

Board of Education
Public Meeting Agenda

Wednesday, September 25, 2024 – 7:00 pm
1st Floor Boardroom

https://sd38.zoom.us/webinar/register/WN_F3cDjFzQQMSe5QgQYCVFAQ

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 hən̓q̓əmi̓n̓əṁ 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
Nil.
- (b) Briefs
Nil.
- (c) Special Recognition
Nil.

4. Questions from the Public

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

5. Executive

6. Approval of Minutes of Prior Meetings

- (a) Record of an in-camera meeting of the board held Wednesday, June 19, 2024.
- (b) Regular meeting of the board held Wednesday, June 19, 2024 for approval.
- (c) Record of a special in-camera meeting of the board held Monday, July 8, 2024.
- (d) Record of a special in-camera meeting of the board held Wednesday, August 7, 2024.
- (e) Special meeting of the board held Wednesday, August 7, 2024 for approval.
- (f) Record of a special in-camera meeting of the board held Monday, August 26, 2024.

7. Business Arising from Prior Minutes

- (a) **Naloxone and Automated External Defibrillator**
Report from the Superintendent of Schools and the Executive Director, Human Resources attached.
- (b) **Capital Bylaw – Three Readings**
Report from the Secretary Treasurer attached.
- (c) **Approval of Additional Minor Capital Programs – Food Infrastructure Program**
Report from the Secretary Treasurer attached.
- (d) **Annual Strategic Plan Report to the Board**
Report from the Superintendent of Schools attached.
- (e) **Diversity, Equity, and Inclusion Advisory Committee Annual Update**
Report from Assistant Superintendent Brautigam attached.

8. New Business

- (a) **Summer Learning 2024 Highlights**
Report from Assistant Superintendent Naser and the District Administrator, Continuing Education 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

(i) **RECOMMENDATION:** Audited Financial Statements for the Fiscal Year Ended June 30, 2024.
Report from the Committee Chairperson attached.

(ii) A meeting was held on September 17, 2024. The next meeting is scheduled for Tuesday, January 7, 2025.

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

(i) Minutes of the meeting held on June 12, 2024, are attached for information.

A meeting was held on Wednesday, September 18, 2024. The next meeting is scheduled for Wednesday, October 16, 2024, at 6:00 pm.

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

(i) Minutes of the meeting held on June 5, 2024, are attached for information.

A meeting was held on Wednesday, September 4, 2024. The next meeting is scheduled for Wednesday, October 2, 2024, at 4:30 pm.

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

(i) **RECOMMENDATION:** Trustees Expenses for the Three Months ended June 30, 2024.
Report from the Committee Chairperson attached.

(ii) Minutes of the meeting held on June 12, 2024, are attached for information.

A meeting was held on Wednesday, September 18, 2024. The next meeting is scheduled for Wednesday, October 16, 2024, at 10:00 am.

(e) **Policy Committee**
Chairperson: Debbie Tablotney
Vice Chairperson: David Yang

(i) **NOTICE OF MOTION:** Policy 203-R/203-G: Trustee Stipend and Expenses attached.

(ii) **NOTICE OF MOTION:** Policy 400-R5: Smoking and Alcohol Consumption and Policy 804.1-R: Community Use of District Facilities attached.

(iii) Minutes of the meeting held on June 10, 2024, are attached for information.

A meeting was held on Monday, September 16, 2024. The next meeting is scheduled for Tuesday, October 15, 2024, at 11:00 am.

11. Board Committee and Representative Reports

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

A meeting was held on September 11, 2024. The next meeting is scheduled for Wednesday, November 6, 2024, at 9:30 am.

(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

The next meeting is scheduled for Wednesday, October 23, 2024

Contact Persons regarding agenda items:

Superintendent, Mr. Christopher 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 2024-2025

	Audit	Education	Facilities and Building	Finance and Legal	Policy	
Chairperson	David Yang	Heather Larson	Ken Hamaguchi	Donna Sargent	Debbie Tablotney	
Vice Chairperson	Alice Wong	David Yang	Debbie Tablotney	Ken Hamaguchi	David Yang	
Member	Rod Belleza	Alice Wong	Heather Larson	Rod Belleza	Rod Belleza	
Alternate	Donna Sargent	Debbie Tablotney	Donna Sargent	Alice Wong	Heather Larson	
District Staff Rep	Cindy Wang	Maryam Naser	Cindy Wang	Cindy Wang	Chris Usih	
	DEI Advisory	Indigenous Ed. Advisory	SOGI Advisory			
Representative	David Yang	Donna Sargent	Heather Larson			
Representative	Donna Sargent	Debbie Tablotney	Debbie Tablotney			
District Staff Rep	Christel Brautigam	Liz Hayes-Brown	Rav Johal			
Reports To	Board of Education	Board of Education	Board of Education			
	Council/Board Liaison	BCPSEA Provincial Rep	BCSTA Provincial Council			
Representative	Heather Larson/ Donna Sargent	Debbie Tablotney	David Yang			
Alternate	Ken Hamaguchi	Rod Belleza	Alice Wong			
District Staff Rep	Chris Usih/Cindy Wang	Tanya Major	Chris Usih			
Reports To	Board of Education	Board of Education	Board of Education			
	Cambie Coordinating	Child Care Development Advisory	ELL Consortium	Richmond Sister City Advisory	Richmond Sustainability Action	Vancouver Coastal Health Authority
Representative	Alice Wong	Heather Larson	David Yang	Ken Hamaguchi	Ken Hamaguchi	Rod Belleza
Alternate	Rod Belleza	Rod Belleza	Heather Larson	Alice Wong	Debbie Tablotney	Heather Larson
District Staff Rep	Cindy Wang/Maryam Naser	Cindy Wang	Liz Hayes-Brown	Shaun Sephton	Cindy Wang/Maryam Naser	Chris Usih/Braunwyn Thompson/Christel Brautigam
Reports To	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: September 25, 2024
From: Cindy Wang, Secretary Treasurer
Subject: **Record of an In-camera Board Meeting held June 19, 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 June 19, 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, June 19, 2024 – 7:00 pm
1st Floor Boardroom and via Zoom

Present:

Chairperson	H. Larson
Vice Chairperson	K. Hamaguchi
Trustee	R. Belleza
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
Assistant Secretary Treasurer	M. Fu
Executive Director, Learning and Business Technologies	R. Laing
Director, Communications & Marketing	D. Sadler
District Administrator, Human Resources	T. Major
Director of Instruction, Student Services & Data Analytics	R. Johal
Director of Instruction, Inclusive Learning, Learning Services	B. Thompson
Manager, Energy and Sustainability	J. Ho
Executive Assistant (Recording Secretary)	T. Lee

Regrets:

Trustee	D. Sargent
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The Chairperson called the meeting to order at 6:57 pm.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmi̓ñəm 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 Tablotney: June 21 is National Indigenous Peoples Day. The purpose of this day is to celebrate the vibrant Indigenous culture and contributions of Indigenous people to our country and community. This day is also a celebration of resiliency, history and stewardship. Our Richmond Schools are planning on participating in commemorating and learning about Indigenous Peoples including First Nations, Inuit, and Métis in a variety of events, including inviting Elders to speak, Pow Wow Dance presentations and varied Indigenous Cultural activity exploration activities.

Trustee Larson: I would like to take a moment to reflect on the remarkable journey we've had over the past school year. As we look back, let's celebrate our successes, learn from our experiences, and set the stage for an even more promising future. Working with our partners, these accomplishments are the collective efforts that have driven us forward.

This year, we made significant strides in governance by approving several key policies. One notable achievement is the Trustee Code of Conduct Policy, which provides clear direction and reinforces our commitment to serving our students. Additionally, we established a Public Interest Disclosure policy which ensures transparency and accountability in our operations.

In terms of financial oversight, we took important steps by approving the 2024/25 Annual Budget and approved school acquisition charges based on the 2024/25 Capital Plan. We also ensured that bus services for students with identified safety concerns will continue for the upcoming 2024/25 school year.

Our advocacy and community engagement efforts have also been significant this year. We actively advocated with the City of Richmond, local MLAs, and the provincial government to ensure our district has adequate resources. A key focus of our advocacy was addressing enrolment pressures in the city centre. We also conducted a successful budget engagement with partners in our community, ensuring their voices were heard and their input considered.

Trustee professional development has also remained a priority throughout the year. We continued our workshops, focusing on essential areas such as budget oversight, facilities planning, and reinforcing the Trustee Code of Conduct. Additionally, we met with Ministry staff to prepare for our strategic plan review, which culminated in comprehensive strategic planning activities.

At the BC School Trustees Association Annual General Meeting, along with the other boards of education across the province, we carried several significant motions. We worked to eliminate barriers of employment for early childhood educators and education assistants, secure targeted funding for children in care, and advocated for neurodiverse training in public education. We also advocated for an increase in the annual facilities grant to address deferred maintenance.

These significant achievements set a strong foundation for our future, reflecting our commitment to effective governance and strong community partnerships. On behalf of the Richmond Board of Education, I would like to thank our partner groups including the RTA, CUPE, RASA, RMAPS, and RDPA. I also wish to thank staff, students, parents, and the greater

Richmond community. Together, we will continue to build on our successes and strive for even greater accomplishments in the coming school year.

(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

097/2024 MOVED BY K. HAMAGUCHI AND SECONDED BY D. YANG:

THAT the Wednesday, June 19, 2024 regular agenda of the Board of Education be adopted as circulated.

CARRIED

3. Presentations, Briefs, Special Recognition

(a) **Presentations**

- (i) The Chairperson introduced the Richmond Secondary School Vocal Jazz Choir, led by music teacher Tony Shepard, who performed five songs.

Trustees thanked the choir for their performance.

- (ii) Student Presentation

Students from McNair, Ali, Erin, and Emily gave a presentation on the Richmond High School First Responders (HSFR) program, automated external defibrillator (AEDs), and naloxone kits.

Trustees thanked the students for their presentation. The students then responded to various questions from trustees regarding the program and its training.

(b) **Briefs**

Nil.

(c) **Special Recognition**

Nil.

4. Questions from the Public

Various questions and comments were raised during the public question period pertaining to the following:

- Incidents of drug use in Richmond schools;

- Naloxone kits;
- Legal liability concerning the first responders' team; and
- Placement of first aid kits.

5. Executive

The Superintendent remarked that this is the last board meeting for the school year and shared reflections on his year in the district. He expressed gratitude to staff, education partners, families, and the community for their collaboration in supporting students. Additionally, he acknowledged three members of the senior team who were attending their last board meeting:

- Assistant Superintendent MacMillan, who is transitioning to the Delta School District
- Assistant Superintendent, Human Resources, who is retiring; and
- Deputy Superintendent, who is also retiring.

He concluded by thanking the board for their dedication and commitment, and then shared a video reflecting on the school year.

6. Approval of Minutes of Prior Meetings

- (a) A record of an in-camera meeting of the board held Wednesday, May 22, 2024 was included for information.
- (b) Regular meeting of the board held Wednesday, May 22, 2024

098/2024 MOVED BY A. WONG AND SECONDED BY D. TABLOTNEY:

THAT the Board of Education approve the Minutes of Wednesday, May 22, 2024, regular meeting as circulated.

CARRIED

7. Business Arising from Prior Minutes

- (a) **Feasibility Study – Naloxone and Automated External Defibrillator**

The Assistant Superintendent, Human Resources spoke to his report as included in the agenda package, providing clarification regarding naloxone kits and automated external defibrillator (AEDs).

Discussion followed regarding naloxone kits and AEDs and a motion was then presented.

Motion #1

099/2024 MOVED BY K. HAMAGUCHI AND SECONDED BY D. TABLOTNEY:

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.

Further discussion continued regarding naloxone kits and AEDs. Following discussion, trustees voted on the motion.

CARRIED
NEGATIVE: R. BELLEZA, A. WONG

Motion #2

100/2024 MOVED BY D. TABLOTNEY AND SECONDED BY D. YANG:

THAT the Board of Education 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.

The Assistant Superintendent, Human Resources, responded to questions seeking clarification on the implementation plan report. Following discussion, trustees voted on the motion.

CARRIED
NEGATIVE: R. BELLEZA, A. WONG

(b) Strategic Plan Update – Priority 3

The Executive Director, Information & Business Technologies and the Secretary Treasurer presented on Strategic Priority 3 – Optimized Facilities & Technology. The Executive Director, Information & Business Technologies spoke to Goal 1 and the Secretary Treasurer spoke to Goals 2 and 3. Staff then responded to various questions from trustees regarding the strategic priority.

(c) Sexual Orientation and Gender Identity (SOGI) Advisory Committee Annual Update

The Director of Instruction, Student Services & Data Analytics spoke to his report as included in the agenda package. Trustees thanked him for his presentation. He then responded to trustees' questions regarding student representation and feedback received from staff and parents on the committee.

(d) 2023 Charitable Donations Report

The Assistant Secretary Treasurer spoke to her report as included in the agenda package. She concluded her presentation by thanking the donors in the school district. She then responded to questions from trustees' regarding in-kind donations, donation amounts for Feed-U-Cate and scholarships funds. The Secretary Treasurer then responded to a trustee's question regarding the distribution of scholarship funds in schools.

(e) **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-CPSD38-03
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.**

101/2024 FIRST READING MOVED BY D. YANG AND SECONDED BY D. TABLOTNEY:

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-CPSD38-03. Through the Bylaw, the Board agrees to authorize the Secretary Treasurer to execute an Annual Program Funding Agreement, and to proceed the approved capital projects diligently according to all applicable laws, regulations and Ministry policies.

The Secretary Treasurer then responded to a trustee's question regarding the accessibility of the buses.

102/2024 SECOND READING MOVED BY K. HAMAGUCHI AND SECONDED BY A. WONG:

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-CPSD38-03. Through the Bylaw, the Board agrees to authorize the Secretary Treasurer to execute an Annual Program Funding Agreement, and to proceed the approved capital projects diligently according to all applicable laws, regulations and Ministry policies.

103/2024 THIRD AND FINAL READING MOVED BY D. YANG AND SECONDED BY R. BELLEZA:

CARRIED

The Capital Bylaw 2024/25-CPSD- 03 has been read a first, second and third time, is passed and adopted this 19th day of June 2024.

(f) **2025/26 Five Year Capital Plan**

The Secretary Treasurer provided information on the proposed project requests under the Major Capital Programs, Minor Capital Programs and Building Envelope Program that are included in the 2025/26 Five Year Capital Plan submission to the Ministry of Education.

104/2024 MOVED BY A. WONG AND SECONDED BY D. TABLOTNEY:

THAT the Board of Education of School District No. 38 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.

CARRIED

(g) **2024/25 Eligible School Site Proposal**

The Secretary Treasurer referred to her report as included in the agenda package. She then responded to a trustee's question regarding the identification and acquisition of a second city centre school site.

105/2024 MOVED BY D. TABLOTNEY AND SECONDED BY K. HAMAGUCHI:

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.

CARRIED

8. New Business

(a) **2023 District Sustainability and Climate Action Report**

The Secretary Treasurer introduced the Manager, Energy and Sustainability to present on the report as included in the agenda package. The Manager, Energy and Sustainability highlighted the District Sustainability and Climate Action Plan (DSCAP) and emission trends in the district. Trustees thanked the Manager, Energy and Sustainability for his presentation. He then responded to a trustee's question regarding Continuous Optimization programs.

9. Questions from the Public

Various questions and comments were received during the public question period pertaining to the following:

- Requests for provincial funding to implement AEDs and naloxone kits;
- Identification of school personnel who will receive training to administer these kits; and
- Anticipated updates from the Minister of Education in the fall concerning naloxone kits in schools.

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, were 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, were 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, were 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.

The Committee Chairperson provided background information on the policy. Discussion then ensued regarding the policy and guideline.

106/2024 MOVED BY D. TABLOTNEY AND SECONDED BY D. YANG:

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

CARRIED

- (ii) Minutes of the meeting held on May 13, 2024, were 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

The Chairperson expressed gratitude to everyone for attending the final board meeting of the school year.

107/2024 MOVED BY A. WONG AND SECONDED BY D. YANG:

THAT the regular meeting of Wednesday, June 19, 2024 of the Board of Education be adjourned at 11:08 pm.

CARRIED

H. LARSON
Chairperson

C. WANG
Secretary Treasurer

Date: September 25, 2024
From: Cindy Wang, Secretary Treasurer
Subject: **Record of a Special In-camera Board Meeting held July 8, 2024**

The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at a special in-camera meeting of the Board held July 8, 2024.

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

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

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

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

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

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

Date: September 25, 2024
From: Cindy Wang, Secretary Treasurer
Subject: **Record of a Special In-camera Board Meeting held August 7, 2024**

The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at a special in-camera meeting of the Board held August 7, 2024.

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

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

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- 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
Special Public Meeting Minutes

Wednesday, August 7, 2024 – 2:00 pm
Via Zoom

Present:

Chairperson
Vice Chairperson
Trustee
Trustee
Trustee
Superintendent of Schools
Secretary Treasurer
Executive Assistant (Recording Secretary)

H. Larson
K. Hamaguchi
D. Tablotney
A. Wong
D. Yang
C. Usih
C. Wang
T. Lee

Regrets:

Trustee
Trustee

R. Belleza
D. Sargent

The Chairperson called the meeting to order at 2:04 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. Adoption of Agenda

113/2024 MOVED BY K. HAMAGUCHI AND SECONDED BY A. WONG:

THAT the Wednesday, August 7, 2024 special meeting agenda of the Board of Education be adopted as circulated.

CARRIED

2. New Business

(a) John G. Diefenbaker Elementary Seismic Replacement Project

The Secretary Treasurer spoke to her report as included in the agenda package. She then responded to various questions from trustees noting that there are no potential concerns for the project, confirming that the estimated cost of \$298,000 will come from the district's local capital reserves, discussing the Ministry of Education and Child Care's initiative to

build Neighbourhood Learning Centres, and explaining how the options were developed during the seismic project definition process between the Ministry and the school district.

Trustees thanked the Secretary Treasurer for the comprehensive report and expressed their appreciation to the staff for all their hard work.

The Secretary Treasurer then responded to a question from the President, Richmond District Parent Committee regarding the Province's allocation of \$52 million for the replacement project.

Following discussion, trustees voted on the two motions.

MOTION #1:

114/2024 MOVED BY D. YANG AND SECONDED BY K. HAMAGUCHI:

THAT the Board of Education approve the allocation of two hundred ninety-eight thousand dollars (\$298,000) towards the John G. Diefenbaker Elementary School Seismic Replacement Project No. 150384 from Local Capital Reserves.

CARRIED

MOTION #2:

114/2024 MOVED BY D. YANG AND SECONDED BY A. WONG:

THAT the Board of Education approve the Board Chair and Secretary Treasurer to sign the Capital Project Funding Agreement for the John G. Diefenbaker Elementary School Seismic Replacement Project No. 150384 when authorized to do so by the Ministry of Education and Child Care.

CARRIED

3. Adjournment

116/2024 MOVED BY D. TABLOTNEY AND SECONDED BY K. HAMAGUCHI:

THAT the special meeting of Wednesday, August 7, 2024 of the Board of Education be adjourned at 2:16 pm.

CARRIED

H. LARSON
Chairperson

C. WANG
Secretary Treasurer

Date: September 25, 2024
From: Cindy Wang, Secretary Treasurer
Subject: **Record of a Special In-camera Board Meeting held August 26, 2024**

The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at a special in-camera meeting of the Board held August 26, 2024.

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

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

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

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

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

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

Report to the Board of Education (Public)

Date: September 25, 2024

From: Tanya Major, Executive Director, Human Resources

Subject: **Implementation Plan Report - Automated External Defibrillators (AEDs) and Naloxone Kits**

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

INTRODUCTION

The purpose of this report is to provide an update on the progress made in implementing the Board's two resolutions passed during the public board meeting on June 19, 2024:

- Board Resolution: 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.
- Board Resolution: THAT the Board of Education 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 REFERENCE

The district strategic plan's priority three, goal two, focuses on optimizing district facilities to provide environments that are safe, equitable and conducive to learning. In addition, 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

At the December 20, 2023, Public Board meeting a New Business trustee motion was passed, requesting:

THAT the Board of Education direct the Superintendent to conduct a feasibility report regarding the introduction and use of automated external defibrillators and naloxone kits in public school buildings and report back to the Board of Education.

The feasibility report was presented to, and discussed by the Board at the June 19, 2024, Public Board meeting. The [report](#) provided comprehensive information to guide subsequent operational decision-making. The report focused on augmenting first aid supplies with AEDs and naloxone as a proactive, preventative health emergency response strategy. The report also expressed the importance of partner group implementation consultation, providing first responder training, and ensuring ongoing health awareness learning opportunities for students as cornerstones of this proactive strategy.

As outlined above, two Board motions were passed at the Public Meeting of the Board on June 19, 2024. This report addresses the second motion, specifically, the direction to staff to prepare an implementation plan report for the September 2024, Public Meeting of the Board.

SUMMARY

This report addresses central aspects of implementation for both Automated External Defibrillators (AEDs) and Naloxone kits as supplementary first aid equipment in district buildings as requested by the Board. It also highlights links to BC curriculum and resources to support healthy choices that promote physical, emotional, and mental well-being. The report is organized as follows:

- Health and well-being: Links to B.C. curriculum and supports for students, school staff, and families
- The number of AEDs required at each site based on population and building size in relation to WorkSafe BC requirements
- Recommended AED and naloxone formats
- Initial and ongoing costs of providing AEDs and naloxone kits
- Training for first aid responders regarding the safe administration of AEDs and naloxone
- Communication and education
- Implementation updates

Health and Well-being: Links to BC Curriculum and Resources for Students, School Staff, and Families

Education is key to building knowledge and understanding that support healthy choices for youth and adults. Learning opportunities for students will occur within ongoing classroom lessons as provided through the BC Ministry of Education and Child Care prescribed Physical and [Health Education](#) curriculum and a variety of supplementary Ministry recommended resources such as the Drug Literacy curriculum developed by the Centre for Addictions Research of BC at the University of Victoria and [ERASE](#): Mental Health and Substance Use.

Automated External Defibrillators (AEDs)

An automated external defibrillator (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.

Costs Associated with AED

Preliminary assessment of each district worksite determined that between one to three AEDs would be required based on the floor space at each location. One AED would be securely located at the site office, and if required, additional devices would be placed in secured first aid AED boxes at key locations (TBD).

For example, while most elementary sites would require one AED, large elementary schools would require two. All Secondary schools would require three AEDs. All other district sites will require one or two AEDs. It is estimated that to support system wide implementation, the district would require 116 AEDs, yearly inspections, and maintenance and part replacements, as needed.

Additional infrastructure costs are associated with installing security AED storage boxes at district sites in non-office locations. It is estimated the district would require 57 additional boxes and installation of these boxes would be completed by Facilities staff.

In addition to the material costs for purchasing and replacing parts over time for each AED, annual maintenance service is required to ensure each AED is in working order at each location, replace battery if required, as well as replace electrode pads, and ensure the devices' software is up to date. The total implementation cost for AEDs is estimated to be \$180,000.

Naloxone

Naloxone is a fast-acting intervention that is being used and relied on to temporarily reverse the effects of opioid overdose. Naloxone activates in the body system when opioids are present. There are two forms of naloxone, often referred to as "naloxone kits": 1) injectable; and 2) prefilled nasal spray. Injectable naloxone requires a first responder to open an ampule containing the dose of naloxone, prepare and insert a syringe into muscles such as the thigh, buttocks or shoulders. Naloxone spray is [administered](#) by removing the cap from a pre-dosed applicator and spraying the medicine directly into a patient's nostril. Both nasal spray and injectable forms of naloxone are deemed safe for people of all ages.

Naloxone Spray or Injectable Naloxone

Deciding which form of naloxone to use as an augmented first aid tool depends on many factors such as cost, availability, and comfort level. Naloxone spray is considered faster and easier to administer. Using naloxone spray requires minimal training and has a shelf life of three to four years. A naloxone kit of nasal spray consists of two 4 mg doses of nasal spray, gloves, rescue breathing barrier, and instructions.

By contrast, injectable naloxone requires training, is more involved to administer, but may once administered have a more rapid onset reaction time. A kit of injectable naloxone contains two 4 mg vials of naloxone, 2 syringes, gloves, rescue breathing barrier, and instructions. One kit of injectable naloxone has a shelf life of eighteen months to two years. The replacement cost for injectable naloxone is comparable to the original kit cost.

Some care professionals recommend having both formulations of naloxone in every kit, as first responders who are not accustomed or comfortable using needles could feel more confident using the nasal spray. Recently, harm reduction advocates are promoting wider access to nasal naloxone due to its ease of use. To this end, in July 2024, the Provincial government announced an endorsement for naloxone nasal spray stating, "the province will purchase simple nasal spray naloxone for [post-secondary] campuses, rather than the harder-to-use injection naloxone..." (Culbert, 2024). While the cost of nasal spray naloxone is more expensive, its ease of use by first responders, longer shelf life and minimal training requirements makes it a more accessible and, thus, the recommended option as part of the district's augmented first aid supplies.

Material Costs Associated with Naloxone Spray

Preliminary assessments of each district worksite determined that between one to three naloxone kits would be required based on the floor space at each location. For example, while most elementary sites would require one naloxone spray kit, due to size others would require two kits. All Secondary schools would require three kits. Meanwhile, other district sites would require one or two kits. It is estimated the district would require 113 spray naloxone spray kits. The total implementation cost for Naloxone Nasal Kits is \$12,700.

Secured Storage of Naloxone Kits

One naloxone spray kit would be securely located in the school/site office first aid station, and if required, additional kits would be placed in other secured first aid locations.

AED and Naloxone Training Requirements

As part of its WorkSafe BC and CUPE/RTA collective agreement employer responsibilities, the district is required to identify first aid attendants at each district site and provide annual occupational first aid training for those employees through external providers such as St. John Ambulance Services Canada. Each district site has at least one primary and one back up first aid attendant. The number of staff trained for each site depends on the number of employees at each site, and the nature of the work carried out by the employees at their site.

The district offers a number of level 1 (Basic) and level 2 (Intermediate) training sessions at various times throughout each school year. For example, during the 2023-2024 school year, the district offered five level 1 classes for up to 100 participants. Both levels of training include how to operate an AED and Opioid awareness/response strategies. They do not presently provide specific naloxone training.

As part of an implementation plan, the District Health and Safety Department will continue to provide [level 1 \(Basic\)](#) and [level 2 \(Intermediate\)](#) first aid training opportunities. In addition, manufactures would provide an AED orientation training session that focuses on the specific operation and inspection instructions for the AED. This could be provided at an annual District Health and Safety Committee training session. Additional yearly on-site AED orientations could also be provided with a maximum of 30 people per session. Training costs will generally be accommodated within the Health and Safety Department's annual training budget. These training sessions may also be provided via online sessions for employees and student first responder teams, or could be offered at district professional learning sessions. District staff will continue to consult with (RTA/CUPE) educational partner groups to ensure training opportunities meet first responder learning needs.

With respect to nasal spray naloxone training, in addition to providing opioid awareness response strategy training through level 1 and 2 occupational first aid courses, the District Health and Safety Department will make available the following free naloxone training videos for each site's Health and Safety team to review annually and as necessary to ensure first responders are familiar with how to administer nasal spray naloxone: <https://narcans.com/resources>, <https://towardtheheart.com/naloxone-training>. These instructional materials will also be presented at annual District Health and Safety Committee training sessions and made available to all employees through the district's RichNet communication intranet. District staff will continue to consult with employee partner groups to ensure training opportunities meet first responder learning needs.

Communication and Learning

District staff recognize the importance of providing ongoing Health and Safety information, training, and learning opportunities for all employee groups and students. To these ends, district staff will provide regular employee wellness updates through the District Health and Wellness Bulletin. The District Health and Safety Department will provide frequent informational, professional learning, and training opportunities and updates through the District Health and Safety Committee as well as through Health and Safety Bulletins within the RichNet communications network. The District Health and Safety Department will engage in ongoing consultation with the district's employee partner groups regarding implementation progress and adaptations to implementation plans and strategies.

Implementation Updates

Once funding is made available, the District Health and Safety Department will action implementation steps in accordance with the plan. It is important to note that AED and naloxone equipment order delivery timelines may vary due to supply chain factors outside the district's control. The District Health

and Safety Manager will also work with Facilities staff to arrange the installation of the secured storage boxes in designated locations at all district sites. Through 2024-2025 the District Health and Safety team will implement a comprehensive training strategy for our first responder in consultation with partner groups, and provide informational updates as outlined above.

CONCLUSION

The health and safety of students and staff remain our top priority. The district strategic plan's priority three, goal two, focuses on optimizing district facilities to provide environments that are safe, equitable and conducive to learning. In addition, 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.

In June 2024, the Board passed the motion to *"approve first aid kits be augmented to include naloxone kits, and the installation of Automated External Defibrillators (AEDs) in schools and district facilities."* In so doing, the Board affirmed its commitment to a proactive, preventative operational response strategy to support the health and safety of students, staff, and community members in the event of a health emergency.

In June 2024, the Board also passed a motion that directed *"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."* This report is provided to address the Board's direction to staff.

This implementation plan for augmenting district sites' first aid supplies to include the AED and nasal spray naloxone kits, outlines the initial and ongoing inspection/maintenance and parts replacement costs. It also provides details regarding the district's annual and ongoing training opportunities for district site first aid attendants, which the Health and Safety Department will coordinate and adapt as needs arise in consultation with district employee partner groups.

The District Health and Safety Department is committed to ensuring that training needs are adequately met as part of the district's responsibilities. Learning opportunities for students will occur within ongoing classroom lessons as provided through the BC Ministry of Education and Child Care prescribed Physical and Health Education curriculum and additional Ministry recommended learning resources.

Respectfully submitted,

Tanya Major
Executive Director, Human Resources

Report to the Board of Education (Public)

Date: September 25, 2024
From: Cindy Wang, Secretary Treasurer
Subject: **Capital Plan Bylaw No. 2024/25-CPSD38-04**

RECOMMENDATION

THAT the Board of Education of School District No. 38 (Richmond) adopt Capital Plan Bylaw No. 2024/25-CPSD38-04 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 September 10, 2024, the Ministry of Education and Child Care (MECC) issued a capital response letter regarding the school district's 2024/25 Annual Five-Year Capital Plan submission for Major Capital Programs. The letter confirmed approval for a 9-classroom prefabricated modular classroom addition at Tomsett Elementary School, with an estimated total project cost of \$13.5 million.

CONCLUSION

In accordance with Section 143 of the *School Act*, Boards of Education must adopt a Capital Bylaw for the capital projects approved in the Capital Plan Response Letter. The Capital Bylaw must be signed and dated by both the Board Chair and Secretary Treasurer, and submitted to the Capital Management Branch as soon as possible. Furthermore, the Capital Bylaw authorizes the Secretary Treasurer to execute the Capital Project Funding Agreement for the approved project.

Cindy Wang, MSc, CPA-CA
Secretary Treasurer

Attachments:

- Capital Project Bylaw No. 2024/25-CPSD38-04
- Ministry Capital Response Letter to the School District's 2024/25 Annual Five-Year Capital Plan

CAPITAL BYLAW NO. 2024/25-CPSD38-04
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 Secretary-Treasurer and Superintendent, dated *September 10, 2024*, is hereby adopted.
- 2. This Capital Bylaw may be cited as *Richmond* School District No. 38 Capital Bylaw No. 2024/25-CPSD38-04.

READ A FIRST TIME THE *25th* DAY OF *September 2024*;
READ A SECOND TIME THE *25th* DAY OF *September 2024*;
READ A THIRD TIME, PASSED THE *25th* DAY OF *September 2024*.

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original *Richmond* School District No. 38 Capital Bylaw No. 2024/25-CPSD38-04 adopted by the Board the 25th day of *September 2024*.

Secretary-Treasurer



September 10th, 2024

Ref: 301506

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

Capital Plan Bylaw No. 2024/25-CPSD38-04

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)

New Projects

Project #	Project Name	Project Type	Comments
165715	RC Talmey Elementary	Addition	Project has been approved for a 6-classroom prefabricated modular addition. Your Regional Director will contact you regarding next steps.
167797	F. A. Tomsett Elementary	Addition	Project has been approved for a 9-classroom prefabricated modular addition. Your Regional Director will contact you regarding next steps.

Projects in Development from Previous Years

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 http://www.astsb.org
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 http://www.astsb.org

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 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 1st, 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 black ink that reads "Damien Crowell". The signature is written in a cursive, slightly slanted style.

Damien Crowell, Executive Director
Capital Management Branch

pc: Geoff Croshaw, 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: September 25, 2024
From: Cindy Wang, Secretary Treasurer
Subject: **Approval of Additional Minor Capital Programs – Food Infrastructure Program 2025/26**

RECOMMENDATION

THAT the Board of Education of School District No. 38 (Richmond) approve the inclusion of additional Minor Capital Programs – Food Infrastructure Program in the 2025/26 Five-Year Capital Plan.

STRATEGIC PLAN REFERENCES

Strategic Priority 3: Optimized Facilities & Technology

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

POLICY CONSIDERATIONS

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 also provide the Ministry with important insight into future year capital priorities, which can be used for longer term government planning and the determination of potential future capital funding requirements for the public education system.

The *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.

In the June 19, 2024 public board meeting, the Board of Education approved 2024/25 Five-Year Capital Plan that was submitted to the Ministry of Education and Child Care. The 2024/25 Five-Year Capital Plan include the following three components:

- Major Capital Programs,
- Building Envelope Program, and
- Minor Capital Programs

Under the Minor Capital Programs, the District is afforded the opportunity to submit additional project plans under the Food Infrastructure Program by October 1, 2024. This capital funding initiative is designed to assist school districts in establishing, enhancing or expanding infrastructure vital for the successful implementation of the Feeding Futures program.

Following the evaluation of the condition of school food infrastructure across the district and considering local school needs, it has been determined that improvements are required for ten (10) elementary school kitchens to facilitate the effective implementation of the Feeding Futures Program. These improvements will involve appliance replacement and necessary kitchen adjustments, including millwork, flooring and painting, plumbing and electrical to accommodate the new appliances. The ten (10) sites include:

- Blundell Elementary
- Cook Elementary
- Gilmore Elementary
- Kingswood Elementary
- Lee Elementary
- McNeely Elementary
- Quilchena Elementary
- Talmey Elementary
- Tait Elementary
- Tomsett Elementary

CONCLUSION

It is recommended that the Board of Education approve the inclusion of the additional Minor Capital Programs related to the School Food Infrastructure Program into the 2025/26 Five-Year Capital Plan. A Board Resolution, containing a summary of proposed projects, is enclosed within this report for reference.

Cindy Wang, MSc, CPA-CA
Secretary Treasurer

Attachments:

Board Resolution and Project Summary for 2025/26 Minor Capital Program – School Food Infrastructure Program

September 25, 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 – School Food Infrastructure Program for 2025-2026 as provided on the School Food Infrastructure Program Summary for 2025-2026 submitted to the Ministry of Education.

I hereby certify this to be a true copy of the resolution for approval of the proposed Minor Capital Plan – School Food Infrastructure Program for 2025-2026 adopted by the Board of Education on this the 25th day of September, 2024.

Cindy Wang, MSc, CPA, CA
Secretary-Treasurer

2025/2026 Minor Capital – Food Infrastructure Program Summary

FOOD INFRASTRUCTURE PROGRAM (FIP) PROJECTS				
Priority	Facility Name	Project Description	Total (Capital Plan)	Program Total
1	10 elementary schools	Replacement and upgrade of 7 stoves, 7 dishwashers and 1 fridge at 10 elementary schools with associated installation and millwork changes.	\$ 99,000	\$ 99,000

Report to the Board of Education (Public)

Date: September 25, 2024
From: Christopher Usih, Superintendent of Schools
Subject: **Strategic Plan: Annual Report to the Board 2024-2025**

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

INTRODUCTION

The purpose of this report is to provide trustees with an annual update on the progress made towards the board's strategic plan during the 2023-2024 school year and to outline the upcoming areas of focus for the 2024-2025 school year.

BACKGROUND

In accordance with Board Policy 101-R Strategic Planning, each September staff provide the board with an update on progress made in relationship to the strategic plan, as well as the areas to be focused upon for the upcoming year. This year's annual report incorporates progress made on objectives addressed since last year's annual report in September 2023.

STRUCTURE OF REPORT

Progress made on items scheduled for focus during the 2023-2024 school year:

The report addresses each strategic priority in order. Goals and objectives which were scheduled to be addressed in the operational plans during the 2023-2024 school year are included in this section. A brief summary of progress made within each objective area is provided. In the majority of cases, action items have been completed or they are ongoing and will continue to appear in the upcoming year's areas for focus.

Areas for focus for the upcoming school year:

Each goal area and objective that is part of the operational plan for the 2024-2025 school year is included and contains a brief summary of the actions to be undertaken in order to work towards achieving the objectives. Some of the objectives stretch out over several years and therefore not all actions associated with the objective are identified in this year's report.

CONCLUSION

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

Attachment:

Appendix A: Strategic Plan - Annual Report to the Board September 2024

Richmond School District

Strategic Plan Annual Report to the Board

SEPTEMBER 2024



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Inspired Learners

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

Equity and Inclusion

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

Optimized Facilities and Technology

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

A Progressive Workplace

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

A Connected Learning Community

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

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STRATEGIC PRIORITY 1 Inspired Learners

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



STRATEGIC PRIORITY ONE - INSPIRED LEARNERS

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

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

Progress Towards Goals 2023-2024:

- Ongoing learning supported through the staff/small group/1-1 work happening between Teacher Consultants and schools
- As part of supporting reporting implementation, ongoing lunch and learns and school-based conversations about supporting core competency growth and embedding in designing learning
- Educators engaged in 112 Inquiry Grants in 2023-2024. Inquiry Grant topics are directly linked to Strategic Priorities 1 and 2
- All PVPs engaged in a schedule of School Story group meetings throughout the school year to deepen inquiry knowledge and embed the inquiry process into the development of their school focus, with particular attention to student voice and data gathered via student voice

Areas of Focus 2024-2025:

- Provide professional learning opportunities
- Provide inquiry grants and continue to link to school focus and strategic priorities
- Continue School Story Group meetings and individual school-based meetings with a focus on using available data to set goals
- Continue to develop and implement competency-based IEPs for students with diverse abilities and disabilities

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

Progress Towards Goals 2023-2024:

- Multiple professional learning sessions included topics such as designing for diverse learners, purpose and process for planning, as well as supporting specific curricular areas such as literacy and numeracy, in addition to offerings on Pro-D Days, during Lunch and Learns and in school supports
- Teacher consultant support model implemented September 2022 with caseloads of schools aligned with School Story, Pro-D or other identified foci; allowed for dedicated support in schools to address multiple areas of learning for educators based on identified need

Areas of Focus 2024-2025:

- Provide professional learning opportunities
- Review and revise teacher consultant support model annually based on collected feedback and emergent needs
- Centralize teaching and learning resources on Learn 38
- Implement CEF projects in Elementary and Secondary with a focus on literacy and numeracy

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

Progress Towards Goals 2023-2024:

- Established and implemented plan for re-growth of Richmond International Education
- Enrolment continued to increase post covid
- Conducted review of program options and adjusted offerings based on results of review

Areas of Focus 2024-2025:

- Continue to implement a plan to grow and develop Richmond International Education to pre-pandemic levels and beyond (ongoing)
- Develop and begin implementation of action plan based on recommendations from program options review

<ul style="list-style-type: none"> ○ Consultant has been engaged and work is ongoing including gathering perspectives from stakeholders including school-based PVPs, Facilities, Central Registration, and the Human Resources Department as well as focus group meetings with students, parents, staff, and partner groups ○ Develop strategic plan for Richmond Continuing Education ○ An external review of Continuing Education has been completed with a report forthcoming including recommendations for greater fiscal and departmental strength to be included in the development of a strategic plan for Continuing Education 	
<p>Objective Four: Strengthen learning by fully embedding formative assessment practices that involve both students and adults</p>	
<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Professional learning sessions included such series as Developing Proficiency Indicators for Curricular Competencies, in addition to specific school-based and in school supports from teacher consultants; inquiry grants included focus areas in Formative Assessment and Planning for Instruction ○ Developed and implemented resource supports for educators on Learn 38 in support of implementation to new reporting order (Provincial Learning Update Order implemented July 2023) ○ Provided Inquiry Grants in the areas of Formative Assessment and Planning for Instruction ○ Supported transition of current assessment and reporting practices ○ Parent evening held November 2023 to explain the new requirements ○ Professional learning offered through multiple Lunch and Learns across school sites as well as assessment workshops and series throughout the year, including those on formative assessment, use of proficiency scales, and reporting requirements ○ Engagement with partner groups to revise documents and respond to evolving needs 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Provide professional learning opportunities ○ Continue to support transition of current assessment and reporting practices in alignment with Ministry’s Learning Update Order and reporting requirements ○ Embed formative assessment practices in ongoing Teacher Consultant support work in schools, particularly within the CEF focus in Elementary and Secondary literacy and numeracy projects

Objective Five: Create more opportunities for learner involvement in activities that raise awareness of, and increase engagement in, global citizenry and environmental stewardship	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> ○ Increased student volunteer opportunities through broader sharing of opportunities in schools and in the community ○ Director of Instruction - Student Services, regularly connected with City Staff, and shared volunteer opportunities across school sites (i.e. Youth Civic Engagement Program, opportunities at Gateway Theatre and Children’s Art Festival, Snow Angel program to assist other community members with clearing snow over winter months); joint City and district staff meetings provided another venue to collect potential opportunities to share with youth 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> ○ Provide and support access to a variety of student volunteer opportunities ○ Provide access to energy consumption dashboards ○ Offer sustainability grants ○ Student Voice Forum will focus everyone’s responsibility to help build a sense of belonging for all as an actionable part of global citizenry ○ Continue to liaise closely with the Volunteer Development Coordinator at the City to provide a variety of student volunteer opportunities
Objective Six: Provide tools, technologies, and practices to increase learner engagement and agency	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> ○ Provided professional learning opportunities which included sessions on digital literacy, 3D printing, artificial intelligence, and software applications to support inclusive learning ○ Lunch and Learns held at school sites and teacher consultant support upon request for individual school teams or teachers ○ Promoted and provided access to tools and technology for students with diverse abilities and disabilities ○ Specialized equipment for students allocated through SET BC applications in Spring and Fall (6); District Student Technology Allocations (13) as well as promotion of accessible materials through ARC (Accessible Resource Centre) ○ Inclusive practices incorporated into professional learning opportunities and additional specific sessions offered such as Board Maker, Clicker, and monthly tech tips included in ELL/LRT newsletter 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> ○ Provide professional learning opportunities ○ Promote and provide access to tools and technology for students with diverse abilities and disabilities ○ On going relationship with SET BC and ARC BC to provide individualized student consults/interventions and district capacity building ○ Provide continued access to learning information technologies such as apps and subscriptions ○ Promoting use of accessibility features on devices ○ Support school-based practices on the revisions to Policy 105: District Code of Conduct and the new Policy 104-G (A) Acceptable Use of Personal Digital Devices to promote online safety and focused learning environments
Objective Seven: Support and increase the use of inquiry-based activities and processes to enhance and personalize learning	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> ○ Inquiry grant sessions provided ongoing learning regarding Spirals of Inquiry with grant applications structured around inquiry process. Inquiry teams engaged in reflection and 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> ○ Provide professional learning opportunities ○ Provide opportunities for teachers to collaborate in learning communities to enhance learning for students

<p>learning with a teacher consultant 3-5 times throughout the school year</p> <ul style="list-style-type: none"> ○ Inquiry processes embedded in district initiatives such as the School Story and actions that stem from the Inquiry Grants 	<ul style="list-style-type: none"> ○ Continue with the Inquiry grant support structure with Teachers and Teacher Consultants
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Goal Two: The district fosters resilient and healthy life-long learners

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

<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Core Competency capacity development embedded across professional learning opportunities, additionally addressed through reporting Lunch and Learns across the district, as requested by schools ○ Conducted student focus groups in the area identity and belonging ○ Students at the Student Voice Forum in May (170 students) reflected on their learning (Personal Awareness and Responsibility) and connectedness/belonging (Positive Personal and Cultural Identity) ○ Professional learning for PVPs was provided to build capacity with understanding, teaching and learning of the Core Competencies for students 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Student voice opportunities to gather feedback with a focus on belonging and student flourishing ○ Professional learning for PVPs through the School Story support process ○ Incorporate previous Student Voice Forum Data into future planning ○ Student Voice Forum in February 2025 to build on success and dialogue from last year ○ Work with Indigenous Success Team around mechanisms to encourage Indigenous Student Voice. Particularly around belonging and how SD38 can be responsive to their needs ○ Update core competency supports on Learn 38 for learners and Educators to engage more deeply in reflection and metacognitive skills
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Objective Two: Provide a wider range of mental and physical health programs and supports for student and staff well-being, including ongoing supports and partnerships outside the district

<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Second Step implementation support was provided for Kindergarten and Gr 1 teachers, as well as support with EASE implementation; Mini-Conference session with a focus on Positive Behavioural Interventions and Supports (PBIS) for elementary educators; SEL workshop also provided at district conference ○ Utilized relevant data (i.e. BC Adolescent Health Survey, Student Learning Survey, Middle Years Development Index) ○ Mental Health Literacy refresh was provided to all secondary school teams in the spring, bringing together counsellors, PVPs, PHE, and CLE teachers 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Provide professional learning opportunities in the areas of EASE (Everyday Anxiety Strategies for Educators), Social-Emotional Learning (SEL) workshops, and continued work to support schools with developing school wide language to support positive behaviour ○ Provide parent information sessions on themes related to student mental health and wellness ○ Promote community events in collaboration with community partners (included but not limited to the City of Richmond, Touchstone, FamilySmart, Foundry)
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<ul style="list-style-type: none"> ○ Supported administration of Childhood Experiences Questionnaire (CHEQ), Early Development Index (EDI), and Youth Development Index (YDI) ○ Continued implementation of Richmond’s Integrated Child and Youth (ICY) Teams with partner organizations (MCFD, Foundry, VCH, and FamilySmart) ○ Consent Education/Cyber Awareness took place in all school sites ○ Ongoing support of Here4Peers Mental Health Literacy Program at multiple high schools ○ Parent information evenings (one for elementary and one for secondary) on the topics of online safety/consent education ○ Promoted community events in collaboration with City of Richmond ○ Community Pop Up Services – Early Learning programs and ICY team attended these events organized by the City to share information about services to community members. ○ Promoted community events including Sensory Friendly Swims, Play Streets co-design workshops, Family Day and Spring Break Activities, as well as events related to Earth Week ○ Continued to liaise with City of Richmond regularly around Youth Strategy and youth engagement opportunities ○ Provided a range of volunteer opportunities through the City of Richmond for secondary students that is communicated to schools on a regular basis through district communication channels 	<ul style="list-style-type: none"> ○ Continue ongoing collaboration between Vancouver Coastal Health, Family Smart, and SD38 in the continued implementation of Integrated Child and Youth (ICY) teams ○ Support secondary school teams in establishing Mental Health Literacy focus for the year
<p>Objective Three: Increase awareness of, and participation in, healthy living activities</p>	
<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Reviewed and analyzed available data such as Student Learning Surveys, Early Years Developmental Instrument and Middle Years Development Instrument to develop an action plan ○ Established data dashboards for each elementary and secondary school to share school-specific data from such tools as Early and Middle Years Development Instruments and Foundation Skills Assessments 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Provide learning opportunities and support to school PVPs in review and utilization of available data sources to support school decision-making ○ Promote school, district and community events focusing on healthy living ○ Work to implement Inclusion BC Report coming December 2024 around supporting access to recreational activities for students with diverse abilities

<ul style="list-style-type: none"> ○ Utilized data to inform distribution of funds for the Student and Family Affordability Fund and Feeding Futures, as well as to target specific schools with Community Wellness Grant Affordability Fund and for Community Schools initiatives ○ ‘Diving into Data’ workshop provided to school PVPs focused on health/wellness data points ○ Promoted school, district and community events focusing on healthy living ○ 9 schools participated the “Ride the Road” cycling program for 2023-24 ○ Community opportunities shared regularly as a result of ongoing collaboration between SD38 and the City of Richmond 	<ul style="list-style-type: none"> ○ Work with elementary and secondary schools in the administration of HELP UBC’s Middle Years Development Index (MDI) survey tool
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Goal Three: Indigenous People’s history, perspectives, and learning approaches are embedded within district planning and practices

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

<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Resources on Indigenous Peoples and the history of residential schools were widely promoted for teacher use in classrooms ○ Dedicated focused sharing of materials in September specific to National Day for Truth and Reconciliation ○ Guidelines for purchase of resources specific to Indigeneity and through a lens of diversity, equity and inclusion were shared with all schools ○ Implemented recommendations from Equity in Action scan through the Indigenous Education Advisory Committee ○ Equity in Action Project Report Recommendations began first year implementation, including strategies and supports for ongoing review of academic success and transition to Indigenous Advisory structure 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Promote availability of resources on Indigenous peoples and the history of residential schools and provide supports for their use in classrooms ○ Implement recommendations from Equity in Action scan via the Indigenous Education Advisory Committee ○ Action Bill 40 through engagement with local First Nations ○ Non-Instructional Day (NID) May 16, 2025, District Wide-Focus on First Peoples’ Principles of Learning (FPPL) ○ Pilot Indigenous People’s Collection initiative at 8 additional schools (5 elementary and 3 secondary) ○ Complete the equity audit in school libraries
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Objective Two: Deepen understanding and embed the First People’s Principles of Learning

<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Sessions related to implementation of the Indigenous Focused Graduation requirement were offered in district and by providing teachers across the district to attend FNESC institutes in teaching Indigenous Graduation required courses 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Provide professional learning opportunities ○ NID Day May 16, 2025, District Wide-Focus on FPPL
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<ul style="list-style-type: none"> ○ Ongoing opportunities were supported through resources, Indigenous Teacher Consultants and the Indigenous Success Team to promote understanding of First People’s Principles among students ○ Teacher Consultants supported teacher capacity in embedding FPPL into the curriculum ○ Resources were shared with all schools in advance of the National Day for Truth and Reconciliation to support learning in classrooms K-12 ○ FPPL posters supplied to all schools and as needed upon request 	<ul style="list-style-type: none"> ○ Continue work to at the district level and with the Indigenous Success Team to increase Indigenous graduation rates through individualized and targeted supports ○ Update FPPL resources on Learn 38 ○ Create numeracy and sustainability resource based on FPPL and reflexivity and reflection
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Objective Three: Increase access to authentic learning opportunities and resources to enhance understanding of Indigenous Peoples’ culture and history

<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Developed and promoted new and available resources ○ Dedicated focused sharing of materials in September specific to National Day for Truth and Reconciliation ○ Professional learning related to implementation of the Indigenous Focused Graduation requirement included explicit support and sharing regarding selection and examples of resources ○ Salish Weave Art Collection was established as a learning resource accessible for cross curricular learning of Indigenous culture through art K-12 ○ Two additional Indigenous gathering spaces confirmed in the district at Boyd Secondary and Kidd Elementary ○ Developed a plan to create a First Peoples Collection in libraries throughout the district with three pilot schools 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Develop and promote available resources ○ Provide professional learning opportunities ○ Complete development of additional Indigenous Gathering Spaces ○ Continue to promote Salish Weave Art to all Schools in District ○ Facilitate opportunities to Indigenize spaces and promote culturally sensitive practices at all sites ○ Continue to review teaching and learning resources to ensure equity and proper permissions and protocols ○ Continue to develop the new Indigenous gathering spaces and their utilization to promote student learning and sense of belonging
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Goal Four: The district builds literacy, numeracy, and digital literacy through innovation and a commonly held vision

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

<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Developed literacy framework and resources for intermediate and secondary ○ Pillars of Literacy K-7 completed and in implementation in English and French ○ Professional learning sessions offered 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Provide professional learning opportunities ○ Elementary facilitated collaboration project with Classroom Enhancement Fund (CEF) support at 17 schools in 23 projects ○ Secondary Literacy and Numeracy support blocks with CEF support at each secondary site
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<ul style="list-style-type: none"> ○ Inquiry Grants offered in the area of Pillars of Literacy ○ Individual and small team capacity building being supported by teacher consultants through caseloads of schools' model ○ Literacy YouTube channel provides asynchronous learning opportunities for educators in developing literacy practices ○ Grades 8-12 Pillars of Literacy Support document created 	<ul style="list-style-type: none"> ○ Dedicated Teacher Consultant support for the CEF projects ○ Grade 1 In-service for all grade 1 teachers to support them with learning the Pillars of Literacy resource
<p>Objective Two: Develop and implement a K-12 numeracy vision and framework</p>	
<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Implemented early years framework and resource ○ K-9 numeracy resource completed ○ Provided professional learning opportunities at all pro-d days and through lunch and learns and teacher consultant support in schools ○ Numeracy YouTube channel provided asynchronous learning opportunities on numeracy practices 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Continue development of numeracy framework and resources for intermediate and secondary ○ Provide professional learning opportunities ○ Continue to enhance resources for Numeracy foundations on Learn38 ○ Elementary facilitated collaboration project with CEF support at 17 schools, 23 projects ○ Secondary Literacy and Numeracy support blocks with CEF support at each secondary site ○ Dedicated Teacher Consultant support for the CEF projects
<p>Objective Three: Support, develop and deepen students' and staff understanding of digital literacy and its integrated implementation</p>	
<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Educators supported through dedicated pro-d sessions, as well as through teacher consultant support to individual educators and school teams ○ Provided support for students' digital literacy development ○ Developed of a draft digital literacy framework aligned with Ministry framework ○ Lunch and Learns and teacher-consultant support in classrooms as requested by teachers and school teams for in class supports 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Provide professional learning opportunities ○ Provide support for students' digital literacy development ○ Finalize digital literacy framework and implementation plan

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STRATEGIC PRIORITY 2 Equity and Inclusion

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



STRATEGIC PRIORITY TWO - EQUITY AND INCLUSION

Goal One: District learning environments are equitable and inclusive

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

Progress Towards Goals 2023-2024:

- Continued to provide professional learning opportunities
- Several focus groups were conducted including Elementary and Secondary schools with approximately 150 students
- Student Voice Forum held in May 2024 (170 secondary students) also allowed for data to be collected from table groups through focused conversations about their learning (Personal Awareness and Responsibility) and connectedness/belonging (Positive Personal and Cultural Identity)
- New district photos were taken to show a wide range of diversity in staff/student photos
- Grant information for murals for other schools to access was provided with a few schools receiving grants to complete murals including Cook and Spul'u'Kwuks
- Showcased staff and student success from various backgrounds, abilities, and identities
- Education Week Video was produced highlighting diversity within schools, school initiatives and culture
- Schools were encouraged to celebrate and acknowledge diversity through DEI Calendar highlighting events that are multifaith

Areas of Focus 2024-2025:

- Continue to provide professional learning opportunities
- Continue to conduct student focus groups
- Showcase staff and student success from various backgrounds, abilities, and identities
- Student Voice Forum in February 2025 to build on success and dialogue from 2024
- Continue to engage with focus groups at the elementary level to better understand student sense of belonging
- Continue to develop the new Indigenous Gathering Spaces and their utilization to promote student learning and sense of belonging
- Gather district level data regarding student sense of belonging
- Introduce and incorporate student voice within the development of IEPs wherever possible
- Continue to promote and provide opportunities to access the Multifaith Calendar
- Application shared with schools for youth to join the City of Richmond Intercultural Advisory Committee for 2025 calendar year
- Invitation to participate in mapping the ethnic diversity of school community on a map of the world for display in school foyers/hallways

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

Progress Towards Goals 2023-2024:

- Created and began implementation of plan based on inclusive education and alternate program reviews
- Aspen report recommendations approved by Board of Education in January 2023; implementation plan was developed and included 3 sessions of program visioning with Aspen staff in Spring 2024

Areas of Focus 2024-2025:

- Implement action plans based on inclusive education and alternate program reviews
- Implement centralized student referral process for placement in alternate programs
- Continue to develop and implement recommendations from program visioning at Aspen

<ul style="list-style-type: none"> ○ Alternate Programs report recommendations approved by Board of Education in June 2023; implementation plan for approved recommendations began Fall 2024 ○ Focus groups at specific sites implemented, with opportunity to expand for the coming year ○ Ensured diverse learners and priority populations were represented at the May 2024 Student Voice Forum ○ Recommendations of the Equity in Action Report were reviewed, and work of implementation began through the support of the Indigenous Education Advisory Committee (IEAC) ○ Dedicated focus day for Learning Resource Teachers September 2023, IEP development sessions, as well as multiple sessions on specific inclusive learning topics, including Designing for Learning, Using a Visual Schedule, and Behavior Support ○ Ongoing support on dedicated Wednesday afternoons for Learning Resource Teachers (elementary) for programming, planning and assessment support for students with IEPs 	<ul style="list-style-type: none"> ○ Building accessible playground at Aspen ○ Installation of accessible architectural signage on school grounds ○ Continue to develop and implement recommendations from the Equity in Action Report ○ Continue to support ELL and Learning Resource teachers throughout the year through training sessions focussed on specific topics to their role ○ Continue ongoing support on dedicated Wednesday afternoons for Learning Resource Teachers (elementary) for programming, planning and assessment support ○ Dedicated focus day for Learning Resource and ELL Teachers September 2024 on specific inclusive learning topics
<p>Objective Three: Devote focused attention and specialized support to address the individual needs of learners with disabilities and diverse abilities</p>	
<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Reviewed approach to learning supports and alignment with professional learning ○ Annual caseloads reviewed for inclusive learning teams to ensure responsive allocations of supports based on enrolment and emergent ○ Revised Learning Support Review process implemented March 2023 and ongoing 2023-2024 ○ Provided professional learning opportunities including dedicated focus day for Learning Resource Teachers September 2023 (150 participants), ELL drop-in sessions, focused series sessions on Reading Interventions, Accessibility Features on iPad, and IEP (Individual Education Plan for students with disabilities and diverse abilities) and AIP (Annual Instruction Plan for ELL Learners) development 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Provide ongoing professional learning opportunities including learning support teacher training ○ Continue annual review of learning support processes and structures ○ Review student voice feedback to guide district planning

Objective Four: Actively address and support the unique needs of children and youth in care of the Ministry of Children and Family Development	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> ○ Monthly reporting completed by all schools who have Children and Youth in Care with refresher session/training in Fall 2023 ○ Adult mentors established in all schools with Children and Youth in Care ○ Revised orientation process for all schools with Children and Youth in Care 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> ○ Ensure continuity of reporting and orientation processes ○ Review and continue development of adult mentors through learning session towards beginning of the school year ○ Continue to collect monthly reports from adult mentors ○ Regular and ongoing dialogue with MCFD to discuss appropriate supports for Indigenous students and Children and Youth in Care
Objective Five: Provide support for staff to increase understanding of and embed evidence-based practices related to the implementation of inclusive learning communities	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> ○ Dedicated professional learning series included Wednesday afternoon sessions for Elementary Learning Resource/ELL Teachers on Assessment and Reporting, ELL Assessments, Visual Supports and Universal Sensory Strategies ○ Additional sessions for K-12 included Designing for Diverse Learners, Elementary and Secondary ELL/LRT conference, and sessions for specific student populations including students with autism spectrum disorder ○ Built capacity and alignment in practices through ongoing professional learning for school-based and district teams ○ Monthly Inclusive Learning agenda item for elementary PVPs ○ Monthly Secondary Inclusive Learning Network meetings ○ Ongoing review of Roles and Responsibilities document 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> ○ Provide professional learning opportunities ○ Continue with established inclusive learning networks to build capacity and alignment in practices ○ Work with PVPs to provide ongoing support and training sessions to enhance school-based inclusion and safety ○ Provide updated Roles and Responsibilities document in Fall 2024

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

Progress Towards Goals 2023-2024:

- Monthly Assistive Tech Tip in ELL/LRT Newsletter and EA newsletter
- Sessions included Board Maker, Accessibility Features and Modifying/Adapting Content on iPad
- Additional supports offered through Inclusion Support Team and teacher consultants
- Expanded lease options for school-funded technology
- School-based lease option accessible to all schools, and 32 schools have active leases agreements to increase access to technology devices for student use
- District-wide technology applications for SET BC and district provided devices for students with specific disabilities and diverse abilities; reviewed and allocated twice annually
- Provided additional opportunities for schools to acquire technology devices through district lending carts, lease agreements and/or opportunities to purchase end-of-lease devices
- Provided additional technology hardware and software to elementary schools with enrolment over 600 to increase equity of access

Areas of Focus 2024-2025:

- Provide professional learning opportunities
- Provide lease and purchase options for school-funded technology
- Review technology allocation process and identify recommendations to achieve greater equity of access for school and district technology
- Investigate and promote opportunities for staff and families to acquire cost-effective technology

Goal Two: The district actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation, and socio-economic status	
Objective One: Identify and develop a plan to respond to current district challenges related to systemic discrimination and marginalization	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> ○ Developed a detailed workplan to address eight identified priorities for Diversity, Equity and Inclusion (DEI) via the DEI Advisory Committee ○ Further developed strategic action plan based on recommendations from the Sexual Orientation and Gender Identity (SOGI) Advisory Committee ○ Distributed quarterly SOGI newsletter for the district ○ Two Rainbow Cafes hosted by secondary schools in the district at Palmer and Cambie ○ Year End PRIDE Party event held at Cambie Community Centre organized and planned by students ○ Additional rainbow crosswalks/walkways installed in Summer 2023 ○ SD38 staff and students participated in the Vancouver Pride Parade ○ Developed workplan based on findings of Equity Scan ○ Equity in Action Project Report Recommendations approved by the Board January 2023; implementation of action plan underway, including strategies and supports for ongoing review of academic success utilizing district program software and team meetings ○ Ministry of Education and Child Care met with the Indigenous Success Team in May to discuss the Equity Scan, Equity HUB, and data available with the goal of improving student academic outcomes 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> ○ Provide ongoing professional learning ○ Continue with the detailed workplan identified to address eight identified priorities for diversity, equity, and inclusion via the DEI Advisory Committee ○ Further develop strategic actions based on recommendations from SOGI Advisory Committee ○ Develop workplan for the Indigenous Education Advisory Committee ○ Continue to contract the services of an antiracism specialist to provide onboarding training, training to non-educational staff, and support issues that arise due to racism ○ Increase staff capacity through work with Reconciliation, Equity, Diversity and Inclusion (REDI) teacher consultants ○ Develop a response framework to incidents of racism that includes approaches to supporting incidences involving students from vulnerable populations ○ Continue to support and actualize the recommendations of the Equity in Action Project
Objective Two: Enhance awareness and understanding of unconscious bias and privilege and how they influence interactions throughout our learning community	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> ○ Continued to provide professional learning opportunities and resources workshops for all Richmond Leadership Team (managers, executive, principals, vice principals) to support 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> ○ Continue to provide professional learning opportunities and resources

<p>leadership capacity in reconciliation, diversity, equity and inclusion practices.</p> <ul style="list-style-type: none"> ○ Student Voice Forum in May 2024 provided a diverse group of students (170 participants) opportunities to share their experiences and their voice about belonging and personal and cultural identity ○ Student reps on the District SOGI, IEAC and DEI Advisory Committees provide insights, student voice and leadership to district leadership as active advisory members ○ Table 38 student leaders participated in a session that focussed on unconscious bias and privilege and focused on student belonging throughout the year ○ Continued to act on identified priorities from antiracism audit and equity scan ○ DEI Advisory Committee worked to further its 8 established priorities ○ The Equity in Action report summarized the actions that are being taken as a result of the Equity Scan 	<ul style="list-style-type: none"> ○ Continue to provide and develop student focus and leadership groups in more schools ○ Participate in the provincial Antiracism Summit with a group of district staff and students ○ Act on identified priorities from antiracism audit and equity scan via the respective advisory committees ○ Endeavour to imbed FPPL in all areas and practices ○ Continue to have student voice at SOGI, IEAC and DEI Advisory committees ○ Continue to work with Metro and Fraser Valley school district REDI leads to align practices
<p>Objective Three: Support students and staff to develop a deeper understanding of the history and impacts of systemic discrimination</p>	
<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Learning opportunities included learning about Islam, Anti-Semitism, decolonizing education, Black History Month, and the similarities and differences between faiths ○ Secondary Antiracism Leadership Groups continued at Cambie, Steveston-London and McNeill ○ Continued to act on the recommendations from anti-racism audit and equity scan via the DEI and IE Advisory Committees 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Continue to provide professional learning opportunities and resources including a district-wide non-instructional day focused on Truth and Reconciliation ○ Create more student voice opportunities in more schools ○ Continue the Student Voice Forum annually ○ Act on identified priorities from antiracism audit and equity scan via the respective advisory committees ○ Increase staff capacity through work with REDI teacher consultants ○ Continue to publish REDI Newsletter Quarterly ○ Continue contracting antiracism consultant

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

Progress Towards Goals 2023-2024:

- Conducted diversity audit of library collections in several schools, only 10 elementary schools remain to complete their audits
- Acted on recommendations from anti-racism audit and equity scan
- Equity in Action Project Report recommendations were approved by the Board of Education, January 2023
- District team started to develop an action plan based on recommendations, including transition to Indigenous Advisory in Fall 2023
- Provided professional learning opportunities related to the implementation of the Indigenous Focused Graduation requirement
- Information regarding library audits was shared during September Teacher-Librarian conference day
- Professional learning included as key component of diversity audits

Areas of Focus 2024-2025:

- Complete the diversity audit of remaining elementary library collections
- Act on recommendations from anti-racism audit and equity scan
- Provide professional learning opportunities
- Increase staff capacity through work with REDI teacher consultants
- Continue to publish REDI Newsletter Quarterly, with resources links
- Support ELL Resource review through an Equity Lens
- Continue Indigenous Peoples' Collection initiative in 8 schools (5 Elementary and 3 Secondary)
- Continue to support the Indigenous Focused Graduation Requirement courses

3

STRATEGIC PRIORITY 3
**Optimized Facilities
and Technology**

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



STRATEGIC PRIORITY THREE - OPTIMIZED FACILITIES AND TECHNOLOGY

Goal One: The district’s technology infrastructure is stable, secure, and relevant to support learning

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

Progress Towards Goals 2023-2024:

- Reviewed annual progress and identified successful completion of action items, objectives, and goals in the Technology Plan. Developed and add a subsequent year to the LBT plan
 - The Learning and Business Technology Plan is a living document that establishes the road map of projects and priorities. This has been another successful year in achieving the intended outcomes of our goals, objectives, and action items. Additional items continue to be added to the plan in response to innovations and developments within the technology field, such as AI and workflow automation

Areas of Focus 2024-2025:

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

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

Progress Towards Goals 2023-2024:

- Implemented strategies to enhance access
 - The number of technology devices available for student use has increased from last year, through the allocation of district lending carts, school-funded leases, and purchasing lease-expired devices. An additional 812 student-use devices were added to the district inventory
- Updated inventory of district approved software
 - Consolidating the number of software applications and integrating them into core platforms continues to be an ongoing priority to improve the consistency and ease of access for staff and students. An inventory of all district-approved software applications is published on RichNet
- Refined inventory management processes

Areas of Focus 2024-2025:

- Implement strategies to enhance access to technology hardware
- Update inventory of district approved software
- Refine inventory management processes, and increase schools-level access
- Identify and remove computing technology that has reached its end of life
- Analyze core technology lease model, identify efficiencies, and adjust as needed
- Assess hardware and software within business departments and identify potential opportunities to increase efficiencies, effectiveness, and cybersecurity
- Complete evaluation of print management RFP, award tender, and begin to implement print management solution
- Enhance support of data analytics dashboards

<ul style="list-style-type: none"> ○ Data sources from multiple asset management tools have been integrated into a PowerBI report for simple, user-friendly analytics and data visualization. The Learning and Business Technology Team continues to investigate alternative asset management tools for future use ○ Assessed hardware and software within business departments and identified potential opportunities to increase efficiencies, effectiveness, and cybersecurity <ul style="list-style-type: none"> ○ Developed 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 ○ Developed and implemented a modernized student registration application that includes enhanced privacy and security features ○ Assessed print management trends and identified district needs for future print management solution <ul style="list-style-type: none"> ○ After conducting research and gathering input from partner groups, a request for proposal for a print management solution was developed and posted for public tender. All the proponent submissions have been reviewed, resulting in the need to post an amendment to the RFP ○ Built data analytics site <ul style="list-style-type: none"> ○ 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 	
Objective Three Expand learning opportunities to support the integration of technology:	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> ○ Expanded technology integration framework 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> ○ Expand technology integration framework

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| <ul style="list-style-type: none"> ○ A commitment to supporting the integration of technology to deepen learning remains a priority. Sound pedagogy is the driver, with technology being used as an effective resource to enhance engagement and deepen learning. 87 Staff members across schools and departments signed up to be Tech Mentors, to help lead and support the use of technology in our district ○ Built Tech Services pages within RichNet to share and promote resources for staff <ul style="list-style-type: none"> ○ Technology Services has a section within RichNet to provide user-friendly access to resources. Communication posts, documents, website links and videos have been added to RichNet. User analysis has demonstrated that staff are visiting the technology services pages and are accessing the many resources that have been added ○ Provided professional learning opportunities <ul style="list-style-type: none"> ○ One on one, small group and large group in-person and virtual workshops were offered by members of the LBT team as well as the Digital Literacy Teacher Consultants. Sessions included: Microsoft Teams, Microsoft 365, Forms, iPad use, accessibility features, MyEd BC Reporting, 3D Printing, TinkerCad, OneNote, SpacesEDU, Secondary and Elementary Class Teams, Learning Apps, and Artificial Intelligence ○ Implemented strategies to provide technical support to students/parents on district approved software <ul style="list-style-type: none"> ○ A technical support email address was created and well used by parents/students to seek assistance, primarily to receive login support for the My Education BC Parent Portal. The Technology Client Services team has received and provided technical support to over 2954 parent/student emails | <ul style="list-style-type: none"> ○ Update and enrich technology resources shared within RichNet and promote access to these resources for staff ○ Increase professional learning opportunities ○ Expand system-wide distributed leadership approach to supporting integration of technology across the district |
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Objective Four: Implement and support the use of a common platform (M365 and Teams) that enhances communication, learning and community	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> ○ Expanded student and staff use of M365 and Teams <ul style="list-style-type: none"> ○ All staff and students are licensed to use the M365 suite of applications, both while at school and at home on a personal device. The overall number of Teams used by staff and students demonstrated a steady increase in use throughout the year. The number of secondary school teachers using Microsoft Teams as an online classroom learning collaboration space also increased in use. The application Microsoft Forms was made available, and use continues to increase ○ Enhanced professional learning opportunities <ul style="list-style-type: none"> ○ Professional learning sessions were hosted to build greater capacity. Many of the sessions offered focused on the M365 suite of applications 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> ○ Expand student and staff use of M365 and Teams ○ Expand professional learning opportunities ○ Expand number of district/cross-curricular Teams to promote and encourage staff collaboration
Objective Five: Strengthen the security of our network, data, software, systems, and practices	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> ○ Expanded Multi-Factor Authentication to all staff <ul style="list-style-type: none"> ○ Multi-Factor Authentication has been successfully implemented for all staff. Members of the technology team visited every school and district site to guide staff through the setup and activation process. Every staff member now has increased account security through MFA ○ Refined firewall settings <ul style="list-style-type: none"> ○ Firewall settings continued to be refined and hardened as per the recommendations of the Ministry of Education and Child Care and to increase network security ○ Launched video surveillance project <ul style="list-style-type: none"> ○ A video surveillance RFP was completed and awarded. Site maps have been completed for the first phase of installation (4 schools), equipment 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> ○ Update, harden, and monitor firewall settings to increase security ○ Investigate the use of a Network Access Control System and develop recommendations for implementation ○ Strengthen systems and processes for data privacy and security, including a data retention policy ○ Complete video surveillance project to include all secondary schools ○ Implement further network segmentation to increase network security ○ Develop incident response (IR) plan and IR playbooks to protect critical systems and respond to a cyber incident ○ Implement restrictions to social media sites on district network to increase student online safety and focused learning environments ○ Depreciate legacy server infrastructure

<p>was ordered and has arrived, configuration has been completed and camera installation is in progress</p> <ul style="list-style-type: none"> ○ Increased security of server infrastructure <ul style="list-style-type: none"> ○ Installed a software application that provides greater visibility into external or internal server vulnerabilities, improving our ability to detect, manage and mitigate any vulnerabilities 	<ul style="list-style-type: none"> ○ Investigate and develop a cloud migration strategy for databases and reports
<p>Objective Six: Increase cybersecurity education and training to enhance awareness and proactivity</p>	
<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Implemented cybersecurity awareness and education strategy and offered professional learning opportunities <ul style="list-style-type: none"> ○ Expanded use of our cybersecurity awareness and education software by assigning modules to all staff members to complete. This learning will benefit our staff personally and professionally and continues to help protect our district network and data ○ Expanded phishing awareness campaigns <ul style="list-style-type: none"> ○ Several district-wide internal phishing campaigns were conducted to simulate a malicious threat. Analytics were conducted on the number of staff who read the email, the number of staff who reported the suspicious phishing email to our cybersecurity team, and the number of staff who clicked on the phishing link. As staff awareness and understanding of cybersecurity increases, so is the complexity of the phishing simulations that are being conducted 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Expand cybersecurity awareness and education strategy and increase staff participation ○ Expand phishing awareness campaigns and increase complexity ○ Implement onboarding processes to increase awareness and understanding of district technology policies, guidelines, procedures, and cybersecurity
<p>Objective Seven: Enhance wireless access and network stability in all district facilities</p>	
<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Expanded school site bandwidth <ul style="list-style-type: none"> ○ Increased bandwidth capacity in 12 of our school sites, including some firewall upgrades ○ Implemented bandwidth shaping strategies 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Expand bandwidth shaping strategies and network segregation ○ Complete evaluation of Wireless Network Infrastructure RFP, award tender, develop implementation plan, and begin installation

<ul style="list-style-type: none"> ○ Setup bandwidth network prioritization that manages the level of priority and determines the amount of bandwidth allocated to each type of network traffic (ex: phones, Zoom/Teams Calling, OneDrive, YouTube, social media, etc. Analytics have proven that bandwidth shaping measures have improved user experience with core software applications ○ Initiated wireless infrastructure refresh to improve access, effectiveness, stability, and cybersecurity <ul style="list-style-type: none"> ○ Completed review of current wireless network infrastructure, developed formal RFP and posted for public tender 	
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Goal Two: The district’s facilities are well-maintained, equitable, safe, and conducive to learning	
Objective One: Provide equitable learning environments through effective and efficient facilities planning, management and resource allocation	
<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Cross-department teams established to facilitate the integration of the objectives of capital projects and facility maintenance ○ Continued support and collaboration with Education Services and Central Registration for school facilities planning to foster equitable learning environment across the school district ○ On-going collaboration with the City of Richmond and Ministry of Education and Child Care Capital Management to advance the school facility infrastructure program in Richmond ○ Developed climate risk assessment to promote efficiency and sustainability: <ul style="list-style-type: none"> ○ Conducted on-going climate risk assessment of 10 sites in the school year ○ Consulted with Richmond Project Team to embed climate risk considerations into ongoing major capital projects 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Continue collaboration between the Richmond Project Team and Facilities Services to ensure efficient management of school and district facilities ○ Continue collaboration with the City of Richmond and Ministry of Education and Child Care Capital Management to advance the school facilities in the school district ○ Completion of the Long Range Facilities Plan update by early 2025 with the goal to optimize the use of district facilities and accommodate projected enrolment growth ○ Continue assessment of school infrastructure needs in light of student population shift and government legislative changes ○ Develop climate risk assessments for 10 sites

Objective Two: Provide clean, healthy and safe facilities	
<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Conducted Facilities Services department review and implemented report recommendations <ul style="list-style-type: none"> ○ Continued review and update of best practices, standardized operating procedures, new hire training program, and updated the custodial operations manual ○ Annual review and development of the Facilities Renewal program: <ul style="list-style-type: none"> ○ Updated long-term programs for roofing, flooring, and paving replacement to maintain and update the district facility conditions, fostering a clean, healthy, and safe learning environment ○ Completed one building envelope project at Blair and two dust collector replacement to meet safety requirements at McMath and Richmond Secondary ○ Completed the classroom ventilation program at 12 elementary schools (Mitchell, Steves, Lee, Blundell, McKay, Cook, Garden City, Grauer, Kidd, Woodward, Dixon, and Ferris) 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ On-going work on the annual Facilities Renewal Program (FRP) <ul style="list-style-type: none"> ○ Regularly assess the facility conditions and evolving educational needs to inform the annual Facilities Renewal Program submission to the Board and Ministry ○ Prioritize preventative maintenance and facility upkeep to address any potential safety concerns and modernize facilities, and maintain a conducive learning environment ○ Complete projects under the minor capital project plan approved by the Board and submitted to the Ministry in April 2024 ○ Examples of focus areas: roofing upgrade, boiler replacement, building painting, paving renewal, lab ventilation and dust extraction ○ Continue to review and update best practices for the operations and rental departments, with the goal to continue providing high standard of services in operations and custodial services ○ Continue construction for two seismic upgrade projects at Dixon and DeBeck and one seismic replacement at Diefenbaker ○ Complete construction for approved childcare facilities at Spul'u'kwuks and Garden City
Objective Three: Implement the 2020 Maintenance Review recommendations to optimize service delivery and improve the quality and timeliness of maintenance to our facilities	
<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Implemented succession plan for the retirement of the Executive Director to ensure business continuity of Facilities Services and RPT under the two Directors 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Continue collaboration with the HR Department in addressing staffing shortages ○ Continue commitment to enhance the responsiveness to requests from schools and departments

<ul style="list-style-type: none"> ○ Continued optimization of the AssetPlanner work order system, streamlining maintenance processes and enhance efficiency 	<ul style="list-style-type: none"> ○ Continue implementation and regular updates of the preventative maintenance program aiming at preserving the longevity and functionality of our facilities ○ Develop and implement Standard Operating Procedures where possible across Facilities Services Department
<p>Objective Four: Implement strategic recommendations in the Long-Range Facilities Plan</p>	
<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Conducted annual update for student enrolment, projected space requirements and cost estimates on the Long Range Facilities Plan and Five Year Capital Plan ○ On-going communication with Ministry regarding district facility needs, including city centre classroom additions and new space needs ○ Completed two seismic upgrade projects at Whiteside and Bridge Elementary School ○ Completed two city centre school classroom addition projects at Brighthouse (6 classrooms) and Cook (5 classrooms) ○ Completed four childcare facilities at Whiteside, McKinney, Bridge and Adult Education Centre providing over 200 new spaces ○ Allocated spaces for Indigenous Gathering Space for Kidd Elementary and Boyd Secondary 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Long Range Facilities Plan (LRFP): <ul style="list-style-type: none"> ○ Plan to complete LRFP update early 2025 in light of recent housing legislation changes and student enrolment growth in Richmond ○ Review district programs to optimize facility utilization within the district ○ Expand childcare operations: <ul style="list-style-type: none"> ○ Design underway for two new childcare facilities at Spul'u'kwuks and Garden City, targeted completion for September 2025 ○ City Centre school capacity expansion strategy: <ul style="list-style-type: none"> ○ Complete approved classroom additions at Talmey (6 classrooms) and Tomsett (9 classrooms) ○ Investigate future site acquisition for two new city centre schools
<p>Objective Five: Work collaboratively with the Ministry of Education to accelerate seismic upgrading of our schools</p>	
<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ DeBeck Elementary seismic upgrade was approved in February 2023 ○ Dixon Elementary seismic upgrade was approved in September 2023 ○ Diefenbaker Elementary seismic replacement was approved in July 2024 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Targeted completion of DeBeck and Dixon seismic upgrade projects ○ Commence design and construction for Diefenbaker seismic replacement project ○ Collaborate with the Ministry on concept plans and business cases for future seismic mitigation projects at a number of schools, including Talmey, Blundell, McNair, Westwind and McRoberts

Objective Six: Create learning environments that are flexible and support inclusive educational practices	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> Continued collaboration with Education Services and schools to identify student learning needs, ensuring the creation of flexible and inclusive learning environments for all students 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> Continue collaboration with Education Services and schools to ensure the provision of flexible and inclusive educational spaces as needed

Goal Three: The district fosters energy efficient and environmentally sustainable facilities and practices	
Objective One: Develop and implement a five-year Sustainability and Climate Action Plan	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> Developed and implementing DSCAP <ul style="list-style-type: none"> Primary focus was on balancing energy efficiency with ventilation recommendations to mitigate against COVID-19 through best practices with the HVAC systems Used ECO-Wise educational programs to support schools to promote positive student behavior changes for more sustainable living Ongoing training of “Green Teams” to maintain outdoor learning spaces for multiple elementary schools 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> The district is committed to ongoing implementation of the DSCAP throughout the 2024-2025 school year Looking ahead, planning for an updated DSCAP to align with the next iteration of the District Strategic Plan
Objective Two: Improve energy efficiency, climate resiliency and sustainability of all facilities through capital improvements	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> Worked with facility planners and project managers to embed sustainability features where appropriate in capital projects <ul style="list-style-type: none"> Successfully incorporated energy efficiency measures into the business cases for the DeBeck and Dixon seismic upgrade projects Collaborated with FortisBC and BC Hydro to identify incentive funding opportunities to support energy efficiency options in both major and minor capital projects Integrate sustainability initiatives and energy efficiency measures into major capital project business cases, including DeBeck and Dixon seismic upgrade projects 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> Maintain collaboration with the Richmond Project Team to continue and refine the standard operating procedures that integrate energy efficiency and sustainability measures into both minor and major capital projects <ul style="list-style-type: none"> Align Clean BC requirements for new construction projects for the new Diefenbaker Elementary replacement project Continuously enhance building Heating Ventilation Air Conditioning (HVAC) systems through a systematic 10-site rotation, optimizing operations by adjusting set points, schedules, sensor updates, and actuator repairs, to achieve electricity and natural gas savings

	<ul style="list-style-type: none"> ○ Upgrade electrical infrastructure at the Facilities Services Centre and procuring two electric buses by December 2025 ○ Complete three LED lighting replacement projects
<p>Objective Three: Implement sustainable practices and programs to improve waste diversion rates, reduce waste generation, reduce greenhouse gas emissions, conserve water and promote climate action</p>	
<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Provided PowerBI data to schools on request for Green Team development of behaviour change programs ○ Continuous promotion of DSCAP and behaviour change work with school Eco-Wise teams as part of our Energy Wise obligations of the Energy Wise Network (of school districts, Fortis BC, and BC Hydro) ○ Completed the majority of the replacement of lead containing water piping that eliminated the water flushing in schools 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Sustain the progress of the implementation of Zero Waste Strategy to further reduce waste diversion rates and waste generation through waste audits, smart sensors, and behaviour change campaigns ○ Maintain the utilization of the PowerBI solid waste tracking system to identify areas where enhancements in waste management practices can be made ○ Continue to implement the Fleet Electrification Plan goals by providing business cases and options for fleet replacements on annual basis ○ Continue lead in water testing across all sites to confirm potable water quality
<p>Objective Four: Increase sustainability education and awareness training and learning opportunities for staff and students</p>	
<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ On-going Professional Development Opportunities and Student Activities <ul style="list-style-type: none"> ○ On-going presentations to various stakeholder groups during Professional Development Days on Sustainability and Climate Action initiatives that require stakeholder support, including RASA, RDPA, Green Teams, CUPE and RTA at least twice per year ○ Structure student-led Eco-Wise Cafes for schools and students to present their sustainability initiatives ○ Worked with the teacher consultant (science and sustainability) on Energy Wise and Eco-Wise initiatives for increased sustainability training and awareness in schools 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Ongoing community engagement through the Richmond Sustainability Advisory Committee (RSAC) meetings and Eco Wise Cafes ○ Continue the collaboration with the Teacher Consultant Science and Sustainability on programs and initiatives aimed at fostering greater sustainability awareness within schools ○ Develop a more user-friendly dashboard of energy and sustainability data for each school

4

STRATEGIC PRIORITY 4
A Progressive Workplace

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



STRATEGIC PRIORITY FOUR - A PROGRESSIVE WORKPLACE

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

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

Progress Towards Goals 2023-2024:

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

Areas of Focus 2024-2025:

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

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

Progress Towards Goals 2023-2024:

- Provide EDI and 2SLGBTQ+ workplace training to management staff
 - Introductory workshop for management staff, where 68% of attendees articulated a desire for more learning in this area
- Build a plan for professional learning activities
- Planning for additional learning opportunities will proceed in the fall of 2023 in collaboration with executive staff

Areas of Focus 2024-2025:

- Continue to provide reconciliation, EDI and 2SLGBTQ+ workplace training to management staff
- Continue to offer professional learning activities focusing on reconciliation, EDI and 2SLGBTQ+ education

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

Progress Towards Goals 2023-2024:

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

Areas of Focus 2024-2025:

- Connect professional learning opportunities to results of anti-racism audit
- Collect and review feedback on professional learning sessions offered
- Continue to offer antiracism workshops to all employees
- Continue to provide training and support for all administrators and managers to effectively support their

	staff in difficult situations related to equity, diversity, and inclusion in the workplace
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Goal Two: Professional learning, leadership and skill development for all staff is promoted, encouraged, and supported	
Objective One: Develop human resources plans to ensure equity of access and continuity of learning, skill development and training for all	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> ○ Identify previous professional learning opportunities <ul style="list-style-type: none"> ○ Summary report developed, highlighting breadth and depth of professional learning opportunities across the district; gaps in various areas/employee groups identified ○ Identify current professional learning priorities <ul style="list-style-type: none"> ○ Review of strategic plan learning priorities, mapped by year and department ○ Build multi-year plan <ul style="list-style-type: none"> ○ Consolidation of strategic plan priority areas; identification of departmental objectives 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> ○ Identify previous professional learning opportunities ○ Identify current professional learning priorities ○ Implementation of multi-year plan
Objective Two: Design a comprehensive leadership development plan across the district	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> ○ Research best practices <ul style="list-style-type: none"> ○ Reviewed practices from other school districts, and other public sector employers ○ Gather data to inform plan <ul style="list-style-type: none"> ○ Continue to consult with and survey employee groups 2024-2025 ○ Identify potential funding sources <ul style="list-style-type: none"> ○ Consolidate listing of professional learning budgets across departments; results will be incorporated into internal management support documentation to support leadership development 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> ○ Identify leadership development needs throughout the district and align professional development offerings to each employee group and area of need ○ Collaborate with executive team members on leadership needs across departments

Goal Three: Employee health and well-being is valued and supported within a culture of caring	
Objective One: Define the district's Foundations of a Healthy Workplace pillars	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> ○ Develop vision through research and stakeholder consultation <ul style="list-style-type: none"> ○ Vision and branding developed, shared with stakeholders and management teams ○ Develop communication plan <ul style="list-style-type: none"> ○ Regular communications and feedback cycle developed and implemented ○ Establish regular input opportunities with stakeholders <ul style="list-style-type: none"> ○ Regular meetings established; feedback processes engaged 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> ○ Continue regular input opportunities with stakeholders
Objective Two: Identify the primary areas of focus to grow or enhance existing supports	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> ○ Identify participation in current offerings <ul style="list-style-type: none"> ○ Participation rates summarized and distributed to board and stakeholder representatives ○ Consult with stakeholders on experience with current offerings <ul style="list-style-type: none"> ○ Regular meetings established; feedback cycles engaged ○ Develop plan for future offerings <ul style="list-style-type: none"> ○ Draft 2024-2025 plan developed; engaged with stakeholders for consultation ○ Develop feedback process <ul style="list-style-type: none"> ○ Regular survey cycles engaged 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> ○ Identify participation in current offerings ○ Consult with stakeholders on experience with current offerings ○ Develop plan for future offerings ○ Implement cyclical feedback processes
Objective Four: Provide opportunities for employees to engage in health and well-being activities	
Progress Towards Goals 2023-20234 <ul style="list-style-type: none"> ○ Identify additional offerings <ul style="list-style-type: none"> ○ Alignment with external campaigns and organizations underway; plans developed for 2024-2025 ○ Consult with stakeholders 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> ○ Identify additional offerings aligned with vision document ○ Consult with stakeholders; incorporate feedback as appropriate ○ Create additional access points for employees to apply for Healthy Workplace Initiative Grants

<ul style="list-style-type: none"> ○ Regular meetings established, brainstorming for additional areas of focus for 2024-2025 school year 	
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Goal Four: High quality staff with growth potential are recruited and retained in all positions across the district

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

<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Research best practices <ul style="list-style-type: none"> ○ Other organizations and current internal best practices were considered in relation to EDI principles; listing of best practices consolidated and shared across HR recruiters ○ Provide professional learning opportunities <ul style="list-style-type: none"> ○ Created listing of relevant HR professional learning for all HR staff with recruitment responsibilities; created shared document for attendees to share learnings from each session across the recruitment team; created requirement that HR staff with recruitment responsibilities attend at least one professional learning session each school year ○ Analyze current screening strategies and identify areas for growth <ul style="list-style-type: none"> ○ Templates created for use across team, hiring checklists utilized, digital tools utilized to improve efficiency 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Provide professional learning opportunities ○ Analyze current screening strategies and identify areas for growth ○ Continue to creatively work with post-secondary institutions to offer opportunities to potential employees
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Objective Three: Provide opportunities for management staff to build and enhance their assessment and hiring capabilities

<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Determine skills gaps and areas of interest <ul style="list-style-type: none"> ○ Survey currently under development, to be distributed to managers and administrators in fall 2023 ○ Provide resources and professional learning opportunities and monitor use 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Determine skills gaps and areas of interest ○ Provide resources and professional learning opportunities and monitor use
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<ul style="list-style-type: none"> ○ Development of training modules for administrators and managers to use and access in interviewing processes; ongoing in 2023-2024 	
<p>Objective Four: Highlight and promote our District as an employer of choice</p>	
<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Conduct research in relation to other districts <ul style="list-style-type: none"> ○ Findings highlight how SD38 differentiates itself from other districts/employers: Strong focus on the learner, inclusion, collaboration, and meaningful contribution; Professional development and mentoring opportunities offered to employees year-round; Specialty Programs include trades apprenticeship programs in automotive mechanics, plumbing, cooking (not referenced by other districts) ○ Gaps and areas for improvement identified, such as: expanding the Community Culture or Regional Diversity profile of the district; including more detailed information on languages identified in schools, percentage of students designated ESL e.g., the district could strengthen messaging relating to diversity and multiculturalism ○ Promote RSD at employment related events <ul style="list-style-type: none"> ○ Submitted application to BC’s Top Employer Selection process ○ Sourcing low-cost, high impact district branding material for giveaway and promotion. ○ Analyze and enhance access to employee services <ul style="list-style-type: none"> ○ Activate during 2023-2024 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Promote RSD at employment related events ○ Analyze and enhance access to employee services ○ Promote RSD as an employer of choice through various social media platforms and the district website
<p>Goal Five: All staffing allocations are determined equitably, responsibly, and responsively</p>	
<p>Objective One: Analyze and refine current staffing allocation processes</p>	
<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Conduct research 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Continue to analyze current staffing processes and identify areas for growth

<ul style="list-style-type: none"> ○ Collected information from comparable school districts to learn and compare with others' experiences ○ Surveyed management staff to understand current experiences with allocation formulas, or lack thereof ○ Analyze current staffing processes and identify areas for growth <ul style="list-style-type: none"> ○ Reviewed categories of positions currently allocated by formula, and categories of positions without formula allocation at this time; prioritized listing of positions for consideration under this priority 	
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Goal Six: The district has effective risk management policies and practices in place to ensure safety and stability	
Objective One: Conduct a review to identify, assess and prioritize current and potential risk factors	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> ○ Following the initial enterprise risk assessment and establishment of the enterprise risk management policy, implemented a regular review and reporting cycle to continuously assess and update enterprise risk registers and enterprise risk mitigation strategies and procedures ○ Reviewed and updated the enterprise risk registers for a number of departments, including IT, Facilities, RPT, Finance, Communication, HR and International Education 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> ○ Continue to update the enterprise risk registers and enterprise risk mitigation strategies and procedures for Education Services, Senior Team and Board of Education
Objective Two: Develop risk mitigation plans and embed them in policy to manage and address risk	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> ○ Adopted a periodic review and reporting cycle for on-going enterprise risk assessment and monitoring ○ Initiated regularly review and update of the enterprise risk registers 	Areas of Focus 2024-2025: <ul style="list-style-type: none"> ○ Continue to implement the periodic risk assessment and monitoring cycle through regular enterprise risk register review and updates within various functions of the district ○ Continue the work to integrate risk management policies and best practices into operations with the goal of proactive enterprise risk management ○ Ongoing review and update relevant policies and procedures to support the goal of proactively managing enterprise risks

5

STRATEGIC PRIORITY 5 A Connected Learning Community

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



STRATEGIC PRIORITY FIVE - A CONNECTED LEARNING COMMUNITY

Goal One: External communication practices effectively serve and inform the public	
Objective One: Develop and implement communications guidelines and cohesive design standards	
Progress Towards Goals 2022-2023: <ul style="list-style-type: none"> ○ Annual review of district and school documents indicate consistent and appropriate use of guidelines and design standards 	Progress Towards Goals 2022-2023: <ul style="list-style-type: none"> ○ Annual review of district and school documents indicate consistent and appropriate use of guidelines and design standards
Objective Two: Utilize analytics to improve district and schools' websites to enhance the user experience	
Progress Towards Goals 2022-2023: <ul style="list-style-type: none"> ○ Provide reports to communications team to ensure best and current practices are being used ○ Provide reports and feedback mechanism to school administrators and those responsible for website and social management to ensure best and current practices are being used 	Progress Towards Goals 2022-2023: <ul style="list-style-type: none"> ○ Provide reports to communications team to ensure best and current practices are being used ○ Provide reports and feedback mechanism to school administrators and those responsible for website and social management to ensure best and current practices are being used
Goal Two: Internal communication practices effectively improve collaboration and productivity	
Objective One: Complete a comprehensive intranet review and implement improvements to internal communications	
Progress Towards Goals 2022-2023: <ul style="list-style-type: none"> ○ Develop a governance structure for a district intranet ○ Identify future intranet technology platform 	Areas of Focus 2023-2024: <ul style="list-style-type: none"> ○ Review and assess current technology and systems used for communication in the district ○ Consult and survey staff and stakeholders ○ Review feedback and identify needs regarding district intranet
Objective Two: Implement, train, and support a district-wide platform that effectively delivers communication while promoting collaboration and connection	
Progress Towards Goals 2022-2023: <ul style="list-style-type: none"> ○ Design Intranet User Interface <ul style="list-style-type: none"> ○ Develop a user-friendly and visually appealing interface for the district-wide intranet, ensuring that it is intuitive and accessible for all users ○ Test platform to identify and resolve issues <ul style="list-style-type: none"> ○ Open the intranet to staff and conduct rigorous testing of the platform to detect and address any technical or usability issues, ensuring a smooth and trouble-free user experience 	Areas of Focus 2023-2024: <ul style="list-style-type: none"> ○ Provide training sessions that ensure consistent understanding and application of internal communication platforms. ○ Develop additional tutorial resources

<ul style="list-style-type: none"> ○ Develop tutorial resources <ul style="list-style-type: none"> ○ Create comprehensive tutorial materials, including user guides and instructional videos, to assist staff members in effectively navigating and utilizing the intranet platform ○ Launch platform <ul style="list-style-type: none"> ○ Officially roll out the district-wide intranet platform to all users, accompanied by training sessions and ongoing support to facilitate a successful transition and promote collaboration and connection among staff members 	
<p>Objective Three: Improve distribution strategies and practices</p>	
<p>Progress Towards Goals 2022-2023:</p> <ul style="list-style-type: none"> ○ Identify and assess all-staff communication channels at district level and recommend opportunities for improvement ○ Continually apply best practices and communication standards for internal communications 	<p>Areas of Focus 2023-2024:</p> <ul style="list-style-type: none"> ○ Monitor and provide reports to communications and department leads to ensure best and current practices are being used ○ All staff receive consistent, scheduled, informative and measurable communication
<p>Goal Three: Our students’ voices and perspectives are valued, encouraged, and embedded</p>	
<p>Objective One: Create a variety of ongoing opportunities to activate student voice to provide ideas, and observations and input to school and district decision-making</p>	
<p>Progress Towards Goals 2023-2024:</p> <ul style="list-style-type: none"> ○ Focused on expanding diverse representation as part of the Student Working Group ○ Increased number and type of platforms for engaging student voice at the school-level and broadened how these opportunities are promoted ○ Design framework for management staff to identify means to activate student voice – deferred to 2024/25 ○ Provided professional learning opportunities for staff to engage student voice, while increasing the number and diversity of students presenting these sessions ○ Hosted a district-wide Student Voice Forum in Spring 2024 	<p>Areas of Focus 2024-2025:</p> <ul style="list-style-type: none"> ○ Continue to expand diverse representation at Table 38 events ○ Continue to increase the number and type of platforms for engaging student voice at the school level and broaden how these opportunities are promoted ○ Design a framework for management staff to identify means to activate student voice in business departments ○ Continue to provide professional learning opportunities for staff to engage student voice by increasing the number and diversity of students presenting these sessions ○ Build upon for 2025, the district-wide Student Voice Forum in the Winter of 2025

Objective Two: Increase engagement and collaboration between students, staff, and trustees	
Progress Towards Goals 2023-2024: <ul style="list-style-type: none"> ○ Provided formal and informal opportunities for trustees to interact with a variety of students 	Areas of Focus 2024-2025 <ul style="list-style-type: none"> ○ Continue to provide formal and informal opportunities for trustees to interact with a variety of students via the Student Voice Forum, Table 38 Dinner and school visits

Report to the Board of Education (Public)

Date: September 25, 2024
From: Christel Brautigam, Assistant Superintendent
Subject: **Diversity, Equity and Inclusion Advisory Committee Annual Update**

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

INTRODUCTION

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

STRATEGIC PLAN REFERENCES

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

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

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

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

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

BACKGROUND

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

Those priorities are:

- Develop an Employee Focused DEI (Diversity, Equity and Inclusion) Implementation Strategy
- Develop a Student Focused DEI Implementation Strategy
- Support All Schools and Facilities to be Safer and Braver Spaces
- Ensure That Clear Reporting Guidelines for Incidents Causing Harm, such as Discrimination, Racism,

and Sexual Harassment are Implemented, Including Measures to Make Reporting Safer, and to Provide Clarity Regarding All Steps That will be Followed in the Process

- Increase Student Voice and Leadership in DEI Initiatives
- Update and/or Develop District Policies and Regulations with Clearly Articulated DEI Principles and Reader Accessibility
- Engage in Decolonizing Practices
- Develop Inclusive Support Materials for the Parent/Caregiver Community Including Parent Advisory Councils

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

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

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

UPDATE ON ESTABLISHED PRIORITIES

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

In the 2023/24 school year the DEI AC collected feedback in the form of a survey to ascertain progress on the established priorities specific to secondary students and employees. The analysis of the feedback informs this report, as it shapes many of the next steps and areas of focus. Data from the aforementioned survey was shared as part of the Strategic Priority 1 and 2 Quarterly Update in December, 2023 [linked here](#) beginning on page 23. Themes elicited from the written portions of the survey are included in the appropriate priority area in the tables below.

Priority: Develop an Employee Focused DEI Implementation Strategy	
Strategic Plan Connections	
<p>Strategic Priority 2, Goal 2 The district actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation and socioeconomic status.</p> <p>Objectives 1-4</p> <ul style="list-style-type: none"> • Develop a plan to address the identified district challenges related to systemic discrimination and marginalization. • Enhance awareness and understanding of unconscious bias and privilege and how they influence interactions throughout our learning community. • Support students and staff to develop a deeper understanding of the history and impacts of systemic discrimination. • Ensure students and staff have access to current and relevant learning resources that reflect the diversity of, and the challenges faced by, our community and the world. <p>Strategic Priority 4, Goal 1 Inclusion, equity, and diversity are foundational to employment at every level of the district.</p>	
Actions in Progress	Timeline
Framework for school self-evaluation via an equity audit shared with school leaders	Ongoing
DEI learning continuum for all the Richmond Leadership Team (RLT) since 2020 to support leadership on a wide variety of topics from a DEI lens.	Ongoing
Provision of opportunities for reflection and learning at every Pro-D day, after school workshops, and book clubs for all employee groups.	Ongoing
Evaluation of current resource collections in book rooms and Libraries through the following initiatives: <ul style="list-style-type: none"> • Mirrors and Windows – rethinking secondary school book rooms • Library Audits – elementary and secondary • Indigenous Resources in Libraries and selection training for teacher-librarians • Antiracism Book Bundles in libraries • First People’s Collection Project, piloted in 3 schools (McNeely, Tomsett, and Boyd) this year 	Ongoing
Inquiry Grants in the areas of JEDI (Justice, Equity, Diversity and Inclusion), and Truth and Reconciliation are increasing in depth with focused guidance from teacher consultants	Ongoing
Partnerships with UBC to build capacity with existing leaders, new teacher leaders and beginning teachers through the development of an MEd Program in JEDI and the JEDI Teacher Education Cohort	Ongoing
Antiracism onboarding workshops for all TTOCs and new teacher hires	Started Fall 2023 and ongoing
Continue to contract a part time antiracism consultant to support the DEI goals of the district and strategic plan for 2024/25 school year	Ongoing

Next Steps	
<p>Feedback from partner groups includes requests to keep providing learning and training opportunities. Learning and training that has been provided has been received with gratitude and requests for more. This will continue through the avenues already provided, a 2nd annual district-wide Indigenous focused non-instructional day in May 2025, and in working closely with the antiracism specialist again for 2024/25 to support;</p> <ul style="list-style-type: none"> • Building more learning and training opportunities for staff groups based on their departmental needs with a focus on staff who interact regularly with the public • Further developing restorative processes • Problem solving from an equity lens • Further developing understandings of behaviours that cause harm • Empathy and support strategies when a harmful incident is reported • Increased awareness of bias/unconscious bias for all employee groups • Providing onboarding antiracism training for new employees • Continued consultation with Rights Holders from First Nations in responding to acts of Anti-Indigenous racism • Scaffolded learning supports to tailor learning needs to specific employee groups and individuals’ learning continuums • Look at underrepresented topics and include them in learning opportunities. Examples include antisemitism, ableism, neurodivergence 	2024/25
Previously Completed Actions	Timeline
Organizational DEI Audit has provided a baseline from which to develop an implementation strategy for employees	Completed 2020
Provided two sets of antiracism posters to be hung in all school buildings and all business departments throughout the district	Completed
Three-part training on anti-discrimination and antiracism for all the Richmond Management and Professional Staff (RMAPS) from Bakau Consulting	Completed 2022/23
Provided overview to Principals and Vice Principals (PVP) regarding Ministry of Education and Childcare’s (MECC) K-12 Antiracism Action Plan and Antiracism Teacher Resource Guide	Completed Winter 2023
Contract a part time antiracism consultant to support the DEI goals of the district and strategic plan	Implemented Fall 2023
Professional Development opportunities at District Convention, and District wide ProD and Lunch and Learns as requested from various schools: Anti-Bias Education, ‘The Other People’, Anti-Racism 101, Anti-Black Racism with D. Lord	2022/23 and Ongoing
DEI Calendar developed and posted on the district website, and distributed to all schools and departments	Completed annually
Expanded monthly calendars shared in RLT bulletin with description of multifaith dates and dates of recognition and relevant links to further information.	Completed annually
Multifaith Society Link purchased and shared with schools and departments. License purchased until end of 2026 calendar year for distribution to parent community, etc: SD38-Multifaith Society Calendar	Completed

Priority: Develop a Student Focused DEI Implementation Strategy	
Strategic Plan Connections:	
<p>Strategic Priority 2, Goal 2 The district actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation and socioeconomic status.</p> <p>Objectives 1-4</p> <ul style="list-style-type: none"> • Develop a plan to address the identified district challenges related to systemic discrimination and marginalization. • Enhance awareness and understanding of unconscious bias and privilege and how they influence interactions throughout our learning community. • Support students and staff to develop a deeper understanding of the history and impacts of systemic discrimination. • Ensure students and staff have access to current and relevant learning resources that reflect the diversity of, and the challenges faced by, our community and the world. <p>Strategic Priority 5, Goal 3 Our students’ voices and perspectives are valued, encouraged and embedded.</p> <p>Objective 1 Create a variety of ongoing opportunities to activate student voice to provide ideas, observations and input to school and district decision-making.</p>	
Actions in Progress	Timeline
Student voice elicited through several workshops, student voice groups and inquiry grants for students to explore identity of self and others, to find commonality, and to learn about stories of others. The recent DEI survey indicates that students and employees are growing knowledge and comfort in sharing their identities more fulsomely.	Ongoing
Held the 2 nd annual Student Voice Forum to engage a diversity of student voices	Began Spring 2023
Supporting curriculum and opportunities that highlight and support students such as the Canadian Black History 12 BAA course (Student voice and engagement has been critical for the development of these opportunities).	Ongoing
Supporting Educators: <ul style="list-style-type: none"> • Providing resources teachers can use to enhance student engagement in antiracism learning, understanding and language • Encouraging learning about the diversity of celebrations in the local community and around the world • Empowering and building teacher capacity through consultant workshops and resources to enhance teachers’ abilities to teach with equity • Inquiry Grants focus on building learning and understanding for building a sense of belonging for students such as the JEDI (Justice, Equity, Diversity and Inclusion) space at SLSS 	Ongoing
Next Steps	
Further develop learning supports to; <ul style="list-style-type: none"> • Involve students in the development of learning processes around the definitions of discriminatory or harmful acts and the responsibility of bystanders 	2024/25 School Year

<ul style="list-style-type: none"> • Continue to develop student understandings of what constitutes racism • Involve learning about terminology related to DEI work and why accurate vocabulary use is important • Continue to develop historical understandings of systemic marginalization particularly within the local and national context • Support students’ ability to discern the information they receive online, particularly about world events, and to be critical, responsible consumers of information 	
Previously Completed Actions	Timeline
“The Other People” invited to schools to engage in forum and Q&A to help students understand diversity	2022/23 School Year
Students are formal representatives on the DEI AC, SOGI AC and IEAC	Ongoing

Priority: Increase Student Voice and Leadership in DEI Initiatives	
Strategic Plan Connections	
<p>Strategic Priority 2, Goal 1 District learning environments are equitable and inclusive.</p> <p>Objective 1 Support all learners to develop a sense of connection, belonging and positive personal and cultural identity by conducting focus groups with students to gain understanding of their sense of connection, belonging, and personal and cultural identity and what might be done to enhance and support the development of these feelings.</p> <p>Strategic Priority 2, Goal 2 The district actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation and socioeconomic status.</p> <p>Objectives 2-3</p> <ul style="list-style-type: none"> • Enhance awareness and understanding of unconscious bias and privilege and how they influence interactions throughout our learning community. Create student focus and leadership groups to gather student perspective and create leadership opportunities to make bias and privilege visible • Support students and staff to develop a deeper understanding of the history and impacts of systemic discrimination. Create student leadership groups to examine and discuss and highlight the history and impacts of systemic discrimination and how to educate their peers. <p>Strategic Priority 5, Goal 3 Our students’ voices and perspectives are valued, encouraged and embedded.</p> <p>Objectives 1-2</p> <ul style="list-style-type: none"> • Create a variety of ongoing opportunities to activate student voice to provide ideas, observations and input to school and district decision-making. • Increase engagement and collaboration between students, staff and trustees. 	
Previously Completed Actions	Timeline
Include student representation on the Indigenous Education Advisory Committee (IEAC)	Completed
Involve students in developing a process to gather data on the effectiveness of DEI initiatives such as the 2023/24 DEI secondary student survey	Ongoing
2 nd annual Student Voice Forum held this spring	Spring 2024

Two new Indigenous Gathering Spaces with students' input to Indigenize space	2023/24 School year
Students are formal representatives on District DEI AC, SOGI AC and IEAC	Ongoing
Actions in Progress	Timeline
Student voice elicited through several workshops and student voice groups for students to explore identity of self and others, to find commonality, and to learn about stories of others	Ongoing
Student voice elicited through surveys	Winter 2024
Table 38 focus on belonging	2023/24
Next Steps	
Conduct focus groups to involve students in co-constructing DEI initiatives	2024/25 School Year
Involve students in reducing discrimination and harm and increasing safety and belonging	
Work with students to be active voices in the development of mental health supports and monitor if it is making a difference	
Discuss data sources with students in a meaningful way to provide context for and a deeper understanding of the data available (from student learning surveys, audit reports, inquiry grants)	
All the above support the desire from students to have more focus groups to discuss issues that matter to them in all matters of schooling	

Priority: Support All Schools and Facilities to be Safer and Braver Spaces	
Strategic Plan Connections	
<p>Mission Statement: The Richmond School District's mission is to cultivate a safe, accepting and engaging community that inspires a passion for lifelong learning. Safety, acceptance and engagement are fundamental to the Richmond School District, and are the foundation of what we model, teach and do to ensure the development of lifelong learners and leaders. It is our responsibility to ensure that all our students and staff enjoy and benefit from their time with us and are supported to reach their full potential.</p> <p>Values Statement: The values that guide our work together to achieve our vision and mission are: collaboration, creativity, curiosity, resilience, respect and equity for all. RESPECT We believe respect is the foundation of a safe, accepting and engaged environment. It is expected and encouraged from all members of our learning community. It defines how we lead, teach and learn.</p>	
Actions in Progress	Timeline
Exploring affinity spaces and how they can be used to create safer/braver spaces for all	Ongoing
Student focus groups conducted with the theme of building belonging	Ongoing
Student Voice Forum provided a safer and braver space for diverse youth to share their views in a supported environment	Annual
Explore the development of JEDI teams in schools to support and extend learning in all areas connected to justice, equity, diversity and inclusion and ensure the team includes membership from CUPE, RASA, RTA, parents, and students	Ongoing

Next Steps	
In collaboration with the DEI AC, and with additional feedback from partner groups, develop a clear definition of what is meant by safer and braver spaces in SD38 for students, parents and employees	2024/25 School Year
Support students who report feeling excluded and use their voice to develop structures and processes that improve the feeling of belonging across all district spaces. This includes developing processes to determine effectiveness of changes made	
Develop a DEI policy that incorporates expected behaviours and processes	
Continue student voice forums and student focus groups	
Increase the number of JEDI spaces in the district	
Musqueam Artist, Deanna Point has been commissioned to complete a mural of an oral story which depicts a girl transforming into a Wolf. There will be a student section beside the mural where students will participate in creating the surrounding environment with their own creation of salmon in the ocean. Deanna will draw the template for each salmon, and the students will fill in each salmon with their own creative expression.	
Support effective dialogue strategies so that conversations about local and global issues can take place safely, openly and with respect for all and with an anti-oppression lens	
Previously Completed Actions	
Board approval for two more Indigenous Gathering Spaces	Timeline Winter 2023
Presentation to Principals and Vice Principals about prayer spaces/sanctuaries	Winter 2023
JEDI Space created at SLSS	Complete
The first student “Ifthar” was held at a secondary school this past Ramadhan for students and staff to learn about Ramadhan and fasting. This has become an annual event.	March 2023

Priority: Ensure That Clear Reporting Guidelines for Incidents Causing Harm, such as Discrimination, Racism, and Sexual Harassment are Implemented, Including Measures to Make Reporting Safer, and to Provide Clarity Regarding All Steps That will be Followed in the Process
Strategic Plan Connections
<p>Mission Statement The Richmond School District's mission is to cultivate a safe, accepting and engaging community that inspires a passion for lifelong learning. Safety, acceptance and engagement are fundamental to the Richmond School District, and are the foundation of what we model, teach and do to ensure the development of lifelong learners and leaders. It is our responsibility to ensure that all our students and staff enjoy and benefit from their time with us and are supported to reach their full potential.</p> <p>Values Statement The values that guide our work together to achieve our vision and mission are: collaboration, creativity, curiosity, resilience, respect and equity for all. RESPECT We believe respect is the foundation of a safe, accepting and engaged environment. It is expected and encouraged from all members of our learning community. It defines how we lead, teach and learn.</p>

<p>Strategic Priority 2, Goal 2</p> <p>The district actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation and socioeconomic status.</p> <p>Objectives</p> <ul style="list-style-type: none"> • Develop a plan to address the identified district challenges related to systemic discrimination and marginalization. 	
Actions in Progress	Timeline
<p>Through a trauma informed lens, and based on the feedback, develop clear structures and supports for those whom incidents of discrimination, racism, sexual harassment, and other incidents of harm (such as joking and stereotyping) are reported that includes:</p> <ul style="list-style-type: none"> • Recognition of the significance of what is being reported and the potential impacts and harm caused • Following and communicating clear steps to address situations, incorporating a restorative lens and focus on positive supports to reduce incidents over time and that support learning • Appreciating that each situation is unique, provide staff with access to appropriate support to assist with how best to navigate the nuances of a particular situation with a focus on: <ul style="list-style-type: none"> ○ Mitigating harm ○ Supporting all parties to feel heard ○ Mitigating power dynamics that may be present ○ Following up afterwards with other appropriate supports and learning opportunities 	In progress
Next Steps	
Bring a draft structure to the DEI AC in 2024/25 based on the input provided, DEI AC feedback, and guidelines provided through the MECC Antiracism Action Plan	2024/25 School Year
Continue to provide more clarity and transparency on where and who to report to and what the follow up process is when there is an incident of discrimination or racism, with a focus on restorative processes, learning, and clear adherence to the Code of Conduct	
Continue to build feelings of safety and belonging in schools	
Previously Completed Actions	Timeline
Gather and review input from DEI AC, audit report and Diversity and Antiracism Working Group (DARWG) analysis as to what constitutes clear, and safe procedures	Completed in 2022/23

Priority: Update and/or Develop District Policies and Regulations with Clearly Articulated DEI Principles and Consideration of the Intended Reading Audience	
Strategic Plan Connections	
<p>Strategic Priority 2, Goal 2 The district actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation and socioeconomic status.</p> <p>Objectives</p> <ul style="list-style-type: none"> Develop a plan to address the identified district challenges related to systemic discrimination and marginalization. 	
Actions in Progress	Timeline
When updating or writing policy, consult the recommendations from the DEI audit report	Ongoing
Next Steps	
Implement policy review process	Ongoing
Update all existing policies to be aligned with the DEI Policy Checklist	Beginning Fall 2024
Complete Policy 102 Update	2024/2025
Previously Completed Actions	Timeline
Development of policy checklist to review/develop all new and existing policies with a lens of equity and inclusion is in use	Completed Fall 2023

Priority: Engage in Decolonizing Practices as Part of the Board’s Commitment to Truth and Reconciliation	
Strategic Plan Connections	
<p>Strategic Priority 1, Goal 3 Indigenous Peoples' history, perspectives, and learning approaches are embedded within district planning and practices.</p> <p>Objectives Honour and implement the Truth and Reconciliation Commission calls to action related to education.</p> <ul style="list-style-type: none"> Deepen understanding of and embed the First Peoples' Principles of Learning. Increase access to authentic learning opportunities and resources to enhance understanding of Indigenous Peoples' culture and history. 	
Actions in Progress	Timeline
Relationship building with Musqueam, including inviting more Indigenous voice and ways of being into district practices through collaboration with Musqueam	Ongoing
Musqueam representatives have started to more attend our Indigenous Education Advisory Committee (IEAC) meetings more frequently providing input and support	Ongoing
Development of Indigenous Education Council (IEC) as per Ministerial Order	Fall 2024
Inquiry Grant category for Truth and Reconciliation to focus inquiry projects in this area	Ongoing

Richmond Leadership Team has engaged in learning (since 2020) with Canadian Indigenous educators and scholars to deepen understanding of Truth and Reconciliation Commission’s (TRC) Calls to Action and decolonizing practices	2020 – present
Deepening staff understanding of decolonizing practice through learning in book club study groups focused on Indigeneity in Canada and to deepen understanding of reconciliation and decolonizing practices	2021-present
<p>Indigenous Family events:</p> <ul style="list-style-type: none"> • Community Night, November 23, 2023- 180 Attendees • Bannock and Jam-February 29, 2024-180 Attendees May 28, 2024-200 Attendees. <p>Increase in attendance in all events suggest Indigenous families are feel safer to attend. All events have increased in participation by 20 people respectively</p>	<p>December 2022 February 2023 May 2023</p>
<p>Indigenous education series for educators by teacher consultants:</p> <ul style="list-style-type: none"> • Residential School System • 60’s Scoop • Indigenous Languages, Storywork, Governance, Worldviews, Pedagogy, Cultures and Traditions • Land Acknowledgements, why and how 	Ongoing
Several workshops offered in district and through First Nations Education Steering Committee (FNESC) for secondary teachers for implementation of Indigenous Focused Grad Requirement courses for Secondary Graduation	Ongoing
Non-Instructional Day District Wide – Indigenous focus	September 2023 and May 2025
All Secondary Schools provided staffing to offer English First Peoples and BC First Nations 12 courses.	Ongoing
Each school in the district honours the tragic history of residential school in some way including the hanging of the “Every Child Matters Flag” in their school building where it can be seen / discussed by students and staff	Ongoing
Undergo reflection on policies and existing structures with a decolonizing lens	Ongoing
Build wider understanding of what it means to decolonize in educational system settings	Ongoing
Foster connection to place in district spaces including classroom learning, and land acknowledgements	Ongoing
Include healing and restorative practices when a harm is caused in wider settings	Ongoing
Curate a list of vendors for schools to use to elicit Indigenous Elders, Knowledge Keepers, performances.	Ongoing
Incorporate visual artifacts of Indigenous art and presence in our district spaces	Ongoing
All schools will engage with Salish Weave collection as part of learning Indigenous History	2023-2025
Continue to seek more frequent engagement and collaboration opportunities with Musqueam	Ongoing
Next Steps	
Focus on communication strategies that seek to decolonize and bring people into the communication including parents and the community	2024/25 School Year
Continue to increase inquiry grants in this area	

Design meetings of the Indigenous Education Advisory Committee with First Peoples' Principles in mind so there is more time to build relationship and meaningfully discuss issues	
Implement Bill 40 legislation, including establishment of the IEC	
Previously Completed Actions	Timeline
Creation of two additional Indigenous Gathering Spaces	2024
First full year of (Indigenous First Peoples Graduation Requirement) IFGR courses completed	June 2024
Indigenous Resource Selection Guide in place	2023
Salish Weave project for circulation to Schools	September 2023
Planning underway for a secondary school's Social Justice Club to gift "Every Child Matters Flag" to each school in the district to be displayed in the school in time for September 30, 2023	Fall 2023
New BCTF Professional Standard 9 shared with RLT/Teachers. Posters developed and shared with teachers/schools	2022/23
District Staff to attend "Musqueam 101" series in the fall on the Musqueam Reserve	Fall 2023
Goal to have most schools to have a k'wəməytəm in place	2023/24
Musqueam Day Professional Development-Land Based Learning	May 2024
Engaged in a series of presentations and workshops for Learning Services with an Indigenous educator and scholar to deepen understanding of reconciliation and decolonizing practices	Fall/Winter 2022/23
Musqueam members presented on May 19, 2023 Professional Day regarding local Indigenous history, maps and the Musqueam Kit (two in district). Musqueam members engaged teachers in orientation of the Resource Kit and provided teaching and overview of the hənqəmihəm language	May 2023
Musqueam invited Learning Services Director/District Administrator for a meet and greet on Musqueam Reserve and the Indigenous Success Team members engaged in a meeting with Musqueam Elders	March 2023
k'wəməytəm project "Raise a Child"	Spring 2023 start and ongoing

Priority: Develop Inclusive Supports for the Parent/Caregiver Community Including Parent Advisory Councils
Strategic Plan Connections
<p>Strategic Priority 5, Goal 1 External communication practices effectively serve and inform the public.</p> <p>Objective 3</p> <ul style="list-style-type: none"> • Provide equitable access to information. <p>Strategic Priority 5, Goal 4 The district is an engaged and collaborative community partner.</p>

Actions in Progress	Timeline	
Richmond District Parent Association (RDPA) has representation on DEI AC, SOGI AC and IEAC	Ongoing	
Presentations at PAC meetings on the topic of Truth and Reconciliation by invitation	2022/23 School Year	
Indigenous Teacher Consultant attending PAC Meetings by invitation	Ongoing	
Schools incorporate DEI Calendar of dates and acknowledgements in school communications to parents/caregivers	Ongoing	
Build understanding of the variety of equity, diversity and inclusion months and days as well as faith-based holidays and observances throughout the year to help schools and PACs plan mindfully with these events in mind	Ongoing	
Next Steps		
Work with RDPA to provide supports to PACs to; <ul style="list-style-type: none"> • Implement support systems to design culturally sensitive meetings and provide training for meeting chairs to better navigate complex conversations containing diverse views • Access resources that help PACs determine where they may be unintentionally creating barriers to involvement, and conversely, what strategies and structures may increase meaningful involvement 	2024/25 School Year	
Explore additional communication strategies with the caregiver community to build understanding of what is being taught in schools in relation to DEI, in addition to what is already shared via school and district websites and social media platforms		
Continue to find ways to keep parents informed meaningfully and to help bridge understanding, with a particular focus on accessible vocabulary and language		
Previously Completed Actions	Timeline	
Parent webinars offered by the district for parents on DEI topics such as the historical roots of racism, how to understand and accept differences in our communities	Fall/Winter 2023/24	

CONCLUSION

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

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

Respectfully submitted,

Christel Brautigam
Assistant Superintendent

Report to the Board of Education (Public)

Date: September 19, 2024

From: Maryam Naser, Assistant Superintendent
Jason Higo, District Administrator – Richmond Continuing Education

Subject: **Summer Learning 2024 Highlights**

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

BACKGROUND

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

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

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

INFORMATION

Course registrations for Summer Learning in 2024 reached a record high, surpassing 6800, compared to 5883 in 2023. The District’s Summer learning Programs prioritize inclusivity, with this past summer’s enrollment including 204 students with disabilities or diverse abilities, who were supported by resource teachers, education assistants, a counsellor, hearing and vision teachers, as well as staff within Vancouver Coastal Health. Of particular note this summer, was the addition of support for 1460 English Language Learners.

The following is a summary of the programs offered in summer 2024.

Full Credit program:

The Full Credit program was offered at Steveston-London Secondary and McNair Secondary schools, with 1461 students enrolled in a variety of Grade 10-12 courses, including Anatomy and Physiology 12, Chemistry 12, English Studies 12, Pre-Calculus 11, Physics, 11, Social Studies 10, and Science 10. Students participated either to upgrade their standing in a course, or to gain additional course credits.

A small number of students took part in academic completion courses, which are designed for those who did not successfully complete an academic course during the school year. This summer, six such courses were offered, with a combined enrolment of only 48 students. Enrollment in these courses has declined over the past several years. This is in part, due to a change in secondary timetables and revisions to the curriculum.

Inspirations program:

In 2024, this program was expanded to 11 sites and offered to students in primary grades (2-3) and lower intermediate grades (4-5). It is designed for students who have limited access to community-based programs, with a focus on social-emotional learning, hands-on activities, and exploration of core curriculum content. This summer, our staff collaborated with the Feeding Futures Program Manager to provide students with healthy snacks.

Summer Innovation program:

The Summer Innovation program, held at Cook Elementary, enrolled students in Grades 1-5 and offered a range of interdisciplinary, inquiry-based learning projects. Students used digital devices, technology, computers and applications to support their learning.

Summer Exploration program:

Offered at Cook Elementary for students in Grades 1-5, this program provided opportunities to engage in interdisciplinary, inquiry-based projects with a focus on technology and outdoor field experiences.

Summer Fine Arts:

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

Connections program:

Offered at Palmer and Burnett Secondary, this program supported Grade 7 students transitioning to Grade 8 by helping them build connections within their new school environment.

Fee Paying Camps:

This summer, we expanded our fee-paying camp offerings for students in Grades 1-6, providing opportunities to participate in activities such as Art Around the World, Badminton, Baking, Cooking and Baking, Cooking Around the World, and Creative Art.

Student Leadership Program:

This summer, we offered a Leadership Program for secondary students to develop their leadership skills by volunteering within our summer programs. A total of 80 students participated, each volunteering a minimum of 40 hours. As part of the program, students also engaged in a leadership workshop and submitted learning reflections.

CONCLUSION

In Summer 2024, we had our largest registration to date, with over 6800 student registrations, compared to 5883 in 2023. This increase reflects the growing demand for both full credit and enrichment courses. To support our growth, we continue to maintain a strong pool of teachers interested in working during the summer.

As with every year, district staff review all the Summer Learning programs to ensure they align with the Board's strategic priorities, are financially viable, and ultimately continue to meet the diverse learning interests and needs of our community.

Looking ahead to summer 2025, academic completion courses will no longer be offered due to the declining enrollment and engagement in recent years. Recent curriculum revisions, particularly in assessment, and secondary timetable changes, present new opportunities for staff to support student success during the school year, reducing the need for summer course completion.

Respectfully submitted,

Maryam Naser, Assistant Superintendent

Jason Higo, District Administrator – Continuing Education

Report to the Board of Education (Public)

Date: September 25, 2024
From: David Yang, Trustee, Chairperson of Audit Committee
Subject: **2023/24 Audited Financial Statements**

RECOMMENDATION

THAT the Board of Education (Richmond) approve the Audited Financial Statements for the fiscal year ended June 30, 2024, as presented;

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

BACKGROUND

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

KPMG LLP, the District's auditors, have completed their audit of the 2023/24 financial statements of the Richmond School District. They have expressed an unqualified audit opinion that the financial statements are complete, accurate in all material respects and prepared in accordance with accounting requirements under PSAB and *Section 23.1* of the *Budget Transparency and Accountability Act* of the Province of British Columbia.

Respectfully submitted,

David Yang
Trustee, Chairperson of Audit Committee

Attachments:
2023/24 Audited Financial Statements
Financial Statement Discussion and Analysis

Audited Financial Statements of

School District No. 38 (Richmond)

And Independent Auditors' Report thereon

June 30, 2024

School District No. 38 (Richmond)

June 30, 2024

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School District No. 38 (Richmond)

MANAGEMENT REPORT

Version: 6343-5597-3615

Management's Responsibility for the Financial Statements.

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

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

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

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

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

On behalf of School District No. 38 (Richmond)

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed



KPMG LLP
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Vancouver BC V7Y 1K3
Canada
Telephone (604) 691-3000
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INDEPENDENT AUDITOR'S REPORT

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

Opinion

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

- the statement of financial position as at June 30, 2024
- the statement of operations for the year then ended
- the statement of changes in net debt for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies (hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended June 30, 2024 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

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

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

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

Emphasis of Matter – Financial Reporting Framework

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

Our opinion is not modified in respect of this matter.

DRAFT - September 4, 2024

KPMG LLP, an Ontario limited liability partnership and member firm of the KPMG global organization of independent member firms affiliated with KPMG International Limited, a private English company limited by guarantee. Each of these entities provides services to KPMG LLP.



Emphasis of Matter – Comparative Information

We draw attention to Note 25 to the financial statements which explains that certain comparative information presented for the year ended June 30, 2024 has been restated. Note 25 explains the reason for the restatement and also explains the adjustments that were applied to restate certain comparative information.

Our opinion is not modified in respect of this matter.

Other Matter – Comparative information

As part of our audit of the financial statements for the year ended June 30, 2024, we also audited the adjustments that were applied to restate certain comparative information presented for the year ended June 30, 2023. In our opinion, such adjustments are appropriate and have been properly applied.

Other Information

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

- Information, other than the financial statements and auditor’s report thereon, included in the Financial Statement Discussion and Analysis document; and
- Unaudited Schedules 1-4 attached to the audited financial statements.

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

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

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

We have nothing to report in this regard.

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

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



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

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

Auditors' Responsibilities for the Audit of the Financial Statements

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

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

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

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

We also:

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

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

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.



School District No. 38 (Richmond)
Page 4

- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants

Vancouver, Canada

DATE

School District No. 38 (Richmond)

Statement of Financial Position

As at June 30, 2024

	2024 Actual	2023 Actual
	\$	\$
Financial Assets		
Cash and Cash Equivalents (Note 3)	158,774,436	146,770,546
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	182,755	329,107
Other (Note 4)	3,509,545	3,941,204
Portfolio Investments (Note 5)	659,252	741,904
Total Financial Assets	<u>163,125,988</u>	<u>151,782,761</u>
Liabilities		
Accounts Payable and Accrued Liabilities		
Other (Note 6)	32,022,965	28,413,892
Unearned Revenue (Note 7)	14,922,296	17,364,546
Deferred Revenue (Note 8)	9,552,242	8,186,374
Deferred Capital Revenue (Note 9)	303,824,280	283,416,877
Employee Future Benefits (Note 10)	15,046,958	13,896,234
Asset Retirement Obligation (Note 18)	24,175,727	24,175,727
Capital Lease Obligations (Note 11)	4,118,342	4,462,210
Total Liabilities	<u>403,662,810</u>	<u>379,915,860</u>
Net Debt	<u>(240,536,822)</u>	<u>(228,133,099)</u>
Non-Financial Assets		
Tangible Capital Assets (Note 12)	413,179,506	393,862,677
Prepaid Expenses	594,443	742,245
Total Non-Financial Assets	<u>413,773,949</u>	<u>394,604,922</u>
Accumulated Surplus (Deficit) (Note 20)	<u>173,237,127</u>	<u>166,471,823</u>

Contractual Obligations (Note 24)

Contingent Liabilities (Note 17)

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 38 (Richmond)

Statement of Operations
 Year Ended June 30, 2024

	2024 Budget (Note 16) \$	2024 Actual \$	2023 Actual \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	298,826,371	299,711,347	267,669,758
Other	87,917	80,586	386,849
Federal Grants	2,002,904	1,559,503	1,705,717
Tuition	20,155,758	20,621,325	16,819,979
Other Revenue (Note 21)	7,850,991	9,507,766	7,785,110
Rentals and Leases	1,617,788	1,779,538	1,537,002
Investment Income	5,597,295	6,116,361	4,911,902
Amortization of Deferred Capital Revenue	11,023,319	11,315,766	10,531,945
Total Revenue	347,162,343	350,692,192	311,348,262
Expenses (Note 19)			
Instruction	285,198,427	281,881,066	249,205,481
District Administration	8,986,569	7,950,828	7,677,771
Operations and Maintenance	50,332,711	51,942,896	48,452,457
Transportation and Housing	1,981,960	1,934,490	1,706,082
Debt Services	240,000	217,608	210,990
Total Expense	346,739,667	343,926,888	307,252,781
Surplus (Deficit) for the year	422,676	6,765,304	4,095,481
Accumulated Surplus (Deficit) from Operations, beginning of year		166,471,823	162,376,342
Accumulated Surplus (Deficit) from Operations, end of year		173,237,127	166,471,823

School District No. 38 (Richmond)

Statement of Changes in Net Debt
Year Ended June 30, 2024

	2024 Budget (Note 16)	2024 Actual	2023 Actual
	\$	\$	\$
Surplus (Deficit) for the year	422,676	6,765,304	4,095,481
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(35,992,912)	(38,118,010)	(39,830,613)
Amortization of Tangible Capital Assets	18,996,434	18,801,181	18,061,858
Total Effect of change in Tangible Capital Assets	(16,996,478)	(19,316,829)	(21,768,755)
Acquisition of Prepaid Expenses	-	(594,443)	(742,245)
Use of Prepaid Expenses	-	742,245	749,407
Total Effect of change in Other Non-Financial Assets	-	147,802	7,162
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	(16,573,802)	(12,403,723)	(17,666,112)
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		(12,403,723)	(17,666,112)
Net Debt, beginning of year		(228,133,099)	(210,466,987)
Net Debt, end of year		(240,536,822)	(228,133,099)

School District No. 38 (Richmond)

Statement of Cash Flows
Year Ended June 30, 2024

	2024 Actual	2023 Actual
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	6,765,304	4,095,481
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	578,011	119,990
Prepaid Expenses	147,802	7,162
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	3,609,073	1,444,280
Unearned Revenue	(2,442,250)	4,423,116
Deferred Revenue	1,365,868	379,259
Employee Future Benefits	1,150,724	733,573
Amortization of Tangible Capital Assets	18,801,181	18,061,858
Amortization of Deferred Capital Revenue	(11,315,766)	(10,531,945)
Total Operating Transactions	18,659,947	18,732,774
Capital Transactions		
Tangible Capital Assets Purchased	(20,931,434)	(17,247,434)
Tangible Capital Assets -WIP Purchased	(14,952,672)	(19,809,159)
Total Capital Transactions	(35,884,106)	(37,056,593)
Financing Transactions		
Capital Revenue Received	31,723,169	27,200,098
Capital Lease Payments	(2,577,772)	(2,585,784)
Total Financing Transactions	29,145,397	24,614,314
Investing Transactions		
Investments in Portfolio Investments	82,652	(4,826)
Total Investing Transactions	82,652	(4,826)
Net Increase (Decrease) in Cash and Cash Equivalents	12,003,890	6,285,669
Cash and Cash Equivalents, beginning of year (Note 3)	146,770,546	140,484,877
Cash and Cash Equivalents, end of year	158,774,436	146,770,546
Cash and Cash Equivalents, end of year, is made up of:		
Cash (Note 3)	24,152,439	23,571,980
Cash Equivalents (Note 3)	134,621,997	123,198,566
	158,774,436	146,770,546
Supplementary Cash Flow Information (Note 23)		

SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

NOTE 1 AUTHORITY AND PURPOSE

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

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

a) Basis of Accounting

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

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

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

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

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

SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

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

a) Basis of Accounting (Continued)

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

Year-ended June 30, 2023 - increase in annual surplus by \$16,668,153.

June 30, 2023 - increase in accumulated surplus and decrease in deferred contributions by \$283,416,877.

Year-ended June 30, 2024 - increase in annual surplus by \$20,407,403.

June 30, 2024 - increase in accumulated surplus and decrease in deferred contributions by \$303,824,280.

b) Cash and Cash Equivalents

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

c) Accounts Receivable

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

d) Portfolio Investments

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

e) Unearned Revenue

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

SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

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

f) **Deferred Revenue and Deferred Capital Revenue**

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

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

g) **Employee Future Benefits**

i) **Post-Employment Benefits:**

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

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

ii) **Pension Plans:**

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

SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

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

h) Asset Retirement Obligations

A liability is recognized when, as at the financial reporting date:

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

The School District's asset retirement obligations include liability for the removal of asbestos and other hazardous material in several of the buildings owned by the School District. The estimated costs have been capitalized into the carrying amount of tangible capital assets and are being amortized on the same basis as the related tangible capital asset (see Note 2(j)). Assumptions used in the calculations are reviewed annually.

i) Liability for Contaminated Sites

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

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

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

j) Tangible Capital Assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.

SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

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

j) Tangible Capital Assets (Continued)

- Donated tangible capital assets are recorded at their fair value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value. Transfers of capital assets from related parties are recorded at carrying value.
- Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.
- Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.
- Buildings that are demolished or destroyed are written-off.
- Works of art, historic assets and other intangible assets are not recorded as assets in these financial statements.
- The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events initiate the need to revise. Estimated useful lives are as follows:

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

k) Capital Leases

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

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

SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

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

l) Prepaid Expenses

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

m) Funds and Reserves

Certain amounts, as approved by the Board, are set aside in accumulated surplus for future operating and capital purposes (see Note 20 - Accumulated Surplus). Transfers to and from funds and reserves are an adjustment to the respective fund when approved (see Note 14 - Interfund Transfers).

n) Revenue Recognition

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

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

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

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

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

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

SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

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

n) Revenue Recognition (Continued)

Effective July 1, 2023, the District adopted PS3400, *Revenue*. The new accounting standard establishes a single framework to categorize revenue to enhance the consistency of revenue recognition and its measurement. The adoption of this new standard did not have a material impact on amounts presented in the financial statements.

Revenue from transactions with performance obligations is recognized when (or as) the performance obligation is satisfied (by providing the promised goods or services to a payor).

Revenue from transactions with no performance obligations is recognized when the District:

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

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

o) Expenditures

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

Categories of Salaries

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

Allocation of Costs

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

SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

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

p) Financial Instruments

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

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

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

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

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

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

q) Measurement Uncertainty

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

**SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024**

NOTE 3 CASH AND CASH EQUIVALENTS

	2024	2023
Cash – Operating Fund	\$18,894,480	\$18,986,120
Cash – Special Purpose Fund	5,257,959	4,585,860
Cash Equivalents – Special Purpose Fund	1,231	1,182
Central Deposit Investment	134,524,297	123,095,496
Investments held by Richmond Community Foundation	96,469	101,888
	\$158,774,436	\$146,770,546

During fiscal 2012, the School District transferred scholarship funds to the Richmond Community Foundation. Richmond Community Foundation will retain, invest and have disbursed scholarships on behalf of the School District, in exchange for an administration fee. The funds will be invested in pooled funds with the Foundation’s other assets.

NOTE 4 ACCOUNTS RECEIVABLE - OTHER

	2024	2023
Due from Federal Government	\$1,073,434	\$1,170,760
Due from Benefit Carrier - unrestricted deposit account	2,232,656	2,401,991
Other	203,455	368,453
	\$3,509,545	\$3,941,204

The amount due from the Benefit Carrier - unrestricted deposit account represents surplus funds in excess of the required reserves held by the Benefit Carrier.

NOTE 5 PORTFOLIO INVESTMENTS

Guaranteed Investment Certificates (GIC’s) included in portfolio investments are held with local banking institutions and earn average interest at 4.18% (2023 - 3.77%).

	2024	2023
GIC’s	\$659,252	\$741,904

SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

NOTE 6 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES - OTHER

	2024	2023
Trade payables	\$7,265,989	\$7,184,637
Salaries and benefits payable	21,773,714	18,156,118
Accrued vacation pay	2,210,936	2,416,386
Other	772,326	656,751
	\$32,022,965	\$28,413,892

NOTE 7 UNEARNED REVENUE

	2024	2023
Balance, beginning of year	\$17,364,546	\$12,941,430
Fees received	18,179,075	21,243,095
Fees recognized as revenue	(20,621,325)	(16,819,979)
	\$14,922,296	\$17,364,546

NOTE 8 DEFERRED REVENUE

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

	2024	2023
Balance, beginning of year	\$8,186,374	\$7,807,115
Changes for the year:		
Increase:		
Provincial grants - MECC	56,955,923	49,871,321
Federal grants	1,566,332	1,720,575
Other revenue	8,450,014	7,198,595
Investment income	73,745	48,248
	67,046,014	58,838,739
Decrease:		
Transfers to revenue	(65,680,146)	(58,459,480)
	\$9,552,242	\$8,186,374

SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

NOTE 9 DEFERRED CAPITAL REVENUE

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

	2024	2023
Balance, beginning of year	\$283,416,877	\$266,748,724
Changes for the year:		
Increase:		
Transfer from Deferred Revenue - capital additions	15,333,869	9,245,340
Transfer from Deferred Revenue - work in progress	14,672,196	16,251,240
Provincial grants - MECC	30,564,347	25,284,336
Other revenue	314,801	1,273,354
Investment income	844,021	642,408
	61,729,234	52,696,678
Decrease:		
Transfer to DCR - capital additions	(15,333,869)	(9,245,340)
Transfer to DCR – work in progress	(14,672,196)	(16,251,240)
Amortization	(11,315,766)	(10,531,945)
	(41,321,831)	(36,028,525)
Balance, end of year	\$303,824,280	\$283,416,877

NOTE 10 EMPLOYEE FUTURE BENEFITS

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

	2024	2023
Reconciliation of Accrued Benefit Obligation		
Accrued Benefit Obligation - April 1	\$15,035,436	\$15,838,686
Service Cost	1,239,571	1,264,163
Interest Cost	612,999	515,958
Benefit Payments	(935,130)	(1,653,217)
Actuarial (Gain) Loss	(1,192,199)	(930,154)
Accrued Benefit Obligation - March 31	\$14,760,677	\$15,035,436

**SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024**

NOTE 10 EMPLOYEE FUTURE BENEFITS (Continued)

	2024	2023
Reconciliation of Funded Status at End of Fiscal Year		
Accrued Benefit Obligation - March 31	\$14,760,677	\$15,035,436
Market Value of Plan Assets - March 31	-	-
Funded Status - Deficit	(14,760,677)	(15,035,436)
Employer Contributions After Measurement Date	151,877	216,212
Benefit Expense After Measurement Date	(466,864)	(463,143)
Unamortized Net Actuarial Loss	28,706	1,386,133
Accrued Benefit Liability - June 30	\$(15,046,958)	\$(13,896,234)

Reconciliation of Change in Accrued Benefit Liability		
Accrued Benefit Liability - July 1	\$13,896,234	\$13,162,661
Net Expense for Fiscal Year	2,021,520	2,059,891
Employer Contributions	(870,796)	(1,326,318)
Accrued Benefit Liability - June 30	\$15,046,958	\$13,896,234

Components of Net Benefit Expense		
Service Cost	\$1,235,741	\$1,258,015
Interest Cost	620,551	540,219
Amortization of Net Actuarial Loss	165,228	261,657
Net Benefit Expense	\$2,021,520	\$2,059,891

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

	2024	2023
Discount Rate - April 1	4.00%	3.25%
Discount Rate - March 31	4.25%	4.00%
Long Term Salary Growth - April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth - March 31	2.50% + seniority	2.50% + seniority
EARSL - March 31	10.4	10.4

The impact of changes in assumptions between the March 31, 2024, measurement date and June 30, 2024, reporting date have been considered and are not considered to be material.

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

SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

NOTE 11 CAPITAL LEASE OBLIGATIONS

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

	2024	2023
Macquarie Financial, with interest at 1.51%, expired Dec.1, 2023	\$ -	\$ 52,989
Macquarie Financial, with interest at 1.51%, expired March 1, 2024	-	90,263
Macquarie Financial, with interest at 1.51%, expired March 1, 2024	-	116,995
Macquarie Financial, with interest at 1.51%, expires September 1, 2024	-	49,694
Macquarie Financial, with interest at 1.51%, expires November 1, 2024	7,218	44,789
Macquarie Financial, with interest at .005%, expired June 1, 2024	-	12,532
Macquarie Financial, with interest at .005%, expires September 1, 2024	-	31,535
CSI EPC, with interest at 4.60%, expired February 1, 2024	-	46,437
CSI EPC, with interest at 3.91%, expired March 31, 2024	-	55,126
CSI EPC, with interest at 2.67%, expired May 31, 2024	-	191,762
CSI EPC, with interest at 2.67%, expires August 31, 2024	-	364,761
CSI EPC, with interest at 3.15%, expired May 30, 2024	-	148,695
CSI EPC, with interest at 3.15%, expires December 31, 2024	33,009	66,929
CSI EPC, with interest at 3.15%, expires March 31, 2025	149,832	339,919
CSI EPC, with interest at 3.95%, expires December 31, 2024	79,789	169,732
CSI EPC, with interest at 3.00%, expires February 28, 2025	170,821	345,774
CSI EPC, with interest at 3.95%, expires July 31, 2025	50,783	83,995
CSI EPC, with interest at 4.01%, expires August 31, 2025	225,140	414,512
CSI EPC, with interest at 4.01%, expires August 31, 2025	650,907	1,122,900
CSI EPC, with interest at 4.01%, expires August 31, 2025	159,139	280,929
CSI EPC, with interest at 6.01%, expires November 30, 2025	46,078	70,135
CSI EPC, with interest at 6.06%, expires February 28, 2026	67,398	89,482
CSI EPC, with interest at 5.70%, expires March 31, 2026	194,542	272,325
CSI EPC, with interest at 5.90%, expires August 31, 2027	991,221	-
CSI EPC, with interest at 5.90%, expires March 31, 2028	155,531	-
CSI EPC, with interest at 5.90%, expires March 31, 2028	159,122	-
CSI EPC, with interest at 5.90%, expires May 31, 2029	233,001	-
CSI EPC, with interest at 5.90%, expires May 31, 2028	429,856	-
CSI EPC, with interest at 5.90%, expires May 31, 2028	314,956	-
	\$4,118,342	\$4,462,210

Repayments are due as follows:

	2024
2025	\$2,406,874
2026	878,816
2027	752,341
2028	373,170
2029	41,333
Total minimum lease payments	\$4,452,534
Less amounts representing interest	334,192
Present value of net minimum capital lease payments	\$4,118,342

Total interest on leases for the year was \$217,608 (2023 - \$210,990).

SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

NOTE 12 TANGIBLE CAPITAL ASSETS

Net Book Value:

	Net Book Value 2024	Net Book Value 2023
Sites	\$55,169,613	\$55,169,613
Buildings	340,520,955	320,479,789
Furniture & Equipment	6,538,163	6,684,016
Vehicles	2,104,457	2,118,397
Computer Software	193,069	183,569
Computer Hardware	8,653,249	9,227,293
Total	\$413,179,506	\$393,862,677

June 30, 2024

Cost:	Opening Cost	Additions	Disposals/ Transfers	Total 2024
Sites	\$55,169,613	\$ -	\$ -	\$55,169,613
Buildings	583,021,437	48,230,389	-	631,251,826
Buildings - WIP	25,979,515	14,952,672	(29,670,975)	11,261,212
Furniture & Equipment	11,932,588	1,060,767	(793,556)	12,199,799
Vehicles	4,043,087	398,679	(385,850)	4,055,916
Computer Software	436,033	97,178	(92,463)	440,748
Computer Hardware	18,021,710	3,049,300	(3,534,946)	17,536,064
Total	\$698,603,983	\$67,788,985	\$(34,477,790)	\$731,915,178

Accumulated Amortization:	Opening Accumulated Amortization	Additions	Disposals	Total 2024
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	288,521,163	13,470,920	-	301,992,083
Furniture & Equipment	5,248,572	1,206,620	(793,556)	5,661,636
Vehicles	1,924,690	412,619	(385,850)	1,951,459
Computer Software	252,464	87,678	(92,463)	247,679
Computer Hardware	8,794,417	3,623,344	(3,534,946)	8,882,815
Total	\$304,741,306	\$18,801,181	\$(4,806,815)	\$318,735,672

SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

NOTE 12 TANGIBLE CAPITAL ASSETS (Continued)

June 30, 2023

Cost:	Opening Cost	Additions	Disposals/ Transfers	Total 2023
Sites	\$55,169,613	\$ -	\$ -	\$55,169,613
Buildings	563,404,802	19,616,635	-	583,021,437
Buildings - WIP	11,126,347	19,809,159	(4,955,991)	25,979,515
Furniture & Equipment	11,846,227	891,513	(805,152)	11,932,588
Vehicles	3,476,315	1,047,560	(480,788)	4,043,087
Computer Software	418,325	66,900	(49,192)	436,033
Computer Hardware	18,706,577	3,354,837	(4,039,704)	18,021,710
Total	\$664,148,206	\$44,786,604	\$(10,330,827)	\$698,603,983

Accumulated Amortization:	Opening Accumulated Amortization	Additions	Disposals	Total 2023
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	275,857,716	12,663,447	-	288,521,163
Furniture & Equipment	4,864,783	1,188,941	(805,152)	5,248,572
Vehicles	2,021,839	383,639	(480,788)	1,924,690
Computer Software	216,221	85,435	(49,192)	252,464
Computer Hardware	9,093,725	3,740,396	(4,039,704)	8,794,417
Total	\$292,054,284	\$18,061,858	\$(5,374,836)	\$304,741,306

- Included in capital assets is equipment under capital lease with a cost of \$12,817,092 (2023 - \$13,100,392) and accumulated amortization of \$6,522,223 (2023 - \$6,236,449).
- Buildings - work in progress (WIP) having a value of \$11,261,212 (2023 - \$25,979,515) have not been amortized. Amortization of these assets will commence when the asset is put into service.

SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

NOTE 13 EMPLOYEE PENSION PLANS

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan, jointly trustee pension plans. The board of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investment of assets and administration of benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits provided are based on a formula. As at December 31, 2023, the Teachers' Pension Plan has about 51,000 active members and approximately 42,000 retired members. As at December 31, 2023, the Municipal Pension Plan has about 256,000 active members, including approximately 31,000 from school districts.

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

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

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2021 indicated a \$3,761 million funding surplus for basic pension benefits on a going concern basis. The next valuation will be as at December 31, 2024 with results available in 2025.

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

School District #38 (Richmond) paid \$23,710,723 (2023 - \$20,944,362) for employer contributions to these plans in the year ended June 30, 2024.

SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

NOTE 14 INTERFUND TRANSFERS

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2024, were as follows:

	Operating Fund		Special Purpose Funds		Capital Fund	
	2024	2023	2024	2023	2024	2023
Funding Local Capital Reserve					\$	
as permitted under School Act	\$(10,201,795)	\$(7,344,583)	\$ -	-	\$10,201,795	\$7,344,583
Capital assets purchased	(686,269)	(513,403)	(914,132)	(929,262)	1,600,401	1,442,665
	<u>\$(10,888,064)</u>	<u>\$(7,857,986)</u>	<u>\$(914,132)</u>	<u>\$(929,262)</u>	<u>\$11,802,196</u>	<u>\$8,787,248</u>

NOTE 15 RELATED PARTY TRANSACTIONS

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

NOTE 16 BUDGET FIGURES

Budget figures, included in the financial statements, are the School District's Amended Annual budget approved by the Board through the adoption of an Amended Annual Budget on February 21, 2024. Changes between the Annual Budget (approved by the Board on May 24, 2023) and the Amended Annual Budget are listed below:

	Annual Budget	Amended Budget	Change
Statement 2			
Total Revenue	\$328,325,411	\$347,162,343	\$18,836,932
Total Expense	331,569,835	346,739,667	15,169,832
Budgeted Surplus/(Deficit) for the year	<u>\$(3,244,424)</u>	<u>\$422,676</u>	<u>\$3,667,100</u>

**SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024**

NOTE 16 BUDGET FIGURES (Continued)

	Annual Budget	Amended Budget	Change
Statement 4			
Surplus/(Deficit) for the year	\$(3,244,424)	\$422,676	\$3,667,100
Total Effect of change in Tangible Capital Assets	(7,507,838)	(16,996,478)	(9,488,640)
(Increase) Decrease in Net Financial Assets (Debt)	\$(10,752,262)	\$(16,573,802)	\$(5,821,540)

Significant changes between the annual and amended budget were:

Statement 2

Total Revenue

- Budgeted revenues were amended based on actual student enrolment, labour settlement funding, international student tuition fees revenue, investment income, increased classroom enhancement fund staffing grant, and new feeding futures grant.

Total Expense

- Budgeted expenses were amended based on revised projections/cost estimates and labour settlement provisions, the additional staffing costs for the classroom enhancement fund staffing grant and increased expenses for the new feeding futures grant.

NOTE 17 CONTINGENT LIABILITIES

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

**SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024**

NOTE 18 ASSET RETIREMENT OBLIGATION

Legal liabilities exist for the removal and disposal of asbestos and other hazardous materials, such as lead piping, within some district owned buildings that will undergo major renovations or demolition in the future. A reasonable estimate of the fair value of the obligation has been recognized. The obligation was measured at current cost as the timing of future cash flows cannot be reasonably determined. These costs have been capitalized as part of the assets' carrying value and are amortized over the assets' estimated useful lives.

	2024	2023
Asset Retirement Obligation, beginning of year	\$24,175,727	\$24,175,727
Settlements during the year	-	-
Asset Retirement Obligation, end of year	\$24,175,727	\$24,175,727

NOTE 19 EXPENSE BY OBJECT

	2024	2023
Salaries and benefits	\$289,895,009	\$257,300,906
Services and supplies	35,013,090	31,679,027
Interest	217,608	210,990
Amortization	18,801,181	18,061,858
	\$343,926,888	\$307,252,781

**SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024**

NOTE 20 ACCUMULATED SURPLUS

Accumulated surplus balances are comprised of:

	2024	2023
Invested in Tangible Capital Assets	<u>\$104,118,793</u>	<u>\$103,148,395</u>
Local Capital Internally Restricted by Board for:		
Capital Lease Obligations	8,933,102	8,583,102
Current Capital Projects	16,246,867	19,952,023
Future Capital Projects	22,753,924	14,498,889
Under Review by Board	4,480,391	3,847,395
Contingency Reserve	<u>2,000,000</u>	<u>2,000,000</u>
Subtotal Internally Restricted	<u>54,414,284</u>	<u>48,881,409</u>
Total Capital Fund Accumulated Surplus	<u>\$158,533,077</u>	<u>\$152,029,804</u>
Operating Fund - Internally Restricted/Appropriated by Board for:		
Restricted Due to Nature of Constraints:		
Collective Agreement Obligations	479,738	395,919
Targeted Funding	2,153,348	1,614,120
School Generated Funds	2,700,000	2,400,000
Restricted for Anticipated Unusual Expenses:		
Addressing Learning Impacts	1,500,000	1,000,000
Emergency Preparedness Initiatives	-	1,860,000
Restricted for Multiple Years Operations:		
Support for Educational Plans	1,788,068	2,025,462
School Funds	2,180,147	2,193,554
Support for Operational Initiatives	1,741,948	1,736,571
Purchase Order Commitments	<u>478,020</u>	<u>446,173</u>
Subtotal Internally Restricted	<u>\$13,021,269</u>	<u>\$13,671,799</u>
Unrestricted Operating Surplus	<u>1,682,781</u>	<u>770,220</u>
Total Operating Fund Accumulated Surplus	<u>\$14,704,050</u>	<u>\$14,442,019</u>
Total Accumulated Surplus	<u>\$173,237,127</u>	<u>\$166,471,823</u>

**SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024**

NOTE 21 OTHER REVENUE

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

	2024	2023
Operating Fund:		
Other School District/Education Authorities	\$527,100	\$504,000
Miscellaneous:		
Cafeteria	315,772	289,082
Miscellaneous	1,758	1,957
Child Care Fees	104,739	-
Sale of Capital Assets	125,757	-
Recognition of Unrestricted School Generated Funds	300,000	130,000
	\$1,375,126	\$925,039
Special Purpose Funds:		
School Generated Funds	\$7,165,926	\$6,407,625
Educational Trust Funds	438,422	358,243
Strong Start	9,628	9,740
Just B4	99,629	59,403
	\$7,713,605	\$6,835,011
Capital Fund:		
Sale of Land	\$410,000	\$ -
Long Range Facilities Plan	9,035	25,060
	\$419,035	\$25,060
 Total Other Revenue	 \$9,507,766	 \$7,785,110

NOTE 22 ECONOMIC DEPENDENCE

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

NOTE 23 SUPPLEMENTARY CASH FLOW INFORMATION

During the year, the School District had acquired tangible capital assets under capital leases of \$2,233,904 (2023 - \$2,774,020).

**SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024**

NOTE 24 CONTRACTUAL OBLIGATIONS

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

	2025	2026	2027
Approved Capital Projects - Unperformed Portion	\$32,342,807	\$11,175,249	\$100,000

NOTE 25 RISK MANAGEMENT

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

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

a) Credit risk:

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

The School District is exposed to credit risk in the event of non-performance by a debtor. This risk is mitigated as most amount receivables are due from the provincial and federal governments and are collectible. It is management's opinion that the School District is not exposed to significant credit risk associated with its cash deposits and investments as they are placed in recognized British Columbia institutions and the School District invests solely in guaranteed investment certificates and term deposits.

b) Market risk:

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

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

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

SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

NOTE 25 RISK MANAGEMENT *(Continued)*

c) **Liquidity risk**

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

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

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2023 related to credit, market, or liquidity risks.

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

SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

FINANCIAL STATEMENT PRESENTATION – BY FUND (UNAUDITED)

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

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

i) Statement of Financial Position by Fund

	Operating Fund	Special Purpose Funds	Capital Fund	Total June 30, 2024	Total June 30, 2023
	\$	\$	\$	\$	\$
Financial Assets					
Cash and Cash Equivalents	153,418,777	5,355,659	-	158,774,436	146,770,546
Accounts Receivable					
Due from Province - MECC	1,557	181,198	-	182,755	329,107
Other	2,997,538	512,007	-	3,509,545	3,941,204
Portfolio Investments	-	659,252	-	659,252	741,904
Total Financial Assets	156,417,872	6,708,116	-	163,125,988	151,782,761
Liabilities					
Accounts Payable and Accrued Liabilities					
Other	30,551,186	418,114	1,053,665	32,022,965	28,413,892
Due To/From	81,787,825	(3,262,240)	(78,525,585)	-	-
Unearned Revenue	14,922,296	-	-	14,922,296	17,364,546
Deferred Revenue	-	9,552,242	-	9,552,242	8,186,374
Deferred Capital Revenue	-	-	303,824,280	303,824,280	283,416,877
Employee Future Benefits	15,046,958	-	-	15,046,958	13,896,234
Asset Retirement Obligation	-	-	24,175,727	24,175,727	24,175,727
Capital Lease Obligations	-	-	4,118,342	4,118,342	4,462,210
Total Liabilities	142,308,265	6,708,116	254,646,429	403,662,810	379,915,860
Net Financial Assets (Debt)	14,109,607	-	(254,646,429)	(240,536,822)	(228,133,099)
Non-Financial Assets					
Tangible Capital Assets	-	-	413,179,506	413,179,506	393,862,677
Prepaid Expenses	594,443	-	-	594,443	742,245
Total Non-Financial Assets	594,443	-	413,179,506	413,773,949	394,604,922
Accumulated Surplus (Deficit)	14,704,050	-	158,533,077	173,237,127	166,471,823

SCHOOL DISTRICT NO. 38 (RICHMOND)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

FINANCIAL STATEMENT PRESENTATION – BY FUND (UNAUDITED)

ii) **Statement of Operations by Fund**

	2024 Budget (Total)	Operating Fund	Special Purpose Funds	Capital Fund	2024 Actual Total	2023 Actual Total
	\$	\$	\$	\$	\$	\$
Revenues						
Provincial Grants						
Ministry of Education and Child Care	298,826,371	243,331,497	56,379,850	-	299,711,347	267,669,758
Other	87,917	80,586	-	-	80,586	386,849
Federal Grants	2,002,904	-	1,559,503	-	1,559,503	1,705,717
Tuition	20,155,758	20,621,325	-	-	20,621,325	16,819,979
Other Revenue	7,850,991	1,375,126	7,713,605	419,035	9,507,766	7,785,110
Rentals and Leases	1,617,788	1,779,538	-	-	1,779,538	1,537,002
Investment Income	5,597,295	4,104,108	27,188	1,985,065	6,116,361	4,911,902
Amortization of Deferred Capital Revenue	11,023,319	-	-	11,315,766	11,315,766	10,531,945
Total Revenue	347,162,343	271,292,180	65,680,146	13,719,866	350,692,192	311,348,262
Expenses						
Instruction	285,198,427	218,587,344	63,293,722	-	281,881,066	249,205,481
District Administration	8,986,569	7,082,623	868,205	-	7,950,828	7,677,771
Operations and Maintenance	50,332,711	32,950,247	604,087	18,388,562	51,942,896	48,452,457
Transportation and Housing	1,981,960	1,521,871	-	412,619	1,934,490	1,706,082
Debt Services	240,000	-	-	217,608	217,608	210,990
Total Expense	346,739,667	260,142,085	64,766,014	19,018,789	343,926,888	307,252,781
Surplus (Deficit) for the year	422,676	11,150,095	914,132	(5,298,923)	6,765,304	4,095,481
Accumulated Surplus (Deficit) from Operations, beginning of year		14,442,019	-	152,029,804	166,471,823	162,376,342
Interfund Transfers (Note 14)		(10,888,064)	(914,132)	11,802,196	-	-
Accumulated Surplus (Deficit) from Operations, end of year		14,704,050	-	158,533,077	173,237,127	166,471,823

School District No. 38 (Richmond)

Schedule 1 (Unaudited)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund Year Ended June 30, 2024

	Operating Fund	Special Purpose Fund	Capital Fund	2024 Actual	2023 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	14,442,019		152,029,804	166,471,823	162,376,342
Changes for the year					
Surplus (Deficit) for the year	11,150,095	914,132	(5,298,923)	6,765,304	4,095,481
Interfund Transfers					
Tangible Capital Assets Purchased	(686,269)	(914,132)	1,600,401	-	
Local Capital	(10,201,795)		10,201,795	-	
Net Changes for the year	262,031	-	6,503,273	6,765,304	4,095,481
Accumulated Surplus (Deficit), end of year - Statement 2	14,704,050	-	158,533,077	173,237,127	166,471,823

School District No. 38 (Richmond)

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2024

	2024 Budget (Note 16)	2024 Actual	2023 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	241,890,605	243,331,497	217,760,487
Other	87,917	80,586	386,849
Tuition	20,155,758	20,621,325	16,819,979
Other Revenue	823,991	1,375,126	925,039
Rentals and Leases	1,617,788	1,779,538	1,537,002
Investment Income	3,652,295	4,104,108	3,205,999
Total Revenue	268,228,354	271,292,180	240,635,355
Expenses			
Instruction	221,861,390	218,587,344	193,389,046
District Administration	7,917,516	7,082,623	6,612,679
Operations and Maintenance	31,085,173	32,950,247	30,125,547
Transportation and Housing	1,564,275	1,521,871	1,322,443
Total Expense	262,428,354	260,142,085	231,449,715
Operating Surplus (Deficit) for the year	5,800,000	11,150,095	9,185,640
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	-	(686,269)	(513,403)
Local Capital	(5,800,000)	(10,201,795)	(7,344,583)
Total Net Transfers	(5,800,000)	(10,888,064)	(7,857,986)
Total Operating Surplus (Deficit), for the year	-	262,031	1,327,654
Operating Surplus (Deficit), beginning of year		14,442,019	13,114,365
Operating Surplus (Deficit), end of year		14,704,050	14,442,019
Operating Surplus (Deficit), end of year			
Internally Restricted (Note 20)		13,021,269	13,671,799
Unrestricted		1,682,781	770,220
Total Operating Surplus (Deficit), end of year		14,704,050	14,442,019

School District No. 38 (Richmond)

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source
Year Ended June 30, 2024

	2024 Budget (Note 16)	2024 Actual	2023 Actual
	\$	\$	\$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	234,586,866	235,480,681	205,683,445
Other Ministry of Education and Child Care Grants			
Pay Equity	2,215,706	2,215,706	2,215,706
Funding for Graduated Adults	404,915	424,298	404,915
Student Transportation Fund	21,608	21,608	21,608
Support Staff Benefits Grant	230,836	230,836	230,836
FSA Scorer Grant	27,292	28,792	27,292
Early Learning Framework (ELF) Implementation	3,168	-	3,168
Labour Settlement Funding	4,024,349	4,024,349	8,479,460
Integrated Child and Youth Teams	375,865	902,227	694,057
Premiere Awards	-	3,000	-
Total Provincial Grants - Ministry of Education and Child Care	241,890,605	243,331,497	217,760,487
Provincial Grants - Other	87,917	80,586	386,849
Tuition			
Summer School Fees	254,260	254,260	254,179
Continuing Education	1,164,998	1,183,105	937,846
International and Out of Province Students	18,736,500	19,183,960	15,627,954
Total Tuition	20,155,758	20,621,325	16,819,979
Other Revenues			
Other School District/Education Authorities	529,200	527,100	504,000
Miscellaneous			
Cafeteria	293,791	315,772	289,082
Miscellaneous	1,000	1,758	1,957
Recognition of Unrestricted School Generated Funds	-	300,000	130,000
Child Care Fees	-	104,739	-
Sale of Capital Assets	-	125,757	-
Total Other Revenue	823,991	1,375,126	925,039
Rentals and Leases	1,617,788	1,779,538	1,537,002
Investment Income	3,652,295	4,104,108	3,205,999
Total Operating Revenue	268,228,354	271,292,180	240,635,355

School District No. 38 (Richmond)

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object
Year Ended June 30, 2024

	2024 Budget (Note 16)	2024 Actual	2023 Actual
	\$	\$	\$
Salaries			
Teachers	110,891,415	108,943,772	95,722,095
Principals and Vice Principals	14,604,331	14,843,847	13,548,423
Educational Assistants	20,831,222	19,952,446	17,292,212
Support Staff	24,640,785	24,308,869	22,037,389
Other Professionals	7,243,161	7,030,073	6,403,064
Substitutes	11,574,561	12,110,022	11,587,316
Total Salaries	189,785,475	187,189,029	166,590,499
Employee Benefits	49,466,277	49,195,057	43,367,259
Total Salaries and Benefits	239,251,752	236,384,086	209,957,758
Services and Supplies			
Services	7,801,877	9,695,928	8,625,974
Student Transportation	15,022	8,403	14,189
Professional Development and Travel	1,265,800	1,035,527	790,324
Rentals and Leases	319,558	303,203	262,883
Dues and Fees	154,387	144,889	127,904
Insurance	671,334	683,419	591,255
Supplies	8,581,538	7,986,693	7,160,213
Utilities	4,367,086	3,899,937	3,919,215
Total Services and Supplies	23,176,602	23,757,999	21,491,957
Total Operating Expense	262,428,354	260,142,085	231,449,715

School District No. 38 (Richmond)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	84,483,878	2,729,019		1,378,094		8,577,657	97,168,648
1.03 Career Programs	227,610			523,225			750,835
1.07 Library Services	1,565,162			706,909			2,272,071
1.08 Counselling	3,313,034						3,313,034
1.10 Special Education	8,224,026		19,769,784	155,643	349,374	1,452,881	29,951,708
1.20 Early Learning and Child Care			95,621	25,706			121,327
1.30 English Language Learning	4,769,459			196,183			4,965,642
1.31 Indigenous Education	291,329			39,220			330,549
1.41 School Administration		11,584,483		5,523,269		522,199	17,629,951
1.60 Summer School	902,761	137,444	87,041	58,523		29,884	1,215,653
1.61 Continuing Education	559,961	222,822		88,374	106,259	336,273	1,313,689
1.62 International and Out of Province Students	4,606,552			166,974	839,168	17,451	5,630,145
1.64 Other							-
Total Function 1	108,943,772	14,673,768	19,952,446	8,862,120	1,294,801	10,936,345	164,663,252
4 District Administration							
4.11 Educational Administration				286,247	2,035,942	30,350	2,352,539
4.40 School District Governance					221,197		221,197
4.41 Business Administration		170,079		1,016,690	1,641,246	668	2,828,683
Total Function 4	-	170,079	-	1,302,937	3,898,385	31,018	5,402,419
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				257,693	1,836,887		2,094,580
5.50 Maintenance Operations				12,217,509		1,110,830	13,328,339
5.52 Maintenance of Grounds				875,762			875,762
5.56 Utilities							-
Total Function 5	-	-	-	13,350,964	1,836,887	1,110,830	16,298,681
7 Transportation and Housing							
7.70 Student Transportation				792,848		31,829	824,677
Total Function 7	-	-	-	792,848	-	31,829	824,677
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	108,943,772	14,843,847	19,952,446	24,308,869	7,030,073	12,110,022	187,189,029

School District No. 38 (Richmond)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2024 Actual	2024 Budget (Note 16)	2023 Actual
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	97,168,648	26,453,067	123,621,715	3,389,744	127,011,459	127,232,941	109,772,525
1.03 Career Programs	750,835	203,967	954,802	448,723	1,403,525	1,465,179	1,241,576
1.07 Library Services	2,272,071	577,315	2,849,386	409,485	3,258,871	3,454,576	3,346,468
1.08 Counselling	3,313,034	761,415	4,074,449	6,487	4,080,936	3,628,685	3,388,545
1.10 Special Education	29,951,708	8,442,971	38,394,679	870,787	39,265,466	39,533,999	35,775,008
1.20 Early Learning and Child Care	121,327	25,714	147,041	3,017	150,058	27,712	-
1.30 English Language Learning	4,965,642	1,259,791	6,225,433	50,298	6,275,731	8,619,603	6,804,823
1.31 Indigenous Education	330,549	86,949	417,498	118,265	535,763	574,548	524,371
1.41 School Administration	17,629,951	4,069,385	21,699,336	413,689	22,113,025	22,201,237	19,909,485
1.60 Summer School	1,215,653	235,908	1,451,561	53,451	1,505,012	1,434,677	1,198,910
1.61 Continuing Education	1,313,689	235,976	1,549,665	161,610	1,711,275	1,871,337	1,880,157
1.62 International and Out of Province Students	5,630,145	1,405,613	7,035,758	4,230,311	11,266,069	11,806,009	9,537,552
1.64 Other	-	-	-	10,154	10,154	10,887	9,626
Total Function 1	164,663,252	43,758,071	208,421,323	10,166,021	218,587,344	221,861,390	193,389,046
4 District Administration							
4.11 Educational Administration	2,352,539	473,631	2,826,170	234,936	3,061,106	3,432,564	2,656,706
4.40 School District Governance	221,197	12,769	233,966	140,009	373,975	396,264	356,365
4.41 Business Administration	2,828,683	610,029	3,438,712	208,830	3,647,542	4,088,688	3,599,608
Total Function 4	5,402,419	1,096,429	6,498,848	583,775	7,082,623	7,917,516	6,612,679
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	2,094,580	454,901	2,549,481	1,134,461	3,683,942	3,757,665	3,306,801
5.50 Maintenance Operations	13,328,339	3,388,121	16,716,460	7,277,024	23,993,484	21,506,658	21,493,283
5.52 Maintenance of Grounds	875,762	224,966	1,100,728	272,156	1,372,884	1,453,764	1,406,248
5.56 Utilities	-	-	-	3,899,937	3,899,937	4,367,086	3,919,215
Total Function 5	16,298,681	4,067,988	20,366,669	12,583,578	32,950,247	31,085,173	30,125,547
7 Transportation and Housing							
7.70 Student Transportation	824,677	272,569	1,097,246	424,625	1,521,871	1,564,275	1,322,443
Total Function 7	824,677	272,569	1,097,246	424,625	1,521,871	1,564,275	1,322,443
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	187,189,029	49,195,057	236,384,086	23,757,999	260,142,085	262,428,354	231,449,715

School District No. 38 (Richmond)

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2024

	2024 Budget (Note 16) \$	2024 Actual \$	2023 Actual \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	56,935,766	56,379,850	49,909,271
Federal Grants	2,002,904	1,559,503	1,705,717
Other Revenue	6,995,000	7,713,605	6,835,011
Investment Income	45,000	27,188	9,481
Total Revenue	65,978,670	65,680,146	58,459,480
Expenses			
Instruction	63,337,037	63,293,722	55,816,435
District Administration	1,069,053	868,205	1,065,092
Operations and Maintenance	668,789	604,087	648,691
Total Expense	65,074,879	64,766,014	57,530,218
Special Purpose Surplus (Deficit) for the year	903,791	914,132	929,262
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(903,791)	(914,132)	(929,262)
Total Net Transfers	(903,791)	(914,132)	(929,262)
Total Special Purpose Surplus (Deficit) for the year	-	-	-
Special Purpose Surplus (Deficit), beginning of year			-
Special Purpose Surplus (Deficit), end of year		-	-

School District No. 38 (Richmond)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2024

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	73,536	1,079,950	5,605,246	64,533	35,683	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	829,289	865,171			224,000	90,650	298,472	849,718	5,298,621
Federal Grants									
Other			300	7,856,380	9,628				
Investment Income			69,916						
	829,289	865,171	70,216	7,856,380	233,628	90,650	298,472	849,718	5,298,621
Less: Allocated to Revenue Recovered									
Recovered	829,289	915,980	23,359	7,165,926	279,267	118,258	298,472	849,718	5,298,621
Deferred Revenue, end of year	-	22,727	1,126,807	6,295,700	18,894	8,075	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	829,289	915,980			269,639	118,258	298,472	849,718	5,298,621
Federal Grants									
Other Revenue				7,165,926	9,628				
Investment Income			23,359						
	829,289	915,980	23,359	7,165,926	279,267	118,258	298,472	849,718	5,298,621
Expenses									
Salaries									
Teachers						55,645	106,648		
Principals and Vice Principals								80,719	
Educational Assistants		762,554			205,253	26,310		388,044	2,346,636
Support Staff									496,775
Other Professionals									395,365
Substitutes							24,648		694,487
	-	762,554	-	-	205,253	81,955	131,296	388,044	4,013,982
Employee Benefits		153,426			55,568	20,306	28,183	114,554	1,139,557
Services and Supplies	70,578		23,359	7,165,926	18,446	15,997	132,396	347,120	
	70,578	915,980	23,359	7,165,926	279,267	118,258	291,875	849,718	5,153,539
Net Revenue (Expense) before Interfund Transfers	758,711	-	-	-	-	-	6,597	-	145,082
Interfund Transfers									
Tangible Capital Assets Purchased	(758,711)						(6,597)		(145,082)
	(758,711)	-	-	-	-	-	(6,597)	-	(145,082)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 38 (Richmond)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2024

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	Mental Health in Schools	Changing Results for Young Children	Early Childhood Education Dual Credit Program	Student & Family Affordability	JUST B4	SEY2KT (Early Years to Kindergarten)	ECL (Early Care & Learning)
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	46,332	16,629	42,822	515,667	13,163	16,863	11,015
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	43,024,547	453,420	48,000	11,250	55,000	809,000	50,000	19,000	175,000
Federal Grants									
Other							99,629		
Investment Income									
	43,024,547	453,420	48,000	11,250	55,000	809,000	149,629	19,000	175,000
Less: Allocated to Revenue Recovered									
Allocated to Revenue Recovered	43,024,547	453,420	65,253	18,035	46,571	552,476	162,792	20,554	186,015
Deferred Revenue, end of year	-	-	29,079	9,844	51,251	772,191	-	15,309	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	43,024,547	453,420	65,253	18,035	46,571	552,476	63,163	20,554	186,015
Federal Grants									
Other Revenue							99,629		
Investment Income									
	43,024,547	453,420	65,253	18,035	46,571	552,476	162,792	20,554	186,015
Expenses									
Salaries									
Teachers	34,178,853								
Principals and Vice Principals				8,939				8,939	152,247
Educational Assistants							73,287		
Support Staff				3,859			49,391	3,859	
Other Professionals									
Substitutes		436,146							
	34,178,853	436,146	-	12,798	-	-	122,678	12,798	152,247
Employee Benefits	8,845,694	17,274		2,824			35,586	2,824	31,689
Services and Supplies			65,253	2,413	46,571	552,476	4,528	4,932	2,079
	43,024,547	453,420	65,253	18,035	46,571	552,476	162,792	20,554	186,015
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 38 (Richmond)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2024

	Feeding Futures Fund	Health Career Grants	Provincial Resource Program	Provincial Early Years	Educational Trust Fund	LINC/ SWIS	TOTAL
	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	107,927	172,459	310,931	73,618	8,186,374
Add: Restricted Grants							
Provincial Grants - Ministry of Education and Child Care	2,372,391	25,000	1,097,370	540,410			57,136,309
Federal Grants						1,566,332	1,566,332
Other					484,077		8,450,014
Investment Income					3,829		73,745
	2,372,391	25,000	1,097,370	540,410	487,906	1,566,332	67,226,400
Less: Allocated to Revenue Recovered	1,873,278	2,111	1,004,078	490,372	442,251	1,559,503	65,680,146
			107,927	72,459			180,386
Deferred Revenue, end of year	499,113	22,889	93,292	150,038	356,586	80,447	9,552,242
Revenues							
Provincial Grants - Ministry of Education and Child Care	1,873,278	2,111	1,004,078	490,372			56,379,850
Federal Grants						1,559,503	1,559,503
Other Revenue					438,422		7,713,605
Investment Income					3,829		27,188
	1,873,278	2,111	1,004,078	490,372	442,251	1,559,503	65,680,146
Expenses							
Salaries							
Teachers			544,196	245,889			35,131,231
Principals and Vice Principals						157,534	408,378
Educational Assistants							3,802,084
Support Staff			24,221	34,081		713,733	1,325,919
Other Professionals	72,544						467,909
Substitutes						252,733	1,408,014
	72,544	-	568,417	279,970	-	1,124,000	42,543,535
Employee Benefits	18,067		140,829	66,684		294,323	10,967,388
Services and Supplies	1,782,667	2,111	291,090	143,718	442,251	141,180	11,255,091
	1,873,278	2,111	1,000,336	490,372	442,251	1,559,503	64,766,014
Net Revenue (Expense) before Interfund Transfers	-	-	3,742	-	-	-	914,132
Interfund Transfers							
Tangible Capital Assets Purchased			(3,742)				(914,132)
	-	-	(3,742)	-	-	-	(914,132)
Net Revenue (Expense)	-	-	-	-	-	-	-

School District No. 38 (Richmond)

Schedule 4 (Unaudited)

Schedule of Capital Operations

Year Ended June 30, 2024

	2024	2024 Actual			2023
	Budget (Note 16)	Invested in Tangible Capital Assets	Local Capital	Fund Balance	Actual
	\$	\$	\$	\$	\$
Revenues					
Other Revenue	32,000		419,035	419,035	25,060
Investment Income	1,900,000		1,985,065	1,985,065	1,696,422
Amortization of Deferred Capital Revenue	11,023,319	11,315,766		11,315,766	10,531,945
Total Revenue	12,955,319	11,315,766	2,404,100	13,719,866	12,253,427
Expenses					
Amortization of Tangible Capital Assets					
Operations and Maintenance	18,578,749	18,388,562		18,388,562	17,678,219
Transportation and Housing	417,685	412,619		412,619	383,639
Debt Services					
Capital Lease Interest	240,000		217,608	217,608	210,990
Total Expense	19,236,434	18,801,181	217,608	19,018,789	18,272,848
Capital Surplus (Deficit) for the year	(6,281,115)	(7,485,415)	2,186,492	(5,298,923)	(6,019,421)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	903,791	1,600,401		1,600,401	1,442,665
Local Capital	5,800,000		10,201,795	10,201,795	7,344,583
Total Net Transfers	6,703,791	1,600,401	10,201,795	11,802,196	8,787,248
Other Adjustments to Fund Balances					
Tangible Capital Assets Purchased from Local Capital		3,997,164	(3,997,164)	-	
Tangible Capital Assets WIP Purchased from Local Capital		280,476	(280,476)	-	
Principal Payment					
Capital Lease		2,577,772	(2,577,772)	-	
Total Other Adjustments to Fund Balances		6,855,412	(6,855,412)	-	
Total Capital Surplus (Deficit) for the year	422,676	970,398	5,532,875	6,503,273	2,767,827
Capital Surplus (Deficit), beginning of year		103,148,395	48,881,409	152,029,804	149,261,977
Capital Surplus (Deficit), end of year		104,118,793	54,414,284	158,533,077	152,029,804

School District No. 38 (Richmond)

Tangible Capital Assets
Year Ended June 30, 2024

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	55,169,613	583,021,437	11,932,588	4,043,087	436,033	18,021,710	672,624,468
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		6,988,249					6,988,249
Deferred Capital Revenue - Other		8,345,620					8,345,620
Operating Fund		231,851	272,784	6,834		174,800	686,269
Special Purpose Funds		758,711				155,421	914,132
Local Capital		2,234,983	787,983	391,845	97,178	485,175	3,997,164
Additions Under Capital Lease						2,233,904	2,233,904
Transferred from Work in Progress		29,670,975					29,670,975
	-	48,230,389	1,060,767	398,679	97,178	3,049,300	52,836,313
Decrease:							
Deemed Disposals			793,556	385,850	92,463	3,534,946	4,806,815
	-	-	793,556	385,850	92,463	3,534,946	4,806,815
Cost, end of year	55,169,613	631,251,826	12,199,799	4,055,916	440,748	17,536,064	720,653,966
Work in Progress, end of year		11,261,212					11,261,212
Cost and Work in Progress, end of year	55,169,613	642,513,038	12,199,799	4,055,916	440,748	17,536,064	731,915,178
Accumulated Amortization, beginning of year		288,521,163	5,248,572	1,924,690	252,464	8,794,417	304,741,306
Changes for the Year							
Increase: Amortization for the Year		13,470,920	1,206,620	412,619	87,678	3,623,344	18,801,181
Decrease:							
Deemed Disposals			793,556	385,850	92,463	3,534,946	4,806,815
			793,556	385,850	92,463	3,534,946	4,806,815
Accumulated Amortization, end of year		301,992,083	5,661,636	1,951,459	247,679	8,882,815	318,735,672
Tangible Capital Assets - Net	55,169,613	340,520,955	6,538,163	2,104,457	193,069	8,653,249	413,179,506

School District No. 38 (Richmond)

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2024

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	25,979,515				25,979,515
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	14,672,196				14,672,196
Local Capital	280,476				280,476
	<u>14,952,672</u>	-	-	-	<u>14,952,672</u>
Decrease:					
Transferred to Tangible Capital Assets	29,670,975				29,670,975
	<u>29,670,975</u>	-	-	-	<u>29,670,975</u>
Net Changes for the Year	<u>(14,718,303)</u>	-	-	-	<u>(14,718,303)</u>
Work in Progress, end of year	<u>11,261,212</u>	-	-	-	<u>11,261,212</u>

School District No. 38 (Richmond)

Schedule 4C (Unaudited)

Deferred Capital Revenue
Year Ended June 30, 2024

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	233,230,405	4,624,426	292,440	238,147,271
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	6,988,249	8,345,620		15,333,869
Transferred from Work in Progress	27,340,057			27,340,057
	<u>34,328,306</u>	<u>8,345,620</u>	<u>-</u>	<u>42,673,926</u>
Decrease:				
Amortization of Deferred Capital Revenue	11,039,677	262,936	13,153	11,315,766
	<u>11,039,677</u>	<u>262,936</u>	<u>13,153</u>	<u>11,315,766</u>
Net Changes for the Year	<u>23,288,629</u>	<u>8,082,684</u>	<u>(13,153)</u>	<u>31,358,160</u>
Deferred Capital Revenue, end of year	<u>256,519,034</u>	<u>12,707,110</u>	<u>279,287</u>	<u>269,505,431</u>
Work in Progress, beginning of year	23,929,072			23,929,072
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	14,672,196			14,672,196
	<u>14,672,196</u>	<u>-</u>	<u>-</u>	<u>14,672,196</u>
Decrease				
Transferred to Deferred Capital Revenue	27,340,057			27,340,057
	<u>27,340,057</u>	<u>-</u>	<u>-</u>	<u>27,340,057</u>
Net Changes for the Year	<u>(12,667,861)</u>	<u>-</u>	<u>-</u>	<u>(12,667,861)</u>
Work in Progress, end of year	<u>11,261,211</u>	<u>-</u>	<u>-</u>	<u>11,261,211</u>
Total Deferred Capital Revenue, end of year	<u>267,780,245</u>	<u>12,707,110</u>	<u>279,287</u>	<u>280,766,642</u>

School District No. 38 (Richmond)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2024

Schedule 4D (Unaudited)

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
Balance, beginning of year	3,354,152	112,336	3,087,267	14,786,779		21,340,534
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	22,991,226		7,573,121			30,564,347
Other				314,801		314,801
Investment Income		6,346		837,675		844,021
	22,991,226	6,346	7,573,121	1,152,476	-	31,723,169
Decrease:						
Transferred to DCR - Capital Additions	6,988,249		8,345,620			15,333,869
Transferred to DCR - Work in Progress	14,672,196					14,672,196
	21,660,445	-	8,345,620	-	-	30,006,065
Net Changes for the Year	1,330,781	6,346	(772,499)	1,152,476	-	1,717,104
Balance, end of year	4,684,933	118,682	2,314,768	15,939,255	-	23,057,638



Financial Statement Discussion and Analysis

For the Year Ended June 30, 2024

September 17, 2024

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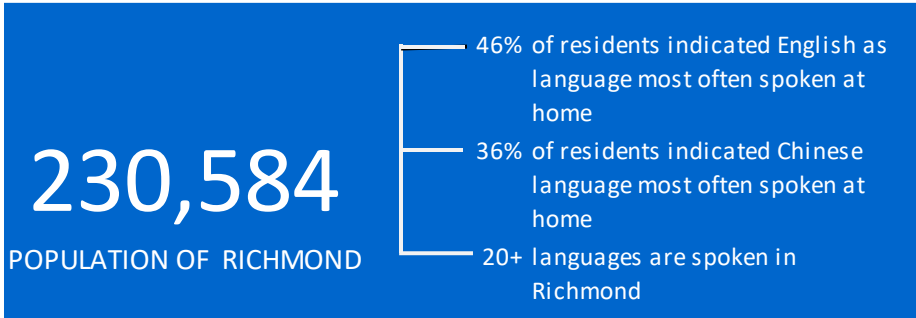
Introduction

The following is a discussion and analysis of the School District’s financial performance for the fiscal year ending June 30, 2024. This report is a summary of the School District’s financial activities based on currently known facts, decisions, or conditions. The results of the current year are discussed in comparison with the budget. This report should be read in conjunction with the School District’s audited financial statements for this same period.

Overview

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

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



The Richmond School District’s annual school-aged enrolment is approximately 22,000 students from Kindergarten to Grade 12 and approximately 3,400 dedicated employees. We operate 37 elementary schools and 10 secondary schools plus a wide range of district programs.

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

Vision, Mission, and Values

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

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

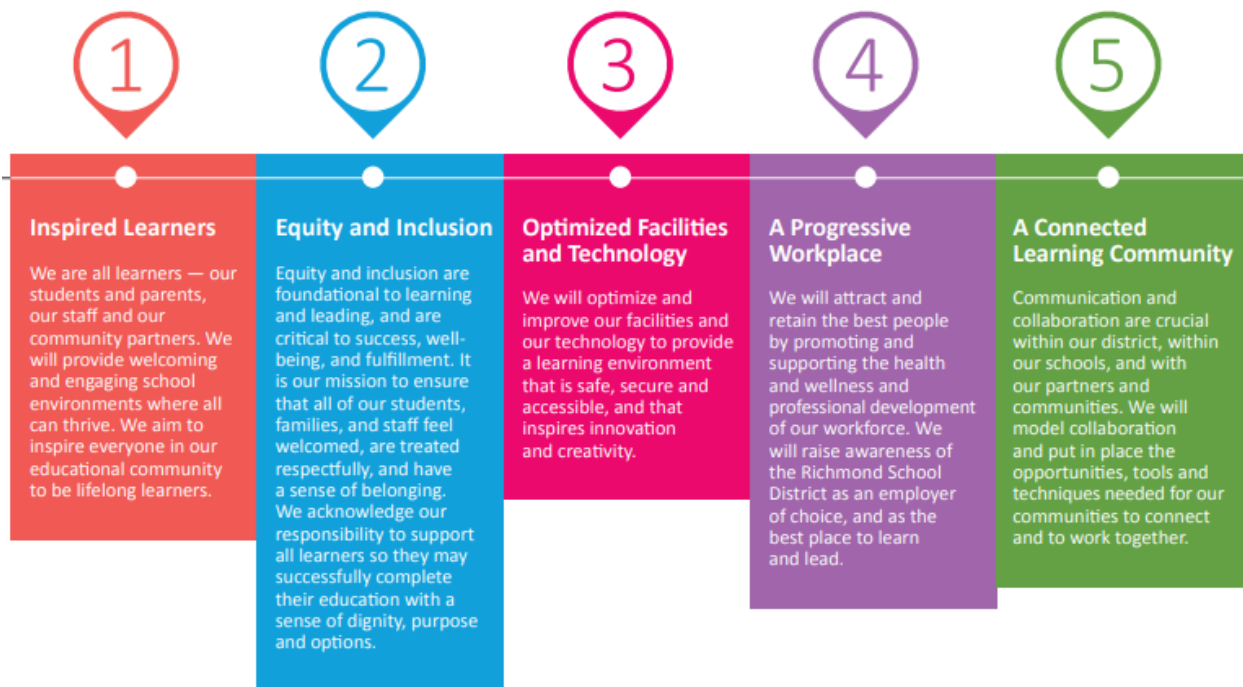
Mission: The Richmond School District’s mission is to cultivate a safe, accepting and engaging community that inspires a passion for lifelong learning.

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

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

Strategic Plan 2020-2025

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



Accounting Policies

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

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

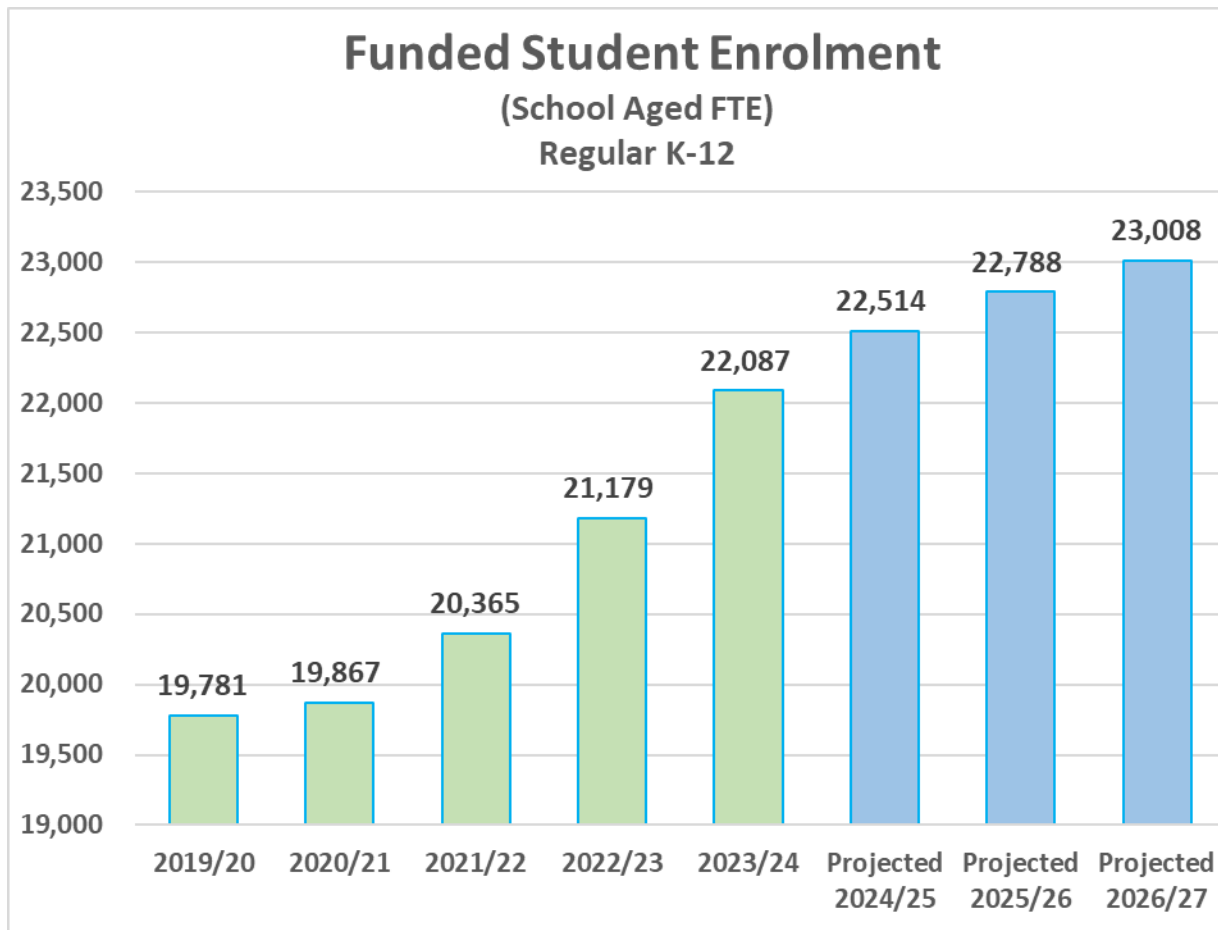
- Operating Fund - The operating fund includes operating grants and other revenues used to fund instructional programs, school and district administration, facilities, operations, maintenance, and transportation.
- Special Purpose Funds - Special purpose funds consist of targeted funding provided to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

Student Enrolment

The operations of the Richmond School District are dependent on continued operating grant funding from the Ministry of Education and Child Care (MECC) primarily based on student enrolment, students identified with additional needs and other demographic and geographic factors. Ministry grants represent 86% of the total operating revenues. Expenditures are primarily associated with staffing and related compensation and benefits.

Richmond School District student enrolment is as follows:

	2023/24	2023/24	2022/23	Variance from Budget		Variance from Prior Year	
	Actual	Budget	Actual	FTE	%	FTE	%
School Aged	22,087.125	22,004.688	21,178.687	82.437	0.375%	908.438	4.289%
Adult	58.563	55.438	55.188	3.125	5.637%	3.375	6.115%
Total FTE	22,145.688	22,060.126	21,233.875	85.562	0.388%	911.813	4.294%



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

Financial Highlights

The School District's revenue is heavily reliant on funding from the Provincial Government. 85.5% of the School District's revenue comes from the Ministry of Education and Child Care (MECC). Of this, 78.6% is in the form of an Operating Grant which is based on enrolment levels and other student and geographical factors. 5.9% of revenue is generated from International Education, Continuing Education and Summer School programs, 3.2% associated with the recognition of deferred capital revenue, and the balance through other revenue programs such as special purpose funding, federal grants, rental and lease income and investment income.

90.9% of the School District's operating expenditures are associated with salaries and benefits. The balance of expenditures is related to supplies and services including professional development, rentals and leases, dues and fees, insurance, and utilities (Statement 2, Schedules 2, 3 and 4 and Financial Statement Presentation-By Fund (Unaudited)).

	Operating Fund	Special Purpose Funds	Capital Fund	Total
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education and Child Care	243,331,497	56,379,850	-	299,711,347
Other	80,586	-	-	80,586
Federal Grants	-	1,559,503	-	1,559,503
Tuition	20,621,325	-	-	20,621,325
Other Revenue	1,375,126	7,713,605	419,035	9,507,766
Rentals and Leases	1,779,538	-	-	1,779,538
Investment Income	4,104,108	27,188	1,985,065	6,116,361
Amortization of Deferred Capital Revenue	-	-	11,315,766	11,315,766
Total Revenue	271,292,180	65,680,146	13,719,866	350,692,192
Expenses				
Instruction	218,587,344	63,293,722	-	281,881,066
District Administration	7,082,623	868,205	-	7,950,828
Operations and Maintenance	32,950,247	604,087	18,388,562	51,942,896
Transportation and Housing	1,521,871	-	412,619	1,934,490
Debt Services	-	-	217,608	217,608
Total Expense	260,142,085	64,766,014	19,018,789	343,926,888
Surplus (Deficit) for the year	11,150,095	914,132	(5,298,923)	6,765,304
Accumulated Surplus (Deficit) from Operations, beginning of year	14,442,019	-	152,029,804	166,471,823
Interfund Transfers	(10,888,064)	(914,132)	11,802,196	-
Accumulated Surplus (Deficit) from Operations, end of year	14,704,050	-	158,533,077	173,237,127

Operating Fund

Our actual financial outcome for the 2023/24 fiscal year is consistent with projections reported to the Finance and Legal Committee. The 2023/24 current year operating unrestricted surplus is \$1.68 million and is within the target to maintain an unrestricted accumulated operating surplus and local capital reserve balance of between 2% and 4% of the district’s annual operating expenditures, as per *Policy 631-R, Accumulated Operating Surplus and Capital Reserves* (Schedule 2 and Financial Statement Presentation-By Fund (Unaudited)).

School District #38 (Richmond)					
Operating Fund - Net Change					
as at June 30, 2024					
	2023/24 Actual	2023/24 Budget	2022/23 Actual	Variance from Budget	Variance from Prior Year
Total Revenue	271,292,180	268,228,354	240,635,355	3,063,826	30,656,825
Total Expenses	260,142,085	262,428,354	231,449,715	(2,286,269)	28,692,370
Net Change	11,150,095	5,800,000	9,185,640	5,350,095	1,964,455
Total Net Transfers	10,888,064	5,800,000	7,857,986	5,088,064	3,030,078
Total Net Change	262,031	-	1,327,654	262,031	(1,065,623)
Accumulated Surplus, Opening Balance	14,442,019	14,442,019	13,114,365	-	1,327,654
Accumulated Surplus, Ending Balance	14,704,050	14,442,019	14,442,019	262,031	262,031
Internally Restricted Surplus	13,021,269	13,671,799	13,671,799	(650,530)	(650,530)
Unrestricted Surplus	1,682,781	770,220	770,220	912,561	912,561
	14,704,050	14,442,019	14,442,019	262,031	262,031

Special Purpose Funds

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

At the beginning of the year, the District’s Special Purpose Funds had a combined opening balance of \$8.19 million. Revenue of \$67.04 million and spending of \$65.68 million resulted in a balance to be carried forward of \$9.55 million.

Capital Funds

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

The following major capital projects are funded by the MECC and are at various stages of the procurement process:

- Samuel Brighthouse Elementary School Prefabricated Modular Classroom Additions (scheduled for completion in September 2024)
- William Cook Elementary School Prefabricated Modular Classroom Additions (scheduled for completion in September 2024)
- R.C. Talmey Elementary School Prefabricated Modular Classroom Additions (scheduled for completion September 2025)
- Howard DeBeck Elementary School Seismic Upgrade and Building Envelope Update (scheduled for completion in September 2025)
- Alfred B. Dixon Elementary School Seismic Upgrade (scheduled for completion in September 2025)
- Childcare Facility – James Whiteside Elementary School (scheduled for completion in September 2024)
- Childcare Facility – James McKinney Elementary School (scheduled for completion in September 2024)
- Childcare Facility – William Bridge Elementary School (scheduled for completion in September 2024)
- Childcare Facility – Adult Education Centre (scheduled for completion in September 2024)

Additionally, a number of minor capital projects were successfully completed during the year. Those projects include a range of improvements to the school facilities, such as mechanical system upgrades, electrical system upgrades, plumbing system upgrades and grounds upgrades.

Financial Analysis of the School District

Statement of Financial Position

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

The following table provides an analysis of the School District's Net Financial Position for the fiscal years ended June 30, 2024 and 2023.

	June 30, 2024	June 30, 2023	Variance	
			\$	%
Financial Assets				
Cash and Cash Equivalents	158,774,436	146,770,546	12,003,890	8.18%
Accounts Receivable				
Due from Province - Ministry of Education and Child Care	182,755	329,107	(146,352)	-44.47%
Other	3,509,545	3,941,204	(431,659)	-10.95%
Portfolio Investments	659,252	741,904	(82,652)	-11.14%
Total Financial Assets	163,125,988	151,782,761	11,343,227	7.47%
Liabilities				
Accounts Payable and Accrued Liabilities				
Other	32,022,965	28,413,892	3,609,073	12.70%
Unearned Revenue	14,922,296	17,364,546	(2,442,250)	-14.06%
Deferred Revenue	9,552,242	8,186,374	1,365,868	16.68%
Deferred Capital Revenue	303,824,280	283,416,877	20,407,403	7.20%
Employee Future Benefits	15,046,958	13,896,234	1,150,724	8.28%
Asset Retirement Obligations	24,175,727	24,175,727	-	0.00%
Capital Lease Obligations	4,118,342	4,462,210	(343,868)	-7.71%
Total Liabilities	403,662,810	379,915,860	23,746,950	6.25%
Net Financial Assets (Debt)	(240,536,822)	(228,133,099)	(12,403,723)	5.44%
Non-Financial Assets				
Tangible Capital Assets	413,179,506	393,862,677	19,316,829	4.90%
Prepaid Expenses	594,443	742,245	(147,802)	-19.91%
Total Non-Financial Assets	413,773,949	394,604,922	19,169,027	4.86%
Accumulated Surplus (Deficit)	173,237,127	166,471,823	6,765,304	4.06%
Accumulated Surplus - Capital	158,533,077	152,029,804	6,503,273	4.28%
Accumulated Surplus - Operations	14,704,050	14,442,019	262,031	1.81%
Total Accumulated Surplus	173,237,127	166,471,823	6,765,304	4.06%

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

	June 30, 2024	June 30, 2023	Variance
Cash in Bank	24,152,439	23,571,980	580,459
Cash Equivalent - Special Purpose Funds	1,231	1,182	49
Central Deposit Program - Ministry of Finance	134,524,297	123,095,496	11,428,801
Investment held by Richmond Community Foundation	96,469	101,888	(5,419)
	158,774,436	146,770,546	12,003,890

Cash increased \$12.0 million over the prior year due to decreased accounts receivable and prepaid expenses, increased deferred revenues, increased accounts payable, decreased unearned revenues flowing from International Education payments received in advance for the 2024/25 school year, and the current year surplus.

Cash, held in the bank for current operational needs, totals \$24.2 million. \$134.5 million is held on deposit, under the Central Deposit Program, with the Ministry of Finance and is available within 3 days if required. These deposits attract interest at 4.95% (as at June 30, 2024).

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

	June 30, 2024	June 30, 2023	Variance
Obligations			
Trade Payables	7,265,989	7,184,635	81,354
Salaries and Benefits Payables	21,773,714	18,156,118	3,617,596
Accrued Vacation Pay	2,210,936	2,416,386	(205,450)
Other Payable	772,326	656,751	115,575
Unearned Revenue - International Student Programs	13,769,305	16,552,833	(2,783,528)
Unearned Revenue - Other	1,152,991	811,713	341,278
Deferred Revenue - Special Purpose Funds	9,552,242	8,186,374	1,365,868
Deferred Capital Revenue	23,057,636	21,340,534	1,717,102
Local Capital	54,414,284	48,881,409	5,532,875
Employee Future Benefits	15,046,958	13,896,234	1,150,724
	149,016,381	138,082,987	10,933,394
Assets			
Accounts Receivable - Ministry of Education and Child Care	(182,755)	(329,107)	146,352
Accounts Receivable - Other	(3,509,545)	(3,941,204)	431,659
Prepaid Expenses	(594,443)	(742,245)	147,802
Portfolio Investments	(659,252)	(741,904)	82,652
	(4,945,995)	(5,754,460)	808,465
Accumulated Surplus - Operations	14,704,050	14,442,019	262,031
	158,774,436	146,770,546	12,003,890

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

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

Statement of Operations

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

Statement of Operations – Operating Fund

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

School District #38 (Richmond)							
Operating Fund - Revenue							
as at June 30, 2024							
	2023/24	2023/24	2022/23	Variance from Budget		Variance from Prior Year	
	Actual	Budget	Actual	\$	%	\$	%
Ministry of Education and Child Care Grants	243,331,497	241,890,605	217,760,487	1,440,892	0.6%	25,571,010	11.7%
Other Provincial Grants	80,586	87,917	386,849	(7,331)	-8.3%	(306,263)	-79.2%
Tuition	20,621,325	20,155,758	16,819,979	465,567	2.3%	3,801,346	22.6%
Other Revenue	1,375,126	823,991	925,039	551,135	66.9%	450,087	48.7%
Rentals and Leases	1,779,538	1,617,788	1,537,002	161,750	10.0%	242,536	15.8%
Investment Income	4,104,108	3,652,295	3,205,999	451,813	12.4%	898,109	28.0%
Total Operating Revenue	271,292,180	268,228,354	240,635,355	3,063,826	1.1%	30,656,825	12.7%

Ministry of Education and Child Care Grants were \$1.44 million higher than budgeted. This is due to the increased enrolment in the February and May student count (\$0.89 million), graduated adults (\$0.02 million), and Integrated Child and Youth Teams grant (\$0.53 million).

Other Provincial Grants were within budgeted amounts.

Tuition was \$0.47 million higher than budgeted. This is due to slightly higher number of international students and better than expected return of the short-term international programs.

Other Revenue was \$0.55 million higher than budgeted. This is due to Child Care Fees (\$0.1 million), additional unrestricted portion of the School Generated Funds (\$0.3 million), sale of various capital assets (\$0.13 million), and increase in cafeteria revenue (\$0.02 million).

Rentals and Leases were \$0.16 million higher than budgeted. This is due to higher daycare rental revenue than anticipated.

Investment Income was \$0.45 million higher than budgeted. This is due to increases in interest rates.

Expenses (Schedules 2B and 2C and Note 19 of the Audited Financial Statements)

Salaries and Benefits

School District #38 (Richmond)							
Operating Fund - Salaries and Benefits							
as at June 30, 2024							
	2023/24	2023/24	2022/23	Variance from Budget		Variance from Prior Year	
	Actual	Budget	Actual	\$	%	\$	%
Teachers	108,943,772	110,891,415	95,722,095	(1,947,643)	-1.8%	13,221,677	13.8%
Principals and Vice Principals	14,843,847	14,604,331	13,548,423	239,516	1.6%	1,295,424	9.6%
Education Assistants	19,952,446	20,831,222	17,292,212	(878,776)	-4.2%	2,660,234	15.4%
Support Staff	24,308,869	24,640,785	22,037,389	(331,916)	-1.3%	2,271,480	10.3%
Other Professionals	7,030,073	7,243,161	6,403,064	(213,088)	-2.9%	627,009	9.8%
Substitutes	12,110,022	11,574,561	11,587,316	535,461	4.6%	522,706	4.5%
Total Salaries	187,189,029	189,785,475	166,590,499	(2,596,446)	-1.4%	20,598,530	12.4%
Employee Benefits	49,195,057	49,466,277	43,367,259	(271,220)	-0.5%	5,827,798	13.4%
Total Salaries and Benefits	236,384,086	239,251,752	209,957,758	(2,867,666)	-1.2%	26,426,328	12.6%

Teacher Salaries were \$1.95 million lower than budgeted due to staffing shortages for qualified teaching positions and recruitment challenges (\$1.59 million) which were covered by Teacher Teaching on Call (TTOC) and reflected in the substitute salaries and lower than expected maturity leave payouts (\$0.36 million).

Principal and Vice Principal Salaries were \$0.24 million higher than budgeted due to higher than anticipated paid medical leaves and various payouts.

Education Assistants Salaries were \$0.88 million lower than budgeted due to shortages of Education Assistants.

Support Staff Salaries were \$0.33 million lower than budgeted due to unfilled positions in maintenance and timing delays in filling available positions.

Other Professional Salaries were \$0.21 million lower than budgeted due to unfilled positions in finance and timing delays in filling available positions.

Substitute Salaries were \$0.54 million higher than budgeted due to the increased demand for TTOC to cover vacancies resulting from recruitment challenges in hiring enrolling and non-enrolling teaching positions above.

Employee Benefits were \$0.27 million lower than budgeted due to overall lower salaries than budgeted.

Services and Supplies

School District #38 (Richmond)							
Operating Fund - Services and Supplies							
as at June 30, 2024							
	2023/24	2023/24	2022/23	Variance from Budget		Variance from Prior Year	
	Actual	Budget	Actual	\$	%	\$	%
Services	9,695,928	7,801,877	8,625,974	1,894,051	24.3%	1,069,954	12.4%
Student Transportation	8,403	15,022	14,189	(6,619)	-44.1%	(5,786)	-40.8%
Professional Dev and Travel	1,035,527	1,265,800	790,324	(230,273)	-18.2%	245,203	31.0%
Rentals and Leases	303,203	319,558	262,883	(16,355)	-5.1%	40,320	15.3%
Dues and Fees	144,889	154,387	127,904	(9,498)	-6.2%	16,985	13.3%
Insurance	683,419	671,334	591,255	12,085	1.8%	92,164	15.6%
Supplies	7,986,693	8,581,538	7,160,213	(594,845)	-6.9%	826,480	11.5%
Utilities	3,899,937	4,367,086	3,919,215	(467,149)	-10.7%	(19,278)	-0.5%
Total Services and Supplies	23,757,999	23,176,602	21,491,957	581,397	2.5%	2,266,042	10.5%

Services and supplies were \$0.58 million higher than budgeted due to general cost escalation and inflation.

Accumulated Surplus (Schedule 2 and Note 20 of the Audited Financial Statements)

School District #38 (Richmond)				
Operating Fund - Accumulated Surplus				
as at June 30, 2024				
	2023/24	2022/23	Variance from Prior Year	
	Actual	Actual	\$	%
Internally Restricted Surplus				
Restricted Due to the Nature of Constraints on the Funds				
Contractual Obligations	479,738	395,919	83,819	21.2%
Targeted Funding	2,153,348	1,614,120	539,228	33.4%
School Generated Funds	2,700,000	2,400,000	300,000	12.5%
	5,333,086	4,410,039	923,047	20.9%
Restricted for Anticipated Unusual Expenses				
Addressing Learning Impacts	1,500,000	1,000,000	500,000	50.0%
Emergency Preparedness Initiatives	-	1,860,000	(1,860,000)	-100.0%
	1,500,000	2,860,000	(1,360,000)	-47.6%
Restricted for Operations Spanning Multiple School Years				
Support for Educational Plans	1,788,068	2,025,462	(237,394)	-11.7%
School Funds	2,180,147	2,193,554	(13,407)	-0.6%
Support for Operational Initiatives	1,741,948	1,736,571	5,377	0.3%
Purchase Order Commitments	478,020	446,173	31,847	7.1%
	6,188,183	6,401,760	(213,577)	-3.3%
Total Internally Restricted Operating Fund Surplus	13,021,269	13,671,799	(650,530)	-4.8%
Unrestricted Operating Surplus (Deficit)	1,682,781	770,220	912,561	118.5%
Total Operating Fund Accumulated Surplus (Deficit)	14,704,050	14,442,019	262,031	1.8%

There are three categories of Internally Restricted Operating Surplus.

1. Restricted Due to the Nature of Constraints on the Fund (\$5.33 million). This includes contractual obligations, targeted funding, and school generated funds.
2. Restricted for Anticipated Unusual Expenses (\$1.50 million). This includes addressing learning impacts, which are variable in nature, and impacts of emerging events.
3. Restricted for Operations Spanning Multiple School Years (\$6.19 million). This includes schools and department carry-forwards, educational plans and operational initiatives spanning multiple years including technology, and purchase order commitments.

The unrestricted surplus of \$1.68 million is available to be used or restricted in the future with Board approval.

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

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

School District #38 (Richmond)						
Special Purpose Funds						
as at June 30, 2024						
	Opening Balance	Revenue Received	Expenses/ Transfers	Ending Balance	Variance	Comment
Ministry of Education and Child Care Funded						
Annual Facility Grant (AFG)	-	829,289	829,289	-	-	
Learning Improvement Fund (LIF)	73,536	865,171	915,980	22,727	(50,809)	
Strong Start	64,533	233,628	279,267	18,894	(45,639)	
Ready, Set, Learn	35,683	90,650	118,258	8,075	(27,608)	
Official Languages in Education French Programs (OLEP)	-	298,472	298,472	-	-	
Community LINK	-	849,718	849,718	-	-	
Classroom Enhancement - Staffing	-	43,024,547	43,024,547	-	-	
Classroom Enhancement - Remedy	-	453,420	453,420	-	-	
Classroom Enhancement - Overhead	-	5,298,621	5,298,621	-	-	
Mental Health in Schools	46,332	48,000	65,253	29,079	(17,253)	
Changing Results for Young Children	16,629	11,250	18,035	9,844	(6,785)	
Early Childhood Education Dual Credit	42,822	55,000	46,571	51,251	8,429	
Student & Family Affordability	515,667	809,000	552,476	772,191	256,524	
Just B4 Program	13,163	149,629	162,792	-	(13,163)	
Strengthening Early Years to Kindergarten (SEY2KT)	16,863	19,000	20,554	15,309	(1,554)	
Early Care & Learning (ECL)	11,015	175,000	186,015	-	(11,015)	
Feeding Futures School Food Program	-	2,372,391	1,873,278	499,113	499,113	new grant
Health Career Dual Credit Expansion	-	25,000	2,111	22,889	22,889	new grant
Provincial Resource Program	107,927	989,443	1,004,078	93,292	(14,635)	
Provincial Early Years	172,459	467,951	490,372	150,038	(22,421)	
Federal Funded						
LINC/SWIS	73,618	1,566,332	1,559,503	80,447	6,829	
Other						
Scholarships and Bursaries	1,079,950	70,216	23,359	1,126,807	46,857	
School Generated Funds	5,605,246	7,856,380	7,165,926	6,295,700	690,454	
Educational Trust Fund	310,931	487,906	442,251	356,586	45,655	
Total Special Purpose Funds	8,186,374	67,046,014	65,680,146	9,552,242	1,365,868	

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

Special Purpose Fund	Designated Use
Official Languages in Education French Programs (OLEP)	Support French Immersion and Core French programs.
Community Link	Support programs to improve educational performances of vulnerable students, including academic achievement and social, emotional, and behavioural functioning.
Classroom Enhancement - Staffing, Remedy and Overhead	Funding to implement the Memorandum of Understanding pursuant to Letter of Understanding No. 17 to the 2013-2019 BCPSEA-BCTF Provincial Collective Agreement.
Mental Health in Schools	Support mental health initiatives, resources and programs for students, educators, and families within their school communities.
Changing Results for Young Children	Support district capacity building in high quality early learning and care experiences for children.
Early Childhood Education Dual Credit	Support personalized learning and transition pathways from K-12 to post-secondary study for the early childhood education program.
Student & Family Affordability	Increase food security for students and their families, and support students, parents, and guardians with affordability concerns (one-time funding).
Just B4 Program	Support increased opportunities for childcare programs on school grounds.
Strengthening Early Years to Kindergarten (SEY2KT)	Support the transition of children from community based early learning to kindergarten in schools.
Early Care & Learning	Support the expansion of childcare on school grounds.
Feeding Futures School Food Program	Support to increase food security for students by expanding or creating school food programs.
Health Career Dual Credit Expansion	Support personalized learning and transition pathways from K-12 to post-secondary study focused on health careers aligned with regional workforce demands.
Provincial Resource Program	Outreach program to support school districts around B.C. with respect to ensuring equitable access and enhanced educational opportunities for students with visual and hearing impairments.
Provincial Early Years	Support diverse and struggling learners.
LINC/SWIS	Support settlement services for immigrants, refugees, and other eligible clients to meet their settlement or ongoing needs after arriving in Canada. Programs are Language Instruction for Newcomers to Canada (LINC) and Settlement Workers in Schools (SWIS).
Scholarships and Bursaries	The district manages various scholarship and memorial funds on behalf of families and groups of individuals wishing to provide funding for specific educational initiatives and in memoriam.
School Generated Funds	These funds are collected and managed directly at our schools with financial oversight by the district. Such funds include fundraising, school trips, PAC donations, etc.
Educational Trust Fund	These funds are collected and managed by the district. Such funds include Breakfast Club, Feed-U-Cate, etc.

Statement of Operations – Capital Funds (Schedule 4 and 4D and Note 20 of the Audited Financial Statements)

Capital Fund Balances are as follows:

School District #38 (Richmond)			
Capital Funds			
as at June 30, 2024			
	June 30, 2024	June 30, 2023	Variance
Ministry of Education and Child Care Restricted Funds			
Bylaw	4,684,933	3,354,152	1,330,781
Other	118,682	112,336	6,346
Other Provincial Restricted Funds	2,314,768	3,087,267	(772,499)
Land Capital	15,939,255	14,786,779	1,152,476
Capital Funds Balance	23,057,638	21,340,534	1,717,104

Ministry of Education and Child Care Restricted Funds: These funds are held on behalf of the Ministry of Education and Child Care. The available Bylaw balance of \$4.68 million is funding balances committed for the completion of various projects, including seismic upgrade, and building envelope completions.

Other Provincial Restricted Funds: These funds are from the Ministry of Children and Family Development for childcare spaces.

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

Funds Restricted in Local Capital:

Local Capital fund has been restricted for the following purposes:

School District #38 (Richmond)			
Local Capital Fund			
as at June 30, 2024			
	June 30, 2024	June 30, 2023	Variance
Restricted			
Capital Lease Obligations	8,933,102	8,583,102	350,000
Current Capital Projects	16,246,867	19,952,023	(3,705,156)
Future Capital Projects	22,753,924	14,498,889	8,255,035
Contingency Reserves	2,000,000	2,000,000	-
Under Review by Board	4,480,391	3,847,395	632,996
Local Capital Fund Balance	54,414,284	48,881,409	5,532,875

The June 30, 2024 local capital balance of \$54.41 million incorporates \$49.93 million of restricted funds and \$4.48 million under review by the Board. Additional funds could be restricted in the future with Board approval for identified projects requiring local capital funding.

Long Term Outlook

In order to effectively manage the District's financial resources, it is crucial to pay close attention to various factors that may have the potential to significantly influence the District's strategic priorities and goals. By proactively addressing these factors diligently, the District can ensure its continued success and sustainability.

Critical Need for City Centre Schools

There is an urgency to address the shortage of educational infrastructure in Richmond City Centre to meet the critical needs of the community and citizens of the City. In the City Centre area, there are four elementary schools: Brighthouse, Cook, Talmey and Tomsett. These schools are currently operating beyond their capacity. Student enrolment in the four City Centre Elementary schools grew by 15% in 2022 and 12% in 2023. The momentum of the growth is expected to persist due to the concentration of approximately 85% of Richmond's recently approved and active housing development applications in the City Centre area. Significant space pressure due to enrolment growth is anticipated at these schools for the foreseeable future.

The District's Long Range Facilities Plan and Five-year Capital Plan provide the framework for new schools and school expansions to accommodate enrolment growth projections within the City Centre area. The Ministry has recently approved the school expansion program for Brighthouse and Cook Elementary Schools with targeted completion in September 2024. In addition, the Ministry provided approval to Talmey Elementary School classroom additions with targeted completion in September 2025. These expansion projects will add approximately 270 seats by September 2024 and 150 seats by September 2025.

To accommodate future projected enrolment growth, two new City Centre schools are required in addition to the approved expansions, with the first new school required by September 2029 and the second new school required by September 2033. The capital funding requests for site acquisition and building construction were included in the district's Five-year Capital Plan submission to the Ministry in June 2023. Capital support from the province is urgently needed to effectively address the space shortages in Richmond City Centre.

Ministry K-12 Education Funding Model

In 2018, the Province appointed an independent review panel to undertake a review of how public education is funded in the province. The panel presented a final report on December 18, 2018, with 22 recommendations along three themes including equity, accountability and financial management.

The recommendations will be implemented through a two-phase approach, following the Ministry's modelling of funding allocations to implement the new funding model. The initial phase of implementing the new funding model led to adverse funding changes, notably in the transition of previous Employer Health Tax Grant and Carbon Tax Grant, during the 2019/20 school year. The District had incorporated these funding model adjustments in its subsequent year's budget.

In the second phase of implementation, the Ministry will continue working to modernize inclusive education policies, improve the delivery of online learning, and support students' transition to post-secondary and career-focused programs. The impact of the phase two implementation of the funding model is unknown at this time.

International Education

Richmond International Education (RIE) provides world class education options for students ages 5 to 18 with programs designed to support their personal and educational goals. The RIE program serves as a significant revenue source with a recovery of student enrolment following the global pandemic. The International Education Department remains dedicated to maintaining a diverse program to meet the students' needs. The program is expected to continue facing challenges such as homestay availability, geo-political shifts and competition. These challenges emphasize the need for a contingency fund to mitigate potential negative budget impacts due to unforeseen circumstances impacting RIE revenue.

Recruitment and Retention

The District will continue to address challenges in filling various staffing vacancies, including teaching positions, Educational Assistants, support staff and other professional staff. The recruitment challenges are mainly due to higher demand for various staffing positions as a result of enrolment growth in metro school districts, staffing shortages and competitive job markets.

Addressing these challenges remains a top priority for the district. In alignment with the Strategic Plan Priority Four, the Human Resource (HR) Department has implemented a variety of initiatives through a multi-pronged recruitment and retention strategy.

- Innovative recruitment approaches: implementing contracted positions of Teacher Teaching on Call (TTOC) to alleviate daily teacher shortages.
- Recruitment and attraction: improving recruitment branding, presence, social-media recruitment strategy, and outreach to attract and source high-quality applicants.
- Improving candidate experience: improving recruitment processes, interview guides, support and resources for management staff.
- Richmond Educational Assistant Program (REAP): the Continuing Education Department continues to offer the REAP, which serves as a source for EA candidates and contributes to the district's recruitment needs.
- Collaboration with education partners: the HR staff work collaboratively with education partners to address issues and achieve outcomes that support the District's priorities. This includes providing additional support for student learning needs and enhancing staff capacity to best meet learners' needs.

Inflationary Cost Pressures

Inflation can significantly impact the District's operating and capital expenditures. Rising costs of supplies and services have increased overall operating pressures, while inflationary pressures also manifest in higher employee benefit expenses, including enhanced health and dental care cost, as well as statutory benefit rate increases.

Additionally, increasing costs of construction materials and labour have led to higher budget estimates for both major and minor capital projects. This trend was evident in the higher cost estimates outlined in the District's Five-Year Capital plan submitted to the Ministry in June 2024.

To mitigate the negative effects of inflation on its financial results and budgets, the District engages in proactive financial planning. This includes regular forecasting for inflationary impacts, seeking operational efficiencies, exploring cost-saving measures, and carefully managing resources to ensure the continued delivery of quality education while minimizing financial strain.

Technology Infrastructure

Technology infrastructure and systems are essential for the District to facilitate effective educational practices and meeting the evolving needs of both of the educational and business functions. Key considerations for technology investment include upgrading and replacing network infrastructure and connectivity, addressing hardware and device requirements, acquiring software and digital resources, providing professional development, offering technology support, ensuring cybersecurity, and utilizing data analytics. The Learning and Business Technology Department is committed to maintaining a robust and efficient technology infrastructure and system that effectively supports both student learning and the District's operational needs.

Contacting Management

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

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



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

Education Committee
Public Meeting Minutes

Wednesday, June 12, 2024 – 6:00 pm
Via Zoom

Present:

Chairperson	H. Larson
Vice Chairperson	D. Yang
Trustee Member	A. Wong
Trustee Member (Alt.)	D. Tablotney
Assistant Superintendent	J. MacMillan
Director of Instruction	B. Thompson
Director of Instruction	R. Johal
District Administrator	L. McColl
District Administrator	N. Savory
Superintendent	C. Usih
Representative, Richmond Association of School Administrators	L. Leung
Richmond Management and Professional Staff	S. Glanzmann
Executive Assistant (Recording Secretary)	S. Khan

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmi̓nəm 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, May 15, 2024, were approved as circulated.

3. Secondary Collaboration and Personal Learning Time 2023-2024

Assistant Superintendent Jane MacMillan provided an overview and highlights on collaboration time and personal learning time in secondary schools. She referred to a table, attached in the public agenda, which includes examples, focus areas of staff engagement, information on supports, and next steps for collaboration time and personal learning time. Trustees asked questions regarding the structure of personal learning time and inclusion of technology, and attendance rates for trends.

4. Program Review Recommendations Updates

Director of Instruction Braunwyn Thompson provided an overview on the Aspen Program Review. She discussed the 6 recommendations that were approved by the Board in January 2023 and provided an update on the actions and work that has been completed by staff since the approval of the review recommendations. Trustees asked questions about accessibility access and safety concerns.

Director of Instruction Ravinder Johal and District Administrator Leanne McColl provided an overview on the Alternate Program Review. They discussed the recommendations that were approved by the Board in June 2023 and provided an update on the work that has been completed since then. Trustees asked questions about staffing, student enrollment, and the referral process.

Director of Instruction Ravinder Johal and District Administrator Navshina Savory provided an overview on Equity in Action. They discussed the recommendations that were approved by the Board in February 2023 and the actions and practices that have taken place with staff to improve experiences for all Indigenous learners. Trustees asked questions about professional development on Indigenous education.

Assistant Superintendent Jane MacMillan brought forward the questions asked by public members regarding collaboration time and the impact on students, along with personal learning time and the minutes allocated to each secondary school.

5. Next Meeting Date – September 2024

6. Adjournment

The meeting adjourned at 7:03 pm.

Respectfully Submitted,

*Heather Larson
Chairperson, Education Committee*

Facilities and Building Committee
Public Meeting Minutes

Wednesday, June 5, 2024 - 4:30 pm
Via Zoom

Present:

Chairperson	K. Hamaguchi
Vice Chairperson	D. Tablotney*
Trustee Member	H. Larson
Trustee	R. Belleza
Trustee	A. Wong
Superintendent of Schools	C. Usih
Secretary Treasurer	C. Wang
Deputy Superintendent	R. Ryan
Director, Richmond Project Team	S. Ahluwalia
Director, Facilities Services	K. Wilkins
Manager, Energy and Sustainability	J. Ho
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
Executive Assistant (Recording Secretary)	T. Lee

*Present for a portion of the meeting

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmiñəṇ 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 May 1, 2024 meeting was approved as circulated.

3. Facilities Planning Update (standing item)

Trustee Tablotney joined the meeting at 4:32 pm.

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 trustees' questions regarding the Talmey Elementary building addition, funding allocations for elementary school building additions, and the

potential impact of the amended City of Richmond Zoning Bylaw on population growth.

The Director, Richmond Project Team then responded to a question from the President, Richmond Teachers' Association regarding concerns about unexpected growth in student enrolment over the summer in the city centre. Discussion then ensued regarding city centre growth.

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 a question from the President, Richmond Teachers' Association on the Classroom Ventilation Program and portable classrooms.

5. Facilities Services Update (standing item)

The Director, Facilities Services spoke to his report as included in the agenda package. He then highlighted the achievement of NuvoClean in winning the Pinnacle Innovation Award.

The Director, Facilities Services then responded to questions from trustees regarding the roofing system renewal project. Trustees congratulated NuvoClean for their award win.

Following a question from the President, Richmond Teachers' Association, the Director, Facilities Services provided information on deep cleaning and inspections for portable classrooms during summer.

6. 2023 District Sustainability and Climate Action Report

Manager, Energy and Sustainability shared a presentation on the District Sustainability and Climate Action Plan (DSCAP) and emission trends in the district.

Trustees thanked the Manager, Energy and Sustainability for his presentation. He then responded to questions from trustees' regarding the implications of not meeting targets, the progress of the Five-year DSCAP, funding sources, and the tracking natural gas consumption and savings. Following this, discussion continued regarding paper usage.

7. Video Surveillance

The report was included in the agenda package. The Chairperson responded to the President, Richmond Teachers' Association's inquiry about the four secondary schools in Phase 1, indicating that they have not been determined yet.

8. Minutes for Information

(a) Child Care Development Advisory Committee Meeting

Minutes of Meeting held April 3, 2024 were attached for information.

9. Next Meeting Date – September 2024

10. Adjournment

The meeting adjourned at 5:20 pm.

Respectfully Submitted,

Ken Hamaguchi

Chairperson, Facilities and Building Committee

DRAFT

Report to the Finance and Legal Committee Public

Date: September 25, 2024
From: Donna Sargent, Trustee, Chairperson of Finance and Legal Committee
Subject: Trustees' Expenses for the Three Months Ending June 30, 2024

RECOMMENDATION

WHEREAS the Board of Education of School District No. 38 (Richmond) is paying for expenses incurred by the Trustees in the discharge of their duties,

BE IT RESOLVED that in accordance with the *School Act*, the Board of Education of School District No. 38 (Richmond) approves Trustees' expenses paid during the three-month period ended June 30, 2024, in the amount of \$7,328.32.

BACKGROUND

In accordance with the provisions outlined in the *School Act*, the board is required to approve trustee expenses through a formal board resolution. This requirement ensures transparency and accountability of the use of funds.

During the three-month period ended June 30, 2024, the Trustees incurred a total of \$7,328.32 in expenses associated with their roles and responsibilities. These expenses were reimbursed to trustees to carry out their duties and responsibilities.

CONCLUSION

In compliance with the provisions of the School Act, Finance and Legal Committee recommends the Board's approval of Trustees' expenses for the three months ended June 30, 2024.

Respectfully submitted,

Donna Sargent
Trustee, Chairperson of Finance and Legal Committee

Attachment: Trustees' Expenses for the Three Months Ended June 30, 2024

TRUSTEES EXPENSES

DATE	DESCRIPTION	R. BELLEZA	K. HAMAGUCHI	H. LARSON	D. SARGENT	D. TABLOTNEY	A. WONG	D. YANG	TOTAL
2024-04-10	Cell phone reimbursement - Apr 2024		50.00	50.00		50.00	11.20	50.00	211.20
2024-05-08	Cell phone reimbursement - May 2024		50.00	50.00		50.00	11.20	50.00	211.20
2024-06-05	Cell phone reimbursement - Jun 2024		50.00	50.00		50.00	11.20	50.00	211.20
2024-06-27	RASA Retirement dinner - Jun 19, 2024	60.00	60.00	60.00		60.00	60.00	60.00	360.00
2024-04-04	BCSTA Conference - Nov 23-25 - parking refund/adjustment		54.02	(55.97)	(55.97)		(55.97)	(0.97)	(114.86)
2024-05-08	BCSTA AGM-Apr 18-21, 2024 - registration and pre-conference fees	813.75	813.75	813.75	813.75	813.75	813.75	656.25	5,538.75
2024-05-08	BCSTA AGM-Apr 18-21, 2024 - meal and transportation						38.08	31.50	69.58
2024-05-08	BCSTA AGM-Apr 18-21, 2024 - transportation			33.11					33.11
2024-05-08	BCSTA AGM-Apr 19 - dinner	101.69	101.69	101.69	101.69	101.69	101.69		610.14
2024-06-05	BCSTA AGM-Apr 18-21, 2024 - parking		142.00						142.00
2024-06-27	UBC Chan Centre - Valedictory Ceremonies - June 4 and 9 - mileage						56.00		56.00
	TOTALS PAID: Apr 1 to Jun 30, 2024	975.44	1,321.46	1,102.58	859.47	1,125.44	1,047.15	896.78	7,328.32

Finance and Legal Committee

Public Meeting Minutes

Wednesday, June 12, 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
Secretary Treasurer	C. Wang
Assistant Superintendent, Human Resources	C. Stanger*
Director of Instruction, Student Services & Data Analytics	R. Johal
District Administrator, Human Resources	T. Major*
Manager, Feeding Futures	I. Lai
President, Richmond Teachers' Association	L. Baverstock
1 st Vice President, Richmond Teachers' Association	F. Marsic
Representative, Richmond Management and Professional Staff	R. Corbin
President, Richmond Association of School Administrators	G. Fitt
Executive Assistant (Recording Secretary)	J. Coronel

*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.

The Assistant Superintendent, Human Resources introduced Tanya Major who will assume the role of Executive Director, Human Resources on September 1, 2024. Attendees then introduced themselves.

The Chairperson thanked the Assistant Superintendent, Human Resources for all his contributions to the district and wished him well on his upcoming retirement.

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

The minutes of the public meeting held Wednesday, May 15, 2024, were approved as circulated.

3. Human Resources Update

The Assistant Superintendent, Human Resources and District Administrator, Human Resources spoke to the Human Resources Update as included in the agenda package, with the following highlights:

- Settlement Agreement with RTA on CEF staffing allocation
- Shared Health and Safety Training

The President, Richmond Teachers' Association emphasized the importance of CEF staffing allocations under the Settlement Agreement. The Chairperson expressed her appreciation for the collaborative approach between RTA and HR team to support staff and learning environments.

In response to trustees' questions, the Assistant Superintendent shared examples of health and safety concerns of staff in the workplace. Additionally, he provided information on health and safety training for school administrators to support staff involved in workplace safety incidents.

C. Stanger left the meeting at 10:30 am. T. Major left the meeting at 10:37 am.

4. Feeding Futures Update

The Director of Instruction, Student Services & Data Analytics and Manager, Feeding Futures, presented an update on the Feeding Futures Program, including learnings and challenges of schools in the implementation of the program.

In response to trustees' questions, the Director of Instruction, Student Services & Data Analytics explained the criteria used for determining school allocations and how students receive support from community partners during school breaks. The Manager, Feeding Futures also mentioned that data from the Ministry is available to assess the program's success in the district.

The President, Richmond Teachers' Association inquired on community supports available for students during summer break. The Chairperson expressed her concern about the sustainability of the Feeding Futures program.

5. Student and Family Affordability Fund Update

The Director of Instruction, Student Services & Data Analytics spoke to his report as included in the agenda package. He then responded to trustees' questions on allocation of the fund balance for next school year, feedback from recipients, and plans in place to sustain this support in the long term.

6. Next Meeting Date – September 2024

7. Adjournment

The meeting adjourned at 10:55 am.

Respectfully Submitted,

*Donna Sargent
Chairperson, Finance and Legal Committee*

Report to the Board of Education (Public)

Date: September 25, 2024
From: Debbie Tablotney, Trustee, Chairperson of Policy Committee
Subject: Notice of Motion - Policy 203-R and 203-G: Trustee Stipend and Expenses

NOTICE OF MOTION TO OCTOBER 23, 2024 MEETING OF THE BOARD OF EDUCATION

In accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*, this is a Notice of Motion that a RECOMMENDATION will be presented at the October 23, 2024 Public meeting of the Board of Education to approve revisions to Policy 203-R and 203-G: Trustee Stipend and Expenses.

BACKGROUND:

During the in-camera board meeting held on September 27, 2023, a discussion took place concerning Policy 203-G, which pertains to trustees' expenses with regard to community relations and fundraising activities. After deliberation, it was agreed that trustees should be provided the discretion to select events they wish to attend, with an annual allotment of up to \$500 for such events. Additionally, the current policy will be forwarded to the Policy Committee for review.

With the approval of the revised Trustee Code of Conduct in the May 22, 2024 Public Board Meeting, the proposed revisions to Policy 203-R and 203-G may proceed to Policy Committee for review and feedback.

Research conducted on a number of BC school board policies are silent on governing trustees' involvement in community relations and fundraising activities. The same policy scan did however reveal in the context of attending conferences, meetings or other events, that some school boards require board approval, whereas others grant individual trustees the discretion to exercise judgement when choosing activities they wish to attend. Several of the policies reviewed provided guidance that such activities should enhance a trustee's effectiveness and align with their roles and responsibilities.

The proposed revisions are detailed in the attached Policy 203-R and 203-G documents. The revisions aim to empower trustees to exercise their professional judgement in selecting community functions to attend, thereby supporting them in fulfilling their roles and responsibilities. The intent of trustee representation in these events is to foster community engagement and connection with the Richmond learning communities, while ensuring alignment with Trustee Roles, Responsibilities and Code of Ethics outlined in Policy 200.

Each trustee will be provided an annual budget allotment to cover the costs associated with their representation and/or financial contributions to fund raising at the community relations functions they choose to attend. In the current budget, this allotment is \$500 per trustee per year.

PROPOSED TIMELINE:

June 2024	In-camera Policy Committee meeting	Revised Policy 203-R and 203-G to be shared for feedback from trustees.
September 2024	Public Policy Committee meeting	Draft revised policy reflecting trustee feedback shared with the Committee. Referral to the Board for notice of motion.
September 2024	Public Board meeting	Possible notice of motion for approval at October Board meeting.
October 2024	Public Board meeting	Possible final approval of revised policy.

CONCLUSION

The Board’s current policy requires a resolution from the board delegating one or more trustees to attend community relations and fundraising activities. Proposed revisions to Policy 203-R and 203-G provides individual trustees the discretion to exercise their professional judgement when selecting activities they wish to attend that are consistent with Policy 200 Trustee Roles, Responsibilities and Code of Ethics.

As per Board Policy 204-R, it is recommended not to include this revised policy in the partner group review process, since the revisions pertain to board governance matters.

Respectfully Submitted,

*Debbie Tablotney
Trustee, Chairperson of Policy Committee*

Attachments:

- 1. Draft revised Policy 203-R: Trustee Stipend and Expenses (marked up and clean versions)*
- 2. Draft revised Policy 203-G: Trustee Stipend and Expenses (marked up and clean versions)*

GOVERNANCE

Policy 203-R

Trustee Stipend and Expenses

Trustee Stipend

Trustees act as an interface between their community and the education system, establishing policies to govern the district. Such oversight requires of trustees considerable knowledge, time and effort.

This work of school trustees in exercising their duties is recognized by payment of an annual stipend.

In recognition of the additional responsibilities of their roles, the Chairperson and Vice Chairperson of the Board will be allotted a sum in addition to the trustee stipend.

Trustee Expenses

The Board believes all trustees require resources to effectively assist them in carrying out their duties and will provide such resources to trustees during their term in office.

The Board may also direct trustees to engage in activities on its behalf or trustees may, on their own initiative, engage in activities wherein individual trustees incur personal expenses not covered by the expense allowance of their annual stipend. These expenses and activities may take the form of the following:

- *Hosting*
 - Individual trustees may, from time to time, host a meal or refreshments for individuals engaged with them in School Board business.
 - The goals and outcomes of the meeting as well as a list of attendees shall be reported to the Board.
 - The Board will not fund such meetings if held for political advantage.
 - Further, spontaneously held functions hosted by individual or groups of individual trustees from June to December in a normal civic election year will not be considered for reimbursement.

- *Community Relations and Fundraising*
 - ~~The Board may, by resolution, delegate one or more trustees to~~ Trustees have discretion to attend functions which that foster District or school relations or that have significant benefit for students, in accordance with the Administrative Guidelines established to support this regulation. e.g. City or community held events, Sister City activities and District or school cultural exchanges.
 - ~~Delegates selected by the Board shall have All reasonable costs reimbursed as per the Administrative Guidelines to this Regulation.~~

Adopted: 02 June 2008

Revised: 17 October 2011; 21 November 2016

- ~~Major community-based fund-raising functions or ticketed community-building functions which directly benefit education in the district may be supported by paid trustee attendance and/or a monetary or other contribution, if the Board deems its participation of significant benefit for students.~~

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GOVERNANCE

Policy 203-R

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 - The Board will not fund such meetings if held for political advantage.
 - Further, spontaneously held functions hosted by individual or groups of individual trustees from June to December in a normal civic election year will not be considered for reimbursement.
- *Community Relations and Fundraising*
 - Trustees have discretion to attend functions that foster District or school relations or that have significant benefit for students, in accordance with the Administrative Guidelines established to support this regulation.

Adopted: 02 June 2008

Revised: 17 October 2011; 21 November 2016

GOVERNANCE

Policy 203-G

Trustee Stipend and Expenses

Trustee Stipend

Trustee stipend levels will be approved annually as a separate line item in conjunction with the district operational budget.

Trustee stipends will be adjusted annually according to the rate change in the Vancouver Consumer Price Index (CPI) for the previous year.

Before the end of the trustees' term, the trustee stipend will be reviewed to ensure the current value is comparable with school districts in the region whose stipend similarly includes an undocumented allowance for expenses incurred within the district.

Trustees will not be reimbursed for travel expenses within Richmond, or for other expenses associated with fulfilling their duties in Richmond at meetings, district events and liaison schools. Such expenses are covered by the stipend. Travel expenses outside of Richmond are reimbursable, as set out in "Expenses Claims" section below.

In accordance with the provincial Financial Information Act-Regulation, Trustee stipend levels and expenses reimbursed are reported each fiscal year in the district's Statement of Financial Information. This information is made available on the district's website.

Trustee Expenses

As required, trustees will be provided with resources deemed necessary by the Board.

Upon termination of their role as trustee, equipment provided by the District may be required to be returned to the District.

Expense Claims

- Claims for reimbursement should be submitted within a month of occurrence (and must be submitted by the end of the fiscal year) to the Secretary Treasurer for acceptance and will be paid upon Board approval.
- Expenses claims submitted after the end of the fiscal year in which they were incurred will not be honored.
- Original itemized receipts are required for all expenses with the exception of the per diems.
- Credit card statements and credit card receipts should be accompanied by original itemized receipts.
- In instances where an original receipt is not issued or has been lost, a copy of the credit card statement or credit card slip together with an explanatory note signed by the claimant must accompany all travel and expense claims.
- Trustees are discouraged from using personal credit cards for material expenditures related to Board business, as the rewards accrued can attract a taxable benefit under Canada Revenue Agency regulations. Material expenditures include, but are not limited to capital items such as computers, meeting room bookings, etc. However, it is recognized

that for incidental and travel expenses credit cards are an acceptable and appropriate medium for payment.

- Token gifts, not exceeding \$100.00 will be reimbursed with original receipts.
- The following documented travel expenses outside the Lower Mainland will be reimbursed: economy return airfare, bus, ferry, train, or vehicle kilometrage and parking, whichever is the lesser. Vehicle kilometrage and meals will be compensated at the BCSTA (BC School Trustees Association) per diem rates.
- Expenses incurred outside Canada will be reimbursed in the Canadian equivalent value at the time the expense was incurred.

Ineligible Expenses

Expenses which are ineligible for reimbursement are inclusive of, but not restricted to:

- Any expenses related to accompanying travel companions, except where a spouse or companion has received a written invitation to the event
- Pet care expenses
- Non-business or personal related expenses (hairdressers, toiletry articles)
- Parking and other traffic fines
- Personal travel insurance for non-Board activities
- Insurance coverage for privately owned vehicles
- Expenses for the repairs and cleaning of privately owned vehicles
- Expenses related to damages to privately owned vehicles or to uninsured rental cars
- Interest charges levied on overdue invoices or credit card statements
- Unnecessary stopovers
- Lost or stolen items
- In room entertainment
- Medical bills, prescriptions, etc., except for immunization costs incurred for foreign business travel as required by Public Health Canada
- Alcoholic beverages
- Tobacco

Hosting

Claims for expenses paid by a trustee to host individuals for refreshments or meals in the course of District business require submission of receipts, names of attendees and purpose of the meeting. Reimbursed costs will not exceed the current BCSTA per diem rates for meals.

Community Relations and Fundraising

- ~~The Board, upon recommendation of the Finance and Legal Committee, will annually determine the extent of~~ Each trustee is provided an annual budget allocation for costs associated with their ~~paid~~ representation and/or financial ~~or other~~ contribution to fund raising ~~and at community-building relations~~ functions.
- Trustees have discretion to determine the events they choose to attend in a manner that ensures their choices enhance trustee effectiveness and align with the established policies, with consideration for Trustee Roles, Responsibilities and Code of Ethics as outlined in Policy 200.
- Trustees who ~~are delegated to~~ attend such functions and who incur expenses as a result will be reimbursed in accordance with these Administrative Guidelines.
- Travel expenses within the District will not be reimbursed.
- The Board will pay for trustee and/or delegated staff attendance only. Attendance will be shared equitably among trustees.

GOVERNANCE

Policy 203-G

Trustee Stipend and Expenses

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- Trustees have discretion to determine the events they choose to attend in a manner that ensures their choices enhance trustee effectiveness and align with the established policies, with consideration for Trustee Roles, Responsibilities and Code of Ethics as outlined in Policy 200.
- Trustees who attend such functions and who incur expenses as a result will be reimbursed in accordance with these Administrative Guidelines.
- Travel expenses within the District will not be reimbursed.
- The Board will pay for trustee and/or delegated staff attendance only. Attendance will be shared equitably among trustees.

Report to the Board of Education (Public)

Date: September 25, 2024

From: Debbie Tablotney, Trustee, Chairperson of Policy Committee

Subject: **Notice of Motion - Policy 400-R5: Smoking and Alcohol Consumption, and Policy 804.1-R: Community Use of District Facilities**

NOTICE OF MOTION TO OCTOBER 23, 2024 MEETING OF THE BOARD OF EDUCATION

In accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*, this is a Notice of Motion that a RECOMMENDATION will be presented at the October 23, 2024, public meeting of the Board of Education to approve revisions to Policy 400-R5: Smoking and Alcohol Consumption, and Policy 804.1-R: Community Use of District Facilities.

BACKGROUND:

From time to time, Policy Committee will bring forward 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.

POLICY CONSIDERATIONS:

The proposed revisions to Policy 400-R5 and 804.1-R are guided by an identified vulnerability contained in two board policies which can allow for the consumption of alcohol on district property. Staff have received guidance from the district insurance provider and legal counsel regarding the proposed changes.

At the Board of Education In-camera Meeting held on January 24, 2024, the following motion was passed:

THAT until such a time that the Board of Education (the Board) has reviewed the policies, that the Board suspend the current language in Policy 804.1-R and Policy 400-R5 with respect to the Superintendent's ability to approve requests for consumption of alcoholic beverages on district property.

At a special meeting of the Board of Education (In-camera) held on February 2, 2024, the following motion was passed:

THAT the Board of Education authorize the Superintendent of Schools to communicate the Board's decision regarding alcohol consumption on school property with staff and public as appropriate.

Subsequent to the April 15th Policy Committee In-camera Meeting, and at the request of Policy Committee, staff consulted with the legal counsel regarding proposed changes to Policy 400-R5. Counsel input has been incorporated in Policy 400-R5 and 804.1-R draft revised documents.

At the public meeting of the Board of Education held on May 22, 2024, the Board approved revised Policy 400-R5 and 804.1-R for entry into the partner group review process from May 23 to July 23, 2024. Partner group input was received and incorporated into the draft revised policies.

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.

PROPOSED TIMELINE:

Dates	Meeting	Comments
February 12, 2024	Policy Committee (In-camera)	Initial discussion with Policy Committee for trustee guidance and input.
April 15, 2024	Policy Committee (In-camera)	Report submitted to Policy Committee (In-camera) with draft policy revisions attached. Opportunity for trustee review and feedback.
May 13, 2024	Policy Committee (Public)	Draft revised policy incorporating trustee feedback submitted to Policy Committee (Public). Recommendation to place into Partner Group Review Process from May 23, 2024, to July 23, 2024.
May 22, 2024	Board of Education (Public)	Possible Board approval for entry into Partner Group Review process from May 23, 2024, to July 23, 2024.
May 23, 2024, to July 23, 2024		Partner Group Review process
September 16, 2024	Policy Committee (Public)	Final revisions based on results of Partner Group Review process. Possible Notice of Motion for approval at September board meeting.
September 25, 2024	Board of Education (Public)	Possible Notice of Motion to September board meeting for final approval at October board meeting
October 23, 2024	Board of Education (Public)	Recommendation for board approval of revised policy.

Respectfully submitted,

*Debbie Tablotney
Trustee, Chairperson of Policy Committee*

Attachments:

- 1. Policy 400-R5 with proposed revisions (marked up & clean versions)*
- 2. Policy 804.1-R with proposed revisions (marked up & clean versions)*

HUMAN RESOURCES

Policy 400-R5

Smoking, Vaping, Alcohol and Drug Consumption/Misuse on Board-Owned and Leased Property and in Board Vehicles

~~It is the Board's duty to take reasonable measures to ensure the safety and health of employees, students, guests and visitors while they are on Board-owned and leased property, or in Board vehicles.~~

Smoking and Vaping

~~The Board prohibits smoking and vaping on Board-owned and leased property and in Board vehicles.~~

Alcohol and Drug Consumption/Misuse

~~The Board prohibits the consuming of alcohol, cannabis, or purchasing, transferring, using, or possessing illegal drugs as defined in the Government of Canada Controlled Substances Act Section 4(1), and the misuse of prescription drugs on Board-owned or leased property, and while conducting school district business.~~

~~While conducting school district business includes persons engaged in supervision of students on field trips of all varieties.~~

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HUMAN RESOURCES

Policy 400-R5

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While conducting school district business includes persons engaged in supervision of students on field trips of all varieties.

Community Use of District Facilities

Richmond School District facilities may be used by individuals, groups, or organizations within the community according to the following guidelines:

Priority for the Use of District Facilities

The following order of priority will be adhered to in the use of school facilities:

1. District educational activities including early learning programs and extra-curricular programs.
2. Childcare programs (both operated privately, or Board operated).
3. Richmond Continuing Education classes.
4. School community groups.
5. Groups booked through the City of Richmond.
6. Others.

Once a reservation is accepted through the Facility Rentals, cancellation will only occur if the facility reserved is required by the school, by Richmond Continuing Education, or for some special function such as an election. A minimum of seven (7) days' notice will normally be given in the event that cancellation is necessary.

Priority for the Use of Neighbourhood Learning Centres

In the case of a Neighbourhood Learning Centre (NLC), priority for usage will be given to community groups and/or organizations which:

1. Serve the Richmond community.
2. Encompass the broad spectrum of literacy.
3. Are of mutual benefit to both the school and the community at large.
4. Are non-profit.
5. Provide an array of services, support, and resources for individuals from infants to seniors.

Liability

Individuals, groups, or organizations using District property are responsible for securing ~~liability~~ insurance protection and must provide the District with evidence of coverage. The Board carries liability insurance to indemnify it against its liability as the owner of the school and facility, and the negligence of its employees in carrying out their employment duties. Thus, the Board will only be liable when negligence on the part of the Board or an employee is proven by the individual(s) suffering the injury or damage.

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Equipment

District equipment may be used only with the permission of the school principal.

Alcohol, ~~Smoking, Vaping,~~ and Drug Consumption/Misuse on Board-Owned and Leased Property

Deleted: , Smoking, and Vaping

The Board prohibits ~~smoking, vaping,~~ the consuming of alcohol, cannabis, or purchasing, transferring, using, or possessing illegal drugs as defined in the Government of Canada Controlled Substances Act Section 4(1), ~~and the misuse of prescription drugs on Board-owned and leased property.~~

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Damage, Loss, or Theft

Groups using school district facilities accept responsibility for the cost of repairing any damage occurring during community use, and/or of replacing any equipment lost or stolen during such use; and pay any resultant costs. Any group failing to pay charges associated with the use of the school will forfeit future privileges. In addition, the Board reserves the right to take appropriate action to recover such costs and charges.

Reservation and Cancellation

A minimum of one week's notice is required for a reservation and for cancellation.

Rental Charges

The Board, in accordance with District Policy 804.4 – Fees for Use of District Facilities, sets and annually reviews a Schedule of Charges for the use of District facilities. The Schedule of Charges will be available on the District website and from the Facility Rentals Office.

Special requests for access to District facilities which are not covered by the normal regulations and the established schedule of charges may be submitted, in writing, to the Secretary-Treasurer for approval. Charges for such special rental situations will be set on an individual basis by the Secretary-Treasurer.

For a request to be considered for a no-cost rental of NLC space, all of the following criteria must be met:

- All organizations must be non-profit community groups.

The non-profit organization must provide evidence to the Richmond School District that it is operating on a non-profit basis, and its program must provide a definitive community service for residents of Richmond in one, or more, of the following areas:

1. Promoting and enhancing the broad spectrum of literacy.
2. Enhancing the provision of childcare programs that practice the shared principles of early learning, Indigenous reconciliation, and inclusivity.
3. Improving learning for those who are economically disadvantaged.

In its request for the use of the NLC, the non-profit organization must submit an outline of their program to the District that includes:

1. The objectives of the program.
2. A profile of the clientele being served.
3. A schedule of dates and times for the use of the NLC.
4. The space, furniture and other infrastructural needs of the program.
5. The estimated number of clients and staff involved in the program.
6. The processes involved in assessing the success of the program in meeting its objectives.

- The rental should be for a short term period only.
- The request, when considered in conjunction with other approved no-cost rentals of NLC space, must result in a mix of users, programs and agencies that represents the broad spectrum of Richmond community services.

The intent of the criteria in this step is to ensure that the no-cost option is available to as broad a spectrum of non-profit user groups as possible, so that the many segments of the Richmond community that require support can benefit without any group dominating the use of the space at the expense of others.

Capacity

Occupancy/seating capacity of each facility will be limited, as determined by Fire Marshall

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regulations.

Forfeiture of Use

In the event of violation of any of the provisions outline above, the Board reserves the right to cancel the use of any school facility and/or equipment.

Childcares

Licensed childcare programs are permitted to license space that is not required for K-12 educational programs, early learning programs or extra-curricular activities in school facilities or on school grounds and/or to locate a portable building on school grounds, provided that their program will not unfavourably impact student safety, affect District programs and meet requirements of local government. Use of any school facility by a childcare operator requires a written agreement through a **License to Occupy**. Applicants must meet all District, municipal and childcare licensing requirements.

Should a relocation of an existing licensed childcare operator or termination of an existing childcare license be necessitated, the Board must, without delay, provide the Minister of Education and Child Care with written notification of the decision in a form and with the information specified by the Ministry of Education and Child Care.

Board Concurrence: 05 March 1990
Board Concurrence with Revision: 28 August 1995
Board Concurrence with Revision: 18 September 1995
Board Concurrence with Revision: 22 April 2014
Adopted Revisions: 23 February 2022

COMMUNITY RELATIONS

Policy 804.1-R

Community Use of District Facilities

Richmond School District facilities may be used by individuals, groups, or organizations within the community according to the following guidelines:

Priority for the Use of District Facilities

The following order of priority will be adhered to in the use of school facilities:

1. District educational activities including early learning programs and extra-curricular programs.
2. Childcare programs (both operated privately, or Board operated).
3. Richmond Continuing Education classes.
4. School community groups.
5. Groups booked through the City of Richmond.
6. Others.

Once a reservation is accepted through the Facility Rentals, cancellation will only occur if the facility reserved is required by the school, by Richmond Continuing Education, or for some special function such as an election. A minimum of seven (7) days' notice will normally be given in the event that cancellation is necessary.

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In the case of a Neighbourhood Learning Centre (NLC), priority for usage will be given to community groups and/or organizations which:

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2. Encompass the broad spectrum of literacy.
3. Are of mutual benefit to both the school and the community at large.
4. Are non-profit.
5. Provide an array of services, support, and resources for individuals from infants to seniors.

Liability

Individuals, groups, or organizations using District property are responsible for securing liability insurance protection and must provide the District with evidence of coverage. The Board carries liability insurance to indemnify it against its liability as the owner of the school and facility, and the negligence of its employees in carrying out their employment duties. Thus, the Board will only be liable when negligence on the part of the Board or an employee is proven by the individual(s) suffering the injury or damage.

Equipment

District equipment may be used only with the permission of the school principal.

Alcohol, Smoking, Vaping, and Drug Consumption/Misuse on Board-Owned and Leased Property

The Board prohibits smoking, vaping, the consuming of alcohol, cannabis, or purchasing, transferring, using, or possessing illegal drugs as defined in the Government of Canada Controlled Substances Act Section 4(1), and the misuse of prescription drugs on Board-owned and leased property.

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 3. Improving learning for those who are economically disadvantaged.
- In its request for the use of the NLC, the non-profit organization must submit an outline of their program to the District that includes:
 1. The objectives of the program.
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 3. A schedule of dates and times for the use of the NLC.
 4. The space, furniture and other infrastructural needs of the program.
 5. The estimated number of clients and staff involved in the program.
 6. The processes involved in assessing the success of the program in meeting its objectives.
- The rental should be for a short term period only.
- The request, when considered in conjunction with other approved no-cost rentals of NLC space, must result in a mix of users, programs and agencies that represents the broad spectrum of Richmond community services.

The intent of the criteria in this step is to ensure that the no-cost option is available to as broad a spectrum of non-profit user groups as possible, so that the many segments of the Richmond community that require support can benefit without any group dominating the use of the space at the expense of others.

Capacity

Occupancy/seating capacity of each facility will be limited, as determined by Fire Marshall regulations.

Forfeiture of Use

In the event of violation of any of the provisions outline above, the Board reserves the right to cancel the use of any school facility and/or equipment.

Childcares

Licensed childcare programs are permitted to license space that is not required for K-12 educational programs, early learning programs or extra-curricular activities in school facilities or on school grounds and/or to locate a portable building on school grounds, provided that their program will not unfavourably impact student safety, affect District programs and meet requirements of local government. Use of any school facility by a childcare operator requires a written agreement through a **License to Occupy**. Applicants must meet all District, municipal and childcare licensing requirements.

Should a relocation of an existing licensed childcare operator or termination of an existing childcare license be necessitated, the Board must, without delay, provide the Minister of Education and Child Care with written notification of the decision in a form and with the information specified by the Ministry of Education and Child Care.

Policy Committee
Public Meeting Minutes

Monday, June 10, 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
Superintendent	C. Usih
Deputy Superintendent	R. Ryan
Secretary Treasurer	C. Wang
Executive Director, Learning and Business Technologies	R. Laing
2 nd Vice President, Richmond Teachers' Association	F. Marsic
President, Richmond Association of School Administrators	G. Fitt
President, Canadian Union of Public Employees 716	S. Robinson
Executive Assistant (Recording Secretary)	J. Coronel

The Chairperson called the meeting to order at 11:00 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

Minutes of the meeting held May 13, 2024 were approved as circulated.

3. Policy 105: District Code of Conduct

The Deputy Superintendent provided information on the expedited process to approve minor revisions to Policy 105 in order to coincide with the effectivity of the Provincial Standards for Codes of Conduct on July 1, 2024. He also provided an update on the status of the proposed Administrative Guidelines on Acceptable Use of Student Personal Digital Devices that will be in place in September.

A trustee suggested creating a one-page brochure for students, staff, and families to clearly communicate expectations once the Administrative Guidelines are finalized. The President of CUPE

716 echoed this statement and noted that a simple and easy to read information sheet will be helpful for staff. The Executive Director, Learning and Business Technologies also added that communication will be shared at the start of the new school year to ensure students and families are well informed of the guidelines.

In response to a trustee's question, the Deputy Superintendent clarified that the proposed Administrative Guidelines will not include any specific language on appropriate intervention in case of any violation. In cases when a student does not meet the expectations under the guidelines, the appropriate intervention will be determined through a restorative lens.

Following a trustee's inquiry, the Executive Director, Learning and Business Technologies explained that restrictions on use of student personal digital devices during "instructional time" would include structured school-based learning activities and time spent outside the classroom such as field trips and assemblies, among others.

The 1st Vice President, Richmond Teachers' Association noted that the current language of Policy 105 emphasizes the commitments of members of the district community. He suggested rephrasing this language to clearly reflect the responsibility of the student to use their personal digital devices in accordance with the proposed guidelines.

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

THAT the Policy Committee recommend that the Board of Education approve the attached minor revisions to Policy 105: District Code of Conduct at the June 19th, 2024, Public meeting.

4. 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.

5. Next Meeting Date – September 2024 at 11:00 am.

6. Adjournment

The meeting adjourned at 11:25 am.

Respectfully Submitted,

*Debbie Tablotney
Chairperson, Policy Committee*