

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

**Wednesday, June 19, 2024 – 7:00 pm**  
**1st Floor Boardroom**

[https://sd38.zoom.us/webinar/register/WN\\_nDdkVI6sTzGBJb7NNzIKQw](https://sd38.zoom.us/webinar/register/WN_nDdkVI6sTzGBJb7NNzIKQw)

*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 hən̓q̓əmiñəṁ language group on whose traditional and unceded territories we teach, learn and live.

---

**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
  - (i) Richmond Secondary School Vocal Jazz Choir
  - (ii) Student Presentation
- (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 22, 2024.
- (b) Regular meeting of the board held Wednesday, May 22, 2024 for approval.

**7. Business Arising from Prior Minutes**

- (a) **Feasibility Study – Naloxone and Automated External Defibrillator**  
Report from the Assistant Superintendent, Human Resources attached.
- (b) **Strategic Plan Update – Priority 3**  
Report from the Secretary Treasurer and Executive Director, Information & Business Technologies attached.
- (c) **SOGI Advisory Committee Annual Update**  
Report from the Director of Instruction, Student Services & Data Analytics attached.
- (d) **2023 Charitable Donations Report**  
Report from the Assistant Secretary Treasurer attached.
- (e) **Capital Bylaw – Three Readings**  
Report from the Secretary Treasurer attached.
- (f) **2025/2026 Five Year Capital Plan**  
Report from the Secretary Treasurer attached.
- (g) **2024/2025 Eligible School Site Proposal**  
Report from the Secretary Treasurer attached.

**8. New Business**

- (a) **2023 District Sustainability and Climate Action Report**  
  
Report from the Secretary Treasurer, Director, Facilities Services, and Manager, Energy and Sustainability attached.

**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: Alice Wong*

The next meeting is scheduled for September 2024.

(b) **Education Committee**

*Chairperson: Heather Larson*

*Vice Chairperson: David Yang*

- (i) Minutes of the meeting held on May 15, 2024, are attached for information.

A meeting was held on Wednesday, June 12, 2024. The next meeting is scheduled for September 2024.

(c) **Facilities and Building Committee**

*Chairperson: Ken Hamaguchi*

*Vice Chairperson: Debbie Tablotney*

- (i) Minutes of the meeting held on May 1, 2024, are attached for information.

A meeting was held on Wednesday, June 5, 2024. The next meeting is scheduled for September 2024.

(d) **Finance and Legal Committee**

*Chairperson: Donna Sargent*

*Vice Chairperson: Ken Hamaguchi*

- (i) Minutes of the meeting held on May 15, 2024, are attached for information.

A meeting was held on Wednesday, June 12, 2024. The next meeting is scheduled for September 2024.

(e) **Policy Committee**

*Chairperson: Debbie Tablotney*

*Vice Chairperson: David Yang*

- (i) **RECOMMENDATION:** Policy 105: District Code of Conduct.  
Report from the Committee Chairperson attached.

- (ii) Minutes of the meeting held on May 13, 2024, are attached for information.

A meeting was held on Monday, June 10, 2024. The next meeting is scheduled for September 2024.

**11. Board Committee and Representative Reports**

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

The next meeting is scheduled for September 11, 2024.

(b) **BCSTA**  
Nil.

(c) **BCPSEA**  
Nil.

**12. Correspondence**

(a) For action:  
Nil.

(b) For information:  
Nil.

**13. Adjournment**

**Board of Education**

**Telephone 604 668 6000**

[www.sd38.bc.ca](http://www.sd38.bc.ca)

---

**The next meeting is scheduled for Wednesday, September 19, 2024**

**Contact Persons regarding agenda items:**

**Superintendent, Mr. Chris Usih – 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 2023-2024**

	<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>	Alice Wong	David Yang	Debbie Tablotney	Ken Hamaguchi	David Yang	
<b>Member</b>	Rod Belleza	Alice Wong	Heather Larson	Rod Belleza	Rod Belleza	
<b>Alternate</b>	Donna Sargent	Debbie Tablotney	Donna Sargent	Alice Wong	Heather Larson	
<b>District Staff Rep</b>	Cindy Wang	Jane MacMillan	Cindy Wang/Rick Ryan	Cindy Wang	Chris Usih	
	<b>DEI Advisory</b>	<b>Indigenous Ed. Advisory</b>	<b>SOGI Advisory</b>			
<b>Representative</b>	David Yang	Donna Sargent	Heather Larson			
<b>Representative</b>	Donna Sargent	Debbie Tablotney	Debbie Tablotney			
<b>District Staff Rep</b>	Christel Brautigam	Rav Johal	Rav Johal			
<b>Reports To</b>	Board of Education	Board of Education	Board of Education			
	<b>Council/Board Liaison</b>	<b>BCPSEA Provincial Rep</b>	<b>BCSTA Provincial Council</b>			
<b>Representative</b>	Heather Larson/ Donna Sargent	Debbie Tablotney	David Yang			
<b>Alternate</b>	Ken Hamaguchi	Rod Belleza	Alice Wong			
<b>District Staff Rep</b>	Chris Usih/Cindy Wang	Chris Stanger	Chris Usih			
<b>Reports To</b>	Board of Education	Board of Education	Board of Education			
	<b>Cambie Coordinating</b>	<b>Child Care Development Advisory</b>	<b>ELL Consortium</b>	<b>Richmond Sister City Advisory</b>	<b>Richmond Sustainability Action</b>	<b>Vancouver Coastal Health Authority</b>
<b>Representative</b>	Alice Wong	Heather Larson	David Yang	Ken Hamaguchi	Ken Hamaguchi	Rod Belleza
<b>Alternate</b>	Rod Belleza	Rod Belleza	Heather Larson	Alice Wong	Debbie Tablotney	Heather Larson
<b>District Staff Rep</b>	Cindy Wang/Jane MacMillan	Cindy Wang	Braunwyn Thompson	Shaun Sephton	Cindy Wang/Jane MacMillan	Chris Usih
<b>Reports To</b>	Finance and Legal Committee	Facilities and Building Committee	Education Committee	Education Committee	Facilities and Building Committee	Education Committee

**Note:**

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 19, 2024  
**From:** Cindy Wang, Secretary Treasurer  
**Subject:** **Record of an In-camera Board Meeting held May 22, 2024**

---

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 22, 2024.

(a) Briefs and Presentations:	Nil.
(b) Executive:	Administrative items were discussed.
(c) Business Arising out of Minutes:	Administrative items were discussed.
(d) New Business:	Nil.
(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 22, 2024 – 7:00 pm**  
**1<sup>st</sup> Floor Boardroom and via Zoom**

**Present:**

Chairperson	H. Larson
Vice Chairperson	K. Hamaguchi
Trustee	R. Belleza
Trustee	D. Sargent
Trustee	D. Tablotney
Trustee	A. Wong
Trustee	D. Yang
Superintendent of Schools	C. Usih
Deputy Superintendent	R. Ryan
Secretary Treasurer	C. Wang
Assistant Superintendent	C. Brautigam
Assistant Superintendent	J. MacMillan
Assistant Superintendent	M. Naser
Assistant Superintendent	C. Stanger
Executive Director, Learning and Business Technologies	R. Laing
Director, Communications & Marketing	D. Sadler
Executive Assistant (Recording Secretary)	T. Lee

The Chairperson called the meeting to order at 7:04 pm.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmi̓nəm̓ 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 Hamaguchi:** As noted in the board's strategic plan, 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.



With this commitment, each year the Richmond School District recognizes and supports Pride Season, which refers to the wide range of Pride events that take place over the summer (June to September) when 2SLGBTQI+ communities and allies come together to spotlight the resilience, celebrate the talent, and recognize the contributions of 2SLGBTQI+ communities. Although special attention is put on the Pride events during the summer months, they happen throughout the year in many communities.

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!

**Trustee Wong:** In the month of June, we celebrate National Indigenous History Month to honour the history, heritage and diversity of Indigenous peoples in Canada. This month is a time for learning about, appreciating and acknowledging the contributions First Nations, Inuit and Métis peoples have made in shaping Canada. Further, and aligned with the summer solstice on Tuesday, June 21, we acknowledge and honour National Indigenous People's Day. This day is an annual reminder for all of us to celebrate the unique heritage, diverse cultures and outstanding contributions of 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.

(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**

**082/2024 MOVED BY D. SARGENT AND SECONDED BY K. HAMAGUCHI:**

**THAT** the Wednesday, May 22, 2024 regular agenda of the Board of Education be adopted as circulated.

**CARRIED**

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

(a) **Presentations**

Nil.

(b) **Briefs**

Nil.

(c) **Special Recognition**

Nil.

**4. Questions from the Public**

There were no questions from the public.

**5. Executive**

The Superintendent noted we were nearing the end of the school year and highlighted celebrations and events in the month of May and June, which include:

- Unveiling of the new mural at Spul'u'kwuks Elementary on May 22, 2024;
- The 25 Year Anniversary Celebration on May 7, 2024 to honour and recognize Richmond School District employees who celebrated their 25<sup>th</sup> Anniversary with the Board of Education;
- The upcoming Board Retirement Dinner on June 3, 2024 to honour Richmond School District employees who retired between June 1, 2023 and June 30, 2024; and
- The May 1, 2024 Student Voice Forum.

Assistant Superintendent Naser then introduced a video, "Building a Connected Community - The Impact of Student Voice in Richmond." As part of Strategic Priority 5, the video highlighted the Richmond School District's Student Voice Forum and showcased the collaboration between students and staff in both the planning and execution of the event.

Trustees thanked staff for working with the students to put the event together.

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

- (a) A record of an in-camera meeting of the board held Wednesday, April 24, 2024 was included for information.
- (b) Regular meeting of the board held Wednesday, April 24, 2024

**083/2024 MOVED BY A. WONG AND SECONDED BY D. SARGENT:**

**THAT** the Board of Education approve the Minutes of Wednesday, April 24, 2024, regular meeting as circulated.

**CARRIED**

**7. Business Arising from Prior Minutes**

(a) **Capital Bylaw – Three Readings**

The Secretary Treasurer spoke to her report as included in the agenda package.

**There was unanimous consensus that three readings of the 2024/25 Capital Bylaw take place.**

The Chairperson then read the first reading of the 2024/25 Capital Bylaw in full:

**CAPITAL BYLAW NO. 2024/25-CPSD38-02**  
**CAPITAL PLAN 2024/2025**

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

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

NOW THEREFORE the Board agrees to the following:

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

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2024/2025 Capital Plan as approved by the Minister, to include the supported project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent dated May 16, 2024, is hereby adopted.
2. This Bylaw may be cited as **School District No. 38 (Richmond) Capital Bylaw No. 2024/25-CPSD38-02.**

**084/2024 FIRST READING MOVED BY K. HAMAGUCHI AND SECONDED BY A. WONG:**

**CARRIED**

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

THAT the Board of Education (Richmond) approve CAPITAL BYLAW No. 2024/25-CPSD38-02. Through the Bylaw, the Board agrees to authorize the Secretary Treasurer to execute the project agreement and commence to proceed the approved projects and comply with all applicable laws, regulations and Ministry policies.

Trustees then acknowledged the positive aspect of the modular classroom project and continued to emphasize the ongoing need to advocate for a city center school. The Secretary Treasurer then responded to a trustee's questions regarding the project's timeline, cost, and the number of seats it would accommodate.

**085/2024 SECOND READING MOVED BY R. BELLEZA AND SECONDED BY D. SARGENT:**

**CARRIED**

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

THAT the Board of Education (Richmond) approve CAPITAL BYLAW No. 2024/25-CPSD38-02. Through the Bylaw, the Board agrees to authorize the Secretary Treasurer to execute the project agreement and commence to proceed the approved projects and comply with all applicable laws, regulations and Ministry policies.

**086/2024 THIRD AND FINAL READING MOVED BY D. TABLOTNEY AND SECONDED BY D. YANG:**

**CARRIED**

The 2024/25 Capital Bylaw having been read a first, second and third time, is passed and adopted this 22<sup>nd</sup> day of May 2024.

(b) **Schedule of School Charges 2024/25**

The Deputy Superintendent spoke to his report as included in the agenda package.

Assistant Superintendent MacMillan then provided further information on the Student and Family Affordability Fund and the Feeding Futures program following a question from a trustee.

The Deputy Superintendent then responded to a question from a trustee, explaining that the charges were part of a cost recovery process.

**087/2024 MOVED BY D. SARGENT AND SECONDED BY A. WONG:**

**THAT** the Board of Education approve the 2024-2025 Schedule of School Charges for Elementary and Secondary Schools in accordance with the School Act.

**CARRIED**

**8. New Business**

Nil.

**9. Questions from the Public**

There were no questions from the public.

**10. Standing Committee Reports**

(a) **Audit Committee**

*Chairperson: David Yang*

*Vice Chairperson: Alice Wong*

A meeting was held on Tuesday, May 14, 2024. The next meeting is scheduled for September 2024.

(b) **Education Committee**

*Chairperson: Heather Larson*

*Vice Chairperson: David Yang*

- (i) **RECOMMENDATION:** Continuing Education Program Review.

**088/2024      MOVED BY D. YANG AND SECONDED BY D. TABOTNEY:**

**THAT** the Board of Education direct staff to assess the feasibility and alignment of the recommendations outlined in the attached Continuing Education Program Review report with the strategic plan. Subsequently, staff are to provide the Board with an implementation plan encompassing both recommendations already enacted and those slated for future implementation.

**CARRIED**

- (ii) Minutes of the meeting held on April 17, 2024, were attached for information.

A meeting was held on Wednesday, May 15, 2024. The next meeting is scheduled for Wednesday, June 12, 2024, at 6:00 pm.

(c) **Facilities and Building Committee**

*Chairperson: Ken Hamaguchi*

*Vice Chairperson: Debbie Tablotney*

- (i) Minutes of the meeting held on April 3, 2024, were attached for information.

A meeting was held on Wednesday, May 1, 2024. The next meeting is scheduled for Wednesday, June 5, 2024, at 4:30 pm.

(d) **Finance and Legal Committee**

*Chairperson: Donna Sargent*

*Vice Chairperson: Ken Hamaguchi*

- (i) Minutes of the meeting held on April 17, 2024, were attached for information.

A meeting was held on Wednesday, May 15, 2024. The next meeting is scheduled for Wednesday, June 12, 2024, at 10:00 am.

(e) **Policy Committee**

*Chairperson: Debbie Tablotney*

*Vice Chairperson: David Yang*

- (i) **RECOMMENDATION:** Policy 200: Trustee Role Responsibilities and Code of Ethics.

The Committee Chairperson provided background information on the policy. Discussion then ensued regarding the code of ethics.

**089/2024      MOVED BY D. TABLOTNEY AND SECONDED BY R. BELLEZA:**

**THAT** the Board of Education approve revised **Policy 200/200-R1 and 200-R2: Trustee Role, Responsibilities and Code of Ethics**, in accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*.

**CARRIED**

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

**090/2024      MOVED BY D. TABLOTNEY AND SECONDED BY R. BELLEZA:**

**THAT** the Board of Education approve attached revised **Policy 204-R: Creation and Revision of Policy and Regulations**.

**CARRIED**

- (iii) **RECOMMENDATION:** Policy 400-R5: Smoking and Alcohol Consumption and Policy 804.1-R: Community Use of District Facilities.

**091/2024      MOVED BY D. TABLOTNEY AND SECONDED BY D. YANG:**

**THAT** the Policy Committee recommends to the Board of Education that revised Policy 400-R5: Smoking and Alcohol Consumption, and Policy 804.1-R: Community Use of District Facilities be referred to Partner Group Review Process for the period of May 23 to July 23, 2024.

**CARRIED**

- (iv) Minutes of the meeting held on April 15, 2024, were attached for information.

A meeting was held on Monday, May 13, 2024. The next meeting is scheduled for Monday, June 10, 2024, at 11:00 am.

**11. Board Committee and Representative Reports**

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

The next meeting is scheduled for September 2024.

(b) **BCSTA**

Nil.

(c) **BCPSEA**

Nil.

**12. Correspondence**

(a) For action:

Nil.

(b) For information:

Nil.

**13. Adjournment**

**092/2024 MOVED BY K. HAMAGUCHI AND SECONDED BY D. YANG:**

**THAT** the regular meeting of Wednesday, May 22, 2024 of the Board of Education be adjourned at 8:08 pm.

**CARRIED**

---

H. LARSON  
Chairperson

---

C. WANG  
Secretary Treasurer

## Report to the Board of Education (Public)

**Date:** June 19, 2024  
**From:** Chris Stanger, Assistant Superintendent, Human Resources  
**Subject:** **Naloxone and Automated External Defibrillator (AED)**

---

### **PREAMBLE:**

The Richmond Board of Education has as its highest priority the safety of students, staff, parents/caregivers and community members, and upholds the duty of care that is expected from our school communities through a demonstrated commitment to the district's emergency preparedness/response program. Vancouver Coastal Health (VCH) data reveals that the Richmond community has among the lowest opioid overdose prevalence rates in British Columbia, and that an occurrence of an opioid overdose in one of our schools or district facilities is considered to be low risk. Similarly, an incidence of sudden cardiac arrest in one of our schools or district facilities is considered to be low risk. Having said this, our board is exploring the enhancing of the district's emergency preparedness/response program by including naloxone kits and Automated External Defibrillators to make our school communities even more safe.

The following report to the board provides information and recommendations for consideration regarding the introduction and use of naloxone kits and automated external defibrillators in schools and district facilities.

### **RECOMMENDATION 1:**

**THAT** the Board of Education approve first aid kits be augmented to include naloxone kits, and the installation of Automated External Defibrillators (AEDs) in schools and district facilities.

### **RECOMMENDATION 2:**

**THAT** the Board of Education (the Board) directs staff to prepare an implementation plan report for the September 2024 Public Meeting of the board. The report will include, but is not limited to, associated costs, timelines, training requirements, and engagement processes with partner groups.

### **STRATEGIC PLAN**

The district strategic plan, priority three, goal two, focuses on optimizing district facilities to provide environments that are safe, equitable and conducive to learning. Additionally, priority four of the strategic plan commits to maintaining a progressive workplace. Goal three within this priority emphasizes employee health and well-being as valued and supported within a culture of caring.

### **BACKGROUND**

Naloxone kits are used to rapidly reverse an opioid overdose. Automated external defibrillators (AEDs) are portable devices that can analyze a heart's rhythm and deliver an electric shock to re-establish the heartbeat during a sudden cardiac arrest. Amidst the nationwide concern over opioid death, coupled



with a desire to support the health and safety of students and staff during health emergencies, along with a commitment to responsible governance, the Richmond Board of Education seeks comprehensive information that can inform decision-making as to whether opioid overdose-reversing kits and AEDs are needed and could be effectively managed in schools and other district work sites.

## Naloxone

### **What is naloxone?**

Naloxone is a synthetic morphinan medicine patented in the 1960's that rapidly reverses opioid overdose - including heroin, fentanyl, and prescription opioid medications. It can restore normal breathing within two to three minutes in a person whose breath has slowed, or even stopped, as a result of opioid overdose. Multiple doses may occasionally be required.

There are two forms of naloxone, often referred to as 'naloxone kits' - prefilled nasal spray and injectable naloxone. Naloxone nasal spray is administered by spraying the medicine into each of a patient's nostrils. Injectable naloxone is administered via a prefilled syringe inserted into muscles such as the thigh, buttock or shoulder. Deciding which form of naloxone to use or carry depends on many factors such as cost, availability, and comfort level. While training is not required to use naloxone nasal spray, [training](#) is recommended or required for injectable naloxone depending on the jurisdiction.

### **What are medical professionals reporting regarding the relative efficacies and potential risks of naloxone?**

As noted, naloxone is a fast-acting drug that is being used and relied on to temporarily reverse the effects of opioid overdoses. Naloxone activates in the body when opioids are present. Both nasal spray and injectable forms of naloxone are deemed safe for people of all ages. Naloxone [dosage guidelines](#) are available for both nasal spray and injectable forms.

While naloxone only remains active in the body for 20 to 90 minutes after being administered, opioids can remain active for longer periods. Consequently, opioid effects may recur once a naloxone dose has cleared from the patient, thus a second dose of naloxone may be required. As a result, patients who are being treated with naloxone for overdose symptoms require close and ongoing monitoring while awaiting emergency medical assistance beyond [Good Samaritan assistance](#).

Naloxone is not reported to create dependence; however, side effects and withdrawal symptoms have been associated with naloxone use. Allergic reactions to naloxone nasal spray can occur, including hives, difficulty breathing, swelling of the face, lips, tongue, or throat. Because naloxone reverses opioid effects, patients may experience sudden opioid drug withdrawal symptoms such as nausea, vomiting, diarrhea, constipation, stomach pain, headache, fever, sweating, body aches, tremors, shivering, fast heart rate, increased blood pressure, irritability, muscle pain, dizziness, and/or nasal discomfort.

### **How are other jurisdictions proceeding with respect to access and the use of naloxone?**

In November 2023, the Ministry of Public Safety and Solicitor General BC Coroners Services reported that *"at least 2,039 lives have been lost to unregulated drugs in the first 10 months of the year ...*

*Unregulated drug toxicity is the leading cause of death in British Columbia for people aged 10 to 59 ... The lives of at least 13,317 British Columbians have been lost to unregulated drugs since the public health emergency was first declared in April 2016.”* The largest number of deaths reported in 2023 were in urban centres, such as Vancouver, Surrey and Victoria. An important note that the [BC Coroners Service](#) identifies [Richmond](#) as the health service delivery area with the lowest or second lowest rate of deaths from unregulated drugs for the last decade. Amidst this context, certain jurisdictions across Canada have made naloxone available to the public and for use by some employee groups as part of a broad community opioid overdose response strategy.

Since 2012, the BC Centre for Disease Control (BCCDC) [Take Home Naloxone](#) program has provided 175,022 free naloxone kits to both people at risk of an opioid overdose and people likely to witness and respond to an overdose involving a family or friend of someone at risk. In Alberta, anyone can carry a naloxone kit on their person. Pharmacists, at their own discretion, may provide additional kits to those who may be at high risk. Examples might include obtaining multiple kits for more than one person (such as a group home setting) or for individuals who live in rural and remote areas where first response times are lengthy, or they may not be able to reach a pharmacy should an opioid overdose occur. Alberta Health has funded naloxone kits for free distribution (with some eligibility criteria) to the public through community agencies. Similar to BC’s program, the [Ontario Naloxone Program](#) distributes free injectable and nasal spray naloxone kits through participating community-based organizations and pharmacies to eligible individuals at risk of opioid overdose, as well as their friends and family.

While BC recommends training for injectable naloxone use, the province has not established legislation regarding the administering of naloxone. Rather, BC relies on two governmental acts to guide naloxone administration: 1) the Good Samaritan Act; and 2) the [Health Professions Act](#). The Good Samaritan Act is in place to protect well intentioned individuals from legal liability if they attempt to assist someone in distress. In addition, this act also protects persons from drug possession charges if they experience or witness an overdose and call emergency services. The Health Professions Act permits all regulated health professionals to administer naloxone for emergency use during suspected opioid poisoning, even when administering the drug may not be within their professional scope of practice.

In Alberta, training is optional, but a Ministerial Order enables workers to administer injectable naloxone as part of their job duties, provided they are authorized and trained as per the requirements. It is an organization's choice to add the ability to inject naloxone to a worker's job duties.

Ontario requires training for use of injectable naloxone in the workplace and has legislated this use through their [Occupational Health and Safety Act - Part III, Section 25.2](#). Central to this act is the stipulation that an employer has a duty to maintain in the worksite, a naloxone kit in good working order if the employer *“ought reasonably to be aware that there may be a risk of a worker having an opioid overdose at the workplace ...”* In practical terms, the act also states *“The employer shall ensure that, at any time there are workers in the workplace, the naloxone kit is in the charge of a worker who works in the vicinity of the kit and who has received the training,”* which shall include, *“training to recognize an opioid overdose, to administer naloxone and to acquaint the worker with any hazards related to the administration of naloxone ...”*

## **How are other school jurisdictions proceeding with the implementation of naloxone kits in schools and district facilities?**

With respect to the use of naloxone in public institutions, particularly K to 12 schools and school district sites, practice varies across jurisdictions. In BC, the Ministry of Education and Child Care (the Ministry) currently defers responsibility to individual school districts regarding whether to provide naloxone kits and/or train staff on how to use them. In 2017, the government of BC published a "[Naloxone Risk Assessment Tool for Public Sector Organizations](#)" to assist organizational decision making as to "*whether staff should carry or stock naloxone in the event employees, clients, or members of the public experience an overdose.*" While this publication did not specifically contemplate naloxone in school settings, the tool provides the general guidance that "*If you determine the likelihood of encountering someone experiencing an overdose is high, naloxone should be considered*" along with staff receiving training to understand the signs of an overdose, as well as training to administer naloxone as part of a response to someone experiencing an overdose. The document also notes that "*if the likelihood is low, it is next important to consider the consequences of not having naloxone available in your setting should someone experience an overdose.*" Three key questions are identified for considering the degree of consequence:

- *Does your organization have a mandated duty to provide care for clients?*
- *If naloxone were not available in this setting, what would the consequences be if an overdose were to occur?*
- *Does your organization operate in an area(s) that first responders can access easily and in a timely way?*

The document states that if the risk is deemed to be low, yet the consequences high, "[Y]ou may want to consider naloxone" due to the potentially high consequences to the individual who may experience an overdose. In May, 2024, Jennifer Whiteside, Minister for Mental Health and Addictions reported that discussions with officials in the education system about making CPR mandatory were underway regarding processes to update the Physical and Health Education (PHE) curriculum to include CPR training by September 2025. In September 2024, the Ministry is scheduled to unveil a risk assessment tool that is designed to assist districts with determining whether to stock naloxone, how to order naloxone kits and where to access training. Schools that are publicly funded are eligible for purchasing injectable naloxone kits via the Provincial Product Distribution Centre (PDC).

In Alberta, the Red Deer Regional Catholic School Division reported in 2018 that it would be providing schools with anti-overdose kits and staff training on how to administer naloxone. Meanwhile, to date, the Calgary Public Board of Education does not provide naloxone kits as an augmented part of their K to 12 schools' or district facilities' emergency response programs.

By contrast, in 2017, the Toronto District School Board (TDSB) in Ontario committed to equipping every secondary school (112) and alternate school with a nasal spray naloxone kit as part of TDSB's overdose-prevention plan. The cost of this initiative is estimated at \$20,000. Additionally, training was provided for up to three school staff members at each site based on a 'trainee-becomes-a-trainer' model. In 2018, the TDSB developed a revised Student Health Support Policy ([PR.502](#)) to include a commitment to "... coordinate and collaborate with the Ministry of Education and Toronto Public Health to address

*substance abuse, addictions and related behaviours (i.e., administering Naloxone to prevent fatal overdoses and drug prevention strategies)."*

**How are other school districts within BC proceeding with the implementation of naloxone kits in schools and district facilities?**

As noted above, the Ministry currently defers responsibility to individual school districts regarding whether to provide naloxone kits and/or train staff how to use them. Consequently, the results from a recent survey sample of 12 school districts across the province reveals a tailored approach when it comes to including naloxone as part of school district’s emergency preparedness/response programs. The following table illustrates the variance in practice across the 12 sample districts:

Location of Naloxone	Number of Districts
All sites	3
Secondary sites	3
Specific elementary, all secondary, district offices and maintenance facilities	1
Middle schools, all secondary, district offices and maintenance facilities	1
None	4

**Considerations to help inform the board’s decision making with regards to the introduction and use of naloxone kits in public school buildings.**

With focused relevance to the Richmond School District context the board may consider the following guidance regarding naloxone use in schools:

- Schools in general are considered low-risk environments and there are opportunities for knowledge sharing and education.
- The district may choose to conduct risk assessments for individual locations and may consider having emergency naloxone on-site along with training for these schools by exception. As noted above the government guide to support assessment and decision making can be found at **Risk Assessment Tool for Public Sector Organizations**.
- Interested families and students are eligible to attend at any BC THN site (including at Anne Vogel Clinic, Transitions, or Foundry) to access the training, kits and have a conversation about staying safe.
- Resources for parents and teachers also available at this site:  
<https://www2.gov.bc.ca/gov/content/overdose>

As noted above, the Ministry of Education and Child Care currently defers responsibility to individual school districts regarding whether to provide naloxone kits and/or train staff on how to use them as part of school and school district facilities’ emergency preparedness/response program.

## Automated External Defibrillator (AED)

### What is an automated external defibrillator (AED)?

An AED is a portable electronic medical device used to assist a person experiencing sudden cardiac arrest, a condition where the heart unexpectedly stops beating. It is a sophisticated, yet easy-to-use, medical device that can analyze the heart's rhythm and, if necessary, deliver an electrical shock, or defibrillation, to help the heart re-establish an effective rhythm.

The AED machine consists of sticky pads with electrodes (sensors) which are applied to the chest of the person suspected of having a cardiac arrest. The electrodes analyze the person's heart rhythm and sends this information to the processor in the AED to determine if an electric shock is needed. If the device detects abnormal heart rhythms, an automatic controlled shock is sent through the electrodes to the heart.

### What are medical professionals reporting regarding the relative efficacies and risks of AEDs?

Each year approximately 60,000 out-of-hospital cardiac arrests happen in Canada, with approximately 8,200 taking place in BC. Almost half of cardiac arrests are witnessed by a family member or friend. According to the Heart and Stroke Foundation of Canada, the immediate use of an AED along with cardiopulmonary resuscitation (CPR) can increase the chance of survival by 75 per cent or more.

While the efficacy of an AED is well established, medical professionals provide some cautions for users to follow in order to maximize the likelihood of saving a life, and making sure that no attending care provider is harmed by the use of an AED. These include cautions such as:

- **Water:** AEDs should not be used in a wet environment. Patients should be dried off prior to attaching the electrode pads and activating the AED.
- **Metal:** Like water, metal conducts electricity. It is strongly recommended that all metals be removed from a patient prior to activating the AED.
- **No touching:** The human body also conducts electricity; therefore, it is important to ensure no one attending the emergency is touching the patient when the AED is activated.
- **Follow the prompts:** AEDs typically offer a sequence of prompts to safely guide the user, which includes a determination of whether the device is necessary. It is paramount to follow the prompts when using an AED.

Professionals provide these cautions while also stressing the importance of clarifying misconceptions regarding how AEDs work and when they should be used. For example, while generally designed to be used on adults and children over eight years of age, AEDs can be used on younger and smaller children. This involves using smaller pads and lower charges of electricity. Nonetheless, the American Heart Association notes the use of an adult AED is "better than nothing" regardless of the age of the patient. Ultimately, medical professionals conclude that ensuring AEDs are available to members of the public may prevent tragedies from occurring.

### **How are other jurisdictions within Canada proceeding with respect to access and the use of AEDs?**

Jurisdictions across Canada recognize the efficacy of AEDs and have implemented legislation and/or occupational health guidelines to direct where and how AEDs can be accessed. In BC, the [Defibrillator Public Access Act](#) was adopted in 2019. This bill requires owners of designated public premises to install AEDs. The AEDs must be maintained, regularly tested, and be made available for use by the public. Owners are required to post signs about the location and use of AEDs installed on their premises. Owners must also register the location of AEDs installed in their premises, so that this information can be made available to members of the public and emergency response personnel. "Public place or building" with respect to this act is defined as a place or building to which members of the public have access, whether or not an admission fee or charge is required to be paid to obtain access to the place or building, and without limiting this definition includes all of the following:

- Churches, theatres, auditoriums, amphitheatres, stadiums and other places of assembly or entertainment
- Commercial or industrial buildings or structures
- Hospitals and nursing institutions
- Railway cars, stations and depots
- Ferries and ferry landings
- Public parks and campsites

Of note is the absence of schools from this list of public spaces and buildings. Currently, there is no legislated requirement to provide AEDs in K to 12 schools in BC. Rather, the use of AEDs is at times considered as part of a care plan for specific students with known elevated risks. The Provincial Health Office does not currently advocate placing AEDs in all schools as part of general health and safety measures, or emergency first aid programs. With regards to providing AEDs in other school district facilities, WorkSafe BC does not require such devices in the workplace. Instead Workers Compensation Regulation [3.16](#) identifies the employer's general responsibility to provide "*... each workplace with such equipment, supplies, facilities, first aid attendants and services as are adequate and appropriate for promptly rendering first aid to workers if they suffer an injury at work ...*" This said, WorkSafe BC also states that "*If AEDs are provided for use in a workplace, then they will constitute pieces of first aid equipment to which Occupational Health and Safety requirements apply.*"

In Alberta, access to AEDs is supported by a governmental Occupational Health and Safety guideline that recommends the presence of AEDs at the work site provided the employer ensures that AED use is integrated into the first aid program and emergency response plan at the site.

Meanwhile, Ontario like BC, has established legislation through [Bill 141](#) that guides six key areas of public access to, and use of AEDs. These include:

- AEDs must be placed in designated premises
- AEDs must be easily accessible
- AEDs must have appropriate signage
- AEDs must be registered with the 911 registry
- AEDs must be properly maintained and ready for use
- AED training is required

All jurisdictions that have established legislation or occupational health and safety guidelines to frame the use of AEDs include a stipulation for staff training. Nonetheless, in the absence of legislation, “Good Samaritan” laws across Canada protect volunteers from civil liability when using an AED to help save a life in any circumstance.

A review of literature on the use of AEDs reveals that premises such as school facilities, fitness centres and hockey arenas are considered prime locations for the placement of AEDs due to the nature of the activities that take place at these locations. Various jurisdictions across the country have a mixed approach when it comes to including AEDs as part of school and district facilities’ emergency response programs.

**How are other school districts within BC proceeding with the implementation of AEDs in district schools and facilities?**

A recent survey sample of 17 school districts across the province reveals a tailored approach when it comes to including AEDs as part of school district’s emergency preparedness/response programs. The following table illustrates the variance in practice across the 17 sample districts:

Location of AED	Number of Districts
In all sites	7
All secondary schools, theatres, maintenance facilities, board office, rental sites with adults	6
Sites with identified student need	2
In no sites	2

**Considerations to help inform the board’s decision making with regards to the introduction and use of AEDs in public school buildings.**

In the past 10 years there has not been an incident where an AED was required in a Richmond School District school or facility as part of a response to a medical emergency. It is a reasonable consideration however, as a student-specific response for known elevated risk. VCH does not have a position on AED implementation in schools. When considering priorities for where AEDs might be located for population-wide use, the district could conduct a risk assessment for each site and then consider providing an AED as part of an emergency preparedness/response program at sites where the risk is deemed to be high. In alignment with WorkSafeBC guidelines and Bill 216 legislation, any AED provided to a district facility should be centrally located within the highest risk and most concentrated population area and near trained rescuers (within 3 minutes of anywhere within the facility).

**Conclusion**

Amidst the nationwide concern over opioid use, coupled with a desire to support the health and safety of students, staff and our school communities during health emergencies, along with a commitment to responsible governance, the Richmond Board of Education seeks to determine whether opioid



overdose-reversing naloxone kits and AEDs are an essential part of the district's emergency preparedness/response program.

With respect to naloxone being part of a district emergency preparedness/response program, the district could conduct risk assessments for individual locations, and based on the results of these assessments, consider having emergency naloxone application on-site, along with training for these schools and district facilities. The currently available risk assessment tool for public sector organizations or the more specific provincial tool for schools expected to be released by Ministry of Education and Child Care in fall 2024 can assist with this task. As noted above, for sites deemed low risk the district would also need to weigh the consequences of not providing access to naloxone for an individual who may experience an opioid overdose in those sites. It is important to note that all effective drug prevention is built on a foundation of education, and the district is providing substance use prevention education curriculum to our learners as required by the Ministry of Education and Child Care.

While BC has legislation to require and regulate the access to AEDs by the public in a myriad of settings, schools and school district sites are not included within the scope of this legislation. Within this context, few districts provide AEDs in elementary schools, unless there is an identified student need. AEDs are more common placed in secondary schools and district facilities. When considering priorities for where AEDs might be located for population-wide use, health professionals suggest the district could conduct a risk assessment for each site and then consider providing an AED as part of an emergency preparedness/response program at sites where the risk is deemed to be high. Again, should a site be deemed low risk, the district must also consider the consequences to an individual who may experience a health emergency and not have timely access to an AED.

If the board approves naloxone kits and AEDs as an enhancement to the district's emergency preparedness/response program, the district will be required to provide ongoing training, inspection, and maintenance programs.

*Respectfully submitted,*

*Chris Stanger  
Assistant Superintendent, Human Resources*



## Report to the Board of Education (Public)

Date: June 19, 2024

From: Rob Laing, Executive Director Learning and Business Technologies

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

---

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 2023-2024 school year.

### **STRATEGY PRIORITY 3, GOAL 1 UPDATE**

## STRATEGIC PLAN PRIORITY THREE HIGHLIGHTS for 2023/2024

### STRATEGIC PRIORITY THREE – OPTIMIZED FACILITIES & TECHNOLOGY

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

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

- The number of technology devices available for student use in schools has increased from last year, through the allocation of district lending carts, school-funded leases, and offering opportunities for schools to buyout devices at the conclusion of a district lease. Schools are also being provided a list of devices that are reaching their end of life and need to be recycled, so they can develop multi-year refresh strategies and budget accordingly.
- A Request for Proposal to refresh our print management fleet has been conducted and is currently in the evaluation phase. Once a successful proponent has been determined, the district will work in partnership with the proponent to complete an assessment of each school/district site to determine a refresh strategy. Staff will be consulted to provide input during the process.
- Have developed some workflow automations to increase effectiveness and efficiency within learning and business departments. One example of this is the automated generation of RLT bulletins that compiles news articles from RichNet and shares them in a bulletin format by email. Additionally, we are in the process of developing a modernized student registration application that will include enhanced privacy and security features.
- Launched a data analysis page that centralizes access to school, district, and external data sources. Developed data dashboards in Power Business Intelligence (PowerBI) to provide user-friendly access to valuable data sources. Implemented with support for all principals, vice principals, district administrators and executive team members.
- Six 'request for proposals' have been completed this year to update services, computing infrastructure, data center infrastructure, and network infrastructure. This is substantial progress and ensures that we continue to provide a secure and reliable technical environment that supports learning and business operations.

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

- 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. Sessions were offered during Pro-D days and outside of school time throughout the year to focus on a variety of topics: 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 Artificial Intelligence.

- A Technology Services webpage was built into RichNet to share resources and communications. News Posts are posted on a weekly basis and new content continues to be added. Analytics on RichNet are proving that staff are accessing the resources and are finding value in them.
- A team of Tech Mentors was created with staff representation from most schools and departments across the district. Currently there are 87 Tech Mentors who receive advance communications and are encouraged to help support their colleagues with various technology related learnings and tasks. We are excited to continue to grow and strengthen the Tech Mentor program to expand this distributed leadership support model.

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

- Data reflects a continual increase in the usage of the M365 suite of tools. The overall number of Teams used by staff and students increased 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 steady increase in use.
- As the Scholantis Portal will be decommissioned this summer, intentional efforts have focused on moving content off the Portal to Teams and RichNet.
- Implemented JAMF connect to allow students a personalized login when using a district iPad or computer. This allows students to access these tools on a district device, and we have seen a substantial increase in the use of OneDrive for file storage.

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

- 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.
- All employees have been enrolled in 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. This was a complex task, and implementation was successful, and staff were supported through the setup and enrolment process.

- We have launched our video surveillance project. Equipment has been ordered for our first four sites and installation will begin this summer. All the secondary school sites will be completed by the end of the 2024-2025 school year.
- Major email service providers started to enforce greater security to reduce spam and phishing messages by enforcing stronger email authentication between servers. We licensed a software tool that gives us greater insight to which actors or services might be trying to pose as SD38 by providing clear auditing and reports. Further, this tool secures our external records by hiding them behind their services to curb malicious actors from trying to spoof us.
- A software tool was implemented that provides greater visibility into external or internal server vulnerabilities. This helps us to detect, manage, and mitigate any vulnerabilities before they are exploited, and to improve the security of our server infrastructure.
- We have also initiated the process of developing an Incident Response Plan, to proactively prepare in case a cyber incident were to occur.
- Our firewalls have had continual maintenance and scheduled firmware updates and patches. These actions increase security and remove any outdated rules.

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

- Numerous initiatives have been completed to enhance cybersecurity awareness and education. We have increased the number of internal phishing campaigns that have been conducted and increased their specificity and complexity to reflect more sophisticated examples of real-life phishing attacks. Each phishing campaign links to education modules, so if a staff member clicks on a link in our internal phishing simulations, they would receive a module designed to teach them how to identify potential phishing messages.

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

- Consultation with various wireless network providers has informed our requirements for a wireless network RFP, which is in progress. This will update our wireless network infrastructure to increase security, coverage and access, while also allowing for greater network segmentation and device authentication management.
- Included in the network RFP is exploring the use of a Network Access Control. This tool would allow for greater management of devices on our network, and would provide security enhancements.

## **STRATEGIC PLAN: AREAS OF FOCUS 2023-2024**

### **CONCLUSION**

Significant progress continues to be made on all Strategic Priority Three, Goal One objectives. 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 2024-2025 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,*

*Rob Laing  
Executive Director, Learning and Business Technologies*

## Report to the Board of Education (Public)

**Date:** June 19, 2024

**From:** Cindy Wang, Secretary Treasurer  
Steve Ahluwalia, Director, Richmond Project Team  
Kristopher Wilkins, Director, Facilities Services

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

---

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. Attachment to this report 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 priority next year and beyond.

*Cindy Wang*  
*Secretary Treasurer*

*Steve Ahluwalia*  
*Director, Richmond Project Team*

*Kristopher Wilkins*  
*Director, Facilities Services*

**STRATEGIC PLAN 2020-2025: PRIORITY 3, GOAL 2 &3, AREAS OF FOCUS 2023/2024**

**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. Continue to review our processes to look for improvements and ways to optimize service delivery.**
- ✓ **Introduced the current Board to the concept of completing the comprehensive program and boundary reviews started in 2019.**
- ✓ **For 2023/24, Steveston-London Secondary, Boyd Secondary, and Byng Elementary was reviewed for climate risk assessment.**

**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. Continue to review our processes to look for improvements and ways to optimize service delivery.**

**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 new childcare facilities at Maple Lane and Steves, with six more locations approved by the Ministry at Bridge, McKinney, Whiteside, Mitchell Adult Education Centre, Garden City and Spul'u'Kwuks Elementary Schools.**
- **Ministry approved building additions at Cook, Brighthouse, and Talmev Elementary Schools.**



- **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:**
  - **DeBeck Elementary in response to 2022/23 Capital Plan has Ministry approval.**
  - **Dixon Elementary in response to 2022/23 Capital Plan has Ministry approval.**
  - **Diefenbaker Elementary in response to 2023/24 Capital Plan submission - business case has been submitted.**

**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, BC Centre for Disease Control 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. Post-occupancy flushing has been phased out.**
  - **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). For 2023/24, there is an Electric Bus Infrastructure Upgrade at the Facilities Services Centre, aiming to add 8 more electric bus DC chargers.**

- **BC Hydro funding for workplace EV charging applied for 50% of the costs of Rideau Park EV charging.**
- **New permanent buildings are being designed with electrified heating systems instead of propane or natural gas.**
- **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 2023/2024 school year:**

Target (compared to 2007 baseline)	Target Year	Progress (June 2024)
50% Reduction in Building GHG Emissions	2030	29% Reduction
40% Reduction in Fleet GHG Emissions	2030	19% Reduction
10% Net Electricity Reduction	2026	30.3% Reduction
25% Natural Gas Reduction	2026	16.4% Reduction
Corporate Average Fuel Economy Increase by 27%	2026	32% Increase
15% Reduction in Water Use per Capita	2026	15.7% Reduction
70%/75% Waste Diversion	2023/2026	39.6% Diversion

- **Electricity reductions driven by Continuous Optimization (C-Op) of building HVAC systems and LED upgrades at several schools. For 2023/24, 10 schools were implemented with Continuous Optimization projects at Boyd, Byng, Kidd, Facilities Services Centre, McNair, McNeely, Palmer, Richmond Secondary, Steveston-London, and Talmey. Meanwhile, LED upgrades were implemented at Byng Elementary and McRoberts Secondary.**
- **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. Moreover, replaced 3 obsolete ground trucks with 3 higher-efficiency gasoline GMC Sierra 3500 trucks. They are not only contributing to reducing fleet emissions, but also improving the Corporate Average Fuel Economy.
- 2023 reporting to the Climate Action Secretariat on GHG emissions shows a 10% reduction compared to calendar year 2022, driven by the two Type C electric buses, as well as reduction in natural gas consumption through HVAC upgrades for high efficiency boilers at several schools.
- In 2023/24, a pilot program of Superfy waste monitoring modules was introduced to 3 sites, including Facilities Services Centre, Information Technology Centre, and School Board Office to obtain real-time waste diversion data. Waste diversion increased by 2% compared to 2022/23. Additional waste diversion programs to be implemented in 2024/25.

**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 2023/2024 include:**

- Worked with Teacher-Consultant, Science and Sustainability to provide updates on DSCAP initiatives and receive feedback from staff and students.
- Energy Wise Network campaign, “Plug Load Pirates”, educates students and staff about the power consumed by devices plugged into power bars when not in use and to achieve a net 10% reduction in electricity consumption.
- Completed implementing of waste stream diversion data into Power BI with assistance of Tech Services group; rolling out this data for all schools.
- Held regular meetings of the Richmond Sustainability 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 19, 2024  
**From:** Ravinder Johal, Director of Instruction  
**Subject:** **Sexual Orientation and Gender Identity (SOGI) Annual Report**

---

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: PRIORITY 2 – EQUITY AND INCLUSION**

- 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 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 SOGI Advisory Committee meetings were held during the 2023-2024 school year. Sub-committees, each with a focus on a specific goal area, met throughout the school year in between the Advisory meetings. 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. Many of the actions below highlighted within a single goal area are intertwined and impact other goal areas as well.

**GOAL ONE:**

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

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

- *Continued opportunities for students to regularly connect.* The district SOGI leads 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. A Rainbow Café was held in February with students from schools across the district, representing all grades at the secondary level. A year-end Summer Celebration Rainbow Café was held in June.
- *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 work on a mural at their site focusing on a visual expression of inclusivity and celebration of diversity. In addition, there was student representation from SD 38 at a lower mainland SOGI Summit in May.
- *Representation of student experiences in the classroom.* There was continued work of the SOGI educator resource group, including teams of elementary and secondary educators, that met throughout the school year. The focus of these sessions was to ensure that 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. This culminated with two workshops provided at the district conference in February: *Where and how does SOGI live in my classroom* for secondary educators and *Empowering SOGI-inclusive Educators* for elementary educators.
- *Rainbow Installations.* As the SOGI policy affirms the importance of valuing diversity within the district, requests for crosswalks come from school teams, including students, staff, and administration, utilizing guidelines established by the Advisory. Three new rainbow crosswalks were installed in the summer of 2023, and there are now rainbow installations at three secondary schools and two elementary schools.
- *Elementary SOGI Book Bundles.* Books bundles have been updated this year and distributed to each elementary school. These resources reflect the district’s Resource Selection Policy, and are

current, evaluated, recommended by Focused Education and SOGI 123 and reflect authentic voices.

**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.

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

- *Professional Learning.* To build capacity and educate through professional development, a SOGI session was facilitated by the district's elementary SOGI lead for Settlement Workers in Schools (SWIS) to support their work with newcomer families. In addition, led by the district SOGI leads as well as the teacher consultant for Equity and Inclusion, in-person and virtual professional development sessions were held for school administrators to review Policy 106, how SOGI is differentiated from sexual health education, as well as to discuss ways of supporting staff and the parent community about SOGI-inclusive education.
- *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.
- *Inquiry Grants.* Grounded in Justice, Equity, Diversity, and Inclusion (JEDI) and Activating Student Voice, staff inquiry teams in three elementary schools and three secondary schools engaged in the inquiry grant process, with a focus on themes of intersectionality connected 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.

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

- *Learning Opportunities.* District staff provided learning sessions for school Parent Advisory Councils in the district.
- *Draft SOGI Document.* Committee members have developed a draft SOGI document currently under final review that includes Frequently Asked Questions (FAQs) as well as Myths and Truths to support conversations at the school and district level.
- *Community Opportunities.* District staff have relayed SOGI-related community opportunities regularly through bulletins to schools.

**GOAL FOUR:**

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

Progress continues to be 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 inclusive perspective. Each newsletter provides updates related to the work of the Advisory Committee, direct access to the policy, regulations, and guidelines, tips from 2SLGBTQ+ students, links to resources and highlights SOGI-related work at schools around the district.

- *Inclusive sports guidelines.* There is ongoing subcommittee and district work to develop guidelines that support gender inclusivity in extra-curricular activities in elementary schools. Draft guidelines are under review by both the SOGI Advisory and Diversity, Equity, and Inclusion Advisory.

**CONCLUSION:**

The district appreciates the significant commitment of all members of the SOGI Advisory Committee in their work supporting implementation of Policy 106. Gratitude is also extended to the Board of Education for their support of the work entailed in this report. Recognizing the Strategic Priority of Equity and Inclusion, supporting students who are part of the LGBTQ2S+ community through an intersectional lens contributes to the district's nurturing of safe and caring school communities.

*Respectfully submitted,*

*Ravinder Johal  
Director of Instruction, Student Services & Data Analytics*

*References:*

[Policy 106, 106-R: Sexual Orientation and Gender Identity](#)



## Report to the Board of Education (Public)

**Date:** June 19, 2024  
**From:** Maria Fu, Assistant Secretary Treasurer  
**Subject:** **2023 Charitable Donations Report**

---

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 2023, covering the period January 1 to December 31, 2023, along with the comparison to 2022.

For 2023, the total amount donated during this period was \$367,461.49. Of this amount, \$354,652.49 comprises cash; the remainder of \$12,809.00 constitutes in-kind donations of tangible goods. The in-kind donations are comprised of \$2,060.00 in furniture and appliances, \$9,899.00 in musical instruments, and \$850.00 in microscopes.

*Respectfully submitted,*

*Maria Fu*  
*Assistant Secretary Treasurer*

### *Attachments:*

- 1. SD 38 Donations 2022 and 2023 (Comparative)*
- 2. SD 38 Donations In Kind 2022 & 2023 (Comparative) – Detail by Site*

**School District #38 (Richmond) Donations 2022 & 2023 (Comparative)**

Site/Initiative Name	CASH		IN-KIND		TOTAL	
	2022	2023	2022	2023	2022	2023
Anderson Elementary	5.00	4,475.00	-	-	5.00	4,475.00
Blair Elementary	835.00	1,640.00	-	-	835.00	1,640.00
Blundell Elementary	1,900.00	1,100.00	-	-	1,900.00	1,100.00
Boyd Secondary	3,550.00	3,320.00	-	-	3,550.00	3,320.00
Bridge Elementary	6,695.00	655.00	-	-	6,695.00	655.00
Brighthouse Elementary	158.45	230.00	-	-	158.45	230.00
Burnett Secondary	6,230.00	5,113.00	-	1,000.00	6,230.00	6,113.00
Byng Elementary	225.00	-	-	-	225.00	-
Cambie Secondary	36,870.00	35,420.00	-	1,940.00	36,870.00	37,360.00
Cook Elementary	2,245.00	1,515.00	-	-	2,245.00	1,515.00
DeBeck Elementary	2,270.00	10,050.00	-	-	2,270.00	10,050.00
Diefenbaker Elementary	5,895.00	6,679.00	-	-	5,895.00	6,679.00
District Donations	-	-	35,550.00	200.00	35,550.00	200.00
District Scholarship Fund	133,271.00	133,516.00	-	-	133,271.00	133,516.00
Dixon Elementary	34.00	520.00	-	-	34.00	520.00
Errington Elementary	375.00	479.00	-	-	375.00	479.00
FEED-U-CATE 38	23,932.45	29,337.00	-	-	23,932.45	29,337.00
Ferris Elementary	88.00	2,130.00	-	-	88.00	2,130.00
Garden City Elementary	120.00	1,503.00	-	-	120.00	1,503.00
General Currie Elementary	-	-	-	-	-	-
Gilmore Elementary	3,000.00	500.00	-	-	3,000.00	500.00
Grauer Elementary	7,020.00	100.00	-	-	7,020.00	100.00
Hamilton Elementary	120.00	3,915.00	-	-	120.00	3,915.00
Homma Elementary	50.00	-	-	-	50.00	-
Horizons	-	-	-	-	-	-
Kidd Elementary	200.00	350.00	-	-	200.00	350.00
Kingswood Elementary	-	-	1,120.92	8,500.00	1,120.92	8,500.00
Lee Elementary	2,445.00	4,660.00	667.83	-	3,112.83	4,660.00
MacNeill Secondary	4,250.00	4,160.00	-	-	4,250.00	4,160.00
Maple Lane Elementary	250.00	20.00	-	-	250.00	20.00
McKay Elementary	50.00	50.00	-	-	50.00	50.00
McKinney Elementary	156.00	7,695.00	-	-	156.00	7,695.00
McMath Secondary	4,610.00	3,972.00	-	-	4,610.00	3,972.00
McNair Secondary	2,505.00	9,905.00	335.00	-	2,840.00	9,905.00
McNeely Elementary	2,520.00	5,050.00	-	120.00	2,520.00	5,170.00
McRoberts Secondary	9,570.00	12,005.00	-	199.00	9,570.00	12,204.00
Mitchell Elementary	20.00	342.49	-	-	20.00	342.49
Palmer Secondary	9,500.00	5,270.00	-	-	9,500.00	5,270.00
Quilchena Elementary	-	129.00	-	-	-	129.00
Richmond Secondary	8,180.00	5,898.00	-	-	8,180.00	5,898.00
Richmond Virtual School	-	-	-	-	-	-
Station Stretch	-	5,000.00	-	-	-	5,000.00
Spul'u'kwuks Elementary	35.00	5,350.00	-	-	35.00	5,350.00
Steves Elementary	144.00	1,000.00	-	-	144.00	1,000.00
Steveston-London Secondary	9,210.00	15,914.00	500.00	850.00	9,710.00	16,764.00
Tait Elementary	200.00	70.00	-	-	200.00	70.00
Talmey Elementary	180.00	250.00	-	-	180.00	250.00
Thompson Elementary	1,415.00	2,130.00	-	-	1,415.00	2,130.00
Tomsett Elementary	470.00	150.00	-	-	470.00	150.00
Westwind Elementary	2,145.00	10,400.00	-	-	2,145.00	10,400.00
Whiteside Elementary	200.00	1,335.00	1,000.00	-	1,200.00	1,335.00
Woodward Elementary	951.00	11,350.00	-	-	951.00	11,350.00
Wowk Elementary	-	-	-	-	-	-
<b>Grand Total</b>	<b>294,094.90</b>	<b>354,652.49</b>	<b>39,173.75</b>	<b>12,809.00</b>	<b>333,268.65</b>	<b>367,461.49</b>

**School District #38 (Richmond) Donations In Kind 2022 & 2023 (Comparative)**  
**Detail by Site**

<b>Site</b>	<b>Amount</b>	<b>Item Listing</b>
Burnett Secondary	1,000.00	French Horns
Cambie Secondary	1,620.00	Televisions
Cambie Secondary	120.00	Bar Fridge
Cambie Secondary	200.00	Sound Bar
District Donations	200.00	Saxophone
Kingswood Elementary	8,500.00	Piano
McNeely Elementary	120.00	Cushions
McRoberts Secondary	199.00	Roland HP-3000 Piano
Steveston-London Secondary	850.00	Microscope
<b>TOTAL (2023)</b>	<b>12,809.00</b>	

<b>Site</b>	<b>Amount</b>	<b>Item Listing</b>
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>	

## Report to the Board of Education (Public)

Date: June 19, 2024

From: Cindy Wang, Secretary Treasurer  
Kristopher Wilkins, Director, Facilities Services

Subject: **Capital Plan Bylaw No. 2024/25-CPSD38-03**

---

### RECOMMENDATION:

**THAT** the Board of Education of School District No. 38 (Richmond) adopt Capital Plan Bylaw No. 2024/25-CPSD38-03 by way of three readings.

### 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:

Policy 701 and Regulation 701-R: Facilities Planning and Development

### BACKGROUND:

On May 30, 2024, the Ministry of Education and Child Care (MECC) provided a modified capital response letter regarding the Board's 2024/25 Five-Year Capital Plan. Based on the amended capital response letter, additional funding has been approved by the Ministry to support the purchase of two electric school buses through the Bus Acquisition Program. Additionally, the District is eligible for supplementary funding through the federal Zero Emission Transit Fund (ZETF) for electric school buses. As a result, the full cost of both electric buses will be covered by the combined funding sources.

### CONCLUSION:

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw for its approved annual Five-Year Capital Plan as identified in the Ministry's Capital Plan Response Letter (attached). The Bylaw authorizes the Secretary Treasurer to execute the Annual Programs Funding Agreement covering the above projects.

*Respectfully submitted,*

*Cindy Wang, MSc, CPA-CA*  
*Secretary Treasurer*

*Kristopher Wilkins, BEng*  
*Director, Facilities Services*

### Attachments:

1. *Capital Project Bylaw No. 2024/25-CPSD38-03*
2. *Ministry Capital Response Letter*

**CAPITAL BYLAW NO. 2024/25-CPSD38-03**  
**CAPITAL PLAN 2024/25**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 38 (*Richmond*) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2024/25 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Superintendent and Secretary-Treasurer, dated *May 30, 2024*, is hereby adopted.
- 2. This Capital Bylaw may be cited as **School District No. 38 (Richmond) Capital Bylaw No. 2024/25-CPSD38-03**.

READ A FIRST TIME THE 19<sup>th</sup> DAY OF *JUNE 2024*;  
READ A SECOND TIME THE 19<sup>th</sup> DAY OF *JUNE 2024*;  
READ A THIRD TIME, PASSED THE 19<sup>th</sup> DAY OF *JUNE 2024*.

\_\_\_\_\_  
Board Chair

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

I HEREBY CERTIFY this to be a true and original *School District No. 38 (Richmond) Capital Bylaw No. 2024/25-CPSD38-03* adopted by the Board the 19<sup>th</sup> day of *June 2024*.

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



May 30, 2024

Ref: 299536

To: Secretary-Treasurer and Superintendent  
School District No. 38 (Richmond)

**Capital Plan Bylaw No. 2024/25-CPSD38-03**

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2024/25

---

This letter is in response to your School District's 2024/25 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
  - Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- **Bus Acquisition Program (BUS)**

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

**MAJOR CAPITAL PROJECTS (SMP, EXP, REP, SAP, RDP)**

**Projects in Development from Previous Years**

Project #	Project Name	Project Type	Comments
150384	John G Diefenbaker Elementary	Seismic	Final business case (PDR) with Ministry for funding approval.
XXXXXX	RC Talmey Elementary	Addition	Project has been approved for a 6-classroom prefabricated modular addition. Your Regional Director will contact you regarding next steps.

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer regarding next steps. Also, note that Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after the Business Case and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

NOTE: The Ministry encourages school districts to pursue simplified designs for new schools or expansion of existing schools. As projects proceed to Business Case, stakeholder engagement and design phases, please ensure simplified design parameters are considered as per the attached *Simplified Designs Guidelines*.

**MINOR CAPITAL PROJECTS (SEP, FIP, CNCP, BEP, PEP, BUS)**

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Food Infrastructure Program (FIP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

**New projects for SEP, FIP, CNCP, BEP, PEP**

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
A R Macneill Secondary	SEP - HVAC Upgrades	\$944,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
R C Palmer Secondary	CNCP - Electrical Upgrades	\$476,500	Proceed to design, tender & construction. To be completed by March 31, 2025.
James Thompson Elementary	PEP - Accessible Playground Equipment	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2025.



A R Macneill Secondary, Hugh Boyd Secondary, Hugh McRoberts Secondary, Matthew Mcnair Secondary, R A McMath Secondary, R C Palmer Secondary, Richmond Secondary, Steveston-London Secondary	FIP - Kitchen Equipment and Upgrade	\$120,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
---	-------------------------------------	-----------	--

**New projects for BUS**

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
A1380	C 76 with 0 wheelchair spaces	TBD - See Note Below	Proceed to ordering the school bus(es) immediately from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbc.org">http://www.astsbc.org</a>
A1382	C 76 with 0 wheelchair spaces	TBD - See Note Below	Proceed to ordering the school bus(es) immediately from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbc.org">http://www.astsbc.org</a>

NOTE: BUS funding amounts will be determined once school districts place their order(s) with bus manufacturer(s). Please contact Branch Director [Michael Nyikes](#) with any questions regarding this.

**An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2024/25 fiscal year as listed above.**

**In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning**



of this document) for its approved 2024/25 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated, and emailed to the Ministry's Capital Management Branch at [CMB@gov.bc.ca](mailto:CMB@gov.bc.ca) as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2024/25 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2025/26 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's [Capital Planning](#) webpage by April 1<sup>st</sup>, 2024.

School districts' capital plan submission deadlines for the 2025/26 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2024**
  - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **July 1, 2024**
  - Major Capital Programs (BEP)
- **September 30, 2024**
  - Minor Capital Programs (SEP, CNCP, PEP, BUS)
- **October 1, 2024**
  - Minor Capital Programs (FIP)

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Additionally, the Annual Facility Grant (AFG) project requests for the 2024/25 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2024.

NOTE: It is strongly encouraged that school districts discuss the draft versions of their intended capital projects and AFG project requests with Ministry staff well in advance of submission deadlines.

As a school district with a School Site Acquisition Charge (SSAC) scheme in place, please also be advised that the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is duly accepted by the Ministry as part of the Board's approved capital plan for 2024/25.

The Board should forthwith adopt a bylaw setting the School Site Acquisition Charges for the School District, as s. 575(3) of the *Local Government Act* prescribes that a SSAC may only come into effect 60 days (inclusive of weekends and holidays) after that bylaw is adopted by a board of education. At that point, local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a board.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Specific questions about SSAC should be directed to Regional Director [Travis Tormala](#).

Sincerely,

A handwritten signature in blue ink that reads "Damien Crowell". The signature is written in a cursive style.

Damien Crowell, Executive Director  
Capital Management Branch

pc: Geoff Croshaw, Acting Director, Major Capital Projects, Capital Management Branch  
Michael Nyikes, Director, Minor Capital Projects, Programs and Finance, Capital Management Branch

## Report to the Board of Education (Public)

Date: June 19, 2024

From: Cindy Wang, Secretary Treasurer  
Steve Ahluwalia, Director, Richmond Project Team  
Kristopher Wilkins, Director, Facilities Services

Subject: **2025/2026 Five-Year Capital Plan**

---

### RECOMMENDATION

**THAT** the Board of Education of School District No. 38 (Richmond) approve the 2025/2026 Five-Year Capital Plan through the adoption of the board resolutions for submission to the Ministry of Education and Child Care.

### 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

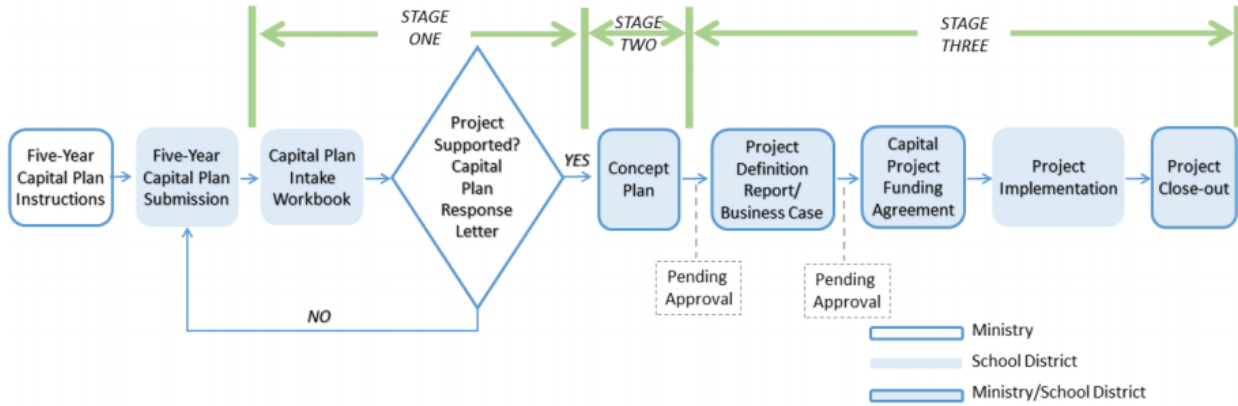
Submitted in accordance with Board Policy 701 and Regulation 701-R - Facilities Planning and Development.

### BACKGROUND

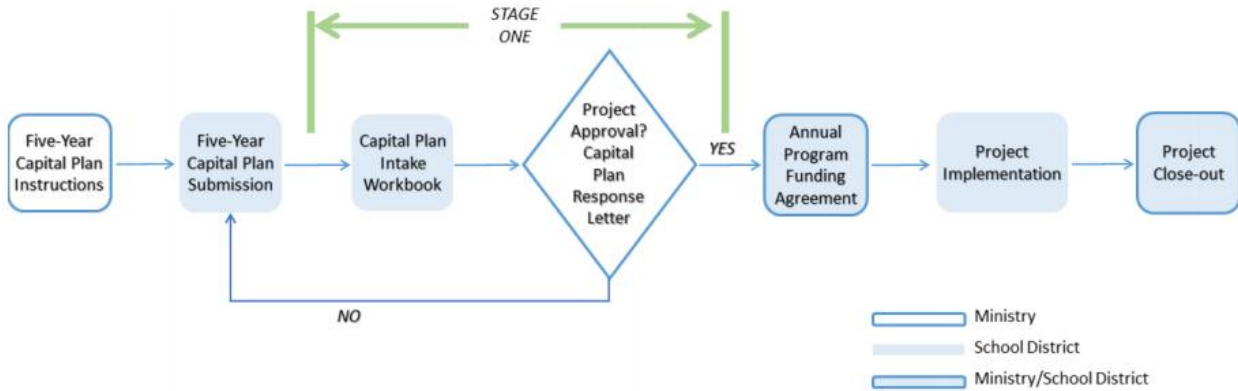
Annual Five-Year Capital Plan submissions from Boards of Education are used by the Ministry of Education and Child Care (MECC) to determine which priority capital projects may be approved in the Ministry's Capital Plan for the following fiscal year. The capital plan submissions provide the Ministry with 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 *School Act* requires that prior to the Ministry's consideration of a school district's capital plan for approval, a board of education must approve the capital plan by board resolution. Ultimately, the Minister has the authority to either: approve; approve with modifications, or reject a capital plan, as submitted by the board to the Ministry. The Ministry's capital plan is subject to annual capital funding approval by the Treasury Board of the provincial government.

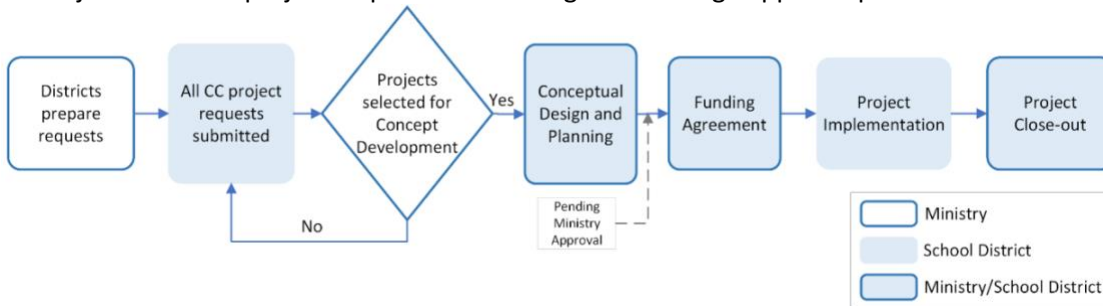
All requests for a Major Capital Program project (SMP, EXP, REP and RDP) or Building Envelope Program (BEP) project will undergo a more extensive three-stage process:



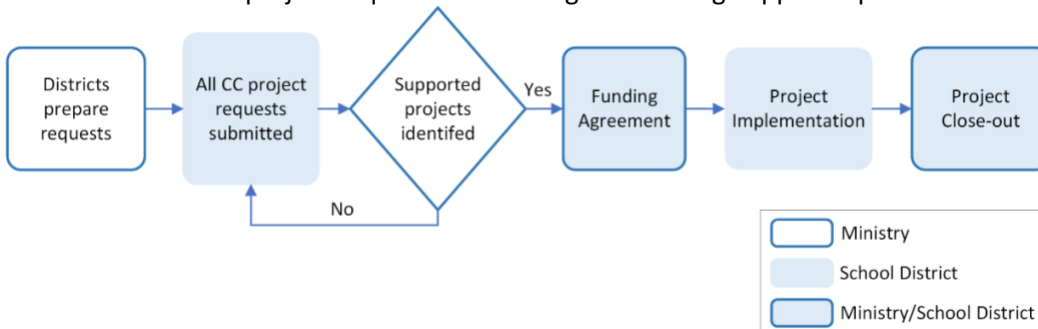
All requests made for a Minor Capital Program project (SEP, CNCP, BUS or PEP) will undergo a one-stage approval process:



All Major Child Care project requests will undergo a two-stage approval process:



All Minor Child Care project requests will undergo a one-stage approval process:



## **ANALYSIS**

The 2025/2026 Five-Year Capital Plan of the Richmond School District totals over \$1.05 billion and consists of the following categories:

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

1. Seismic Mitigation Program (SMP)

In keeping with the Richmond Project Team's accelerated project delivery mandate, a total of 22 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)

Based on the latest enrolment projections the Richmond School District requires building additions and new schools. One building addition and two new schools will be required in the Richmond City Centre Area. The two new schools will require site acquisitions within the Capital Plan. One building addition will be required in the Hamilton Area.

3. School Replacement Program (REP)

There are no schools in the District inventory which have reached or are forecasted to reach the end of their useful life, or where major structural issues or accumulation of maintenance needs exceed the cost of building replacement. Therefore, the Capital Plan does not include school replacement projects.

4. Rural Districts Program (RDP)

This funding is only available for communities with a population of less than 15,000 residents and is not applicable to Richmond School District.

### **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 with budgets between \$100,000 and \$2 Million.

Up to five projects may be submitted annually, and for Capital Plan, one dust extraction system replacement, one emergency generator, one boiler replacement, and two multi-site mechanical control systems are included.

2. Carbon Neutral Capital Program (CNCP)

The CNCP is an 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. Three lighting retrofits are included in the Capital Plan to convert existing lighting to LED (light-emitting diode).

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 2025/2026, the capital plan includes two buses that are eligible for replacement with zero emission electric vehicle buses.

4. **Playground Equipment Program (PEP)**

The PEP is an annual program that is available to provide funding to purchase and install new or replacement playground equipment. Up to three projects may be submitted annually for provincial funding consideration.

5. **School Food Infrastructure Program (FIP)**

The FIP is a program to assist Boards of Education with creating, improving, or expanding infrastructure for Feeding Future Funds across all communities in British Columbia. The 2025/2026 submission is being finalized and is due by October 1, 2024. A separate report will be presented to the Board for approval in September 2024.

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

There are four schools eligible for the Provincial Building Envelope Program. These will be submitted within the Capital Plan and prioritized based on the assessments, provincial prioritization, and synergies with other approved capital projects.

**D. Child Care Capital Planning (CC)**

Project requests fall into four categories: New Space Integrated (Major), New Space (Major), Conversion (Major), and Conversion (Minor). These projects are classified by dollar value, integration with major capital, creation of new space, or utilization of existing space. The Ministry does not require a separate board resolution for child care projects. Instead, projects are submitted through the Ministry's MYCAPS system and prioritized based on community needs and synergies with other approved capital projects.

**CONCLUSION**

The 2025/2026 Five Year Capital Plan is built upon the district's Long Range Facilities Plan. It is in alignment with the district strategic priorities and goals, reflecting the priorities of facility needs of Richmond's learning community.

*Cindy Wang, MSc, CPA-CA*  
*Secretary Treasurer*

*Steve Ahluwalia, PEng, MBA*  
*Director, Richmond Project Team*

*Kris Wilkins*  
*Director, Facilities Services*

*Attachments:*

- *Board Resolution – 2025/2026 Five-Year Capital Plan (Major Capital)*
- *Board Resolution – 2025/2026 Five-Year Capital Plan (Minor Capital)*
- *Board Resolution – 2025/2026 Five-Year Capital Plan (Building Envelope Program)*

June 19, 2024

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 2025/2026 as provided on the Five-Year Capital Plan Summary (Major Capital) for 2025/2026 submitted to the Ministry of Education and Child Care.

I hereby certify this to be a true copy of the resolution for approval of the proposed Five-Year Capital Plan (Major Capital) for 2025/2026 adopted by the Board of Education on this the 19<sup>th</sup> day of June, 2024.

Cindy Wang, MSc, CPA, CA  
Secretary-Treasurer



**2025/2026 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 <sup>*A</sup>	R.C. Talmey Elementary	Structural Seismic Upgrade - Block 1 (H1) & Block 2 (H3), Substructure Upgrade - Both Blocks	H1	2025	\$37,392,000	\$154,083,000
2	Blundell Elementary	Structural Seismic Upgrade - Block 2 (H1) & Block 3 (H3), Substructure Upgrade - All 3 Blocks	H1	2025	\$27,111,000	
3	Matthew McNair Secondary	Structural Seismic Upgrade - Block 2 (H2) & Block 3 (H1)	H1	2025	\$41,064,000	
4	Westwind Elementary	Structural Seismic Upgrade - Blocks 1, 2, 3 & 4 (H1), Substructure Upgrade - All 5 Blocks	H1	2025	\$48,516,000	
5	Hugh McRoberts Secondary	Structural Seismic Upgrade - Block 1 (H1)	H1	2026	\$9,927,000	\$128,506,000
6	Steveston-London Secondary	Structural Seismic Upgrade - Block 1 (H1) & Block 3 (H3)	H2	2026	\$72,504,000	
7	John T. Errington Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1), Substructure Upgrade - All 3 Blocks	H1	2026	\$46,075,000	
8 <sup>*B</sup>	James Gilmore Elementary	Structural Seismic Replacement - All 4 Blocks	H1	2027	\$62,792,000	\$126,418,000
	R.M. Grauer Elementary	Structural Seismic Upgrade - Block 2 (H1) & Block 3 (H3), Substructure Upgrade - All 3 Blocks	H1	2027	\$46,661,000	
	Quilchena Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1)	H1	2027	\$16,965,000	
11	Jessie Wowk Elementary	Structural Seismic Upgrade (H3) & Substructure Upgrade	H1	2028	\$31,924,000	\$122,116,000
12	Donald E. McKay Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1)	H1	2028	\$17,591,000	
13	Walter Lee Elementary	Structural Seismic Upgrade - Blocks 1 & 3 (H1) & Block 2 (H3)	H1	2028	\$24,382,000	
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	2028	\$48,219,000	
15	R.C. Palmer Secondary	Structural Seismic Upgrade - Block 2 (H1)	H1	2029	\$11,679,000	\$110,722,000
16 <sup>*B</sup>	Thomas Kidd Elementary	Structural Seismic Upgrade - Block 1 (H1), Substructure Upgrade - Both Blocks	H1	2029	\$35,139,000	
	Daniel Woodward Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1), Substructure Upgrade - All 3 Blocks	H1	2029	\$41,386,000	
	Kingswood Elementary	Structural Seismic Upgrade - Blocks 1 & 3 (H3)	H3	2029	\$22,518,000	
19 <sup>*C</sup>	Alexander Kilgour Elementary	Structural Seismic Upgrade - Block 1 (H1) & Block 4 (H2)	H1	2030	\$13,732,000	\$134,042,000
20	Tomekichi Homma Elementary	Structural Seismic Upgrade - Block 1 (H2), Substructure Upgrade - Both Blocks	H2	2030	\$51,779,000	
21	Kathleen McNeely Elementary	Structural Seismic Upgrade - Block 1 (H3), Substructure Upgrade - Both Blocks	H3	2030	\$43,058,000	
22 <sup>*D</sup>	Sea Island Elementary	Structural Seismic Upgrade - Block 1 (H2), Substructure Upgrade - Both Blocks	H1	2030	\$25,473,000	

\*A - moved to align with Building Addition

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

\*C - leased to SD No. 93 Ecole Des Navigateurs

\*D - no instruction currently offered at Sea Island Elementary

EXPANSION PROGRAM (EXP) PROJECTS					
Priority	Facility Name	Project Description	Year (Planning)	Total (Capital Plan)	Program Total
<b>New Schools/Additions to Schools</b>					
1 <sup>*A</sup>	F.A. Tomsett Elementary	0K/225E Modular Addition (60K/525E total) - City Centre Area population growth	2025	\$18,471,000	\$157,753,000
2	City Centre Elementary	New 80K/600E Elementary School - City Centre Area population growth (Brighthouse Catchment Area)	2025	\$77,000,000	
3 <sup>*A</sup>	Hamilton Elementary	0K/100E Addition (80K/450E total) - Hamilton Area population growth	2027	\$16,282,000	
4	City Centre Elementary	New 40K/300E Elementary School - City Centre Area population growth (Lansdowne Area)	2029	\$46,000,000	
<b>Site Acquisitions</b>					
1	City Centre Elementary Site	0.9 Hectare Parcel - City Centre Area (Brighthouse Catchment Area)	2025	\$30,000,000 Refer to ESSP	
2	City Centre Elementary Site	2.0 Hectare Parcel - City Centre Area (Lansdowne Area)	2028	\$75,000,000 Refer to ESSP	

\*A - possibility of completion as a modular addition

June 19, 2024

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 2025/2026 as provided on the Minor Capital Plan Summary for 2025/2026 submitted to the Ministry of Education and Child Care.

I hereby certify this to be a true copy of the resolution for approval of the proposed Minor Capital Plan for 2025/2026 adopted by the Board of Education on this the 19<sup>th</sup> day of June 2024.

Cindy Wang, MSc, CPA, CA  
Secretary-Treasurer

**2025/2026 Minor Capital Plan Summary**

<b>SCHOOL ENHANCEMENT PROGRAM (SEP) PROJECTS</b>				
<b>Priority</b>	<b>Facility Name</b>	<b>Project Description</b>	<b>Total (Capital Plan)</b>	<b>Program Total</b>
1	Steveston-London Secondary	Dust Extraction System Replacement	\$ 1,044,000	\$ 3,422,000
2	Hugh Boyd Secondary	Emergency Generator Installation	\$ 508,000	
3	McNair Secondary	Boiler Replacement	\$ 590,000	
4	Three Elementary Schools	Direct Digital Control System Upgrades (Blair, R.C. Talmey, James Thompson)	\$ 480,000	
5	Two Secondary Schools	Direct Digital Control System Upgrades (R.C. Palmer, Steveston-London)	\$ 800,000	

<b>CARBON NEUTRAL CAPITAL PROGRAM (CNCP) PROJECTS</b>				
<b>Priority</b>	<b>Facility Name</b>	<b>Project Description</b>	<b>Total (Capital Plan)</b>	<b>Program Total</b>
1	Boyd Secondary	LED Lighting Upgrade	\$ 516,000	\$ 672,000
2	Garden City Elementary	LED Lighting Upgrade	\$ 156,000	
3	Quilchena Elementary	LED Lighting Upgrade	\$ 138,000	

<b>BUS REPLACEMENT PROGRAM (BUS)</b>				
<b>Priority</b>	<b>Asset No.</b>	<b>Bus Description</b>	<b>Total (Capital Plan)</b>	<b>Program Total</b>
1	A3181 (#153)	C 76 (Replace with Electric Bus)	\$ 163,000	\$ 326,000
2	A9383 (#147)	C 76 (Replace with Electric Bus)	\$ 163,000	

<b>PLAYGROUND EQUIPMENT PROGRAM (PEP) PROJECTS</b>				
<b>Priority</b>	<b>Facility Name</b>	<b>Project Description</b>	<b>Total (Capital Plan)</b>	<b>Program Total</b>
1	Ferris Elementary	Complete Replacement of Playground	\$195,000	\$ 585,000
2	Garden City Elementary	Complete Replacement of Playground	\$195,000	
3	Kingswood Elementary	Complete Replacement of Playground	\$195,000	

June 19, 2024

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 for 2025/2026 as provided on the Minor Capital Plan Summary for 2025/2026 submitted to the Ministry of Education and Child Care.

I hereby certify this to be a true copy of the resolution for approval of the proposed Building Envelope Program for 2025/2026 adopted by the Board of Education on this the 19<sup>th</sup> day of June 2024.

Cindy Wang, MSc, CPA, CA  
Secretary-Treasurer

**Program Capital Plan Summary**

<b>BUILDING ENVELOPE PROGRAM (BEP) PROJECTS</b>					
<b>Priority</b>	<b>Facility Name</b>	<b>Project Description</b>	<b>Year (Planning)</b>	<b>Total (Capital Plan)</b>	<b>Program Total</b>
1	Steveston-London Secondary	Building Envelope Upgrade (1975 Block)	2025	\$5,794,000	\$11,671,000
2	Jessie Wowk Elementary	Building Envelope Upgrade	2026	\$2,333,000	
3	James Thompson Elementary	Building Envelope Upgrade	2027	\$1,621,000	
4	John G. Diefenbaker Elementary	Building Envelope Upgrade	2027	\$1,923,000	

## Report to the Board of Education (Public)

Date: June 19, 2024

From: Cindy Wang, Secretary Treasurer  
Steve Ahluwalia, Director, Richmond Project Team

Subject: **2024/2025 Eligible School Site Proposal (ESSP)**

---

### RECOMMENDATION

THAT the Board of Education of School District No. 38 (Richmond) approves the 2024/2025 Eligible School Site Proposal (ESSP) through adoption of the 2024/2025 ESSP Resolution.

### POLICY CONSIDERATIONS

Provincial legislation requires that an ESSP resolution must be passed annually to plan for the acquisition of future school sites. The purpose of the ESSP is to identify school sites that will be incorporated into the Five-Year Capital Plan.

### BACKGROUND

Pursuant to the School Site Acquisition provisions of the Local Government Act, a 2024/2025 Eligible School Site Proposal (ESSP) has been drafted in consultation with local government and developer stakeholders. The 10-year residential unit projections are based on information provided by the City of Richmond. District planning staff continually consult with developer stakeholders to estimate potential timing of planned residential development as this impacts on the enrolment projections for schools.

The ESSP is required to be passed by the Board of Education annually to identify proposed new school site requirements in the District, including long term future acquisitions. Once adopted by the Board, a certified copy of the Board's ESSP resolution and report will be provided to the City of Richmond and Metro Vancouver Regional District for acceptance according to the School Site Acquisition Provisions of the *Local Government Act*. The eligible school site requirements must also be included in the District's Five-Year Capital Plan.

### ANALYSIS

Pursuant to the *Local Government Act*, District planning staff have estimated the student growth from new housing units within Richmond over the next ten years, based on estimated student yield from different forms of housing in Schedule A. The general location, size and cost of proposed school sites is identified in Schedule B.

The projected growth of new housing and its impact on enrolment growth at schools has been included in the District's Long Range Facilities Plan (LRFP), which provides a facility expansion strategy to address the growth in the City Centre Area and Hamilton Area, including additions to

existing schools and construction of a new schools. The LRFP also recognizes the need for a future school site in the City Centre area to serve long term growth beyond 2033.

The 2024/2025 ESSP report proposes two new elementary school sites in the City Centre area. The first school is required to open by September 2029 in the Brighthouse catchment area to accommodate the rapid student population growth. Approximately 40 per cent of the recently approved housing developments in the city centre are located in this area.

District planning staff have also been consulting with the City of Richmond and residential developer of Lansdowne Centre to identify opportunities for a school within the development area. The planned residential redevelopment of Lansdowne is estimated to be phased in over the next 10 to 15 years, resulting in student population growth that will necessitate a new school by September 2033.

Schedule B to this report anticipates the eligible school sites will require a combined total of approximately 2.8 hectares, at an estimated combined total cost of approximately \$105 million.

## **CONCLUSION**

This report recommends the 2024/2025 Eligible School Site Proposal (ESSP) be approved by the Board of Education through adoption of the attached resolution in accordance with the requirements of the *Local Government Act*.

Following the approval of the 2024/2025 ESSP, a certified copy of the Board's resolution will be submitted to the City of Richmond and Metro Vancouver Regional District for acceptance pursuant to the *Local Government Act*. The eligible school site values will be included in the 2025/2026 Five-Year Capital Plan.

*Cindy Wang, MSc, CPA-CA  
Secretary Treasurer*

*Steve Ahluwalia, PEng, MBA  
Director, Richmond Project Team*

### *Attachments:*

- 1. Board Resolution – 2024/2025 Eligible School Site Proposal*
- 2. Schedule A: 2024-2033 Enrolment Projections: Eligible Development and Student Yield (School Age Children)*
- 3. Schedule B: 2024/2025 Eligible School Site Proposal (ESSP)*



June 19, 2024

**Board Resolution – 2024/2025 Eligible School Site Proposal**

WHEREAS Section 142 of the *School Act* requires that a Board of Education of School District No. 38 (Richmond) submit a capital plan to the Minister of Education; and

WHEREAS *Local Government Act* Section 574.2 requires that before a school board submits the capital plan required under School Act Section 142 it consult with each local government in the school district and, that the school board and local government make all reasonable efforts to reach agreement on the following:

- a projection of the number of eligible development units to be authorized over the 10 year period that has been specified by the Minister of Education;
- the projection of the number of school age children (as defined in the *School Act*) that will be added to the school district as the result of the eligible development units;
- the approximate size and number of school sites required to accommodate the number of school age children projected as a result of the addition of eligible development units;
- the approximate location and value of the school sites; and,

WHEREAS the Board of Education of School District No. 38 (Richmond) has consulted with representatives of the development industry and the City of Richmond on these matters;

IT IS RESOLVED THAT:

- 1) Based on information received from City of Richmond, the Board of Education of School District 38 (Richmond) estimates that there will be 15,420 new development units constructed in the School District over the next 10 years (Schedule A);
- 2) These 15,420 new development units will be home to an estimated 1,556 school age children (Schedule A);
- 3) The Board of Education expects two (2) new school sites will be required in the City Centre Area as well as planned expansions to a number of schools over the next 10 year period to accommodate student growth resulting from new residential development within the School District;
- 4) According to Ministry of Education and Child Care site standards presented in Schedule B, and consultation with the City of Richmond the eligible school sites will require a combined total of approximately 2.8 hectares in the City Centre Area. Both sites are expected to be purchased within 10 years and are estimated to cost a combined total of approximately \$105,000,000; and
- 5) The Eligible School Site Proposal be incorporated into the 2025/26 Five-Year Capital Plan and submitted to the Ministry of Education.

I hereby certify this to be a true copy of the resolution for approval of the 2024/25 Eligible School Site Proposal adopted by the Board of Education the 19th day of June, 2024.

Cindy Wang, MSc, CPA, CA  
Secretary-Treasurer

**SCHEDULE 'A' 2024-2033 Projections - Eligible Development and Student Yield (School Age Children)**

**Table 1 - SCHOOL DISTRICT 38 - ELIGIBLE DEVELOPMENT UNITS (Annual estimate of new units by housing type (10 Year Estimates 2024-2033 based on growth forecasts by City of Richmond)**

Form of Housing \ Year	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	10 Year Total
Single Detached	85	85	85	85	85	85	85	85	85	85	850
Row Houses	171	171	171	171	171	171	171	171	171	171	1,710
Low Rise Apartments	155	155	155	155	155	155	155	155	155	155	1,550
High Rise Apartments	1,131	1,131	1,131	1,131	1,131	1,131	1,131	1,131	1,131	1,131	11,310
<b>Total Units</b>	<b>1,542</b>	<b>1,542</b>	<b>1,542</b>	<b>1,542</b>	<b>1,542</b>	<b>1,542</b>	<b>1,542</b>	<b>1,542</b>	<b>1,542</b>	<b>1,542</b>	<b>15,420</b>

**Table 2 - PROJECTED SCHOOL AGE YIELD (Age 5-17 population yield estimated from projected Eligible Development Units (EDU students by housing type 2024-2033)**

Form of Housing \ Year	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	10 Year Total
Single Detached	55	55	55	55	55	55	55	55	55	55	553
Row Houses	58	58	58	58	58	58	58	58	58	58	581
Low Rise Apartments	14	14	14	14	14	14	14	14	14	14	140
High Rise Apartments	28	28	28	28	28	28	28	28	28	28	283
<b>Total EDU Students</b>	<b>156</b>	<b>156</b>	<b>156</b>	<b>156</b>	<b>156</b>	<b>156</b>	<b>156</b>	<b>156</b>	<b>156</b>	<b>156</b>	<b>1,556</b>

**Table 3 - ESTIMATED AVERAGE NEW K-12 STUDENT YIELD RATE FROM NEW HOUSING 2024-2033**

Form of Housing \ Year	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Average Yield
Single Detached	0.65	0.65	0.65	0.65	0.65	0.65	0.65	0.65	0.65	0.65	0.65
Row Houses	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.34
Low Rise Apartments	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09
High Rise Apartments	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025

**SCHEDULE B: 2024/2025 Eligible School Site Proposal (ESSP)**

Proposed new school sites to be included in the 2025/2026 Five-Year Capital Plan

<b>SITE - General Location</b>	<b>City Centre (Brighouse Catchment Area)</b>	<b>City Centre (Lansdowne Area)</b>	<b>TOTALS</b>
Basis of Cost	Estimate	Estimate	
Type of Expansion	New Elementary School	New Elementary School	
Existing Capacity	0	0	0
Long Term Capacity	680 Nominal / 635 Operating	340 Nominal / 311 Operating	1020 Nominal / 946 Operating
Site Area (Ha)	0.9	1.9	2.8
Site Area (Acres)	2.2	4.7	6.9
Existing Site Area	0	0	0
<b>Estimated Cost of Land</b>	<b>\$30,000,000</b>	<b>\$75,000,000</b>	<b>\$105,000,000</b>

**Notes:**

- The site area and cost estimates are based on area standards and current market values.
- There is a potential being explored for a site within the Lansdowne development property which may accommodate a multi level school building in urban air space located on a significantly smaller than standard site area, provided there is shared use of future public open space accommodated adjacent to the proposed school with City of Richmond Parks.
- Eligible School sites which already received capital site acquisition project approval from the Ministry of Education and Child Care after the original ESSP was submitted in September 2000 to the present are not included in the above table.
- Eligible school site acquisition completions since the inception of the original ESSP include a site acquisition for MacNeill Secondary which opened as a new school in 2003.

## Report to the Board of Education (Public)

**Date:** June 19, 2024

**From:** Cindy Wang, Secretary Treasurer  
Kristopher Wilkins, Director, Facilities Services  
Jonathan Ho, Manager, Energy and Sustainability

**Subject:** **2023 District Sustainability and Climate Action Report**

---

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

### STRATEGIC PLAN REFERENCES

#### *Strategic Priority 3: Optimized Facilities & Technology*

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

#### *Objectives:*

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

### DISCUSSION

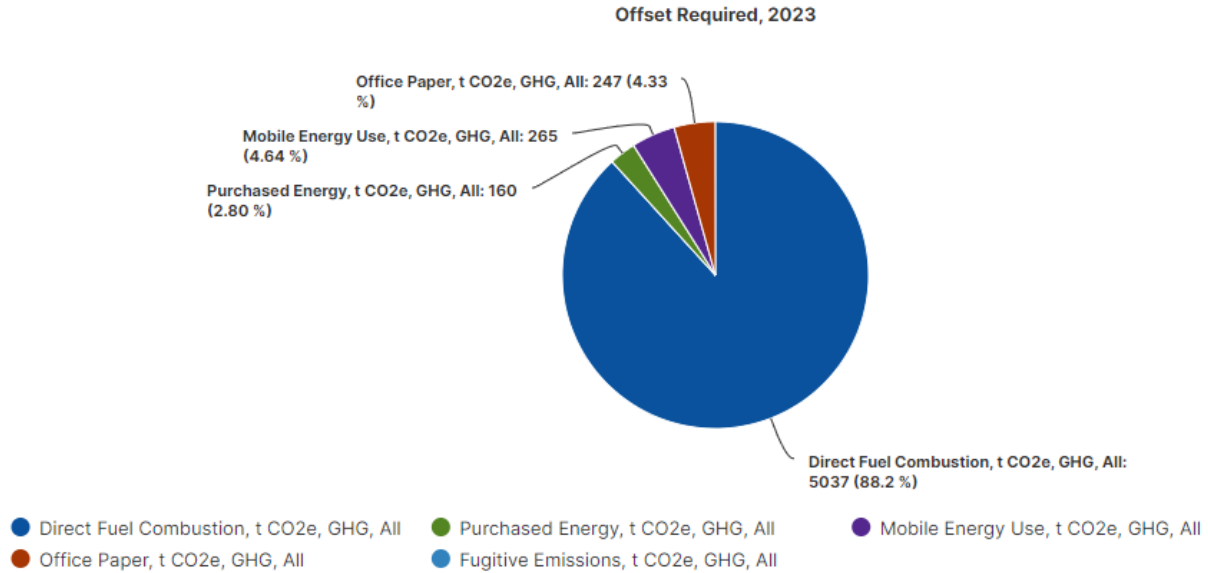
#### Introduction

All Public Sector Organizations are required by the Ministry of Environment and Climate Change (MECC) to report on its greenhouse gas emissions. These emissions are then converted into an equivalent tonnes of carbon dioxide (t CO<sub>2</sub>e), using a number of factors that convert any greenhouse gas into its carbon dioxide equivalent. For example, methane, the largest component of natural gas, has a greenhouse gas potential roughly 26 times higher than carbon dioxide. Thus, every tonne of methane used by the District is considered the equivalent of 26 tonnes of carbon dioxide.

The District reports on direct fuel combustion (primarily natural gas to heat buildings, along with propane to heat portables), mobile sources (from our fleet vehicles), purchased energy, and office paper. Data is collected on a calendar year basis, reported to MECC by April of the following year. After verification of the data, the District then files a [Carbon Neutral Activity Report](#) by the end of May, and must pay the province \$25/tonne in carbon offsets to be carbon neutral.

2023 Greenhouse Gas Emissions and Offsets Summary

In 2023, there were 5,709 t CO<sub>2</sub>e of GHG emissions that required offset by Richmond School District, of which 91% was from natural gas and propane (for portables), 2.21% from electricity, 4.64% from fleet sources, and 4.33% from paper consumption.



**\$142,725** is the total amount of money that the District had to pay for 2023 carbon offset.

School District 38's 2023 GHG Emissions and Offsets Summary	
<b>GHG Emissions for the period January 1 – December 31, 2023</b>	
Total Emissions (tCO <sub>2</sub> e)	5,885
Total BioCO <sub>2</sub>	15.5
Total Offsets (tCO <sub>2</sub> e)	5,709
<b>Adjustments to Offset Required GHG Emissions Reported in Prior Years</b>	
Total Offsets Adjustment (tCO <sub>2</sub> e)	0
<b>Grand Total Offsets for the 2023 Reporting Year</b>	
Grand Total Offsets (tCO <sub>2</sub> e) to be Retired for 2023 Reporting Year	5,709
Offset Investment (\$25 per tCO <sub>2</sub> e)	\$142,725

In 2023, we have achieved a **29% reduction in building** and a **19% reduction in fleet emissions from the baseline in 2007**, making good progress in both metrics against our 2030 targets. The overall GHG emissions in 2023 returned to pre-pandemic levels, with a reduction of 653 tonnes of CO<sub>2</sub> equivalent compared to 2022, and \$15,600 saved in avoided carbon offset costs.

## Richmond School District 38 (SD38) GHG Emissions [tonnes CO<sub>2</sub>e] Comparison in 2022 & 2023

	2022	2023	% Change from 2022
<b>A. Stationary Sources - Buildings</b>	5,921	5,197	-12.22%
<b>B. Mobile Sources - Fleet</b>	389	425	+9.25%
<b>C. Office Paper</b>	213	247	+16.14%
<b>Total</b>	<b>6,522</b>	<b>5,869</b>	<b>-10.01%</b>

### Building Emissions

These emissions account for the vast majority of the District's overall emissions at (88.2%) in 2023.

Of the nine DSCAP pillars, Energy Conservation presents the greatest opportunity for both GHG reductions and financial savings given that the largest proportion of the District's GHG emissions is from energy use in buildings. Thus, the largest proportion of our GHG reduction initiatives focus on energy conservation within our schools and administrative facilities. In 2023, activities included:

- Implemented 2 boiler replacement projects to high efficiency condensing boilers at Talmey and Homma Elementary;
- Conducted rooftop unit replacements at Tomsett
- Implemented Direct Digital Control (DDC) upgrades at McMath, Brighthouse, and Hamilton;
- Implemented Continuous Optimization (C-Op) programs at 10 sites: Boyd, Byng, Kidd, Facilities Services Centre, McNair, McNeely, Palmer, Richmond Secondary, Steveston-London, and Talmey;
- Conducted a "Plug Load Pirates" campaign at 9 schools (6 elementary and 3 secondary). The purpose was to measure energy consumed by devices that remain plugged in but not in use, and to see what energy savings can be gained by unplugging them. Some schools found interesting plug loads (Cambie textiles room sewing machines), while other schools showed unusual increases due to misunderstanding the campaign. The District will run an updated version in 2024.

In 2023, the occupied floor area of the District slightly increased by 0.1% from 275,770 m<sup>2</sup> in 2022 to 276,038 m<sup>2</sup> in 2023 (through modular child care changes and the move of Tech Services to the Rideau Park Resource Centre). Despite this increase, there was 622,369 kWh of electricity and 15,143 GJ of natural gas saved in 2023, far beyond the annual target reductions of 275,000 kWh/year of electricity and 2,000 GJ/year of natural gas.

### Covid-19 Impact on GHG Emissions

Now that the province is managing Covid-19 as endemic, the District has updated its mechanical ventilation schedules to maintain the pre-occupancy flush in all buildings. This differs from the pre- and post-occupancy flushes that were in operation during the pandemic, and is a result of updated guidance from ASHRAE and best practice recommendations from the BC Centres for Disease Control.

### Fleet Emissions

The fleet accounted for 4.6% of the District's overall emissions in 2023. In order to reduce the fleet emissions, there is a two-pronged approach:

- Behavioural – providing training and planning resources to all employees that drive District vehicles on route planning and economic driving techniques. It is believed that this can achieve up to 27% of the required 40% reduction in GHG emissions.
- Technical – as existing vehicles reach a point where maintenance costs become greater than the cost of replacement, they will be retired in favour of electric vehicles where feasible, or with a more fuel efficient version of the same.

In 2023, the District acquired 3 gasoline GMC Sierra 3500 trucks to replace 3 obsolete grounds trucks with snow equipment. Further, 1 small bus and 3 GMC Safari vans were also retired from the fleet. Mobile emissions increased from 389 t CO<sub>2</sub>e in 2022 to 425 of tonnes CO<sub>2</sub> equivalent in 2023. This increase was due to higher student enrollment in the District, leading to an increase in bus transportation services, and a corresponding increase in maintenance activities, leading to greater mileage of the trades vehicle fleet.

#### Greenhouse Gas Reduction Planning for 2024

In 2024, we are continuing with the District’s comprehensive energy conservation program and have a number of energy efficiency projects slated for 2022/23 including:

- Implementation of Continuous Optimization programs at 10 sites: Currie, DeBeck, Garden City, Grauer, Ferris, Homma, Kingswood, Maple Lane, McKay, and Steves.
- SBO DDC, boiler, and chiller upgrades
- Boiler upgrades to high-efficiency condensing boilers at Boyd and Kilgour
- DDC upgrades at Errington, Kingswood, and McNeely
- RTU replacement to a high efficiency version at Facilities Services Centre
- Installation of 8 air-sourced heat pumps at Rideau Park Resource Centre
- EV charging infrastructure upgrade to support the District’s Fleet Electrification Plan. This is funded by the Zero Emission Transit Fund of the federal government, and BC Hydro.

#### **CONCLUSION**

The District continues to implement the District Sustainability and Climate Action Plan, with a specific focus on energy conservation, associated greenhouse gas emissions, and sustainable transportation. As we continue to reduce natural gas and other fossil fuel consumption, we reduce our overall impact on the climate. This has the added benefit of avoided costs from carbon taxes and carbon offsets that all public sector organizations in the province must pay.

*Cindy Wang*  
Secretary Treasurer

*Kristopher Wilkins, B.Eng.*  
Director, Facilities Services

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

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

**Wednesday, May 15, 2024 – 6:00 pm**  
**Via Zoom**

---

**Present:**

Chairperson	H. Larson
Vice Chairperson	D. Yang
Trustee Member (Alt.)	D. Tablotney
Assistant Superintendent	J. MacMillan
Assistant Superintendent	M. Naser
District Administrator	J. Higo
Superintendent	C. Usih
President, Richmond Teachers' Association	L. Baverstock
3 <sup>rd</sup> Vice President, Richmond Teachers' Association	J. Cho
Representative, Richmond Association of School Administrators	A. Pikkarainen
Representative, Richmond Association of School Administrators	L. Leung
Executive Assistant (Recording Secretary)	S. Khan

**Absent:**

Trustee Member	A. Wong
----------------	---------

The meeting was called to order at 6:00 pm.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmiñəm 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 17, 2024, were approved as circulated.

**3. Continuing Education Program Review**

Assistant Superintendent Jane MacMillan introduced Assistant Superintendent Maryam Naser and District Administrator Jason Higo who shared a presentation titled *Continuing Education Review Report*. Background information on Continuing Education, including the department and connection to the Richmond School District's strategic plan were provided. They also informed the committee of the programs that were reviewed along with the key findings and recommendations. Trustees and stakeholders asked questions regarding administrative support, budgetary analysis, accessibility, ELL students and achievement data.



The Committee then agreed to forward the following **RECOMMENDATION** to the Board:

**THAT** the Education Committee recommends that the Richmond Board of Education direct staff to assess the feasibility and alignment of the recommendations outlined in the Continuing Education Program Review report with the strategic plan. Subsequently, staff are to provide the Board with an implementation plan encompassing both recommendations already enacted and those slated for future implementation.

**4. Next Meeting Date – Wednesday, June 12, 2024 at 6:00 pm.**

**5. Adjournment**

The meeting adjourned at 6:45 pm.

*Respectfully Submitted,*

*Heather Larson  
Chairperson, Education Committee*

## Facilities and Building Committee

### Public Meeting Minutes

**Wednesday, May 1, 2024 - 4:30 pm**  
**Via Zoom**

---

**Present:**

Chairperson	K. Hamaguchi
Vice Chairperson	D. Tablotney*
Trustee Member	H. Larson
Trustee	A. Wong
Superintendent of Schools	C. Usih
Deputy Superintendent	R. Ryan
Director, Richmond Project Team	S. Ahluwalia
Director, Facilities Services	K. Wilkins
President, Richmond Teachers' Association	L. Baverstock
3rd Vice President/Pro-D Chair, Richmond Teachers' Association	J. Cho
President, Canadian Union of Public Employees Local 716	S. Robinson
Representative, Richmond Management and Professional Staff	J. Canlas
Vice President, Richmond Association of School Administrators	A. Goulas*
Executive Assistant (Recording Secretary)	T. Lee

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the hə́nq̓əmiñə́m 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 3, 2024 meeting was approved as circulated.

*Trustee Tablotney joined the meeting at 4:34 pm.*

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

The Director, Richmond Project Team noted there were no further updates to his report, which is included in the agenda package. He then responded to a trustee's question about the implication of the Provincial Government's new housing legislation.

Following a question from the President, Richmond Teachers' Association, the Director, Richmond Project Team outlined the timeline and process for amending the City of Richmond's Official

Community Plan.

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

The Director, Richmond Project Team noted there were no further updates to his report, which is included in the agenda package.

He then responded to the President, Richmond Teachers' Association's question on the progress of the Cook and Brighthouse Elementary building additions.

Following questions from trustees, the Director, Richmond Project Team provided an update on the progress of the seismic upgrade project at Diefenbaker Elementary and details regarding the assembly and finishing procedures for modular buildings.

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

The Director, Facilities Services spoke to his report as included in the agenda package and emphasized the significance of the district's achievement in returning to pre-pandemic emission levels.

He then responded to questions from the President, Richmond Teachers' Association about air sourced heat pumps replacements, and the projects listed in the 2024/25 Facilities Renewal Program including security system renewal, and the room renumbering program.

The Director, Facilities Services then responded to trustees' questions on playground inspections and replacements. Discussion then ensued regarding the accessibility of playgrounds and an update on the District Accessibility Plan.

The Director, Richmond Project Team then responded to a trustee's question on modular classrooms and childcare facilities.

**6. Minutes for Information**

**(a) Child Care Development Advisory Committee Meeting**

Minutes of Meeting held March 6, 2024 were attached for information.

**7. Next Meeting Date – June 5, 2024 at 4:30 pm**

**8. Adjournment**

The meeting adjourned at 5:03 pm.

*Respectfully Submitted,*

*Ken Hamaguchi  
Chairperson, Facilities and Building Committee*

## Finance and Legal Committee

### Public Meeting Minutes

Wednesday, May 15, 2024 – 10:00 am  
Via Zoom

---

**Present:**

Chairperson	D. Sargent
Vice Chairperson	K. Hamaguchi
Trustee Member	R. Belleza
Trustee Alternate	A. Wong
Superintendent of Schools	C. Usih
Assistant Secretary Treasurer	M. Fu
Assistant Superintendent, Human Resources	C. Stanger
Director of Instruction, Student Services & Data Analytics	R. Johal
Manager, Feeding Futures	I. Lai
President, Richmond Teachers' Association	L. Baverstock*
Representative, Richmond Management and Professional Staff	R. Corbin
Vice President, Richmond Association of School Administrators	A. Goulas
President, Canadian Union of Public Employees 716	S. Robinson*
Executive Assistant (Recording Secretary)	T. Lee

\*Present for a portion of the meeting

The meeting was called to order at 10:00 am.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmiñəm 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 17, 2024, were approved as circulated.

#### 3. Human Resources Update

The Assistant Superintendent, Human Resources spoke to his report as included in the agenda package.

The President, Richmond Teachers' Association expressed her appreciation for the collaborative efforts among staff and partner groups, commended the proactive approach to staffing, and acknowledged the board for moving the budget process timeline from May to April. Additionally, she emphasized the ongoing impact of staffing shortages on schools, particularly in terms of teachers' ability to support students on a daily basis.

The President, Canadian Union of Public Employees 716 commented on ongoing efforts with HR to address recruitment challenges and expressed anticipation for the engagement survey results to understand the reasons behind EA availability issues. Additionally, she thanked the board and Assistant Superintendent, Human Resources for their receptiveness to suggestions, with hopes for continued collaboration in addressing these challenges.

Discussion then ensued regarding EA shortages.

#### **4. Feeding Futures Update**

The Director of Instruction, Student Services & Data Analytics and Manager, Feeding Futures, presented an overview and update of the Feeding Future Program.

The Manager, Feeding Futures then responded to a question from a trustee regarding the new National School Food Program, while the Director of Instruction, Student Services & Data Analytics responded to inquiries about the program's future and its long-term support for students.

#### **5. Student and Family Affordability Fund Update**

The Chairperson noted that due to time constraints in this meeting, agenda item 5 will be postponed until the next meeting.

#### **6. Next Meeting Date – Wednesday, June 12, 2024 at 10:00 am.**

#### **7. Adjournment**

The meeting adjourned at 10:57 am.

*Respectfully Submitted,*

*Donna Sargent  
Chairperson, Finance and Legal Committee*

## Report to the Board of Education (Public)

**Date:** June 19, 2024  
**From:** Debbie Tablotney, Chairperson, Policy Committee  
**Subject:** **Policy 105: District Code of Conduct**

---

### RECOMMENDATION:

THAT the Board of Education approve the attached minor revisions to **Policy 105: District Code of Conduct** at the June 19<sup>th</sup>, 2024, Public Meeting.

### BACKGROUND:

From time to time, Policy Committee will bring forward minor revisions to existing policies and/or regulations for the Board's consideration. Ultimately, all revisions supported by Policy Committee will require approval at a public meeting of the Board of Education.

The Ministry of Education and Child Care has amended the *Provincial Standards for Codes of Conduct Order* (the "Order") to promote consistency and to support boards of education in ensuring their schools have appropriate policies in place to restrict student personal digital device use. **The amended Order will come into effect on July 1, 2024.**

In order to coincide with the Order coming into effect, staff are recommending that the Policy Committee apply the provision of Policy 204-R which states:

*If a situation arises in which the Board must act quickly, the Chairperson may, with the consent of the Board, waive the requirement of prior notice and the Board may propose, discuss, and adopt a policy or regulations at a single meeting. However, it is the practice of the Board to review such emergency policies and regulations after they have been in force for several months to ensure that the policy and/or regulations are well considered and remain appropriate for continued use.*

Per Policy 204-R, it is also recommended not to place the policy revisions into the partner group review process, since the proposed revisions are minor in nature.

### LEGISLATIVE CONSIDERATIONS:

School Act - Section 85: Power and Capacity

For the purposes of carrying out its powers, functions, and duties under the School Act, a board has the power and capacity to determine local policy.

**POLICY CONSIDERATIONS:**

See attached draft minor revisions to Policy 105.

**PROPOSED TIMELINE:**

<b>Dates</b>	<b>Meeting</b>	<b>Comments</b>
June 10, 2024	Policy Committee (Public)	Draft revised policy shared with the Committee. Recommendation for possible approval at the next scheduled public meeting of the board.
June 19, 2024	Board of Education (Public)	Recommendation for board approval of revised policy.

*Respectfully submitted,*

*Debbie Tablotney  
Chairperson, Policy Committee*

*Attachments:*

- 1. Revised Policy 105 - District Code of Conduct (track change and clean versions)*
- 2. Policy 104-G (A): Acceptable Use of Student Personal Digital Devices*

## DISTRICT PHILOSOPHY

## Policy 105 (previously 502.1.1)

### District Code of Conduct: How We Learn and Work Together

The Board of Education recognizes and welcomes its obligation to all members of the district community to provide a positive climate and a safe, healthy environment. As we learn and work together, we will truly celebrate and support the rich diversity that is our district community.

It is our collective responsibility and expectation that all district community members (students, staff, parents, and guests) comply with and enact the purpose and spirit of the British Columbia Human Rights Code, the Canadian Charter of Rights and Freedoms and the Canadian Human Rights Act including not engaging in discriminatory conduct on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or that group or class of persons.\* (BC Human Rights Code 2017).

To that end, we are committed to the expectation that all members of the district community will conduct themselves in an ethical and lawful manner that demonstrates respect for self, others, property, and the environment.

We will:

- show respect for the diversity of the members of our school and district community.
- ~~act in a safe, considerate, and courteous manner at all times.~~
- not threaten, harass, intimidate, or assault, in any way, any person within our school district community, through physical violence, print or electronic media.
- not be in possession of weapons, dangerous articles, alcohol, or illegal drugs while in school or work.
- ~~restrict students' use of personal digital devices at school, including during instructional time or learning related activities, to promote online safety and a focused learning environment, unless use is permitted by supervising staff.~~
- ~~support the acceptable use of student personal digital devices for accessibility and accommodation needs, medical and health needs, and to support equity of learning outcomes.~~
- show respect and pride in our school district buildings and equipment through care and appropriate use of school district property.
- respect the non-smoking ~~and non-vaping~~ environment of our schools and school district facilities.

Deleted: behave

The District Code of Conduct shall apply at all school, ~~district facilities, and school/district~~ functions regardless of location. In its application, there will be a clear understanding that everyone has a responsibility to ensure that the Code of Conduct is lived daily through being

Deleted: s

Deleted: and

Adopted: 05 September 1995  
Revised: 15 September 2008; 19 June 2017



respectful, caring, and courteous. There is also a recognition that each member of the district's community has a duty to report violations.

Any violation will warrant intervention and/or disciplinary action.

DRAFT

Adopted: 05 September 1995  
Revised: 15 September 2008; 19 June 2017

## **DISTRICT PHILOSOPHY**

## **Policy 105** **(previously 502.1.1)**

### **District Code of Conduct: How We Learn and Work Together**

The Board of Education recognizes and welcomes its obligation to all members of the district community to provide a positive climate and a safe, healthy environment. As we learn and work together, we will truly celebrate and support the rich diversity that is our district community.

It is our collective responsibility and expectation that all district community members (students, staff, parents, and guests) comply with and enact the purpose and spirit of the British Columbia Human Rights Code, the Canadian Charter of Rights and Freedoms and the Canadian Human Rights Act including not engaging in discriminatory conduct on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or that group or class of persons.\* (BC Human Rights Code 2017).

To that end, we are committed to the expectation that all members of the district community will conduct themselves in an ethical and lawful manner that demonstrates respect for self, others, property, and the environment.

We will:

- show respect for the diversity of the members of our school and district community.
- act in a safe, considerate, and courteous manner at all times.
- not threaten, harass, intimidate, or assault, in any way, any person within our school district community, through physical violence, print or electronic media.
- not be in possession of weapons, dangerous articles, alcohol, or illegal drugs while in school or work.
- restrict students' use of personal digital devices at school, including during instructional time or learning related activities, to promote online safety and a focused learning environment, unless use is permitted by supervising staff.
- support the acceptable use of student personal digital devices for accessibility and accommodation needs, medical and health needs, and to support equity of learning outcomes.
- show respect and pride in our school district buildings and equipment through care and appropriate use of school district property.
- respect the non-smoking and non-vaping environment of our schools and school district facilities.

The District Code of Conduct shall apply at all school district facilities, and school/district functions regardless of location. In its application, there will be a clear understanding that everyone has a responsibility to ensure that the Code of Conduct is lived daily through being

respectful, caring, and courteous. There is also a recognition that each member of the district's community has a duty to report violations.

Any violation will warrant intervention and/or disciplinary action.

DRAFT

## DISTRICT PHILOSOPHY

## Policy 104-G (A)

### Acceptable Use of Student Personal Digital Devices

The Board of Education recognizes its obligation to all members of the district community to provide a positive climate and a safe, healthy environment.

Developing digital literacy skills is paramount for our students, and integrating technology responsibly can significantly enhance learning. By incorporating technology into learning environments and providing opportunities for its use, we empower learners to develop skills such as productivity, creativity, critical thinking and collaboration.

As students engage with digital devices and platforms, it is essential to balance technological access with considerations of safety, security and privacy. Empowering students to be responsible, informed, and ethical digital citizens will help develop their digital literacy.

Research demonstrates that the presence of personal digital devices may contribute to distractions in learning and can compromise student safety. Clear guidelines on the acceptable use of personal digital devices during instructional time or learning-related activities will strengthen focused learning environments and promote online safety. Students are expected to adhere to the Acceptable Use Guidelines and District Code of Conduct.

#### **Definitions:**

Personal Digital Device:

- Refers to any personal electronic device that can be used to communicate or to access the internet, such as a cell phone, a tablet, smart watch, gaming device, and electronic toy.

Instructional Time:

- Time that includes scheduled class time, assemblies, guest presenters, field trips and other school-sponsored events.

School Day:

- The period of time from the first bell to the last bell when students are dismissed for the day.

Digital Literacy:

- The interest, attitude and ability of individuals to appropriately use digital technology and communication tools to access, manage, integrate, analyze and evaluate information, construct new knowledge, create and communicate with others.

Digital Citizenship:

- The ability to navigate our digital environments in ways that are safe and responsible and to actively and respectfully engage in these spaces.

## **Guiding Principle:**

Student personal digital devices should not be used during instructional time, unless permission is granted by the supervising staff.

## **Guidelines:**

*Use of student personal digital devices for instructional purposes and digital literacy at school, including during hours of instruction:*

The use of student personal digital devices should be appropriate to a student's age and stage of development.

- Elementary Schools (Kindergarten to Grade 7)
  - Students should not have personal digital devices in their possession during the school day, unless permission is granted by the supervising staff for educational purposes. This includes during recess and lunch or while outside on the playground or on school property.
  - It is recommended that students do not bring personal digital devices to school. Any personal digital devices brought to school should be powered off and remain in a student's backpack or secured location during the school day.
  - Access to social media platforms on the school wireless network will be restricted on personal digital devices, in compliance with the Terms of Service and age requirements of the social media platforms.
- Secondary School (Grades 8 to 12)
  - Students should not use Personal Digital Devices during instructional time, unless permission is granted by the supervising staff for educational purposes.
  - When not permitted, personal digital devices should be powered off, secured inside a student's backpack, locker or secured location.
  - Personal digital devices are not to be used in areas where privacy is expected or required.
  - Access to social media platforms from personal digital devices may be restricted on the school wireless network during instructional time.

The district does not assume responsibility for the safety, security, loss, repair or replacement of any personal digital devices. The security and storage of personal digital devices is the sole responsibility of the student/user.

### *Accessibility and Accommodation Needs:*

Personal digital devices may be used to support students with disabilities or diverse abilities as outlined in a student's support plan or Individual Education Plan.

### *Medical and Health Needs:*

Personal digital devices may be used to support medical necessities.

Equity to Support Learning Outcomes:

Considerations will be made to ensure personal digital device restrictions do not disproportionately impact some students more than others.

Parent Assistance:

The district values the collaborative partnership among students, parents and staff. To maintain a focused learning environment, parents/caregivers are kindly asked not to contact their child on their personal digital devices during the school day. In cases of an emergency, parent(s)/caregiver(s) should contact the school office where staff will facilitate the communication as appropriate.

**References:**

- BC's Digital Literacy Framework:
  - <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/digital-literacy-framework.pdf>
- Media Smarts - Canada's Centre for Digital Media Literacy:
  - <https://mediasmarts.ca>
- ERASE – Expect Respect and a Safe Education:
  - <https://www2.gov.bc.ca/gov/content/erase>

**Policy Committee**  
**Public Meeting Minutes**

**Monday, May 13, 2024 – 11:00 am**  
**Via Zoom**

---

**Present:**

Chairperson	D. Tablotney
Vice Chairperson	D. Yang
Trustee Member	R. Belleza
Trustee Alternate	H. Larson*
Trustee	A. Wong
Deputy Superintendent	R. Ryan
Executive Director, Learning and Business Technologies	R. Laing
President, Richmond Teachers' Association	L. Baverstock
2 <sup>nd</sup> Vice President, Richmond Teachers' Association	F. Marsic
President, Richmond Association of School Administrators	G. Fitt
Vice President, Richmond Association of School Administrators	A. Goulas
President, Canadian Union of Public Employees 716	S. Robinson
Executive Assistant (Recording Secretary)	J. Coronel

\*Present for a portion of the meeting

**Regrets:**

Superintendent	C. Usih
----------------	---------

The Chairperson called the meeting to order at 11:02 am.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmiñəm 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**

Minutes of the meeting held April 15, 2024 were approved as circulated.

**3. Policy 400-R5: Smoking and Alcohol Consumption**  
**Policy 804.1-R: Community Use of District Facilities**

The Deputy Superintendent spoke to his report as included in the agenda package. He highlighted that, upon consultation with partner groups, the partner group review process will be extended from one month to two months, for the period of May 23 to July 23, 2024.

The President, Richmond Teachers' Association shared her comments on the interpretation of "district business" as stated in Policy 400-R5. She also proposed to include the phrase "misuse of prescription drugs" in Policy 804.1-R to be consistent with Policy 400-R5.

In response to a suggestion from the President, Richmond Teachers' Association to have a broader review of Policy 804.1-R, the Deputy Superintendent clarified that the current policy revision aims to focus on the urgent need of removing the Superintendent's authority to approve alcohol consumption on district property, with plans to address less urgent concerns in the future.

Finally, the Deputy Superintendent responded to a trustee's inquiry on the interpretation of language in Policy 400-R5 prohibiting consumption of alcohol and cannabis without explicit prohibition of their transfer, purchase or possession (similar to language on illegal drugs).

Following discussion, the Committee then agreed to forward the following **RECOMMENDATION** to the Board:

**THAT** the Policy Committee recommend to the Board of Education that revised Policy 400-R5: Smoking and Alcohol Consumption, and Policy 804.1-R: Community Use of District Facilities be referred to Partner Group Review Process for the period of May 23 to July 23, 2024.

#### **4. Policy 104: Acceptable Use of Information and Communication Services**

The Executive Director, Learning and Business Technologies provided an update on the process and actions taken in regard to the Personal Digital Device policy and guidelines which are required by the Ministry of Education and Child Care to be in place by September 2024. He noted that the key focus of the policy and guidelines will be on the acceptable use of these devices to leverage technology to be a tool to enhance learning in a focused classroom rather than a potential hindrance or distraction to learning.

The President, Richmond Teachers' Association emphasized the importance of clear guidelines and consistent implementation for students. The Executive Director, Learning and Business Technologies then responded to a trustee's comment on the inclusive application of the guidelines.

*Trustee Larson left the meeting at 11:49 am.*

#### **5. Status of Current and Anticipated Items**

A Status of Current and Anticipated Items was attached to the agenda package. There were no questions or comments.

#### **6. Next Meeting Date – Monday, June 10, 2024 at 11:00 am.**

#### **7. Adjournment**



The meeting adjourned at 11:57 am.

*Respectfully Submitted,*

*Debbie Tablotney  
Chairperson, Policy Committee*