessment (PIA) is a due diligence process that requires an organization to work through a checklist of FIPPA compliance-related questions in relation to an initiative or program that collects, uses and/or disclose personal information. The process is intended to identify whether an initiative or program is FIPPA compliant.

The 2021 legislative amendments to FIPPA imposed a new requirement on public bodies to perform a PIA on all new or significantly revised initiatives or programs that are enacted effective February 1, 2023. Prior to these amendments, PIAs were required only in a limited number of circumstances, such as data linking and common programs.

The 2021 amendments also introduced a requirement for public bodies to carry out both a PIA and a supplemental review in relation to any initiatives or programs that involve the storage of sensitive personal information outside of Canada.

The purposes of a PIA policy and process are to:

- Ensure all employees understand that there is an obligation to conduct PIAs and that their project planning includes time to complete a PIA,
- Ensure program areas do not commit to initiatives that involve the storage of sensitive personal information outside of Canada unless all required PIAs and supplemental reviews have been completed, and
- Set out the accountability and support for employees to complete the PIAs.

### **TIMELINE:**

February 2023	In-camera Policy Committee meeting	Initial discussion by members of Policy Committee including feedback on proposed timeline and intent of the proposed policy.
April 2023	In-camera Policy Committee meeting	Draft policy shared for feedback from Policy Committee trustee representatives.
May 2023	Public Policy Committee meeting	Revised policy reflecting trustee feedback shared with the Committee. Referral to Board for notice of motion.
May 2023	Public Board meeting	Board approval of Notice of motion for final approval of policy at June Board meeting.
June 2023	Public Board meeting	Possible final approval of new policy.

**CONCLUSION:**

It is recommended that the proposed privacy policy be included in the 300 Administration section of the board policy framework. In accordance with Board Policy 204-R, it is also recommended that the draft policy not be placed into stakeholder review process as it is a legislative mandated policy and administrative in nature.

*Respectfully Submitted,*

*Debbie Tablotney  
Chairperson, Policy Committee*

*Attachments:*

- 1. Draft Policy 311 Freedom of Information and Protection of Privacy*
- 2. Draft Policy 311-R Privacy Management*
- 3. Draft Policy 311-G A Privacy Impact Assessment*
- 4. Draft Policy 311-G B Critical Incident and Privacy Breach Procedure*
- 5. Draft Policy 311-G C Personal Information Management Program*

## **ADMINISTRATION**

## **Policy 311**

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

The Board of Education of School District No. 38 (Richmond) is committed to ensuring the privacy, confidentiality and security of all personal information that it collects, uses, discloses and maintains in connection with its programs and activities. The Board complies with the *School Act* and the *Freedom of Information and Protection of Privacy Act* in relation to the protection of privacy. This Policy sets out the Board's commitment, standards and expectations regarding the appropriate practices for the collection, use and protection of personal information.

<b>ADMINISTRATION</b>	<b>Policy 311-R</b>
<b>FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY</b>	

## 1. Principles

The Board of Education of School District No. 38 (Richmond) ("District"), Trustees and all District Employees shall uphold the privacy, confidentiality and appropriate use of personal information in compliance with the *School Act*, *Freedom of Information and Protection of Privacy Act (FIPPA)* and the Guidelines, including by:

- being open and transparent about the purposes for which personal information may be collected and used by the District;
- collecting and using personal information only as necessary to carry out the District's authorized programs and activities;
- sharing personal information internally with Employees only on a need-to-know basis;
- sharing personal information with third parties with the knowledge and consent of affected individuals, unless otherwise authorized or required under *FIPPA*, the *School Act* or other applicable laws;
- ensuring personal information is protected against unauthorized access, use, disclosure, loss or destruction; and
- complying with *FIPPA* and all procedures for the accuracy, protection, use, disclosure, storage, retrieval, correction and appropriate use of personal information.

## 2. Transparency and Accountability

The Board strives to be open and transparent with the community about its programs and activities, and has processes in place to support the timely response to access requests submitted under *FIPPA* and the proactive release of information of interest to the community.

## 3. Responsibility

The Superintendent of Schools has been designated by the Board as the "Head" of the District for the purposes of *FIPPA*, and has overarching responsibility for ensuring compliance with this Policy, *FIPPA* and the requirements of the *School Act* pertaining to privacy management.

## 4. Complaints

The District will respond to and, where appropriate, investigate, all complaints that it receives under this Policy concerning its personal information management practices.

Adopted:

## 5. Definitions

- 5.1 “**Employees**” means all employees, contractors and volunteers of the District;
- 5.2 “**FIPPA**” means the *British Columbia Freedom of Information and Protection of Privacy Act*, and regulations thereto;
- 5.3 “**Personal information**” means recorded information about an identifiable individual, that is within the control of the District, and includes information about any student or any Employee of the District. Personal information does not include an individual’s business contact information, such as business address, email address, and telephone number, that would allow a person to be contacted at work;
- 5.4 “**Guidelines**” means procedures enacted by the District under its Policy on Freedom of Information and Protection of Privacy.

## References

Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, c. Part 3  
School Act, R.S.B.C. 1996, c. 412 sections 9, 79(3)  
Student Records Disclosure Order (M14/91)



## ADMINISTRATION

## Policy 311-G (A)

### Privacy Impact Assessments

#### Purpose

The Board of Education of School District No. 38 (Richmond) ("District") is responsible for ensuring that it protects the Personal Information within its custody and control, including by complying with the provisions of the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). FIPPA requires that the District conduct a Privacy Impact Assessment ("PIA") to ensure that all collection, use, disclosure, protection and processing of Personal Information by the District is compliant with FIPPA.

A Privacy Impact Assessment (PIA) is an in-depth review of any new or significantly revised initiative, project, activity, or program to ensure that it is compliant with the provisions of FIPPA, to identify and mitigate risks arising from the initiative and to ensure that the initiative appropriately protects the privacy of individuals.

The purpose of these Guidelines is to set out the District's process for conducting PIAs in accordance with the provisions of FIPPA.

#### 1. Definitions

- 1.1 "**Employee(s)**" means all employees, contractors and volunteers of the District;
- 1.2 "**FIPPA**" means the *British Columbia Freedom of Information and Protection of Privacy Act*, and regulations thereto;
- 1.3 "**Guidelines**" means procedures enacted by the District under its Policy on Freedom of Information and Protection of Privacy;
- 1.4 "**Head**" means the Superintendent of Schools or any person to whom the Superintendent has delegated (in writing) their powers under these Guidelines;
- 1.5 "**Initiative**" means any enactment, system, project, program or activity of the District;
- 1.6 "**Personal information**" means any recorded information about an identifiable individual that is within the control of the District and includes information about any student or any Employee of the District. Personal Information does not include an individual's business contact information, such as business address, email address and telephone number, that would allow a person to be contacted at work;
- 1.7 "**PIA**" means a Privacy Impact Assessment performed in accordance with the requirements of FIPPA;
- 1.8 "**Privacy Officer**" means the Secretary Treasurer who has been designated by the Head as the Privacy Officer for the District;

- 1.9 **"Responsible Employee"** means the Department Head or other Employee who is responsible for overseeing an Initiative, and in the event of doubt, means the Employee designated in the PIA as the Responsible Employee;
- 1.10 **"Supplemental Review"** means an enhanced process for reviewing the privacy and data security measures in place to protect sensitive Personal Information in connection with an Initiative involving the storage of Personal Information outside of Canada.

## **2. Scope & Responsibility**

- 2.1 These Guidelines apply to all new and significantly revised Initiatives of the District.
- 2.2 All Employees are expected to be aware of and follow these Guidelines in the event that they are involved in a new or significantly revised Initiative.
- 2.3 Departments and management employees are responsible to plan and implement new or significantly revised Initiatives in accordance with the requirements of these Guidelines.

## **3. District Responsibilities**

- 3.1 The Superintendent of Schools is the "Head" of the District for all purposes under *FIPPA*.
- 3.2 The Superintendent of Schools has delegated the administration of these Guidelines to the Secretary Treasurer, who is the "Privacy Officer" of the District for all purposes under *FIPPA*.
- 3.3 The Privacy Officer is responsible to, in consultation with the Head, ensure that all PIAs and Supplemental Reviews are completed in accordance with the requirements of *FIPPA* and these Guidelines.

## **4. Responsibilities of All Employees**

- 4.1 Any Employee responsible for developing or introducing a new or significantly revised Initiative that involve or may involve the collection, use, disclosure or processing of Personal Information by the District must report that Initiative to the Privacy Officer at an early stage in its development.
- 4.2 All Employees involved in a new or significantly revised Initiative will cooperate with the Privacy Officer and provide all requested information needed to complete the PIA.
- 4.3 All Employees will, at the request of the Privacy Officer, cooperate with the Privacy Officer in the preparation of any other PIA that the Privacy Officer decides to perform.

## **5. The Role of the Responsible Employee**

Responsible Employees are responsible for:

- 5.1 ensuring that new and significantly revised Initiatives for which they are the Responsible Employee are referred to the Privacy Officer for completion of a PIA;
- 5.2 supporting all required work necessary for the completion and approval of the PIA;
- 5.3 being familiar with and ensuring that the Initiative is carried out in compliance with the PIA; and
- 5.4 requesting that the Privacy Officer make amendments to the PIA when needed and when significant changes to the Initiative are made.

## **6. Initiatives Involving the Storage of Personal Information Outside of Canada**

- 6.1 Employees may not engage in any new or significantly revised Initiative that involves the storage of Personal Information outside of Canada until the Privacy Officer has completed and the Head has approved a PIA and any required Supplemental Review.
- 6.2 The Responsible Employee or Department may not enter into a binding commitment to participate in any Initiative that involves the storage of Personal Information outside of Canada unless any required Supplemental Review has been completed and approved by the Head.
- 6.3 It is the responsibility of the Privacy Officer to determine whether a Supplemental Review is required in relation to any Initiative, and to ensure that the Supplemental Review is completed in accordance with the requirements of *FIPPA*.
- 6.4 The Privacy Officer is responsible for reviewing and, if appropriate, approving all Supplemental Reviews and in doing so must consider risk factors including:
  - 6.4.1 the likelihood that the Initiative will give rise to an unauthorized collection, use, disclosure or storage of Personal Information;
  - 6.4.2 the impact to an individual of an unauthorized collection, use, disclosure or storage of Personal Information;
  - 6.4.3 whether the Personal Information is stored by a service provider;
  - 6.4.4 where the Personal Information is stored; and
  - 6.4.5 whether the Supplemental Review sets out mitigation strategies proportionate to the level of risk posted by the Initiative.

- 6.5 Approval of a Supplemental Review by the Head shall be documented in writing.

## **7. Inquiries**

- 7.1 Questions or comments about these Guidelines may be addressed to the Privacy Officer at [privacy@sd38.bc.ca](mailto:privacy@sd38.bc.ca). The District will respond to all inquiries in writing.

## **Related Acts and Regulation**

*School Act*

*British Columbia Freedom of Information and Protection of Privacy Act (FIPPA)*

## **Supporting References, Policies, Procedures and Forms**

Policy 311 Freedom of Information and Protection of Privacy

Policy 311-R Privacy Management

## ADMINISTRATION

## Policy 311-G (B)

### Critical Incident and Privacy Breach Procedure

#### 1. Purpose

The Board of Education of School District No. 38 (Richmond) ("District") is committed to ensuring the protection and security of all personal information within its control. That commitment includes responding effectively and efficiently to privacy breach incidents that may occur.

The purpose of these Guidelines is to set out the District's process for responding to significant privacy breaches and to complying with its notice and other obligations under the *Freedom of Information and Protection of Privacy Act (FIPPA)*.

#### 2. Scope & Responsibility

All Employees of the District are expected to be aware of and follow these Guidelines in the event of a privacy breach. These Guidelines apply to all Employees.

#### 3. District Responsibilities

- 3.1 The Superintendent of Schools is the "Head" of the District for all purposes under the *FIPPA*.
- 3.2 The Superintendent has delegated the administration of these Guidelines under *FIPPA* to the Secretary Treasurer, who is the "Privacy Officer" of the District for all purposes under *FIPPA*.
- 3.3 The Privacy Officer is responsible to, in consultation with the Head, ensure that all procedures are completed to respond to privacy breach in accordance with the requirements of *FIPPA* and these Guidelines.

#### 4. Definitions

- 4.1 "**Employee(s)**" means the employees, contractors and volunteers of the District;
- 4.2 "**FIPPA**" means the *British Columbia Freedom of Information and Protection of Privacy Act*, and regulations thereto;
- 4.3 "**Guidelines**" means procedures enacted by the District under its Policy on Freedom of Information and Protection of Privacy;
- 4.4 "**Head**" means the Superintendent of Schools or any person to whom the Superintendent has delegated (in writing) their powers under these Guidelines;
- 4.5 "**Personal information**" means any recorded information about an identifiable individual that is within the control of the District, and includes information about any

Adopted:

student or any Employee of the District. Personal Information does not include an individual's business contact information, such as business address, email address and telephone number, that would allow a person to be contacted at work;

- 4.6 **"Privacy Breach"** means the theft or loss of or the collection, use or disclosure of Personal Information not authorized by *FIPPA*, and includes cyber and ransomware attacks and other situations where there are reasonable grounds to believe that any such unauthorized activities have taken place or there is a reasonable belief that they will take place;
- 4.7 **"Privacy Officer"** means the Secretary Treasurer who has been designated by the Head as Privacy Officer for the District;
- 4.8 **"Records"** means books, documents, maps, drawings, photographs, letters, vouchers, papers and any other thing on which information is recorded or stored by graphic, electronic, mechanical or other means, but does not include a computer program or other mechanism that produces records.

## **5. Responsibilities of Employees**

- 5.1 All Employees must without delay report all actual, suspected or expected Privacy Breach incidents of which they become aware in accordance with these Guidelines. All Employees have a legal responsibility under *FIPPA* to report Privacy Breaches to the Head.
- 5.2 Privacy Breach reports may also be made to the Privacy Officer, who has delegated responsibility for receiving and responding to such reports.
- 5.3 If there is any question about whether an incident constitutes a Privacy Breach or whether the incident has occurred, Employees should consult with the Privacy Officer.
- 5.4 All Personnel must provide their full cooperation in any investigation or response to a Privacy Breach incident and comply with these Guidelines for responding to Privacy Breach incidents.
- 5.5 Any Employee who knowingly refuses or neglects to report a Privacy Breach in accordance with these Guidelines may be subject to discipline, up to and including dismissal.

## **6. Privacy Breach Response**

### **6.1 Step One – Report and Contain**

6.1.1 Upon discovering or learning of a Privacy Breach, all Employees shall:

1. Immediately report the Privacy Breach to the Privacy Officer.
2. Take any immediately available actions to stop or contain the Privacy Breach, such as by:
  - isolating or suspending the activity that led to the Privacy Breach; and

Adopted:

- taking steps to recover Personal Information, Records or affected equipment.
3. Preserve any information or evidence related to the Privacy Breach in order to support the District's incident response.
- 6.1.2 Upon being notified of a Privacy Breach the Privacy Officer in consultation with the Head, shall implement all available measures to stop or contain the Privacy Breach. Containing the Privacy Breach shall be the first priority of the Privacy Breach response, and all Employees are expected to provide their full cooperation with such initiatives.

## **6.2 Step Two – Assessment and Containment**

- 6.2.1 The Privacy Officer shall take steps to, in consultation with the Head, contain the Privacy Breach by making the following assessments:
1. the cause of the Privacy Breach;
  2. if additional steps are required to contain the Privacy Breach, and, if so, to implement such steps as necessary;
  3. identify the type and sensitivity of the Personal Information involved in the Privacy Breach, and any steps that have been taken or can be taken to minimize the harm arising from the Privacy Breach;
  4. identify the individuals affected by the Privacy Breach, or whose Personal Information may have been involved in the Privacy Breach;
  5. determine or estimate the number of affected individuals and compile a list of such individuals, if possible; and
  6. make preliminary assessments of the types of harm that may flow from the Privacy Breach.
- 6.2.2 The Privacy Officer, in consultation with the Head, shall be responsible to, without delay, assess whether the Privacy Breach could reasonably be expected to result in significant harm to individuals ("**Significant Harm**"). That determination shall be made with consideration of the following categories of harm or potential harm:
1. bodily harm;
  2. humiliation;
  3. damage to reputation or relationships;
  4. loss of employment, business or professional opportunities;
  5. financial loss;

6. negative impact on credit record;
7. damage to, or loss of, property;
8. the sensitivity of the Personal Information involved in the Privacy Breach; and
9. the risk of identity theft.

## **6.3 Step Three – Notification**

- 6.3.1 If the Head determines that the Privacy Breach could reasonably be expected to result in Significant Harm to individuals, then the Head shall make arrangements to:
  1. report the [Privacy Breach](#) to the Office of the Information and Privacy Commissioner; and
  2. provide notice of the Privacy Breach to affected individuals, unless the Head determines that providing such notice could reasonably be expected to result in grave or immediate harm to an individual's safety or physical or mental health or threaten another individual's safety or physical or mental health.
- 6.3.2 If the Head determines that the Privacy Breach does not give rise to a reasonable expectation of Significant Harm, then the Head may still proceed with notification to affected individual if the Head determines that notification would be in the public interest or if a failure to notify would be inconsistent with the District's obligations or undermine public confidence in the District.
- 6.3.3 Determinations about notification of a Privacy Breach shall be made without delay following the Privacy Breach, and notification shall be undertaken as soon as reasonably possible. If any law enforcement agencies are involved in the Privacy Breach incident, then notification may also be undertaken in consultation with such agencies.

## **6.4 Step 4 - Prevention**

- 6.4.1 The Privacy Officer in consultation with the Head, shall complete an investigation into the causes of each Breach Incident reported under these Guidelines, and shall implement measures to prevent recurrences of similar incidents.
- 6.4.2 The Privacy Officer may suggest any necessary changes to operating procedures to prevent recurrence of similar Privacy Breach incidents in the future as instructed by the Head.

## **7. Inquiries**

- 7.1 Questions or comments about these Guidelines may be addressed to the Privacy Officer at [privacy@sd38.bc.ca](mailto:privacy@sd38.bc.ca). The District will respond to all inquiries in writing.



**Related Acts and Regulations:**

*School Act*

*British Columbia Freedom of Information and Protection of Privacy Act (FIPPA)*

**Supporting References, Policies, Procedures and Forms**

Policy 311 Freedom of Information and Protection of Privacy

Policy 311-R Privacy Management

## ADMINISTRATION

## Policy 311-G (C)

### Personal Information Management Program

#### Purpose

As a public body that is subject to the *British Columbia Freedom of Information and Protection of Privacy Act* (the "Act" or *FIPPA*), the Board of Education of School District No. 38 (Richmond) ("District") is committed to upholding the principles of privacy, transparency and accountability. This means that the District recognizes the fundamental importance of maintaining the privacy and security of the personal information that it collects, uses and discloses in the course of its operations and programs. The District also acknowledges and supports transparency with the community by facilitating access to District records and information in accordance with the requirements of the Act.

#### 1. Definitions

- 1.1 "**Consent**" means express written consent to the collection, use or disclosure of personal information;
- 1.2 "**Employee(s)**" means the employees, contractors and volunteers of the District;
- 1.3 "**FIPPA**" means the *British Columbia Freedom of Information and Protection of Privacy Act*, and regulations thereto;
- 1.4 "**Head**" means the Superintendent of Schools, or any person to whom the Superintendent has delegated (in writing) their powers under these Guidelines;
- 1.5 "**Privacy Officer**" means the Secretary Treasurer who has been designated by the Head as the Privacy Officer for the District;
- 1.6 "**Personal Information**" means any recorded information about an identifiable individual that is within the control of the District and includes information about any student or any Employee of the District. Personal Information does not include an individual's business contact information, such as business address, email address and telephone number, that would allow a person to be contacted at work;
- 1.7 "**Guidelines**" means procedures enacted by the District under its Policy on Freedom of Information and Protection of Privacy;
- 1.8 "**Records**" means books, documents, maps, drawings, photographs, letters, vouchers, papers and any other thing on which information is recorded or stored by graphic, electronic, mechanical or other means, but does not include a computer program or other mechanism that produces records.

#### 2. Principles

- 2.1 Employees are responsible for:

Adopted:

- making reasonable efforts to familiarize themselves with these Guidelines and the requirements of *FIPPA*, including by participating in privacy training initiatives offered by the District;
- following responsible information management practices to ensure that the District collects, uses and discloses Personal Information in compliance with *FIPPA* and other applicable laws;
- seeking at all times to protect Personal Information against unauthorized collection, use and disclosure, including by limiting the sharing of sensitive Personal Information on a need to know basis;
- cooperating with District Guidelines to facilitate the appropriate release of Records within its custody or control in response to access requests received from members of the community under *FIPPA*;
- cooperating with District Guidelines for the completion of privacy impact assessments; and
- reporting privacy breaches to the District in accordance with the District's Guidelines.

### **3. Accountability**

- 3.1 The Superintendent of Schools is the "Head" of the District for all purposes under the *FIPPA*.
- 3.2 The Superintendent has delegated the administration of these Guidelines under *FIPPA* to the Secretary Treasurer, who is the "Privacy Officer" of the District for all purposes under *FIPPA*.
- 3.3 The Head is responsible to appoint, oversee and, if appropriate, delegate responsibility to the Privacy Officer for the District to supervise its Personal Information management program.

### **4. Commitment to Privacy Protection**

- 4.1 The District protects the privacy of students, Employees and individuals whose Personal Information it collects, uses, shares and retains, and expects all Employees to follow responsible information management practices to ensure that the District fully complies with its obligations under *FIPPA* and other applicable laws.
- 4.2 The District and Employees respect the privacy and confidentiality of Personal Information entrusted to them in the course of their duties, and collects, uses and discloses Personal Information only where authorized by *FIPPA*.

### **5. Purposes for Collecting Personal Information**

- 5.1 The District communicates the purposes for which Personal Information is collected at or before the time the information is collected, unless otherwise permitted or required by *FIPPA*.
- 5.2 In the ordinary course of carrying out its programs and activities, the District collects Personal Information of its students for purposes including:

Adopted:

- registration, enrollment and transfer of students;
- to provide and deliver educational programs and services;
- to accommodate students with special needs;
- to communicate with students and respond to inquiries or complaints;
- to prepare and provide assessments of student performance;
- to supervise and ensure the safety and security of the District (such as through the use of video surveillance);
- to investigate and respond to accidents, safety events, misconduct and similar incidents;
- to ensure compliance with applicable District bylaws, policies and other laws;
- to make all required reports and filings to the Ministry of Advanced Education; and
- for other purposes set out in the Guidelines or required under applicable laws.

5.3 In the ordinary course of carrying out its employment programs and activities, the District collects the Personal Information of prospective, current and former Employees for purposes including:

- hiring and recruitment;
- to manage and administer the employment relationship;
- to communicate with authorized union representatives;
- to administer employment compensation and benefits;
- to evaluate performance and manage disciplinary incidents;
- to supervise and ensure the safety and security of the District (such as through the use of video surveillance);
- to investigate and respond to accidents, safety events, misconduct and similar incidents;
- to ensure compliance with applicable District policies and other applicable laws; and
- for other purposes set out in the Guidelines or required under applicable laws.

## **6. Collection, Use and Disclosure Of Personal Information**

- 6.1 The District limits the Personal Information it collects to information to what is related to and necessary in order to carry out its programs and activities or for other purposes authorized by *FIPPA*.
- 6.2 The District seeks to collect Personal Information by fair, lawful and transparent means, including by collecting Personal Information directly from the individual, except where otherwise authorized by *FIPPA*.
- 6.3 The District seeks to inform individuals from whom it collects Personal Information the purposes for which the information is being collected, the legal authority for collecting it and the name and contact information of someone at the District who can answer questions about the collection and use of the information;
- 6.4 The District limits the internal and external use and sharing of Personal Information to what is required and authorized by *FIPPA* or consented to by the individual.
- 6.5 The District only uses or discloses Personal Information for the purpose for which it was collected, except with the individual's consent or as otherwise required or permitted by *FIPPA* or other laws.

## **7. Securing Personal Information**

- 7.1 The District protects Personal Information by ensuring it has reasonable security safeguards in place which are appropriate to the sensitivity of the information. Such security safeguards shall include consideration of physical security, organizational security and electronic security.
- 7.2 All Employees have a duty to protect the privacy and security of Personal Information collected and used by them as part of their ongoing employment responsibilities, including by complying with the terms of these Guidelines, and all related Guidelines.
- 7.3 The District provides training to all Employees to ensure they have the requisite knowledge to ensure compliance with the terms of these Guidelines and the *FIPPA*.

## **8. Retention**

- 8.1 The District does not seek to retain Personal Information longer than necessary to satisfy the District's applicable operational, instructional, financial and legal needs.
- 8.2 Personal information that is no longer required for either administrative, operational, financial, legal or historical purposes shall be securely destroyed in a confidential manner in accordance with District policies and approved record retention protocols.

## **9. Accuracy and Correction**

- 9.1 The District shall make reasonable efforts to ensure the accuracy of the Personal Information that they collect and use in the course of performing their duties.
- 9.2 Individuals have the right to request the correction of their Personal Information, and the District will receive and respond to such requests in accordance with the *FIPPA* and District Guidelines.

## **10. Access to Information**

- 10.1 The District supports appropriate transparency and accountability in its operations by making information available to the public as permitted or required under *FIPPA*.
- 10.2 The Head shall, on at least an annual basis, consider and designate categories of Records that will be made available to the public without the need to make a request in accordance with *FIPPA*.
- 10.3 The District recognizes that individuals may make requests for access to Records within the custody and control of the District, and the District will respond to such requests in accordance with *FIPPA* and the Guidelines.
- 10.4 The District recognizes that individuals have a right to access their own Personal Information within the custody and control of the District, and will facilitate such access in accordance with the requirements of *FIPPA*.

## **11. Inquiries**

- 11.1 Questions or comments about these Guidelines may be addressed to the Privacy Officer at [privacy@sd38.bc.ca](mailto:privacy@sd38.bc.ca). The District will respond to all inquiries in writing.

### **Related Acts and Regulations:**

[\*School Act\*](#)

[\*British Columbia Freedom of Information and Protection of Privacy Act \(FIPPA\)\*](#)

### **Supporting References, Policies, Procedures and Forms**

Policy 311 Freedom of Information and Protection of Privacy

Policy 311-R Privacy Management

## Report to the Board of Education (Public)

**DATE:** June 21, 2023

**FROM:** Debbie Tablotney, Chairperson, Policy Committee

**SUBJECT:** **Policy 621/621-R: Financial Planning and Reporting and Policy 631-R: Accumulated Operating Surplus and Capital Reserves**

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### RECOMMENDATION:

**THAT** the Board of Education approve the attached revised **Policy 621/621-R Financial Planning and Reporting and Policy 631-R Accumulated Operating Surplus and Capital Reserves**, in accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*.

### BACKGROUND:

The district currently follows Policy 621 and 631 to govern financial reporting and management of accumulated surpluses. These policies facilitate a robust budgeting process, which includes consultation, monitoring and financial reporting. While Policy 621 and 631 reflect many elements of the Ministry's policies, the district's policies do not fully comply with the Ministry's requirements. According to the Ministry, all school districts must have financial management policies that align with the directives of the Ministry Financial Planning and Reporting Policy and Accumulated Operating Surplus Policy.

To align with the Ministry's directives, Policy 621-R is required to incorporate the following provisions:

- The Board must develop and implement a three-year financial plan to the Ministry.
- The three-year financial plan should encompass the Board's educational and operational goals, including enhancing student educational outcomes.
- The Board is obligated to publish the budget consultation process on its website.
- The Board is required to provide updates in its financial reports on the alignment of its resources with its strategic priorities.

Policy 631-R is required to include the following provisions:

- The Board's guidelines for establishing internally restricted operating surplus.
- Inclusion of a surplus category labeled "surplus restricted for future capital cost sharing".
- Reporting of accumulated operating surplus and capital reserves.

District staff have been working collaboratively with Ministry officials to review and modify Policy 621 and 631, ensuring adherence to Ministry policies and directives. The proposed amendments to Policy 621 and 631 can be found in the attachments accompanying this report.

As per Board Policy 204-R, it is recommended that the draft amendments not be placed into the stakeholder review process, as the changes are ministry mandated policy changes and administrative in nature.

**TIMELINE:**

April 2023	In-camera Policy Committee meeting	Initial discussion by members of Policy Committee including feedback on proposed timeline, draft revisions of Policy 621, 621R and 631R, and intent of the proposed revisions.
May 2023	Public Policy Committee meeting	Revised Policy 621, 621R and 631R, reflecting trustee feedback. Referral to Board for Notice of Motion.
May 2023	Public Board meeting	Notice of motion for final approval at June Board meeting.
June 2023	Public Board meeting	Possible final approval of the policy revisions.

**CONCLUSION:**

It is therefore recommended that the proposed amendments to Policy 621, 621-R and 631-R be approved by the Board.

*Respectfully Submitted,*

*Debbie Tablotney  
Chairperson, Policy Committee*

**Attachments:**

*Amended Policy 621, 621-R: Financial Planning and Reporting*

*Amended Policy 631-R: Accumulated Operating Surplus and Capital Reserves*



**FINANCE**

**Policy 621**

**Financial Planning and Reporting**

The *School Act* requires that the school district's funds be accounted for "in a manner consistent with recognized public sector accounting practices, and specific funds shall be designated in accordance with the requirements specified by the Minister."

The Board of Education (Richmond) recognizes the need for fiscal responsibility while ensuring accountability and transparency. Financial reporting strengthens financial governance.

## **FINANCE**

## **Policy 621-R**

### **Financial Planning and Reporting**

#### **Annual and Amended Annual Budgets**

On or before June 30 of each year, the Board is required by legislation to adopt the following year's annual budget bylaw for all funds held by the school district, as prescribed by the Minister.

On or before February 28 of each year, the Board is required by legislation to adopt an annual amended budget for the current fiscal year, as prescribed by the Minister.

The Board will develop and implement a multi-year financial plan that reflects the implementation and maintenance of the Board's educational and operational objectives including enhanced student educational outcomes.

To comply with the Ministry of Education and Child Care Financial Planning and Reporting Policy and the Accumulated Operating Surplus Policy, when the Board is developing its multi-year financial plans, it will post information on its website about how, where and when the local community and education partner groups, including local First Nations and the Metis Nation BC, can participate in developing the financial plans.

The Board will also report its progress on aligning funding and resources with their strategic priorities and other operational needs of the school district by posting annual information on its website as part of its report to the education partners and the public.

#### **Quarterly Financial Results and Projections**

Quarterly financial results and projections reports shall be presented to the Finance and Legal Committee. These reports will provide a "macro" (summarized) status of the performance against budget. These reports will include an identification of budget variances with explanations.

The schedule of the quarterly financial results and projections reports will be provided to the Financial and Legal Committee in September of each year.

#### **Annual Financial Statements**

On or before September 15 of each year, the Board is required by legislation to have its Secretary Treasurer prepare annual financial statements about the preceding fiscal year. These statements must include for each fund a statement of financial position, a statement of operations and any other information that the Minister of Education may direct or the regulations prescribe.

As per the *School Act*, the annual financial statements are subject to annual audit.

Following Board approval, the annual financial statements shall be signed by the Board Chairperson and the Secretary Treasurer. No later than September 30 of each year, the Secretary Treasurer shall forward to the Minister a copy of the financial statements together with the auditor's report. No later than December 31 of each year, the financial statements shall be published for distribution to the public, together with the auditor's report.

In addition to these annual financial statements, the Board shall prepare other financial reports and statements as may be required by the Ministry.

## **Financial Statement Discussion and Analysis**

The Financial Statement Discussion and Analysis (FSD&A) should be read in conjunction with the audited financial statements and accompanying notes of the school district. The purpose of the FSD&A is to highlight information and provide explanations which enhances the reader's understanding of the school district's financial statements as well as the factors that influenced the financial results presented in these statements.

The preparation and presentation of the FSD&A is a Ministry requirement. The FSD&A, along with the audited financial statements, will be presented annually to the Audit Committee.

## FINANCE

## Policy 631-R

### Accumulated Operating Surplus and Capital Reserves

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

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

### Authority

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

### Accumulated Operating Surplus

The accumulated operating surplus allows the District to:

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

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

### Internally Restricted Operating Surplus

To support long-term financial planning the Board can restrict operating surplus for use in future years within ministry specified guidelines. Restrictions can be made for items that are identified by the Board, directly related to the Board's priorities and goals outlined in its Strategic Plan, or that meet the operational needs of the District. The three streams of internally restricted operating surplus are:

Board Adoption: December 16, 2020  
Board Approval with Revisions:

- Restricted due to the nature of constraints on the funds;
- Restricted for anticipated unusual expenses identified by the board; and
- Restricted for operations spanning multiple school years.

Examples of internally restricted surplus:

- School programs and school generated fund carry-forwards.
- Educational programs or initiatives.
- Purchase order commitments.
- Impact of emerging events.
- The elimination of any deficit arising at the end of a fiscal year of operations.

## **Transfer of Funds**

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

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

## **Local Capital Reserve**

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

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

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

## **Restricted for Future Capital Cost Sharing**

To support major capital projects that are identified in the Board's Five-year Capital Plan and approved by the Ministry for concept plan or business case development, the Board may restrict operating or capital fund balances to satisfy capital project cost share expectations at the time the project is brought forward for funding approval.

## **Unrestricting Internally Restricted Surplus Funds**

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

## **Reporting**

The Board will use the Ministry financial reporting framework and template to provide an annual report on the budget allocation decisions, including operating surplus and local capital, demonstrating that approved allocations support the Board's strategic objectives.

May 17, 2023

To: Richmond School District No. 38 Board of Education

**Re: Requesting School District 38's endorsement of a Universal School Food Program**

Dear Richmond School District trustees,

On behalf of the membership of the [BC Chapter of the Coalition for Healthy School Food](#) (BC-CHSF), I am writing to request that Richmond School District add its voice to the growing number of school districts and divisions, boards of education and other educational authorities across Canada who are in favour of a universal, cost-shared healthy school food program.

The BC-CHSF is a provincial chapter of the [Coalition for Healthy School Food](#), the largest school food network in Canada made up of 260+ non-profit [member organizations](#) from every province and territory. Together, we advocate for the creation of a universal cost-shared school food program for Canada, that would see all K-12 students having daily access to healthy food at school. Building on existing programs across the country, all schools will eventually serve a healthy meal or snack at little or no cost to students. These programs will include food education and serve culturally appropriate, local, sustainable food to the fullest extent possible.

Healthy, universal school food programs are [known](#) to improve students' diets, mental and physical health, school performance, attendance, and social cohesion. [Canadian research shows](#) that school food programs improve these outcomes in children from all socio-economic backgrounds. Yet, Canada is the only G7 country without a National School Food Program and [UNICEF](#) has ranked Canada 37th of 41 wealthy countries when it comes to children's food security and nutrition. A universal school food program would ensure all of our children have access to healthy food at school, allowing them to be prepared for their learning day.

After years of grassroots advocacy, in 2019 the Government of Canada committed "to work with provinces and territories towards the creation of a National School Food Program", and in 2021, the government committed to develop a National School Food Policy and Program, [included in two Ministerial mandate letters](#) for the first time in history. This past winter, the Federal Government led [consultations for a School Food Policy](#). While school food was [not included](#) in the Federal 2023 Budget, the Coalition is working closely with Ministries responsible for this portfolio and is confident that the government will honour its commitment.

In BC, the momentum towards a universal school food program is building quickly! In 2020, BC Ministers of Education and Agriculture were [mandated to bring in more local school meal programs](#) in partnership with school districts, and Budget 2023 included a [historic investment in school food](#). The Province's new Feeding Futures funding is an exciting first step towards a universal school food program for all BC students.

Right now, there is a timely opportunity for SD38 to join other school districts in BC and across the country in taking a position on the need for federal and provincial investment and support

for school food programs that meet [guiding principles](#) including universality, health promotion, cultural relevance and respect for local conditions and connections. Endorsing the Coalition for Healthy School Food aligns with Richmond School District's diverse strategic goals and commitments to fostering resilient and healthy life-long learners. Supporting sustained provincial and national advocacy for public investment in school food programs would allow SD38 to build on, expand and enrich existing school food programs and food literacy programming in the district.

To demonstrate your district's support for a universal healthy school food program, we request that you bring forward a motion to the SD38 Board of Education with the following recommendations:

1. That SD38 [endorse](#) the efforts of the Coalition for Healthy School Food to advocate for a universal, cost-shared healthy school food program, based on a shared belief that all children and youth in BC should have daily access to healthy food at school.
2. That SD38 call on the Federal Government to invest in a Canada-wide school nutritious meal program as a critical element of a national school food policy, as per the Coalition's [2023 Pre-Budget Consultation Submission](#) and [Proposals for a National School Nutritious Meal Program](#) report.
3. That SD38 call on the Provincial Government to provide [adequate provincial supports and resources](#), alongside sustained Feeding Futures funding, to ensure the successful development of expanded and new school food programs.

Motions to endorse the Coalition have been passed by the [SD39](#) (page 5), SD71, SD42, SD33, SD52, and others - as well as the Vancouver DPAC, [BC School Trustees Association](#) (page 16), BC Confederation of Parent Advisory Councils, BC Teachers' Federation, and municipalities such as [Toronto](#), [Victoria](#), Courtenay, and [Vancouver](#) (also see this [letter to the federal government](#) sent by the City of Vancouver).

Please reach out if you have any questions, and I would be happy to give a delegation to the Board of Trustees or a District Committee upon request. Thank you for your leadership and support in building momentum for a federally supported healthy school food program for K-12 students in Canada.

Warmly,



Samantha Gambling  
Provincial Coordinator, BC Chapter of the Coalition for Healthy School Food  
[Bcschoolfood@phabc.org](mailto:Bcschoolfood@phabc.org)  
Administered by the Public Health Association of BC



June 6, 2023

Greetings All:

On behalf of the Richmond Poverty Reduction Coalition (RPRC), thank you for your letter of June 2<sup>nd</sup>, responding to our letter and submission concerning universal school meal programs. It is heartening to see the provincial government has put some funding towards such programs. However, they must be reminded that ongoing funding is necessary once the program is in place. Thank you for continuing in your advocacy work in this regard.

On the Federal government front, thank you for advocating for funding to accompany their policy development, and for scheduling meetings with Richmond MP's to discuss this.

The RPRC is grateful to the Richmond Board of Education for working with us to ensure that providing school meal program funding is included in provincial and federal initiatives. Meanwhile, our members and colleagues will certainly continue to support meal programs in the schools!

Sincerely,

De Whalen  
President, RPRC  
[www.richmondprc.org](http://www.richmondprc.org)

604.230.3158

"We are all in this world together, and the only test of our character that matters is how we look after the least fortunate among us. How we look after each other, not how we look after ourselves. That's all that really matters, I think." Tommy Douglas

*"You can't undo the past. You don't have to feel guilty about the past. You don't even have to apologize for the past. All you have to do is say YES. Yes, this happened. We can start there."* Richard Wagamese on Reconciliation.