

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

**Wednesday, September 17, 2025 – 6:00 pm**  
**via Zoom**

<https://sd38.zoom.us/j/62707456595>

Passcode: 6000

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

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- 1. Adopt Agenda**
- 2. Approve Minutes**  
Public minutes from meeting held June 11, 2025 attached.
- 3. Learning Services - Curriculum and Assessment**  
Linda Chau, District Administrator
- 4. Overview of Arts Education in Richmond School District – report attached.**  
Catherine Jule, District Administrator  
Teachers and Students from Brighthouse Elementary, McRoberts Secondary and District Resource Centre (DRC)
- 5. Next Meeting Date – October 15, 2025.**
- 6. Adjournment**

## Education Committee Public Meeting Minutes

Wednesday, June 11, 2025 – 6:00 pm  
Via Zoom

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**Present:**

Chairperson  
Alternate Member  
Trustee  
Superintendent  
Assistant Superintendent  
Director of Instruction  
District Administrator  
Teacher Consultant  
Teacher Consultant  
Teacher  
Teacher  
Teacher  
Student  
Student  
Student  
Representative, Richmond Association of School Administrators  
3<sup>rd</sup> Vice President, Richmond Teachers' Association  
President, CUPE716  
Representative, Richmond Management and Professional Staff  
President, Richmond District Parents' Association  
Executive Assistant (Recording Secretary)

H. Larson  
A. Wong  
D. Sargent  
C. Usih  
M. Naser  
L. Hayes-Brown  
L. Chau  
A. Ridley  
K. Gamble  
M. Taylor  
J. Eguia  
S. Parvez  
Chloe  
Livia  
Ryan  
A. Pikkarainen  
J. Cho  
S. Robinson  
S. Glanzmann  
C. Huang  
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 hə́nqə́mihə́m language group on whose traditional and unceded territories we teach, learn and live.

Chairperson Larson made an announcement to the committee, that June is National Indigenous History Month and June 21<sup>st</sup> is National Indigenous Peoples Day, it is a time to recognize and honour the history, culture, and contributions of the First Nations Inuit and Metis Peoples across Canada.

**1. Adopt Agenda**

The agenda was adopted as circulated.

**2. Approve Minutes**

The minutes of the public meeting held Wednesday, May 14, 2025, were approved as circulated.

### **3. Equity in Action**

Assistant Superintendent Maryam Naser introduced Director of Instruction Liz Hayes-Brown and informed the committee that the Equity in Action is an annual report to the board that highlights the ongoing work across our district to support and improve outcomes for our indigenous students. Liz shared key initiatives, targeted supports, and areas of progress for the success of Indigenous students in our district. She informed the committee that an Indigenous Education Council was formed, as per Ministerial order for 60 districts across the province. The first meeting was held in April 2025.

Partner groups asked for clarification on the turnaround time for the conclusion of the Grad Coach Pilot to the 10 Grad Coaches in each secondary school and if these grad coaches are existing teachers.

Trustees asked questions regarding Indigenous Education and Digital Literacy with AI protocols.

### **4. Indigenous Education in the Richmond School District**

Assistant Superintendent Maryam Naser introduced District Administrator Linda Chau and Teacher Consultants Allie Ridely and Karla Gamble. A presentation on Indigenous Education in the Richmond School District was shown which highlighted the ongoing efforts to advance Indigenous Education and deepen all students' understanding of Indigenous history, culture, and perspectives by showcasing the work in schools around Indigenous learning and brilliance.

Richmond teachers integrate Indigenous worldviews and perspectives throughout the year, teacher Michael Taylor, students Chloe, Livia and Ryan from Hugh Boyd Secondary showcased the work they are doing to continue on the path to Truth and Reconciliation. Teachers from Tomsett Elementary presented on Inquiry Grants and how they can deepen understanding of Indigenous knowledge and histories with their students and staff. Finally, Teacher Consultant Karla spoke on behalf of Teacher Lincoln Lew from Walter Lee Elementary around Indigenous education and curriculum integration.

Trustees expressed their gratitude and the incredible work staff are doing to incorporate Indigenous ways of learning into the curriculum.

### **5. Collaborative Time & Personal Learning Time**

Assistant Superintendent Maryam Naser informed the committee that the Collaborative Time and Personal Learning Time is an annual report to the board. She highlighted that collaboration time is dedicated time for staff to work and collaborate to strengthen instructional practices in order to support student learning. The focus areas for this year included literacy and numeracy, inclusive teaching practices, interdisciplinary planning, mental health supports as well as supports for new teachers. Personal learning time (PLT) is a structure for secondary students which allows dedicated time for students to access teacher support to complete assignments, work on group projects, or engage in independent study.

The committee was informed that feedback regarding PLT has brought awareness to lower student attendance. Due to the importance of all students having access to PLT the placement of PLT for the 2025/26 school year will now be moved from first period to second period to encourage higher attendance, along with standardized timing of PLT to 96 minutes per week, to promote more consistency across the district. Feedback will be gathered through the school year from families, staff, and students to assess the effectiveness of these changes.

Partner groups asked for clarification regarding the timing of collaboration time and personal learning time.

Trustees expressed their gratitude to staff and feedback received from students and the revision to PLT time.

**6. Next Meeting Date – September 17, 2025 at 6:00pm.**

**7. Adjournment**

The meeting adjourned at 6:58 pm.

*Respectfully Submitted,*

*Heather Larson  
Chairperson, Education Committee*

DRAFT

## Report to the Education Committee (Richmond) PUBLIC

**Date:** September 17, 2025

**From:** Catherine Jule, District Administrator Early Learning and Arts

**Subject:** Arts Education Update

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

### VISION

The Richmond School District envisions an Arts Education celebrating the unique creativity of every learner where all can achieve their potential in the arts. Educators of the Arts bring with them a unique and inspiring skill set to *grow*, *propel* and *inspire* our vast array of learners.

### CURRICULUM

Arts Education includes Dance, Drama, Music and Visual Arts as outlined in the [B.C. Curriculum Arts Education](#) and involves engaged arts learning in both curricular and co-curricular areas.

The Richmond School District recognizes that Arts Education is an essential part of a student's learning as the arts stimulate ideas, thought, language, perception, and understanding. Through exposure to creative and artistic processes learners develop the ability to express their own unique creativity and this enhances feelings of self-worth and pride. The Arts curriculum builds core competency critical thinking and communication skills that help learners foster aesthetic awareness and a deeper understanding of themselves and others.

The BC Arts Education curriculum encourages learners develop knowledge and understanding of a wide range of artistic styles to create an appreciation of cultural heritage and human experience - with opportunities to help gain insight into the perspectives and experiences of people from a variety of times, places, and cultures. Arts experiences build community and nurture relationships with others. Identity is explored, expressed, and impacted through arts experiences.

To help learners reach their potential in the arts, the district supports a range of activities, program options, and partnerships that meet learner interests and needs to enhance student learning.

### PERFORMING ARTS

The Performing Arts offer students the chance to grow in areas that are transferable to all walks of life learners gain confidence, learn to share their creative and critical ideas and practice working together on a variety of projects which are presented to audiences from their community and beyond. Arts programs and initiatives foster strong connections between students and professional artists and organizations through partnerships, artist in schools and public engagements.

### **Performances and Workshops in Schools**

Schools regularly bring in professional artists to perform for their school community. Having artists in schools allows learners to have opportunities to view performances and engage with artists that they may never have an opportunity to experience otherwise and provide equity in access for all learners. School performances share stories, creativity, diversity, and musicality that ensembles and artists bring. Workshops led by practicing artists expose students to diverse artistic styles, techniques, and perspectives, broadening our learner's artistic horizons. Students also enjoy meaningful connections with artists and their work, helping our learners imagine themselves in these types of professions too. The opportunity for children to witness and even take part in these experiences in schools helps establish theatre-going habits that can last a lifetime.

When able, the district also funds and supports mass bookings for schools with the goal of providing equity to introduce young people to arts-based experiences in schools. In 2025, The Dancers of Damelahamid, an Indigenous dance company from the Northwest Coast of British Columbia performed *In Abundance – Hloxsa 'Wii hun*, a combination of narrations and stories, intricately carved masks, and choreographed dances at 10 schools (approximately 3555 students participated).

The district also dedicates Federal Grant funds from the official languages program to support French Language performances for all Elementary Schools. Over the past few years francophone artists Missy D, Sand Northrup, Will et Seeka, and Gregg LeRock have all been contacted to perform for students in SD38 who take Core French and French Immersion. Consequently, *all Elementary students* in the District have been exposed to francophone language and culture through the arts. Secondary students and French Immersion students and families K-12 have also been exposed to French performers booked by the district, such as Malicounda Drumming and LOCO Beats Dance, at the annual district-run French Festival.

### **School Performances**

Performances put on by learners at the schools embody the curricular competencies found in the Arts curriculum, enabling students to apply techniques learned in class to real-world artistic contexts. By performing in ensembles or casts, students develop communication, collaboration, and leadership skills—key core competencies that arts build critical thinking and self-confidence. Through rehearsal processes and audience engagement, learners internalize artistic habits of mind such as experimentation, persistence, and empathy - all essential components of the BC Arts Education Curriculum 'Big Ideas'.

Performances at the school level vary and it is best to connect with each school directly to obtain more information about what is offered.

### **Music Department Performances**

School Music Programs hold a variety of ensemble concerts that showcase student learning through live performance. These typically include concert bands, jazz bands, choirs and other school-based ensembles that reflect the curricular objectives. Musical theatre shows integrate acting, singing, and choreography, aligning with both the Drama and Music curricular competencies. Beyond large ensembles, many schools also host solo and small-group recitals, allowing students to present individual artistry and technical skill. Recital formats range from lunchtime sessions, full school assemblies and evening showcase events open to families and the community.

District-wide and interschool music concerts and music festivals also provide important performance opportunities. These events initiate valuable audience and teacher feedback and reinforcing students' ability to reflect on their work and set new personal and group artistic goals.

### **Drama Department Performances**

School Drama Programs often operate a school theatre company or theatre courses that stages full-length plays, from classical scripts to contemporary works in addition to one-act "skit" play nights and improv showcases. Many Drama Programs also present student-created theatre, where learners write, direct, and perform original pieces, engaging in script writing and development.

Students in Theatre Production courses bring performances to life by handling all aspects of technical theatre, from set construction to live event management. These learners design and build scenery, manage lighting cues, operate sound boards, and coordinate props, costumes, and back-stage logistics. Through hands-on roles, they develop problem-solving, teamwork, and project-management skills while contributing directly to music concerts, drama shows, and festivals. Stage management offers learners opportunities with backstage coordination, calling cues, organizing rehearsal schedules, overseeing props and costumes, and ensuring smooth scene changes. These roles also extend learning beyond the classroom requiring students to apply technical knowledge in collaborative, real-world contexts and connect to components in the Applied Design, Skills and Technologies curriculum.

## **ARTS EDUCATION IN ELEMENTARY**

### **Classroom General Arts**

The BC K–7 Arts Education curriculum centres on cultivating students' creativity, communication, and cultural understanding of the four-core discipline-specific programs – dance, drama, music, and visual arts that capture the language, activities, and experiences unique to each of those disciplines. It weaves together artistic processes and community connections to foster well-rounded, expressive learners. The BBC Arts Education curriculum strives to encourage students' artful habits of mind through engaged arts learning.

All four domains of the Arts curriculum are delivered by the classroom teacher in both an *Arts as Curriculum* approach, where students develop knowledge and skills in a particular art form and in an *Arts-Integrated* approach where the arts become the approach to teaching and the vehicle for learning. Students meet dual curricular competencies by engaging in creative processes to explore connections between an art form and another subject area, exploring evolving objectives in both curricular areas.

In some cases, schools have a music, art, drama, or dance specialist teacher to deliver classes in the form of a teacher relief block. Programs at the school level vary and it is best to connect with each school directly to obtain more information about what is offered.

### **Elementary Band Program**

Across all 36 elementary schools in Richmond, every Grade 6 and 7 student receives band music instruction in the Elementary Band Program—taught by a dedicated, specialist music educators—and it has become a true point of pride for our community. In the case of a combined class that is grade 5/6, grade 5s in this situation also receive band instruction. This year alone, over 3738 students will take band across the district in 2025/26.

Families rent or buy a band instrument of choice (i.e. flute, clarinet, saxophone, trumpet, trombone, percussion, bass guitar) for student use. To ensure equity of access, the program offers instrument loans from the District Resource Centre (DRC) at no charge to families.

Band blocks are delivered in the form of a teacher relief blocks.

### **DRC Band Instrument Collection**

The District Resource Centre (DRC) circulates and maintains a large collection of band instruments and music, as well as class sets of djembes, ukuleles, frame drums and general music teaching kits. The Elementary Band Instrument collection is a critical Arts support in our district supporting families to have fair and equitable access to Music Education.

The collection has a priority allocation to support families who are not in a financial situation to purchase or rent instruments. There is no cost to borrow an instrument. Instruments come with all cleaning accessories and enough reeds or valve oil to get started. Caregivers are informed of the lending opportunity and receive the instructions on how to access the service if needed. Band Educators work alongside their School Administrators to assign DRC instruments on a case-by-case basis.

The district assigns a trained band teacher one day per week to caretake the collection, ensuring the instruments are in good working order. This involves regular maintenance and repairs to keep the instruments in optimal playing condition, as well as the replacement of worn-out or outdated equipment, acquiring new instruments to accommodate the increasing number of students and the diverse range of musical pieces programs aim to perform. Having properly functioning and well-maintained instruments not only enhances the students' learning experience but also boosts confidence and performance levels.

At the end of each school year, students return DRC instruments for servicing. Maintaining the collection of band instruments ensures they remain in optimal condition and are properly sanitized for the next user. Summer servicing inspects for wear and tear, addresses issues, and ensures the longevity of the collection. The district budgets for a musical instrument repair vendor to service a portion of the collection annually and for those instruments needing more significant maintenance and/or for repairs that require a trained technician.

The district allocates funds for these instrument repairs and annual maintenance contributes to the overall success of our Elementary Band Programs.

DRC Instrument Inventory:

Type	Inventory		
Band Instruments	422 Band Instruments including:		
	Flute Clarinet Bass Clarinet Alto Saxophone Tenor Saxophone Baritone Saxophone	Trumpet Trombone Bass Baritone Euphonium Baritone Tuba	Bell Kit Snare Drum



<b>Djembes</b>	2 sets of 25
<b>Ukuleles</b>	4 sets of 30
<b>Frame Drums</b>	1 set of 30
<b>General Music Kits</b>	3 kits boom whackers 2 kits bag 'o beats (percussion kits) 1 kit rhythm sticks 1 kit melody bells 1 kit indigenous drum education 1 kit science of sound and music instruments

### ARTS EDUCATION: SECONDARY

Richmond Secondary Schools have vibrant Arts Departments with secondary arts specialist teachers that lead the delivery of Arts Education courses across visual arts, drama, music, dance, and media arts. The departments are equipped with multiple visual art studios - many with a kiln, darkroom, and/or digital media lab. Schools have either a multipurpose auditorium, purpose-built small theatres or black-box theatres equipped with curtains, lighting, soundboard, and seating. Music rooms all are designed for woodwind, brass, strings, percussion, and choir rehearsals and have practice rooms and instrument storage spaces.

In secondary, arts offerings are elective courses that learners choose beyond the provincially prescribed required courses to shape a personalized learning pathway. Below is an overview of the Arts Education elective options available to Richmond students from Grade 8 through Grade 12:

<b>Domain</b>	<b>Options</b>	
<b>Art</b>	Art Fundamentals Studio Art Visual Arts Studio Arts 2D Graphic Arts Studio Arts 3D Ceramics & Sculpture	Photography Media Arts & Graphics Yearbook Media Arts Yearbook & Photojournalism Art Careers Studio Art 12 AP Art & Design 12 AP
<b>Music</b>	Music Fundamentals Drumming Guitar Concert Band Jazz Band	Choral Music Vocal Ensemble Contemporary Music Music Composition & Production Recording Arts Technology
<b>Drama</b>	Drama Fundamentals Acting Theatre Company Theatre Performance	Theatre Production (Stage Craft) Directing and Script Development Directed Studies in Theatre Directing and Script Development
<b>Dance</b>	Dance Fundamentals Dance Company Dance Performance Dance Technique	Dance Choreography Dance Program (RVS)  <i>*Dance also found In Physical and Health Education Curriculum</i>

*\*How Dance Fits into the BC Physical and Health Education Curriculum:*

The Physical and Health Education (PHE) curriculum in British Columbia frames learning around Big Ideas and Curricular Competencies that emphasize movement competence, healthy living, and personal and social responsibility. Within this framework, dance is recognized as a legitimate form of movement that develops students' physical literacy, creativity, and understanding of how diverse movement practices contribute to well-being.

**Dance in Kindergarten to Grade 9**

- Dance appears under the "Movement and Physical Activity" content, where students explore multiple movement genres to build foundational skills.

**Dance in Grades 10–12**

- In senior grades, PHE is delivered through elective streams: Active Living, Fitness and Conditioning

**Extra-Curricular Club**

Richmond Schools offer a variety of Arts Clubs for students with a wide range of interests.

Schools encourage students to participate in the many opportunities available and are encouraged to pursue their interests and passions and create or join a club, team, or group outside of their regular academic classes to round out their school life.

Examples include:

- Drama Club
- Art Club
- Choir Club
- Dance Club
- Dance Team
- Jazz Combo

Clubs at the school level vary and it is best to connect with each school directly to obtain more information about what is offered.

**ARTS EDUCATION - SUMMER LEARNING**

Richmond Continuing Education offers engaging summer learning enrichment courses and camp programs in Arts Education where learners can explore new interests and learn new skills. A variety of inquiry-based and hands on experiences in all four areas of the Arts Curriculum are offered: visual arts, dance, drama, and music. Summer Learning Arts programs are available for both Elementary and Secondary learners.

Summer Learning 2025 offerings:

Type	Program
Elementary Enrichment	Concert Band Beginner (Gr 4-7) - Ministry Funded Concert Band Intermediate (Gr 5-7) - Ministry Funded Fine Arts (Gr 1-7) - Ministry Funded
Elementary Camp	Art Around the World (Ages 6-9) - \$400 fee paying camp Creative Art & Maker Camp (Ages 6-9) - \$400 fee paying camp Music Makerspace Camp (Ages 6-9) - \$400 fee paying camp
Secondary Enrichment	Jazz Band (Gr. 8-12) - Ministry Funded

**DISTRICT ARTS EVENTS AND INITIATIVES**

**Music In Our Schools**

Each spring, Richmond celebrates Music in Our Schools (MIOS) at the Gateway Theatre. MIOS is a series of five evening concerts held at the Gateway Theatre highlighting school music programs. Concerts provide an opportunity for our young musicians to share their talents while performing on stage at a professional venue.

All schools participate in MIOS in a two-year rotating schedule. Five Secondary School Music Departments and their catchment feeder Elementary School band programs are assigned a night annually. In the following year the next five Secondary Schools and Elementary School programs participate. The result is that band students in the Richmond School District have the opportunity to perform on stage for their family and friends at the Gateway Theatre. MIOS is a long-standing tradition that has been in place for more than 25 years.

Annual participation Rate (fluctuates year-to-year):

Total Schools	20 Elementary Schools 5 Secondary Schools
Total Bands	42 bands/choirs/combos
Total Students	1950 students

**Gateway to Arts**

In collaboration with the Gateway Theatre, our goal is to bring the concert stage to students in Richmond. Each spring, the school district curates a concert series at the Gateway Theatre, inviting classes from across the district school to experience live performances by professional artists across all performing arts genres. We contract professional artists representing a wide spectrum of cultural traditions, ethnic backgrounds, and artistic genres to perform in the concert series at Gateway Theatre. Schools reserve seats through an annual signup process and each day-time concert provides a field trip to the theatre, giving students a front-row view of high-calibre artistry in a real-world performing arts venue. Professional artists present a 50-minute set, followed by moderated Q&A sessions tailored for school-aged audiences.

Bringing our learners into a professional theatre setting transforms passive learning into immersive cultural engagement. It broadens learners’ understanding of the performing arts ecosystem and reinforces that arts learning extends far beyond the classroom walls. By embedding this concert series within the district’s arts programming, we are able to bridge curricular competencies with the vibrant pulse of professional artistry.

Annual participation Rate (fluctuates year-to-year):

Total Schools	21 Elementary Schools 4 Secondary Schools
Total Students	1500 students

### Richmond Jazz Festival

The Richmond School District Jazz Festival is an annual event for local Secondary School Jazz Bands. The event offers two full days of adjudicated performances by Secondary School Jazz ensembles followed by personalized clinics for each group with a professional adjudicator. All ten secondary schools participate. The festival concludes with a Jazz Night Showcase Concert held in the evening at one of the Secondary Schools for families and the community.

This festival is, first and foremost, an educational experience designed to give student musicians the opportunity to receive feedback and work with industry professionals/educators to grow and develop.

Annual participation Rate (fluctuates year-to-year):

Total Schools	10 Secondary Schools
Total Students	230 Students

### Cargo to Canvas

The Cargo to Canvas project in 2024/25 transformed four school standard shipping containers that house emergency supplies on school grounds into vibrant works of art in partnership with a professional artist. The artists worked with students to design, plan and paint the shipping containers. The projects aligned with school goals and promoted artistic expression and collaboration as the process. The Cargo to Canvas project not only beautified the school grounds, but also served as a powerful storyteller for these communities. Four schools were funded by the district to participate, each with a different professional artist:

School	Students	Artist(s)
Brighthouse Elementary	Grade 5/6	Ben Evely
McKay Elementary	Grade 5/6	April Dela Noche and Dawn Lo
McNeely Elementary	Grade 6/7	Dolores Altin and Elvira Monteforte
Woodward Elementary	Grade 7	Gary Nay

### **District Art Collection – Salish Weave**

The Salish Weave is a collection of 9 pieces of contemporary Coast Salish art, inspired by Susan Point's [Salish Weave](#) panel of nine carvings, that weaves together the distinctive art form, designs and style of established and emerging Coast Salish artists. Sets were gifted to school districts located in traditional Salish territories with the goals of raising the awareness of Salish art and artists, and of giving schools 'real' art to use in the classroom. Richmond was gifted two Box Sets in 2020. Our Box Sets are housed at the District Resources Centre and are borrowed for use in schools.

### **District Art Card Project**

The student Art Card Project invites learners biennially to submit artwork for district art cards that are distributed for use across all levels of the system. Chosen pieces are featured on a district Art Cards used to showcase Arts Education. Themes for the art cards highlight our values as a district. This project stands on the importance of students seeing their work displayed publicly. Exhibition gives students a sense of pride and accomplishment and it reinforces that their unique artist voices matter in the Richmond School District. The Art Card Project reflects our belief in the reciprocity of making and sharing art. The feedback of this project reinforces that student art has a surprisingly profound impact on district employees—far beyond aesthetics!

### **Art Displays: School Board Office and Works Yard**

Bulletin Boards at the SBO and Works Yard highlight school art projects. Bi-annually the boards are refreshed with new contributions. Teachers are invited to share student art for display and send in pieces to be exhibited. The art exhibits have a big impact on the staff and the visitors and provides an ongoing documentation of the work happening in schools. It serves as advocacy for the arts and connection between students, educators, other staff and the broader public - highlighting the great work taking place in schools. It is a way to give our young artists a sense of pride by supporting their artistic endeavours. The exhibits of student art at the SBO and Words Yard are not just about decoration – they are a powerful act of validation and visibility of our learners.

### **School Mural Projects**

School murals are large-scale artworks painted directly onto the walls of classrooms, hallways, and common areas. Murals promote community and belonging by replacing blank walls with welcoming, child-centred designs. Thoughtfully curated murals are valued in Richmond and help set a positive tone for teaching and learning on our school grounds.

Murals also serve as non-verbal communication tools that reinforce school values and local heritage. When students, staff and visitors pass by or pause before a mural, they encounter visual prompts that spark curiosity, discussion, and reflection—core practices in the BC Arts Curriculum.

Schools often allocate a portion of their annual Learning Resources budget toward mural projects. This internal funding covers materials, artist fees, and site preparation. Schools also use Inquiry Grant Project funds to support these cross curricular initiatives. In some cases, schools earmark other discretionary funds and/or work with Parent Advisory Councils (PACs) to raise funds to support large-scale wall art.

Schools also apply for grants such as Artists in the Classroom grants available from the BC Arts Council for the Arts to support bringing in professional artists on site for hands-on projects like murals.

Many schools also are successful in obtaining in-kind support from local businesses that often contribute materials such as paint supplies.

Examples of recent school funded mural projects:

Year	School Mural Projects
2023-24	<ul style="list-style-type: none"> <li>· Hugh Boyd Secondary "Together We Thrive" - Student Artists (Interior Mural)</li> <li>· SBO - Fourth Floor "Island City, By Nature" - artist Gary Nay and Steveston-London students (Interior Mural)</li> </ul>
2024-25	<ul style="list-style-type: none"> <li>· Spul'u'kwuks Elementary "Our Act of Reconciliation" – Musqueam artist Debra Sparrow</li> <li>· Tomsett Elementary "Garden of Knowledge" - artist Laura Kwok and students</li> </ul>

## COMMUNITY ARTS ORGANIZATION COLLABORATIONS

### City of Richmond - Children's Art Festival

Children's Arts Festival includes a public event on Family Day and a two-week program of workshops for schools delivered in partnership with SD38.

Classes from across Richmond sign-up for a dynamic day of art in Richmond community facilities. The school days component takes place at community centres across the city including Richmond Library/Cultural Centre and Cultural Centre Annex, and Cambie, City Centre, Hamilton, South Arm, Thompson, and West Richmond Community Centres.

During sessions, professional artists lead classes through an artistic journey of experiential learning and inquiry. Past workshops have included drawing and painting, clay hand-building, group drumming, musical theatre, hip-hop, bhangra, digital photography, puppetry, improv theatre, creative movement, and comic illustration.

Annual participation rate (fluctuates year-to-year):

Total Schools	31 Elementary Schools
Total Classes	89 classes
Total Students	2040 students

### City of Richmond - Community Mural Program

The Community Mural Program is funded from the Public Art Program Reserve (City of Richmond) with matching and contributed funds from community project partners. The Public Art Program Reserve is supported by contributions from the Private Development Public Art Program.

The city implements the Richmond Public Art Mural Program by City Council providing opportunities for artists and private building owners for permanent and temporary mural artworks in Richmond. The City of Richmond manages the project and funds the work.

To date, eleven schools across the Richmond School District have been successful in their application and have had the privilege of working with local artists with support from the City of Richmond's Community Mural Program. In all accounts, the opportunity has been transformative for the entire school community. The finished murals are more than just beautiful pieces of art. They are a testament to the power of collaboration and creativity. They have created welcoming and inclusive environments by showcasing the diversity and culture of the school. The murals amplify the stories and voices of our learners and have become a focal point, contributing to a growing sense of belonging for all. Working with Richmond based artists on these murals showed us the power of art to inspire, to engage, and to bring people together. It's an experience that our schools carry - long after the paint has dried.

Summary of SD38 Richmond Schools with Community Mural Program funded murals:

Year	Community Mural Projects SD38
2021-22	<ul style="list-style-type: none"> <li>McMath Secondary School – <i>"McMath School Mural"</i> - Artists Dean and Christina Lauzé</li> <li>Thompson Elementary School: <i>"Thinking, Learning. Caring"</i> - Artist Fiona Tang</li> <li>Tomekichi Homma Elementary School, <i>"Homma School Mural"</i> - Artist Atheana Picha</li> <li>Westwind Elementary School: <i>"Let's Play, Let's Go"</i> – Artists Dawn Lo and April dela Noche Milne</li> </ul>
2022-23	<ul style="list-style-type: none"> <li>Garden City Elementary, <i>"Garden City School Mural"</i> – Artist Atheana Picha</li> <li>Lord Byng Elementary School, <i>"Facets of Byng"</i> – Artists Erica Phillips and Maddy Phillips</li> <li>Maple Lane, <i>"Our Friends the Trees"</i> – Artist Jean Bradbury</li> </ul>
2023-24	<ul style="list-style-type: none"> <li>Cook Elementary, <i>"Diversity, Nature and Joy"</i> – Artist Jean Bradbury</li> <li>McRoberts Secondary, <i>"Growing"</i> – Artist Anaïs Lera</li> </ul>
2024-25	<ul style="list-style-type: none"> <li>MacNeill Secondary – <i>"Home of the Ravens"</i> - Artist Amy Bao</li> <li>Tait Elementary - <i>"Life Layers"</i> - Ben Evelyn</li> </ul>

#### City of Richmond - Engaging Artists in Community Public Art

Engaging Artists in the Community Public Art Projects are community-oriented and collaborative art experiences led by Richmond Public Art, the Engaging Artists in Community program connects artists with local service organizations. The Richmond School district has received three projects to date and has participated in these activities that promote cross-cultural exchange and education on areas of interest.

Year	Engaging Artists in Community Projects SD38
2021-22	<p>Cook Elementary School/ CoR Richmond Community Wellness Strategy <i>"Whimsical Garden"</i> – Artist J Peachy</p> <p><i>"Whimsical Garden" aimed to introduce young learners to a variety of artist practices, including Indigenous ways of learning and outdoor place-based learning. The project</i></p>

	<i>created safe spaces for free and guided artistic thought and individual creative expression and used art as a catalyst to explore our relationship to the land, native plants and animals.”</i>
<b>2022-23</b>	<p>Ferris Elementary School/CoR Richmond Emergency Programs, “Creative Community Resilience Project” – Artist J Peachy</p> <p><i>“Creative Community Resiliency Project” is an arts-based response to the question, “How can an elementary school help prepare the larger community for emergencies?”</i></p>
<b>2023-24</b>	<p>Dixon Elementary School / CoR Engineering Public Art Project, “Hidden Stories of the Bioverse” – Artist Andrea Hoff</p> <p><i>“Hidden Stories of the Bioverse” is an exploration of personal storytelling, expressed through a hybrid of comics, poetry, and observations in nature. The project looks to engage young artist-writers at Dixon Elementary, through the exploration of their narratives, ones that look closely at the diverse world of plants, animals, and other species inhabiting the ecosystems near and around the school.”</i></p>
<b>2024-25</b>	No Applications

### Richmond Arts Coalition - Culture Days

The Richmond Arts Coalition (RAC) / School District 38 (SD 38) collaborative Culture Days art project engages elementary and secondary students in learning and refining a new art form.

This collaboration is in its fourth year and has annually created opportunities for local professional artists to work with schools on crafting and presenting an art piece and amplifying the voices of young artists in the community. The projects continue to build the ongoing partnership between RAC and the School District

This year’s theme, From Fray to Feather, focuses on environmentalism and exploring a communal connection to Richmond using block printing and textiles. Blair Elementary and Burnett Secondary students are involved. Classes will co-construct a set of wings modelled on those of a Pacific Great Blue Heron, a bird symbolic and native to Richmond. This project involves creating unified artwork and preparing it for exhibition at the Richmond Art Gallery during the Art Rich Exhibition in December 2025.

Summary of RAC/SD38 Culture Day Collaborations:

Year	RAC/SD38 Culture Day Projects
<b>2022-23</b>	<p>Project Theme: “Beehive of Nature Adventures”</p> <p>Location of Public Culture Days Exhibition: Branscombe House</p> <ul style="list-style-type: none"> <li>· Grauer Elementary School grade 4/5 in collaboration with artist Bea Martin, Nature Journalist &amp; Medical Illustrator</li> </ul>



	<ul style="list-style-type: none"> <li>· Homma Elementary School, grade 4/5 in collaboration with artist Bea Martin, Nature Journalist &amp; Medical Illustrator</li> </ul>
<b>2023-24</b>	Project Theme: <i>"Cycle-logical Wonders"</i> Location of Public Culture Days Exhibition: Terra Nova Rural Park Farm Centre <ul style="list-style-type: none"> <li>· Thompson Elementary School StrongStart, grade 1/2 and grade 6/7 in collaboration with artist Bea Martin, Nature Journalist &amp; Medical Illustrator</li> <li>· Hugh Boyd Secondary School grade 9/10 Food Studies Class collaborating with artist Nav Sidhu, culinary artist</li> </ul>
<b>2024-25</b>	Project Theme: <i>"Roots Unearthed"</i> Location of Public Culture Days Exhibition: Richmond Cultural Centre Annex <ul style="list-style-type: none"> <li>· Currie Elementary grade 4/5 class collaborating with artist Bea Martin, Nature Journalist &amp; Medical Illustrator</li> <li>· Cambie Secondary School grade 9/10 Drama Class collaborating with artist Johnny MacRae, Spoken Word Poet</li> </ul>
<b>2025-26</b>	Project Theme: <i>"From Fray to Feather"</i> Location of Public Culture Days Exhibition: Richmond Cultural Centre Annex and Richmond Art Gallery <ul style="list-style-type: none"> <li>· Blair Elementary School, grade 3/4 class collaborating with artist Mikalmada, Print Maker.</li> <li>· Burnett Secondary School, grade 9-12 Textiles Class collaborating artist Shelby Page, Textile Artist</li> </ul>

### **Vancouver Symphony Orchestra Connects (VSO)**

VSO Connects Elementary and Secondary supports and enhances music education for students across the Lower Mainland through immersive, curriculum-aligned learning experiences led by Vancouver Symphony Orchestra musicians. Through the VSO Connects program, students have a unique opportunity to closely observe and learn from VSO musicians, deepening and enriching their music education. VSO CONNECTS brings the world of symphonic music to elementary and secondary school students; with an opportunity to interact, create, and learn from VSO musicians and music students from the leading post-secondary music institutions in British Columbia. Modules were created to highlight specific symphonic works, composers and instruments. Participants also get to "Meet the Maestro!" and attend a VSO concert and rehearsal.

Richmond supports one Elementary School Band Program and one Secondary School Band Program to participate annually. In 2024/265 classes from Whiteside Elementary and McRoberts Secondary participated in VSO Connects.

### **BC COUNCIL FOR THE ARTS GRANTS**

#### **Artist In Education Grant**

SD38 applies annually for the BC Council for the Arts in the Artists in the Education (AIE) grant program, which brings professional artists into schools to provide workshops, performances, and residencies, enriching students' educational experiences through the arts into districts across the province. Funds received are distributed equitably.

### **Artists in the Classroom Grants**

SD38 schools may also apply for the BC Council for the Arts Artists in the Education (AIC) grant which brings professional artists into schools across British Columbia to create rich, hands-on learning experiences for young people.

### **How To Find More Information**

- Visit the Richmond “X” account for ongoing highlights @SD38Arts of Arts Education page.
- Visit the Richmond District website for ongoing Around the District highlights that regularly include Arts initiatives and experiences our learners are engaged in.
- Connect with individual schools directly to obtain more information about what is offered.
- View the Arts curriculum on the Ministry site: B.C. Curriculum Arts Education.

### **CONCLUSION**

In conclusion, the Richmond School District has vibrant and diverse Arts Education programs and initiatives. Continued support for Arts Education is vital to nurturing creative, critical, and expressive learners equipped with the skills and confidence to contribute meaningfully to our communities and supports adding to their preparation to thrive in an ever-evolving world.

*Respectfully Submitted,*

Catherine Jule  
District Administrator Early Learning and Arts