

**Education Committee**  
**Public Meeting Agenda**

**Wednesday, October 16, 2024 – 6:00 pm**  
**via Zoom**

<https://sd38.zoom.us/j/67471702746>

Passcode: 6000

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

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- 1. Adopt Agenda**
- 2. Approve Minutes**  
Public minutes from meeting held September 18, 2024 attached.
- 3. Hugh Boyd Mural Project**  
Amy Moss, Teacher, and Ryan, Chloe, and Livia, Students
- 4. Sexual Orientation and Gender Identity (SOGI) Guidelines for Parents**  
Rav Johal, Director of Instruction, Connie Easton and Ellen Hsu, Teacher Consultants
- 5. Continuing Education Review Implementation Plan**  
Maryam Naser, Assistant Superintendent and Jason Higo, District Administrator
- 6. Next Meeting Date – November 13, 2024**
- 7. Adjournment**

## Education Committee Public Meeting Minutes

Wednesday, September 18, 2024 – 6:00 pm  
Via Zoom

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**Present:**

Chairperson	H. Larson
Vice Chairperson	D. Yang
Trustee Member	A. Wong
Superintendent	C. Usih
Assistant Superintendent	M. Naser
Assistant Superintendent	R. Laing
Director of Instruction	W. Walker
District Administrator	L. Chau
Teacher Consultant	A. Ridley
Teacher Consultant	K. Gamble
Teacher Consultant	K. Johnson
President, CUPE716	S. Robinson
1 <sup>st</sup> Vice President, CUPE716	N. Williams
Representative, Richmond Association of School Administrators	A. Pikkarainen
3 <sup>rd</sup> Vice President, Richmond Teachers' Association	J. Cho
Representative, Richmond Association of School Administrators	L. Leung
President, Richmond District Parents' Association	C. Huang
Representative, 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 hən̓q̓əmi̓nəm̓ language group on whose traditional and unceded territories we teach, learn and live.

**1. Adopt Agenda**

Chairperson Heather Larson informed the committee that the order of the agenda items will be revised. Indigenous Education will be presented first, followed by Personal Digital Devices.

The agenda was adopted as revised.

**2. Approve Minutes**

The minutes of the public meeting held Wednesday, June 12, 2024, were approved as circulated.

### **3. Indigenous Education**

Assistant Superintendent Maryam Naser acknowledged September 30 will be the National Day for Truth and Reconciliation. She introduced District Administrator Linda Chau and teacher consultants Allie Ridley, Kelly Johnson and Karla Gamble. They delivered a presentation which around Indigenous Education. Allie highlighted land-based pedagogy in early learning and the focus around place consciousness. Kelly discussed Indigenous perspectives through resources accessible in the library commons and the district resources centre, and ensuring the alignment with the districts strategic plan and the Truth and Reconciliation Calls to Action. Karla discussed the Indigenous-focused graduation requirements for all students, the coursework included, and the alignment with the Truth and Reconciliation Calls to Action.

Trustees asked questions regarding expanding the accessibility of learning resources within schools and between schools. Stakeholders asked questions regarding wait time and funding for the resource kits. Trustees and stakeholders expressed gratitude to staff for their work.

### **4. Personal Digital Devices – Policy and Guidelines**

Assistant Superintendent Maryam Naser introduced Assistant Superintendent Rob Laing and Director of Instruction Wennie Walker. They provided an overview of the recent mandate from the Ministry of Education to include restrictions on students' personal digital devices. They referred to the attached report on Personal Digital Devices – Policy and Guidelines and delivered a presentation which informs on the district's process in updating the Codes of Conduct to include restrictions on students' personal digital devices, the creation of the policy guidelines, and the implementation of the policy and guidelines. Policy 105 and 104-G, which can be found on the districts website, was passed at the Board meeting on June 19, 2024.

Trustees asked questions regarding challenges students might face with the policy, and accommodations for students. Stakeholders asked questions on the use of personal digital devices on school-site with regards to restrictions to school WIFI accessibility and websites. Trustees and stakeholders expressed their gratitude to staff for their work.

### **5. Next Meeting Date – October 16, 2024**

### **6. Adjournment**

The meeting adjourned at 6:56 pm.

*Respectfully Submitted,*

*Heather Larson  
Chairperson, Education Committee*

## Report to the Education Committee (Public)

**Date:** October 16, 2024  
**From:** Johal – Director of Instruction, Student Services  
**Subject:** SOGI-Inclusive Education Update

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

### BACKGROUND

At the June 27, 2018, public meeting of the Board of Education, the Board approved the final draft of Policy 106, 106-R and 106-G: *Sexual Orientation and Gender Identity*. Implementation of the policy continues to occur at both the district and school levels, with the overarching goal to work towards providing a safe environment for all students, staff, and families, including those who identify as 2SLGBTQ+. There is a commitment in unifying schools and community together in supporting all students.

Policy 106 includes reference to the formation of a district SOGI Advisory Committee. The primary function of the Advisory Committee is to support the implementation of the policy. Four SOGI Advisory Committee meetings were held during the 2023-2024 school year. Sub-committees, each with a focus on a specific goal area, met throughout the school year in between the Advisory meetings. Sub-committee updates were regularly reported back to the Advisory Committee.

The committee continued to work towards fulfilling actions related to specific goals and objectives identified by the Advisory Committee and in accordance with policy. These include:

- Students and staff who identify as 2SLGBTQ+ will feel safe, supported, valued, and included in their schools and classrooms.
- Staff members in the Richmond School District will have the appropriate knowledge and skills in order to feel confident in effectively supporting 2SLGBTQ+ students in their classroom and school.
- The Richmond School District will work alongside parents, family members and members of our community in order to support 2SLGBTQ+ children and youth.
- The Richmond School District will communicate effectively amongst students, staff, families, and partner groups about implementation of the policy.

Highlights of ongoing work within SOGI Advisory sub-committees include:

- Continued opportunities for students to regularly connect. The district SOGI leads and school-based adult SOGI leads continue to provide opportunities for students to connect. These include Rainbow Cafés at secondary schools and Diversity Clubs in elementary schools open to students in Grades 3 to 7. A Rainbow Café was held in February with students from schools across the district, representing all grades at the secondary level. A year-end Summer Celebration Rainbow Café was held in June.
- Elementary SOGI Book Bundles. Books bundles have been updated this year and distributed to each elementary school. These resources reflect the district's Resource Selection Policy, and are current, evaluated, recommended by Focused Education and SOGI 123 and reflect authentic voices.

- Professional Learning. To build capacity and educate through professional development, a SOGI session was facilitated by the district's elementary SOGI lead for Settlement Workers in Schools (SWIS) to support their work with newcomer families. In addition, led by the district SOGI leads as well as the teacher consultant for Equity and Inclusion, in-person and virtual professional development sessions were held for school administrators to review Policy 106, how SOGI is differentiated from sexual health education, as well as to discuss ways of supporting staff and the parent community about SOGI-inclusive education.
- Inquiry Grants. Grounded in Justice, Equity, Diversity, and Inclusion (JEDI) and Activating Student Voice, staff inquiry teams in three elementary schools and three secondary schools engaged in the inquiry grant process, with a focus on themes of intersectionality connected to SOGI.
- Learning Opportunities: District staff provided learning sessions for school Parent Advisory Councils in the district.
- Communication Plan. The SOGI newsletter entitled 'Ask the Kids' was published quarterly in the 2023/24 school year, with an emphasis on supporting staff in their work through a SOGI-inclusive perspective. Each newsletter provides updates related to the work of the Advisory Committee, direct access to the policy, regulations, and guidelines, tips from 2SLGBTQ+ students, links to resources, and highlights SOGI-related work at schools around the district.
- SOGI Document for Parents: Committee members developed a document for use with the parent community that includes Frequently Asked Questions (FAQs) as well as Myths and Truths to support conversations at the school and district level. This fall, the document was published internally for all staff as well as in multiple languages on the district website for parents and guardians.

## **CONCLUSION**

The Richmond School District is committed to supporting the continued implementation of Policy 106 and appreciates the significant commitment of all members of the SOGI Advisory Committee in working with students, staff, and families. Recognizing the Strategic Priority of Equity and Inclusion, supporting students who are part of the LGBTQ2S+ community through an intersectional lens contributes to the district's nurturing of safe and caring school communities.

*Respectfully Submitted,*

*Ravinder Johal*

*Director of Instruction – Student Services*

**Report to the Education Committee (Public)**

**Date:** October 16, 2024

**From:** Maryam Naser, Assistant Superintendent & Jason Higo, District Administrator

**Subject:** **Continuing Education Program Review – Implementation Plan**

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This report is provided to the Board of Education for informational purposes, and no further action is required at this time.

**STRATEGIC PLAN REFERENCE**

- *Strategic Priority 1: Inspired Learners*  
*Goal 2: The district fosters resilient and healthy life-long learners*
- *Strategic Priority 2: Equity and Inclusion*  
*Goal 1: District learning environments are equitable and inclusive*

**BACKGROUND**

In the 2022/23 school year, a review of the district’s Continuing Education Programs was conducted by an external consultant. The review aimed to assess operational efficiency and program effectiveness within the Continuing Education Department. The following programs were included in the review:

- Adult Education Program
- Summer Learning Program
- Mandarin Language Studies Program
- Youth and Children’s Programs
- Richmond Education Assistant Program (REAP)

At the April 2024 Education Committee meeting, the Board of Education received a detailed report outlining the review’s findings and recommendations. At the subsequent April 2024 Board of Education meeting, the Board passed the following recommendation:

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

The recommendations within the Continuing Education Review report primarily focused on four key areas: Data-informed planning and decision-making, Leadership, Budget, and Richmond Educational Assistant Program (REAP). After careful consideration of the recommendations, staff have developed an implementation plan for the 2024/24 school year with the following key focus areas:

## **1. Data-Informed Planning and Decision-making**

### **Recommendation:**

The program review recommended that the programs within the Continuing Education Department participate in the district's Framework for Enhancing Student Learning process to ensure continuous improvement. It was also recommended that the district continue to administer satisfaction surveys for each program to assist in planning for on-going improvements.

### **2024/25 Focus Areas:**

- Emphasize Diversity, Equity, and Inclusion through professional learning.
- Implement an annual survey process to gather feedback on each program.
- Conduct ongoing reviews of student achievement data to inform program improvements.
- Continue to refine assessment practices to align with curriculum and student needs.

## **2. Leadership and Support Structures**

### **Recommendation:**

The review identified staffing structures as a key area for enhancing leadership support. To enhance efficiency and long-term stability within the department, it was suggested that the district decrease reliance on contracted services while augmenting leadership support. Staff have identified several benefits of this leadership model, including a more effective distribution of supervisory responsibilities, enhanced support for summer school, and increased opportunities for cross-training across roles.

### **2024/25 Focus Areas:**

- Restructure staffing within the department to enhance leadership support.
- Develop a transition plan to smoothly implement a revised leadership model.

## **3. Budget and Finance**

### **Recommendation:**

The review highlighted the importance of accurate financial reporting and planning. Staff within the Finance and CE departments have worked to ensure specific program costs accurately reflect each program's financial status. The most recent financial summary indicates that all programs within the department are financially robust.

### **Focus Areas:**

- Continue refining financial reporting to ensure accurate cost allocation.
- Maintain a budget that balances expenditures with revenues, ideally resulting in surplus to provide flexibility to address unexpected needs.

## **4. Richmond Educational Assistant Program (REAP)**

### **Recommendation:**

The report recommended that the district continue to monitor enrollment within the REAP to ensure economic viability. The REAP program had a successful year in 2023/2024, completing a full-time program in December 2023 and launching a new full-time cohort of 30 students in July 2024. Additionally, the part-time program, which faced registration challenges in recent years, enrolled a

group of 30 students in January 2024. While interest in REAP is significant, registrations for the part-time program are typically lower than the full-time program.

**2024/25 Focus Areas:**

- Enhance the appeal of the part-time program for students balancing work and studies.
- Recruit a sufficient mentor pool to support students within the program.

**CONCLUSION**

The recommendations outlined in the Continuing Education Review report provided valuable insights for ensuring the continuous success of the department. Staff have developed a comprehensive implementation plan to ensure the department's continued success.

The focus for the 2024/25 school year will be advancing the district's framework for enhancing student learning and strengthening leadership structures to support program excellence and community learning needs.

*Respectfully Submitted,  
Maryam Naser, Assistant Superintendent  
Jason Higo, District Administrator*