RICHMOND
SCHOOL DISTRICT NO.38

Richmond School District
7811 Granville Avenue, Richmond BC V6Y3E3
604-668-6000 I sd38.bc.ca

Board of Education

Public Meeting Agenda

Wednesday, May 22, 2024 – 7:00 pm
1st Floor Boardroom

https://sd38.zoom.us/webinar/register/WN_YLjwy4alThqP_K3hGst_qg

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

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1. Recognition of Visitors, Announcements and Trustees' Updates

(a) Recognition of Visitors

(b) Announcements

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

2. Adoption of Agenda

3. Presentations, Briefs, Special Recognition

(a) Presentations

Nil.

(b) Briefs

Nil.

(c) Special Recognition

Nil.

4. Questions from the Public

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

5. Executive

6. Approval of Minutes of Prior Meetings

(a) Record of an in-camera meeting of the board held Wednesday, April 24, 2024.

(b) Regular meeting of the board held Wednesday, April 24, 2024 for approval.

7. Business Arising from Prior Minutes

(a) **Capital Bylaw – Three Readings**
Report from the Secretary Treasurer attached.

(b) **Schedule of School Charges 2024/25**
Report from the Deputy Superintendent attached.

8. New Business

Nil.

9. Questions from the Public

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

10. Standing Committee Reports

(a) **Audit Committee**
Chairperson: David Yang
Vice Chairperson: Alice Wong

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

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

(i) **RECOMMENDATION:** Continuing Education Program Review.
Report from the Committee Chairperson attached.

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

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

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

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

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

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

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

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

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

(i) **RECOMMENDATION:** Policy 200: Trustee Role Responsibilities and Code of Ethics.
Report from the Committee Chairperson attached.

(ii) **RECOMMENDATION:** Policy 204-R: Creation and Revision of Policy and Regulations.
Report from the Committee Chairperson attached.

(iii) **RECOMMENDATION:** Policy 400-R5: Smoking and Alcohol Consumption and Policy 804.1-R: Community Use of District Facilities.
Report from the Committee Chairperson attached.

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

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

11. Board Committee and Representative Reports

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

The next meeting is scheduled for September 2024.

(b) **BCSTA**

Nil.

(c) **BCPSEA**

Nil.

12. Correspondence

(a) For action:

Nil.

(b) For information:

Nil.

13. Adjournment

Richmond School District
7811 Granville Avenue, Richmond BC V6Y3E3
604-668-6000 I sd38.bc.ca

Board of Education

Telephone 604 668 6000
www.sd38.bc.ca

The next meeting is scheduled for Wednesday, June 19, 2024

Contact Persons regarding agenda items:

Superintendent, Mr. Chris Usih – 604 668 6081

Secretary Treasurer, Ms. Cindy Wang – 604 668 6012

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

RICHMOND
SCHOOL DISTRICT NO.38

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Committee Appointments 2023-2024

	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	Jane MacMillan	Cindy Wang/Rick Ryan	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	Rav Johal	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	Chris Stanger	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/Jane MacMillan	Cindy Wang	Braunwyn Thompson	Shaun Sephton	Cindy Wang/Jane MacMillan	Chris Usih
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.

RICHMOND
SCHOOL DISTRICT NO.38

Richmond School District
7811 Granville Avenue, Richmond BC V6Y3E3
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Date: May 22, 2024

From: Cindy Wang, Secretary Treasurer

Subject: **Record of an In-camera Board Meeting held April 24, 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 April 24, 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:	Administrative items were discussed.
(e)	Standing Committee Reports:	Administrative items were discussed.
(f)	Board Committee and Representative Reports:	Administrative items were discussed.
(g)	Correspondence:	Nil.
(h)	Record of Disclosure:	Nil.

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

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

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

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

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

RICHMOND
SCHOOL DISTRICT NO.38

Richmond School District
7811 Granville Avenue, Richmond BC V6Y3E3
604-668-6000 I sd38.bc.ca

Board of Education

Public Meeting Minutes

Wednesday, April 24, 2024 – 7:00 pm
1st Floor Boardroom and via Zoom

Present:

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

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmin̓əm̓ 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 noted there were no visitors to be recognized.

(b) **Announcements**

Trustee Hamaguchi: The Richmond School District is proud to celebrate Education Week each year. This special week shines a spotlight on the exceptional achievements and efforts unfolding across school districts province-wide, including our own.

During Education Week, we showcase the priorities of our board's strategic plan, including inspired learners, equity and inclusion, and a connected learning community. Education Week is a time to acknowledge our commitment to these values and the positive impact they have on our students' educational journeys.

We invite our community members to explore our district website, where we are featuring some of the remarkable learning experiences happening within our schools.

Trustee Sargent: April is Sikh Heritage month in Canada. Sikh Heritage Month was officially recognized by the Government of Canada in 2019. In our district, Sikh Heritage Month is celebrated through shared learning of the rich cultural and spiritual legacy of Sikhism. These learning opportunities include a series of Sikh Heritage posters displayed at each school site which provide a platform to celebrate and learn about the contributions of Sikh individuals to society, promote understanding of Sikh values, and foster unity and inclusivity within diverse communities. This learning not only honors Sikh history and tradition but also encourages dialogue, education, and appreciation of the Sikh community's enduring impact locally and globally.

May serves as a special opportunity to celebrate both Asian and Jewish heritage month. Schools recognize the rich contributions and cultural diversity of these communities in our schools and district by incorporating diverse curricula and resources as students build pride in their varied identities, and strength from our collective diversity. Our goal is to foster a deeper understanding, respect and appreciation for the histories, traditions, and experiences of Asian and Jewish members of our community by creating inclusive environments that honor the richness of our diverse society for all.

Trustee Tablotney: The Richmond School District recognizes Mental Health Week in Canada, taking place this year between May 6th and 12th. As noted by the Canadian Mental Health Association, this year's theme is A Call To Be Kind, recognizing the healing power of compassion, where kindness connects us all.

The goal of this week is to continue to create awareness about tools and strategies to support mental health in our communities. We recognize staff throughout the district in a range of roles who are supporting student mental health and well-being.

The district remains committed to mental health literacy, which is the knowledge and understanding of how to develop and maintain mental well-being, as well as identify risk factors and signs of mental health challenges. Mental health literacy is about providing tools to access help when needed and reduce stigma around the topic of mental health.

In keeping with the Board's Strategic Plan goal to foster resilient and healthy life-long learners, ongoing supports, as well as events throughout the year such as Mental Health Week, mark the ongoing, district-wide commitment to supporting mental health in our school communities.

Trustee Yang: April 28th is the National Day of Mourning, a day to remember and honour those who have lost their lives or have been injured due to workplace accidents. As a mark of

respect, flags are flown at half-mast, and ceremonies are held across the country and around the world.

This day also serves as a reminder for us to renew our commitment to creating safer workplaces for all employees. Let's continue to work together to ensure that every worker returns home safely at the end of their workday.

(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

062/2024 MOVED BY R. BELLEZA AND SECONDED BY K. HAMAGUCHI:

THAT the Wednesday, April 24, 2024 regular agenda of the Board of Education be adopted as circulated.

CARRIED

3. Presentations, Briefs, Special Recognition

(a) **Presentations**

Nil.

(b) **Briefs**

Nil.

(c) **Special Recognition**

Nil.

4. Questions from the Public

Liz Baverstock, President, Richmond Teachers' Association presented a question regarding the Fiscal Plan and whether it is a requirement mandated by the Ministry or specific to Richmond. In response, the Secretary Treasurer clarified that it is a new requirement implemented by the Ministry since last year, aimed at enhancing transparency. The President, Richmond Teachers' Association expressed her gratitude for the work done by staff, with a particular emphasis on acknowledging the significance of discussions outlined in the Fiscal Plan. These discussions include staff recruitment and retention, as well as the stability of education funding, among other things.

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5. Executive

The Superintendent recognized today as Administrative Professionals Day and expressed gratitude to the administrative staff for their hard work and dedication.

He then highlighted the monthly opportunity to showcase the good work within the district, aligning with the district's strategic plan through video presentations. He noted all videos are accessible for viewing on the district website and extended gratitude to the communications team and the Director of Communications & Marketing for their contributions.

He then invited the Secretary Treasurer to present a video, "Transforming School Spaces – Creating Safe and Inspiring Learning Environments." The Secretary Treasurer highlighted the video would showcase the recent seismic upgrade and building addition to Tomsett Elementary.

Trustees thanked staff for their efforts in creating the video.

6. Approval of Minutes of Prior Meetings

(a) A record of an in-camera meeting of the board held Wednesday, March 13, 2024 was included for information.

(b) Regular meeting of the board held Wednesday, March 13, 2024

063/2024 MOVED BY R. BELLEZA AND SECONDED BY D. YANG:

THAT the Board of Education approve the Minutes of Wednesday, March 13, 2024, regular meeting as circulated.

CARRIED

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7. Business Arising from Prior Minutes

(a) **2024/25 Annual Budget Bylaw – Three Readings**

The Secretary Treasurer spoke to her report as included in the agenda package. She noted that the Annual Budget Bylaw and its supporting financial statements were prepared in accordance with the public sector accounting standards. She then thanked the Finance Team for their work in completing the budget documents and education partner groups for their input and feedback throughout the budget process.

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

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 38 (RICHMOND) (called the ''Board'') to adopt the Annual Budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "*Act* ").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.

2. This bylaw may be cited as School District No. 38 (Richmond) Annual Budget Bylaw for fiscal year 2024/2025.

3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of $365,292,289 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.

4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2024/2025.

064/2024 FIRST READING MOVED BY D. YANG AND SECONDED BY D. TABLOTNEY:

CARRIED

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

The Annual Budget Bylaw has been prepared in accordance with the School Act, Ministerial Orders, and Ministry policies. The total budget for the 2024/2025 fiscal year amounts to $365,292,289. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2024/2025.

065/2024 SECOND READING MOVED BY D. SARGENT AND SECONDED BY R. BELLEZA:

CARRIED

Trustees then provided their views and feedback regarding the annual budget and thanked the Secretary Treasurer and the Finance team for their work and thanked education partner groups for their collaboration. The Secretary Treasurer then provided further details regarding mental health initiatives within the district and other questions on funding following inquiries from trustees.

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

The Annual Budget Bylaw has been prepared in accordance with the School Act, Ministerial Orders, and Ministry policies. The total budget for the 2024/2025 fiscal year amounts to $365,292,289. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2024/2025.

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066/2024 THIRD AND FINAL READING MOVED BY K. HAMAGUCHI AND SECONDED BY A. WONG:

CARRIED

The 2024/25 Annual Budget Bylaw having been read a first, second and third time, is passed and adopted this 24th day of April 2024.

The Chairperson then read the motion to approve authorized signatories for the 2024/25 Annual Budget Bylaw.

067/2024 MOVED BY D. YANG AND SECONDED BY D. SARGENT:

FURTHER THAT the Board authorize the Chairperson of the Board, Superintendent and Secretary Treasurer to sign the 2024/25 Annual Budget Bylaw and submit the bylaw together with the 2024/25 Annual Budget to the Ministry of Education and Child Care before June 30, 2024.

CARRIED

The Chairperson thanked everyone for their work and contribution during the annual budget process.

(b) **2024/25 Capital Bylaw – Three Readings**

The Secretary Treasurer referred 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-CPSD38-01
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;

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(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 *April 09*, 2024, is hereby adopted.

2. This Capital Bylaw may be cited as ***School District No. 38 (Richmond)*** **Capital Bylaw No. 2024/25-CPSD38-01.**

068/2024 FIRST READING MOVED BY R. BELLEZA AND SECONDED BY D. YANG:

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-CPSD38-01. Through the Bylaw, the Board agrees to authorize the Secretary Treasurer to execute the Annual Program Funding Agreement, and to proceed the approved projects diligently according to all applicable laws, regulations and Ministry policies.

069/2024 SECOND READING MOVED BY D. SARGENT AND SECONDED BY K.HAMAGUCHI:

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-CPSD38-01. Through the Bylaw, the Board agrees to authorize the Secretary Treasurer to execute the Annual Program Funding Agreement, and to proceed the approved projects diligently according to all applicable laws, regulations and Ministry policies.

070/2024 THIRD AND FINAL READING MOVED BY D. TABLOTNEY AND SECONDED BY A. WONG:

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CARRIED

The 2024/25 Capital Bylaw having been read a first, second and third time, is passed and adopted this 24th day of April 2024.

(c) **Board Approved Bus Riders 2024/25**

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

071/2024 MOVED BY D. SARGENT AND SECONDED BY K. HAMAGUCHI:

THAT bus service for those students at schools served by the District's transportation system, for whom safety concerns have been identified, continue for the 2024/25 school year;

AND FURTHER THAT bus service will be reviewed and reported to the Board for approval annually in accordance with Policy 522 and 522-R.

CARRIED

8. New Business

(a) **2024/25 School Site Acquisition Charge 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 School Site Acquisition Charge (SSAC) Bylaw take place.

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

SSAC BYLAW NO. 2024-1 TO SET THE SCHOOL SITE ACQUISITION CHARGE

WHEREAS, School District No. 38 (Richmond) (hereafter called the "Board") is an eligible school district pursuant to Division 10.1 of the Local Government Act for which the Board has indicated an eligible school site requirements in its approved 2024/2025 capital plan;

AND WHEREAS, the Board submitted its eligible school site requirement pursuant in its capital plan to the Ministry of Education after the Board consulted with and received approval from each local government within the School District pursuant to the Local Government Act;

AND WHEREAS, the site acquisition component of the 2024/2025 Five-Year Capital Plan for School District No. 38 (Richmond) was approved by the Minister of Education and Child Care on the 9th day of April, 2024 with the Minister requiring that the School Site Acquisition Charge Capital Bylaw be adopted by the Board within 60 days;

NOW THEREFORE, the Board enacts as follows:

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1. This bylaw may be cited as School District No. 38 (Richmond) Capital Bylaw to set the 2024/2025 School Site Acquisition Charge.

2. "Eligible Development" means

   (a) A subdivision of land in School District No. 38 (Richmond); or

   (b) Any new construction, alteration, or extension in School District No. 38 that increases the number of self-contained units on a parcel.

3. Pursuant to Division 10.1 of the Local Government Act, the Board establishes the charges applicable to the prescribed categories of eligible development for the School District in accordance with the following formula:

   SSAC = [(A x B) / C] x D

Where	SSAC =	the school site acquisition charge applicable to each prescribed category of eligible development
	A =	$75,000,000 (the approved value of land required to meet the Boards eligible school site requirements)
	B =	35 percent [pursuant to Section 937.5(1)]
	C =	16,740 (the number of approved eligible development units); and
	D =	a factor set by provincial regulation for each prescribed category of eligible development.

4. The school site acquisition charges applicable to the categories of eligible development as prescribed by BC Regulation 17/00 for the School District are set out in the table below:

Prescribed Category of Eligible Development (BC Reg 17/00)	**D (Factor set by BC Reg 17/00)**	**School Site Acquisition Charge SSAC = [(A x B) / C] x D** *(The SSAC rate is capped at maximum allowed pursuant to Provincial Regulations)*
Low Density (< 21 units/ha)	1.25	$1,000 per unit
Medium Low Density (21-50 units/ha)	1.125	$900 per unit
Medium Density (51-125 units/ha)	1.000	$800 per unit
Medium High Density (126-200 units/ha)	0.875	$700 per unit
High Density (> 200 units/ha)	0.750	$600 per unit

5. The school site acquisition charge does not come into effect until 60 days after the adoption of the bylaw or as regulated by the Province.

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072/2024 FIRST READING MOVED BY D. YANG AND SECONDED BY R. BELLEZA:

CARRIED

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

The SSAC Bylaw No. 2024-1 to set the School Site Acquisition Charge for 2024/25 are adopted to approve the annual Eligible School Site Proposal in accordance with the Local Government Act.

073/2024 SECOND READING MOVED BY A. WONG AND SECONDED BY K. HAMAGUCHI:

CARRIED

Trustees provided comment and feedback regarding the SSAC amount. Discussion regarding additional funding and advocacy efforts then ensued.

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

The SSAC Bylaw No. 2024-1 to set the School Site Acquisition Charge for 2024/25 are adopted to approve the annual Eligible School Site Proposal in accordance with the Local Government Act.

074/2024 THIRD AND FINAL READING MOVED BY R. BELLEZA AND SECONDED BY D. SARGENT:

CARRIED

The 2024/25 SSAC Bylaw having been read a first, second and third time, is passed and adopted this 24th day of April 2024.

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9. Questions from the Public

There were no questions from the public.

10. Standing Committee Reports

(a) **Audit Committee**
Chairperson: David Yang
Vice Chairperson: Alice Wong

The next meeting is scheduled for Tuesday, May 14, 2024.

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

(i) Minutes of the meeting held on February 14, 2024, were attached for information.

A meeting was held on Wednesday, April 17, 2024. The next meeting is scheduled for Wednesday, May 15, 2024, at 6:00 pm.

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

(i) Minutes of the meeting held on March 6, 2024, were attached for information.

A meeting was held on Wednesday, April 3, 2024. The next meeting is scheduled for Wednesday, May 1, 2024, at 4:30 pm.

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

(i) **RECOMMENDATION**: Trustee Expenses for the Three Months Ended March 31, 2024.

075/2024 **MOVED BY D. SARGENT AND SECONDED BY R. BELLEZA:**

WHEREAS the Board of 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 March 31, 2024, in the amount of $5,729.94.

CARRIED

(ii) Minutes of the meeting held on February 14, 2024, were attached for information.

A meeting was held on Wednesday, April 17, 2024. The next meeting is scheduled for Wednesday, May 15, 2024, at 10:00 am.

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

(i) A Notice of Motion for the May 22, 2024 Public Board Meeting regarding Policy 200: Trustee Role Responsibilities and Code of Ethics was attached for information.

(ii) A Notice of Motion for the May 22, 2024 Public Board Meeting regarding Policy 204-R: Creation and Revision of Policy and Regulations was attached for information.

(iii) Minutes of the meeting held on February 12, 2024, were attached for information.

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A meeting was held on Wednesday, April 15, 2024. The next meeting is scheduled for Wednesday, May 13, 2024, at 11:00 am.

11. Board Committee and Representative Reports

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

A meeting was held on April 3, 2024. The next meeting is scheduled for September 2024.

(b) **BCSTA**

Trustee yang highlighted a BCSTA Annual General Meeting was held on April 18-21, 2024 and noting its productivity and the passing of advocacy motions.

(c) **BCPSEA**

Trustee Tablotney highlighted the BCPSEA by-election for the Trustee Director position representing the Thompson-Okanagan region on the BCPSEA Board of Directors was held virtually on April 15, 2024.

12. Correspondence

(a) For action:

Correspondence from CUPE Local 716 dated April 8, 2024 regarding National Day of Mourning on April 28, 2024.

076/2024 MOVED BY A. WONG AND SECONDED BY K. HAMAGUCHI:

WHEREAS the Board of Education wishes to express support to CUPE Local 716 for their desire to recognize death and injury of workers on the job;

BE IT RESOLVED THAT the Board of Education officially recognize April 28th as the National Day of Recognition for Workers Killed or Injured on the Job with a one-minute cessation of work at 11 am on Friday, April 26, 2024;

AND FURTHER THAT flags in the district be lowered to half-mast on that day.

CARRIED

(b) For information:

Nil.

13. Adjournment

077/2024 MOVED BY D. YANG AND SECONDED BY A. WONG:

DRAFT

THAT the regular meeting of Wednesday, April 24, 2024 of the Board of Education be adjourned at 8:27 pm.

CARRIED

_____	_____
H. LARSON	C. WANG
Chairperson	Secretary Treasurer

DRAFT

RICHMOND
SCHOOL DISTRICT NO.38

Richmond School District
7811 Granville Avenue, Richmond BC V6Y3E3
604-668-6000 I sd38.bc.ca

Report to the Board of Education (Public)

Date: May 22, 2024

From: Cindy Wang, Secretary Treasurer

Subject: **Capital Bylaw No. 2024/25-CPSD38-02**

RECOMMENDATION

THAT the Capital Project Bylaw No. 2024/25-CPSD38-02 be approved by way of three readings and adopted.

STRATEGIC PLAN REFERENCES

- Strategic Priority 3: Optimized Facilities & Technology
  - Goal 2: The district's facilities are well-maintained, equitable, safe, and conducive to learning

POLICY CONSIDERATIONS

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

BACKGROUND

On May 16, 2024, the Ministry of Education and Child Care (MECC) amended its capital response letter regarding the Board's 2024/2025 Five-Year Capital Plan. As per the attached letter from the Executive Director, Capital Management Branch, the following project was supported by the Ministry:

- R.C. Talmey Elementary School: six-classroom prefabricated modular addition

CONCLUSION

In accordance with Section 143 of the School Act, Boards of Education are required to adopt a single Capital Bylaw for its approved 2024/25 Five-year Capital Plan as identified in the Capital Plan Response Letter. The approved Capital Bylaw must be signed and dated by the Board Chair and Secretary Treasurer and returned to the Capital Management Branch as soon as possible. The Capital Bylaw also authorizes the Secretary Treasurer to execute the Annual Programs Funding Agreement supporting the above projects.

Cindy Wang, CPA-CA
Secretary Treasurer

Attachments:

- Capital Project Bylaw No. 2024/25-CPSD38-02
- Ministry Response to the Annual Five-Year Capital Plan Submission for 2024/25

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

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

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

NOW THEREFORE the Board agrees to the following:

(a) authorize the Secretary-Treasurer to execute Project Agreement(s) related to the expenditures contemplated by the Capital Plan;

(b) upon approval to proceed, commence the Project(s) and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;

(c) observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the Project(s); and,

(d) maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2024/2025 Capital Plan as approved by the Minister, to include the supported project(s) specified in the letters addressed to the Secretary-Treasurer and Superintendent dated March 15, 2024, and May 16, 2024, is hereby adopted.
2. This Bylaw may be cited as **School District No. 38 (Richmond) Capital Bylaw No. 2024/25-CPSD38-02.**

READ A FIRST TIME THE 22nd DAY OF MAY, 2024;
READ A SECOND TIME THE 22nd DAY OF MAY, 2024;
READ A THIRD TIME, PASSED AND ADOPTED THE 22nd DAY OF MAY, 2024;

_____
Board Chair

_____
Secretary Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 38 (Richmond) Capital Bylaw No. 2024/25-CPSD38-02 adopted by the Board the 22nd day of May, 2024.

_____
Secretary Treasurer

BRITISH COLUMBIA

May 16, 2024

Ref: 298776

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

Capital Plan Bylaw No. 2024/25-CPSD38-02

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

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

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

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

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

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

Projects in Development from Previous Years

Project #	Project Name	Project Type	Comments
150384	John G Diefenbaker Elementary	Seismic	Final business case (PDR) with Ministry for funding approval.
150105	**RC Talmey Elementary**	**Addition**	**Project has been approved for a 6-classroom prefabricated modular addition. Your Regional Director will contact you regarding next steps.**

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

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

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

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

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

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

James Thompson Elementary	PEP - Accessible Playground Equipment	$195,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
A R Macneill Secondary, Hugh Boyd Secondary, Hugh McRoberts Secondary, Matthew Mcnair Secondary, R A McMath Secondary, R C Palmer Secondary, Richmond Secondary, Steveston-London Secondary	FIP - Kitchen Equipment and Upgrade	$120,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

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,

Damien Crowell

Damien Crowell, Executive Director
Capital Management Branch

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

RICHMOND
SCHOOL DISTRICT NO.38

Richmond School District
7811 Granville Avenue, Richmond BC V6Y3E3
604-668-6000 I sd38.bc.ca

Report to the Board of Education (Public)

Date: May 22, 2024

From: Rick Ryan, Deputy Superintendent

Subject: **School Charges for the 2024-2025 School Year**

RECOMMENDATION

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

INTRODUCTION

The purpose of this report is to provide background information on the school charges for the 2024-2025 school year and to confirm that all fees charged within School District #38 (Richmond) are in compliance with both the School Act and Board Policy.

Under Section 82 of the BC School Act, School Boards in British Columbia must provide free of charge to every student of school age resident in British Columbia and enrolled in an educational program in a school operated by the Board:

a) Instruction in an educational program sufficient to meet the general requirements for graduation; and
b) Educational resource materials necessary to participate in the educational program.

Under the School Act, a school district may charge fees for the following items:

a) Costs associated with operating specialty academies, or costs that are in addition to the costs of providing a regular education program;
b) The purchase or rental of a musical instrument for the student's personal use. This applies to a student participating in, as part of an educational program, a music class, course or program, or a fine arts class, course, or program with a music component;
c) The purchase or rental of tools, materials, or equipment for a student's personal use in trades training or apprenticeship programs;
d) Costs for materials used in goods that are intended for the students to take home for personal use or as a gift; and
e) Other school supplies and equipment for a student's personal use.

POLICY CONSIDERATIONS BACKGROUND

The following Board policy language is also relevant to the subject of school charges:

a) Policy 102 Diversity and Inclusion

The Board of Education (Richmond) will establish policies and practices that ensure that no student is excluded for financial reasons from curricular programs required for graduation and will support, wherever possible, the participation of students experiencing financial hardship in all curricular and extra-curricular programs and activities.
Adopted: 07 December 2009

b) Policy 602 Charges for Goods and Services

The Board of Education (Richmond) will endeavor to provide a wide range of educational opportunities for all students, including many enriching activities. The Board may charge for goods and services in accordance with Section 82 of the School Act. These goods and services are for materials, supplies, equipment, and musical instruments intended for a student's personal use and for optional field trips and special events.

The Board will ensure that a schedule of charges approved by the Superintendent or designate is published by the principal of each school, after consultation with staff and the Parent Advisory Council, prior to the beginning of the school year and is provided to students and their parents/legal guardians. The schedule will include all charges known or reasonably predictable at the time of publication. Additional charges that were unknown at the time of publication may be levied with the approval of the principal.

To ensure that charges for goods and services do not become a barrier to student participation in Ministry mandated educational programs, schools will facilitate fair and confidential procedures which will allow participation in activities by students who would otherwise be excluded due to financial hardship.
Adopted: 07 December 2009

CONSULTATION

Rather than the district setting the rates and charges for all schools, each school is asked to consult with staff and alert parents/guardians (via PAC) before notifying the district as to the fees that they have set for the following school year. This enables individual schools to best meet both their needs and those of their respective communities. District staff provide oversight of the fees proposed at each site ensuring all charges remain at a reasonable level and are relatively consistent across the district.

ORGANIZATIONAL IMPACT

ELEMENTARY SCHOOLS

- Optional School Supplies (which are not a fee but a school supply service for parents) have been noted each year for Trustees' information. Given the convenience as well as the low cost of supplies purchased centrally by the district, it has been noted that a vast majority of parents choose the district basic school supplies option. As always, parents do have the option to purchase their own school supplies if they so choose.

- The Optional Kindergarten Cooking/Snack Program is both a convenience to parents in providing snacks for recess and breaks, as well as a learning opportunity for students in the areas of nutrition, food preparation and basic living skills. Differences in costs per school are due largely to the cooking portion of the program - more cooking activities equal higher costs per student. This fee is not a requirement and is simply offered as a service to families.

- Most of our elementary schools also provide Student Agendas which are purchased through the district's purchasing department at a significant cost saving to families. In addition, schools have the option of customizing the school planners with information and artwork. Hence, the difference in pricing as noted below.

  Families are encouraged to purchase these planners which help develop organizational skills and act as a two-way communication tool between school and home. In accordance with Policy 102, families unable to pay this fee will have it waived.

School	School Supplies Fee	Agenda Fee	Cooking Fee
Anderson	$33.00	$6.00	$20.00
Blair	$33.00	$6.00	$20.00
Blundell	$33.00	$6.00	-
Bridge	$33.00	$6.00	$15.00
Brighouse	$33.00	$6.00	$20.00
Byng	$33.00	$6.00	$10.00
Cook	$33.00	$6.00	$15.00
Currie	$33.00	$6.00	-
DeBeck	$33.00	$6.00	-
Diefenbaker	$33.00	$5.00	$15.00
Dixon	$33.00	$6.00	$10.00
Errington	$33.00	$6.00	$15.00
Ferris	$33.00	$6.00	$20.00
Garden City	$33.00	$6.00	$20.00
Gilmore	$33.00	$6.00	$10.00
Grauer	$33.00	$6.00	$15.00
Hamilton	$33.00	$6.00	$10.00
Homma	$33.00	$6.00	-

Kidd	$33.00	$6.00	-
Kingswood	$33.00	$6.00	$20.00
Lee	$33.00	$6.00	$20.00
Maple Lane	$33.00	$7.00	$25.00
McKay	$33.00	$6.00	-
McKinney	$33.00	$6.00	$20.00
McNeely	$33.00	$6.00	$10.00
Mitchell	$33.00	Paid by PAC	$20.00
Quilchena	$33.00	$6.00	$15.00
Spul'u'kwuks	$33.00	$6.00	$20.00
Steves	$33.00	$6.00	-
Tait	$33.00	$6.00	$20.00
Talmey	$33.00	$6.00	-
Thompson	$33.00	$6.00	$15.00
Tomsett	$33.00	$6.00	$15.00
Westwind	$33.00	$6.00	$20.00
Whiteside	$33.00	$6.00	$20.00
Woodward	$33.00	$6.00	$15.00
Wowk	$33.00	$6.00	$20.00

SECONDARY SCHOOLS

Basic Fees:

The only charge common to all secondary schools presented in this report is the $28.00 basic fee which each secondary school charges for items such as school agendas, student activities, and student council. In accordance with Policy 102, families unable to pay this fee will have it waived.

Advanced Placement Exams:

All of our secondary schools, except for Richmond Secondary, offer a variety of Advanced Placement courses (AP). Graduation is not dependent on these final exams. As such, students may choose to write AP final exams for a fee of $150.00 per course.

International Baccalaureate (IB):

Richmond Secondary is the only secondary school in the district that offers the IB Diploma and Certificate Programs for grades 11 & 12. Students participating in the IB Diploma Program are assessed a fee of $650.00. Students participating in the IB Certificate Program are assessed a fee for each IB course of $200.00 to a maximum of $700.00.

The fees for all of these options above are noted on the next page:

School	Student Fee	AP Exam	AP Exam French & Mandarin	IB Diploma Program Fee	IB Course Fee (Certificate)
Boyd	$28.00	$150.00			
Burnett	$28.00	$150.00	$150.00		
Cambie	$28.00	$150.00			
MacNeill	$28.00	$150.00			
McMath	$28.00	$150.00	$150.00		
McNair	$28.00	$150.00			
McRoberts	$28.00	$150.00	$150.00		
Palmer	$28.00	$150.00	$150.00		
Richmond	$28.00			$700.00	$200.00
SLSS	$28.00	$150.00			
Horizons & Station Stretch	-				

Academies:

The School Act enables school districts to charge for specialty academies. These are programs that go beyond instruction in an educational program sufficient to meet the requirements for graduation. MacNeill Incentive Outdoor Academy meets this criterion and as such, the fee for participating in this program covers the cost of enriching opportunities. Students have a choice of activities with costs ranging from $1,800.00 to $2,200.00 depending on what the student chooses to do. These costs are shared with families in advance of a student enrolling in this academy.

In addition, the students have the opportunity at the end of the school year to participate in an Activity Week Excursion (an extended field trip) that has an additional cost dependent upon what is being offered in a particular school year. As with all other extended field trips, these opportunities and subsequent costs are shared in advance with families.

FINANCIAL IMPACT

While the vast majority of lessons, activities, projects, etc., that occur in our schools are done at no additional cost to parents, there are some educational activities and events that are outside of the regular curriculum that do require additional funding from parents. These include such activities as field trips, special year-end events, over-night excursions, etc. Without financial support from families, or from other external grants, these educational and enriching activities would not occur.

PERSONNEL IMPACT

There is no foreseeable impact on school personnel.

SUSTAINABILITY CONSIDERATIONS

There is no anticipated impact for the upcoming school year.

ALTERNATIVES/OPTIONS (Other Considerations)

The School Act requires that each district have in place a policy that outlines a hardship provision. The intent of the hardship provision is to ensure that no student is denied an essential learning opportunity due to an inability to pay. The Board of Education (Richmond) follows this expectation through Policy 102 and ensures that students are able to participate in those courses offered at the school to meet the general requirements for graduation. In addition, several sources of funds exist which schools can access to support students who are unable to pay for certain items or experiences.

CONCLUSION

The ability to charge school fees enables schools to offer a range of enriching experiences to their students beyond the regular curriculum, and District Policy 102 ensures that no student will be denied access due to financial hardship. As such, School District #38 (Richmond) remains compliant with all School Act and Board policy expectations regarding school charges.

Rick Ryan
Deputy Superintendent

RICHMOND
SCHOOL DISTRICT NO.38

Richmond School District
7811 Granville Avenue, Richmond BC V6Y3E3
604-668-6000 I sd38.bc.ca

Report to the Board of Education (Public)

Date: May 22, 2024

From: Heather Larson, Chairperson, Education Committee

Subject: **Continuing Education Program Review**

RECOMMENDATION

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

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

A review of the district's Continuing Education Programs was conducted in the 2022/23 school year by external consultant, Peter Drescher, a retired Assistant Superintendent with considerable experience overseeing district programs. The purpose of the review was to examine the operational efficiency and program effectiveness of the programs 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)

The review process was comprehensive, incorporating site visits, interviews, surveys, budgetary analysis, expenditure review, and examination of enrolment and achievement data. The consultant commended the district for its establishment of robust programs, noting alignment with the strategic plan, the positive trend in student pass rates in the Adult Education credit program, and the proactive efforts of the District Administrator in providing instructional leadership and management support.

A number of recommendations were offered for consideration and are outlined below.

1. **Data-Informed Planning and Decision-making**
    a. Include the Continuing Education Department in the district Framework for Enhancing Student Learning process (School Stories) to ensure continuous improvement.
    b. Continue to administer satisfaction surveys for each program within the department, ensuring that surveys are formatted such that results can be disaggregated to inform continued program improvement.

2. **Leadership and Support Structures**
    a. Consideration be given to the addition of administrative support to provide departmental oversight in conjunction with the current District Administrator across all program areas.
    b. Provide additional supervisory support to the Mandarin and Youth/Children's Program.

3. **Budget and Finance**
    a. Apportion costs to the specific program for which they are incurred to accurately reflect the financial status of each program within the department.
    b. Ensure financial reports to continue to inform evidence-based decision making across program areas.

4. **Richmond Educational Assistant Program (REAP)**
    a. Continue to offer practicum placements (15-20) to students from Langara and Kwantlen in addition to the REAP.
    b. Ensure robust student enrollment and adequate supply or mentors prior to the commencement of each program cohort

CONCLUSION

The recommendations outlined in the Continuing Education Program Review report offer valuable insights for ensuring the continuous success of the department. Careful consideration of these recommendations, some of which have already been implemented by staff, will ensure that the programs within the department continue to thrive and meet the learning needs of the community.

Respectfully Submitted,
Heather Larson
Chairperson, Education Committee

Attachment:
1. *Continuing Education Program Review Report*

REVIEW OF CONTINUING EDUCATION PROGRAMS IN RICHMOND SCHOOL DISTRICT 38

Respectfully Submitted
Peter Drescher
Education Development Consultant
May 2024

REVIEW OF CONTINUING EDUCATION PROGRAMS
IN SCHOOL DISTRICT 38 RICHMOND
May 2024

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REVIEW OF CONTINUING EDUCATION PROGRAMS IN SCHOOL DISTRICT 38 RICHMOND

May 2024

SCOPE OF THE REVIEW

The purpose of this review is to examine the operational efficiency and program effectiveness of SD38 Richmond Continuing Education (CE) credit and non-credit programs. The review examines the following specific program offerings which fall under the jurisdiction of the District's Continuing Education department:

- Adult Education Credit Courses – Ministry Funded
- Summer Learning – Ministry Funded
- Summer Learning - Unfunded
- Mandarin Language Studies Program
- Youth and Children's Programs
- Richmond Education Assistant Program

The review provides analysis and commentary in the following areas:

- Annual expenditures, ministry funding and other revenue sources
- Operational efficiency pertaining to program enrolments and funding
- Student success rates
- Survey results
- Other pertinent issues that have arisen during the course of the review

To this end, the following activities were undertaken and were based on data provided by district staff and the District Administrator for Continuing Education:

- A review of budgeted and actual expenditures for the previous five school years, and the preliminary budget approved for 2023/24
- A review of enrolment data, survey results, and achievement data
- Site visits and interviews with the District Administrator for Continuing Education
- A meeting with the district's Assistant Secretary Treasurer
- Meetings with the supervisor of the Mandarin/Youth/Child programs and administrator for the REAP program
- Interviews with Human Resources officers regarding education assistant recruitment and practicum student placement
- Assorted follow-up telephone calls and emails

CONTEXT

District 38 Profile

The City of Richmond (estimated population 230,000) is an ethnically diverse city where more than 80% of the population (2021 census) is a visible minority. Chinese is the most predominant minority group at 54% (highest in Canada) followed by South Asian at 7.4% and Filipino at 7.3%. 37% of residents report having a university bachelor's degree or higher, 12% report having no certificate, diploma or degree and 29% report having a high school diploma or equivalent. In 2021, Indigenous peoples accounted for 0.7% of the total population of Richmond, compared to 2.4% for Metro Vancouver and 5.9% for BC.

Richmond School District 38 enrols approximately 22,000 FTE funded and international students. Pertinent to this review (adult secondary credit) is the grade 10-12 enrolment at each of the ten secondary schools, which totals more than 3500 students or almost 1200 per grade. It is from this enrolment and the population of adults residing in Richmond's diverse community that the adult credit program draws most of its students.

All but two of the secondary schools in Richmond are on a semester timetable. Students who do not fulfill graduation requirements or anticipate not doing so by the end of their grade 12 year have the option of rescheduling their second semester program, or taking courses through Continuing Education, Summer Learning, the Richmond Virtual School or through adult education or online learning in another school district. Prior to the COVID pandemic, seven of the secondary schools were on a linear timetable. The reduction of linear schools from seven to two has given students more opportunities to reschedule second semester classes and thus reduce interest in taking or the need to take courses through SD38 adult education.

SD38 Strategic Plan

The Richmond School District's mission is "*to cultivate a safe accepting and engaging community that inspires a passion for lifelong learning".* The district recognizes and values *"the tremendous diversity of our learning community and the value and richness this diversity affords us".* The district is now in the fourth year of a five-year Strategic Plan, comprised of five strategic priorities, nineteen goals and multiple objectives. Two of the priorities and two associated goals provide an appropriate lens through which to examine programs, policies, and practices related to the district's cadre of Continuing Education programs:

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.*

The District fosters resilient and healthy life-long learners.
(mental and physical heath, well-being).

Equity and Inclusion

It is our mission to ensure that all of our students, families and staff feel welcome, 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.

The five-year Strategic Plan provides very helpful guidance and direction to schools and programs as they engage in site level planning for growth, change and improvement. Richmond schools engage in a qualitative inquiry process to develop "school stories" which align with the district's strategic plan. Until now, Continuing Education has not participated in this process, and it is recommended that the department do so.

The adult secondary credit program has been working intentionally on educational goals that are aligned with the District's strategic plan (Inspiring Learners) They are to:

1. Support educators to deepen their understanding and effective implementation of the curriculum.
2. Design and offer a variety of learning options to meet the evolving and diverse needs of learners.
3. Strengthen learning by fully embedding formative assessment practices that involve both students and adults.

RICHMOND CONTINUING EDUCATION DEPARTMENT

Richmond Continuing Education functions as a departmental unit which provides administrative oversight, and clerical support to a group of Ministry funded and various unfunded programs. Collectively these programs support the notion of lifelong learning by providing opportunities to:

- Have both school age and adult students complete graduation requirements or participate in academic upgrading to support their continued education.
- Extend learning opportunities beyond the school day by providing enrichment opportunities after school, weekends and during the summer for school-aged students to pursue areas of interest.
- Have school age students participate in a robust Mandarin language instruction program in recognition of the demographic composition of the City of Richmond.

- Support the needs of diverse learners in the district by providing an education assistant training program.

To this end, Continuing Education provides oversight for the following programs:

- Adult Education Credit Courses – Ministry Funded & international fee paying, 1254 student headcount, 1544 course registrations, 193 FTE
- Summer Learning – Ministry Funded & international fee paying, 5612 registrations in summer 2023.
- Summer Learning – Unfunded – 271 registrations in summer 2023
- Mandarin Language studies Program – 2104 registrations in 2022/23
- Youth and Children programs – 822 registrations in 2022/23
- Richmond Education Assistant Program – a cohort of 30 students for 2023/24

Administrative Oversight

Since the fall of 2022. SD38's Continuing Education programs have operated primarily out of the Mitchell Adult Education Centre, a fully renovated former elementary school facility, with satellite facilities operating out of Richmond Secondary School and several elementary schools. The Centre has seven classrooms and two dedicated computer labs to help facilitate blended learning programs.

The District Administrator for Continuing Education provides managerial oversight for all of the Continuing Education programs. Reporting to the District Administrator, a full-time manager operates the Mandarin and Youth/Children's Programs, and part-time administrators have responsibility for Summer Learning and the Education Assistants Program (REAP). The District Administrator reports to a District Assistant Superintendent. The programs are supported by a 1.0 FTE administrative assistant located at the Mitchell campus, a 1.0 FTE head administrative assistant located at the school board office, and a part-time academic advisor for adult education credit programs and a part time assistant for the Mandarin and Youth/Children's Programs.

Prior to 2022/23, there was a Director of Continuing Education, a position that was discontinued. This is the first year that the District Administrator has had full responsibility for all continuing education programs having assumed all of the duties previously held by the Director of Continuing Education. He previously had been partially responsible for the adult education component and part of Summer Learning startup. He reported to the director. The District Administrator has been very thorough and diligent in working with the district's finance and human resources departments in identifying issues and challenges pertaining to program efficacy and has taken a number of remedial steps to improve the financial health and quality of service of Continuing Education. He is to be commended for his efforts.

Leadership Continuity and Succession

A number of part-time, contracted staff provide valuable support to programs within the Continuing Education Department. To ensure operational effectiveness and sustainability over the long-term, **it is recommended that consideration be given to adding another full-time administrator (i.e. District Vice Principal) who would report to the current District Administrator and could share direct responsibility for all programs within the department.** This would also provide continuity of support in the absence of the District Administrator. Given the range of support that have been provided historically, staff are of the view that implementation of this recommendation would be cost neutral.

It is also recommended that there be a realignment of duties and responsibilities of the two full time office staff positions to better support Continuing Education programs. Experience in managing and monitoring department accounts and the Ministry's MyEdBC student information system should be requirements for the two positions. Additionally, it may be helpful for the two Continuing Education office staff to "cross train" and have an understanding of each other's responsibilities. This can be somewhat challenging as one assistant is located at the Mitchell Adult Learning Centre site while the other is located at the school board office. Supervising the work of two key employees at two different sites can also be a challenge.

Survey Results

As part of this review process, CE administered a satisfaction survey to adult secondary credit and REAP students, as well as parents of the Mandarin and Youth/Children's programs. It was comprised of generic sections pertaining to registration processes, facilities, marketing, and the overall CE experience. There were also program specific questions, which are reported on separately in the appropriate sections that follow.

- The overall response rate was very good at 31%, providing a good representative sample. The response rate for the REAP program was 38%, or 13 respondents out of 34. The small cohort size introduces a margin of error that is too great to consider the sample size to be a valid and reliable indicator.

- 83-92% of respondents were satisfied or very satisficed with the client services provided by the CE department.

- 80-91% of respondents were satisfied or very satisfied with registration processes.

- 83-99% of respondents were satisfied or very satisfied with the learning environment / facilities.

- 59-69% of respondents heard about the programs in which they had registered through friends and relatives and 31-35% learned about programs through the district's CE website.

It is recommended that satisfaction surveys continue to be administered on at least a biennial basis. It is also recommended that the survey's content and format be further refined to ensure that results can be of greater value in informing practice and can be more easily disaggregated into various subgroups (program instructors in particular). Due to the small cohort size of the REAP program, a supplementary survey process should be developed. This is discussed further in the REAP section of this report.

Financial Status

Richmond School District 38 reports consolidated revenues and expenses for Continuing Education (Adult Ed, REAP, Mandarin, Youth/Children) and separately reports Summer Learning on Schedule 2C of its annual Statement of Financial Information (SOFI) report. Ordinarily, historical trends provide useful and reliable information in support of forecasting future revenues and expenditures. A series of events and actions have made this difficult in this case, including:

1) The COVID pandemic, which severely impacted program enrolment in 2020/21. The enrolment recovery since that time still has not brought back some programs to pre-pandemic levels.

2) Several programs were eliminated for 2022/23 including Arts/Safety/Personal Growth, Wellness, and Careers. The ED2GO Program was in its final year in 2022/23.

3) A change in the classification and reporting of graduated adults as of 2020/21 altered the revenue stream derived from ministry grants.

4) Changes to the collective agreement regarding adult educators resulted in higher salary and benefit costs.

5) There were changes to the matching of expenses with the various programs.

The table below shows the consolidated financial position for Continuing Education for the past six years. It includes CE oversight, Adult Education, REAP, Mandarin, and Youth/Children's Programs. Summer learning is reported separately.

RICHMOND CONTINUING EDUCATION							
Consolidated Revenues and Expenditures							
	2023/2024 Proj	2022/2023	2021/2022	2020/2021	2019/2020	2018/2019	2017/2018
Revenues	1,652,144	1,731,950	1,724,609	1,934,438	2,235,837	2,317,893	1,584,206
Expenditures	2,199,887	2,162,179	2,694,402	2,114,836	2,218,370	2,172,457	2,103,766
Surplus/Deficit	**- 547,743**	**- 430,229**	**- 969,793**	**- 180,398**	**17,467**	**145,436**	**- 519,560**
% Revenue Contribution	**-33.2%**	**-24.8%**	**-56.2%**	**-9.3%**	**0.8%**	**6.3%**	**-32.8%**

It is apparent that Continuing Education has been operating at a deficit for the past three years.

For 2022/23, the revenue positive/negative results for individual programs within the department were as follows:

Adult Education	-14%
REAP	-18%
Mandarin	59.5%
Youth/Children	50.1%
Summer Learning	25.6%

The data is somewhat distorted because administrative costs have not been properly assigned or apportioned to their respective programs. For example, it is estimated that:

- The senior administrative assistant spends 70% of her time on Summer Learning, 20% on REAP and 10% on the Mandarin program.
- The Continuing Education administrative assistant spends 70% of her time on adult secondary and 30% on Summer Learning.
- The Continuing Education advisor spends almost 20% of his time on Summer Learning.
- A six-month and a three-month temporary clerk working exclusively on Summer Learning are being charged to Continuing Education.
- The salaries of seven site based temporary clerks working exclusively on Summer Learning are almost completely charged to continuing education.

It is estimated that the above costs represent up to $130,000 that should be charged to Summer Learning.

It is recommended that costs be suitably aligned or apportioned to the specific programs for which those costs have been incurred. This is of particular importance in the case of Summer Learning, which must be reported on separately from Continuing Education in the district's annual Statement of Financial Information (SOFI) report.

It is also noted that there is an internal practice of applying a 15% administrative charge to each program to cover district costs associated with payroll, purchasing, maintenance, Human Resources, etc. These costs are reported differently in the annual SOFI report (Functions 4 and

5) and are not reflected in the Continuing Education and Summer Learning costs reported in Schedule 2C of the SOFI report.

Proper alignment of costs with specific programs allows for more accurate determination as to which programs are operating on a revenue positive, cost-recovery or revenue negative basis. **It is recommended that the District Administrator work with the finance department in determining ways in which financial data can be presented to help inform decision-making**. The District Administrator has already taken steps in the regard. **It is also recommended that the District Administrator work with the finance department to ensure that any operational changes planned for the coming years are reflected in the budget development.**

Financial tables for each program are provided in their respective sections.

OVERVIEWS – SPECIFIC PROGRAMS

ADULT SECONDARY EDUCATION CREDIT PROGRAM

The Adult Education Credit Program offers courses in **Language Arts Foundations**, enabling students to develop English language proficiency required to be successful in courses leading to an adult graduation diploma. **Adult Secondary Upgrading** provides English, Mathematics, Science, Humanities and General Academic Courses leading to an adult graduation or Dogwood diploma.

Continuing Education's adult secondary credit programs have provided a pathway to graduation (adult or Dogwood diploma for 33 students in 2018/19, 44 students in 2019/20, 40 students in 2020/21, 25 students in 2021/22, and 20 students (estimated) in 2022/23.

Enrolment

In 2022/23, 1254 students accounted for 1544 credit course registrations (193 FTE). The table below shows the enrolment trends for the past five years. Following a COVID-related decline in FTE and headcount enrolment in 2019/20, credit programs have not fully rebounded to pre-COVID levels. A size comparison with neighbouring districts can be instructive. The District is not an outlier. SD38 ranked sixth in terms of total student enrolment in Metro Vancouver/ Fraser Valley school districts and seventh in terms of adult education enrolment.

Richmond Continuing Education Adult Education Enrolment History					
	2022/23	2021/22	2020/21	2019/20	2018/19
Headcount All Students					
Under 19	82	65	73	79	96
Non-Grad Adults	323	338	342	1065	1383
Graduated Adults	844	761	816	121	81
Fee Paying	5	4	8	4	9
Total Headcount	**1254**	**1168**	**1239**	**1269**	**1569**
Funded FTE					
FTE School Age	14.313	10.188	12.188	13	17.125
FTE Adult (non GA + GA)	178.688	177.313	182.125	178.875	250.625
Total Funded FTE	**193.001**	**187.501**	**194.313**	**191.875**	**267.75**

A reclassification of adult students in 2020/21 explains the change in the number of non-graduated adults and graduated adults. Enrolment for 2023/24 is projected to be similar to that of 2022/23.

A number of factors contribute to the challenges of growing enrolment in adult credit programs.

- There continues to be some reluctance for students to resume in person attendance for health reasons.
- This year, with secondary schools returning to post-COVID normalcy, eight of the ten secondary schools have opted to implement or return to a semester system. Prior to COVID, there were three schools using a semestered system. With the increased opportunity for students to make up credits in the second semester of the school year, enrolment in adult program courses is less of an attraction.
- The location of the adult education centre and move from several satellite campuses, may make travel from various parts of Richmond less attractive.
- The number of fee-paying international students is not a major component of adult education enrolment.

Success Rates

The table below highlights the success rates of students enrolled in adult secondary credit programs in the last five years.

Adult Secondary Credit Program - Success Rates				
	TOTAL STUDENTS	PASS %	FAIL %	WITHDRAWN %
2018-2019	1825	70	13	16
2019-2020	1594	73	15	12
2020-2021	1603	79	8	13
2021-2022	1498	78	8	14
2022-2023	1534	82	9	10

In the absence of comparable benchmark pass rate data, it is difficult to ascertain whether these results are what should be expected given the nature of the clientele who are enrolled in adult credit programs. Enquiring with the Ministry of Education about providing provincial pass rates data for adult education programs might be of value in informing practice and establishing performance targets.

It should be noted that there has been an upward trend in adult pass rates in SD38 adult education over the past five years. This is a very positive development and **administration is encouraged to review this data with staff and determine how the underlying reasons for this success might inform practice in the future.** This is very much in keeping with the department's goal to review its assessment practices and align them with current Ministry direction.

Staffing

The adult education program is currently staffed by 7.625 FTE full and part-time teaching staff. Full time adult education under the current collective agreement is considered to be 723 hours per year. Staff are paid an hourly rate based on 1/1000 of the teacher salary scale. The 61 classes offered by the program in 2022/23 were staffing by 5 full time continuing contract teachers and 6 temporary part-time teachers.

A part-time advisor provides academic counselling support to the adult program and technical support in the use of Moodle for some academic programming.

Financial Status

The table below shows the financial status of the Adult Education Program for the past six years.

RICHMOND CONTINUING EDUCATION							
Adult Education Program							
	2023/2024 Proj	2022/2023	2021/2022	2020/2021	2019/2020	2018/2019	2017/2018
Revenues	685,733	825,354	851,454	1,097,794	1,215,827	1,391,978	916,582
Expenditures	1,061,828	940,594	762,128	684,111	668,901	710,054	657,644
Surplus/Deficit	**- 376,095**	**- 115,240**	**89,326**	**413,683**	**546,926**	**681,924**	**258,938**
% Revenue Contribution	**-54.8%**	**-14.0%**	**10.5%**	**37.7%**	**45.0%**	**49.0%**	**28.3%**

There were significant increases in teacher salary costs for 2022/23, which contributed to the revenue negative position. The District Administrator had taken steps to mitigate the impact of salary costs by raising the minimum and average class size. In 2022/23, the average class size for adult credit courses was 25, ranging from 19-32 students. Average class size for each teacher ranged from 23-27 students. The minimum threshold for class organization was raised to 18-20 students. A comparison of ministry grants generated by an average class with the average adult teacher salary for that class can be instructive. It is estimated that an average class size of 25 students generated approximately $15,719 in Ministry grants in 2022/23 and the average teacher salary and benefits cost for providing an instructor for the class was $12,280 Teacher salary and benefits thus represent approximately 78% of the Ministry grant. The 2023/24 increase in the per adult grant from $5030 to $5505 will be helpful in addressing increasing salary costs. For 2023/24, assuming that the staffing entitlement does not change, and enrolment is about the same, it is estimated that an average class size of 25 will generate $17,203 in funding but the average cost of the instructor's salaries will be $13,383 which would also represent approximately 78% of the Ministry grant.

Salary Calculation
(Total salary + benefits) / number of classes
2022/23 actual ($597,192 + 151,913) / 61 = $749,105 / 61 = $12,280
2023/24 estimated ($667,811 + $148, 562) / 61 = $816,373 / 61 = $13,383

A similar calculation using the secondary school average class size and the average cost of teacher salaries and benefits for the class might also be instructive. In 2022/23 the average secondary class size was 26 and the approximate average teacher salary and benefit cost was $103,396. At the 2022/23 grant of $7885 per student the average class size would generate $28,328 in ministry grants and the salary and benefits for a class would be $14,770 . Teacher compensation represents 52% of the Ministry grants.

Calculations
Average class size 26 as reported by Human Resources
Average educator salary as per Ministry Grant tables $82,585 plus 25.2% benefits = $103,396 or $103,396/8 = $14,770 per class.
Grant allocation by average class = $7885 x 26 / 8 = $28,328

Assuming that enrolment in adult education credit courses for 2023/24 is similar to 2022/23, and with the increase in the per pupil grant by almost $500, the projected ministry grant revenues of $685,733 is likely understated and the projected deficit will likely be less than shown. **It is recommended that the District Administrator work with the finance department in reviewing the Ministry grant projections to ensure that they accurately reflect enrolment once fall registrations have taken place.**

Recent Program Improvement Initiatives

The District Administrator for Continuing Education has undertaken a number of changes and initiatives focussed on program improvement. These have included but are not limited to:

- Introduction of a professional development theme for the adult secondary credit program focussed on assessment.
- Implementation of learning maps and proficiency scales for Foundation language courses.
- Creation of a teacher handbook.
- Updating of the Continuing Education website.
- Working with the District Resource Centre to catalogue all CE resources with the Destiny resource management program. Resources had not been properly inventoried or recorded previously.
- Updated registration policies.
- Working with a Ministry consultant to ensure that the adult credit program meets audit requirements.
- Changing the English assessment from class based to drop in online assessments.
- A post pandemic change to class organization from a purely face to face instructional delivery model to one that features three face-to-face classes and one virtual synchronous class per week to better meet the needs of students.

Administration and staff have noted that many students have challenges in the area of reading and writing strategies and are considering next steps in addressing these challenges.

SUMMER LEARNING – MINISTRY FUNDED CREDIT AND ENRICHMENT PROGRAMS. ELEMENTARY AND SECONDARY SUMMER CAMPS – FEE BASED

SD38 operates a well subscribed and continuously growing Summer Learning program. It provides a rich and varied selection of learning experiences to students in Grades 1-12. This past summer, the programs were operated out of seven major school sites, six smaller sites

with only two classes and a grade 7 transition program at four sites. The entire program had 5612 funded and 271 unfunded registrations. This included:

- Full Credit Grade 10-12 courses - 1251 registrations
- Academic Completion – Grades 10-12 – 63 registrations
- Secondary Enrichment – Grades 8-12 - 1987 registrations
- Elementary Enrichment, Exploration, Fine Arts, STEM Grades 1-6 - 2311
- Summer Camps – Elementary and Secondary – 271 registrations

The program is staffed by:

- Two lead administrators
- Eight site administrators
- Two coordinators
- One head clerk and 2 casual clerical assistants
- Seven site-based clerical assistants
- Twenty-three part-time education assistants
- More than 140 teachers providing instruction and support in multiple credit and non-credit programs. This includes seven resource teachers, one counsellor and hearing/vision teacher support.

Enrolment History

The enrolment table below highlights the continuous growth of summer learning in the district.

Summer Learning Enrolment History								
	2023	**2022**	**2021**	**2020**	**2019**	**2018**	**2017**	**2016**
Funded & intl fee paying - Grade 1-7	2311	2160	1995	1780	1862	1720	1601	1613
Funded & intl fee paying - Grade 8-9	2050	1843	1750	1518	1289	1266	1357	1322
Funded & intl fee paying - Grade 10-12	1251	1201	953	1368	1430	1516	1625	1717
Total	**5612**	**5204**	**4698**	**4666**	**4581**	**4502**	**4583**	**4652**
Fee Based Summer Camps	271	241	110	No summer camp data avaiable				

An increasing number of students with diverse abilities have contributed to this growth as the program has taken major steps in supporting these students. Seven resource teachers, twenty-three part-time education assistants, a counsellor and a hearing/vision specialist have provided students with pathways to finding success in summer programs. Fee payer summer camps have also grown in response to the efforts made to provide learning opportunities that are of interest to students and their parents. The district is to be commended for its efforts to create Summer Learning programs which are inclusive and responsive to student needs and interests.

Success Rates

As the table below indicates, the percentage of students who are unsuccessful in their credit programs is very low. It is not unusual for withdrawal rates to be in the 10%+ range as students and parents decide that the time commitment required for Summer Learning for credit is not what they had imagined.

SUMMER LEARNING - CREDIT PROGRAM - SUCCESS RATES				
	TOTAL STUDENTS	PASS %	FAIL %	WITHDRAWN %
2018	1802	84%	3%	13%
2019	1844	87%	2%	11%
2020	1721	90%	2%	8%
2021	1141	91%	2%	7%
2022	1424	88%	2%	10%
2023	1481	85%	2%	13%

Financial Status

As the table below indicates, Summer Learning has a history of being in a revenue positive position.

RICHMOND CONTINUING EDUCATION							
Summer Learning							
	2023/2024 Proj	2022/2023	2021/2022	2020/2021	2019/2020	2018/2019	2017/2018
Revenues	1,904,806	1,853,917	1,600,631	1,673,681	1,863,681	1,863,681	1,835,151
Expenditures	1,463,963	1,378,748	1,266,398	1,201,739	1,240,121	1,072,410	1,040,789
Surplus/Deficit	**440,843**	**475,169**	**334,233**	**471,942**	**623,560**	**791,271**	**794,362**
% of Revenue Contributed	**23.1%**	**25.6%**	**20.9%**	**28.2%**	**33.5%**	**42.5%**	**43.3%**

The average class size for Summer Learning has been maintained in the 18-20 student range.

Expenditures for Summer Learning are understated by an estimated $130,000 as a result of costs being attributed to Continuing Education rather than Summer Learning.

- Both CE office staff commit large portions of their time to Summer Learning (70% and 30%).
- The Adult Education advisor commits approximately 20% of his time to summer learning.
- A six month and a three-month temporary clerk working exclusively on summer learning are being charged to Continuing Education.

- The salaries of seven site based temporary clerks working exclusively on summer learning are almost completely charged to continuing education.

As mentioned previously, alignment and apportionment of costs associated with specific programs should be undertaken.

There also does not appear to be a differentiation between revenues and costs associated with Ministry funded programs and fee-based summer camp programs. The degree to which each program is revenue positive, negative, or neutral is not clear. **It would be instructive to separate revenues and costs between funded and fee-based summer programs and it is recommended that steps be taken to accommodate that.**

MANDARIN LANGUAGE STUDIES PROGRAM
YOUTH AND CHILDREN'S PROGRAMS

The Mandarin Language Studies Program and Youth/Children's programs are both very popular among Richmond parents and students. In 2022/23, these fee-based programs attracted 2104 registrations (Mandarin) and 822 registrations (Youth/Children). The programs operate Tuesday through Saturday at the Mitchell Adult Education Centre and Richmond Secondary School. After school art programs operate at three elementary schools.

The table below shows the enrolment history. It appears that registrations have recovered to pre-pandemic levels.

Mandarin Language and Youth/Children's Programs - Enrolment History							
	Mandarin Language				Youth /Children		
	Enrolment	# of classes	Avg group size		Enrolment	# of classes	Avg group size
2018/19	1975	129	15.3		864	92	9.4
2019/20	2145	134	16.0		975	103	9.5
2020/21	1654	146	11.3		621	96	6.5
2021/22	1733	145	12.0		593	93	6.4
2022/23	2104	147	14.3		822	108	7.6

Ninety percent of the students reside in Richmond. Both the program supervisor and District Administrator are of the opinion that there are opportunities to grow both programs.

Mandarin Language Studies provides learning opportunities in Mandarin Reading/Writing (Simplified Characters or Traditional Characters), Conversational Classes (Children / Youth / Adult), Chinese Reading/Writing for Youth / Chinese Writing Class, a Chinese Instructor Training Diploma Program and a Chinese Hybrid class (Cantonese Read/Write).

The Youth/Children's Program offers a variety of enrichment and general interest courses such as Abacus / Cantonese / Chess / Coding & Programming / Computer / Drawing / English Study Skills / French / Math Study Skills / Music / Website Building.

This is the nineteenth year of operation of the Mandarin program and eighteenth for the Youth/Children's program. Both are administered by the supervisor who has by and large founded the programs, provided curriculum and instructional leadership since their inception and has been primarily responsible for their positive growth and development to this day. Her training and experience with Chinese language and literature have left her well positioned to provide positive learning experiences for students. The Mandarin curriculum, developed by the supervisor Mandarin instructors are expected to follow the curriculum framework as provided. The supervisor monitors the programs by reviewing assessment results and visiting classes. The addition of the second leadership position (i.e. District Vice Principal) within the department would provide additional support to continue to sustainably grow these unique and thriving programs.

Staffing

The programs are staffed with 33 Mandarin instructors, and 25 Youth/Children instructors. A site coordinator is provided for the Saturday programs located at Richmond Secondary School. The supervisor is provided with a program assistant for one day per week. The assistant works as an education assistant in the District for rest of the week.

Mandarin instructors are recruited through the supervisor's well-established networks in the lower mainland. Candidates are required to submit resumes and are interviewed. The turnover rate of instructors is relatively low. An in-house instructor training program is also provided.

With almost 60 instructors serving almost 3000 students at five sites it is not unreasonable to question whether the current level of supervision is adequate. **Consideration should be given to providing the supervisor with additional administrator support. This should only be considered as part of the recast administrative and support structure discussed earlier in this report as well as attending to planned leadership succession and program sustainability.**

Survey Results

A satisfaction survey was circulated to 732 parents and there were 226 responses, for a response rate of 31%. Response to questions about curriculum, instruction, resources, length of program were very favorable with 85-90% of parents indicating that they were satisfied or very satisfied with the service. 80% of parents had indicated that the tuitions fees were reasonable, 59% of parents had indicated they had learned about the programs through friends

and relatives, and 35% cited the Richmond Continuing Education website as their source of information.

Financial Status

As the table below indicates, both programs have provided very positive revenue contributions to the district.

RICHMOND CONTINUING EDUCATION							
Mandarin Language Program							
	2023/2024 Proj	**2022/2023**	**2021/2022**	**2020/2021**	**2019/2020**	**2018/2019**	**2017/2018**
Revenues	560,000	536,752	420,315	360,027	432,726	395,683	352,968
Expenditures	163,901	217,184	188,209	158,756	195,760	301,395	255,494
Surplus/Deficit	**396,099**	**319,568**	**232,106**	**201,271**	**236,966**	**94,288**	**97,474**
% Revenue Contribution	**70.7%**	**59.5%**	**55.2%**	**55.9%**	**54.8%**	**23.8%**	**27.6%**
Youth and Children's Program							
	2023/2024 Proj	**2022/2023**	**2021/2022**	**2020/2021**	**2019/2020**	**2018/2019**	**2017/2018**
Revenues	280,000	234,783	171,599	185,716	280,416	236,129	201,145
Expenditures	120,941	117,194	105,904	104,711	125,310	108,894	88,123
Surplus/Deficit	**159,059**	**117,589**	**65,695**	**81,005**	**155,106**	**127,235**	**113,022**
% Revenue Contribution	**56.8%**	**50.1%**	**38.3%**	**43.6%**	**55.3%**	**53.9%**	**56.2%**

Group size, tuition rates and the salary costs for instructors largely determine the net contribution at the end of each year. During the past 5 years, the instructor ratios for the Mandarin program range between 11-16/1 and the Youth/Children's Programs range from 6-10/1. Tuition rates, which parents have reported as reasonable for the most part, are set in the mid range of tuitions charged by another school district (Coquitlam), programs offered by UBC and Langara, and other independent programs in the lower mainland. The supervisor reports that she has received little guidance as to what the targeted revenue contribution should be.

RICHMOND EDUCATION ASSISTANT PROGRAM (REAP)

The REAP program has provided a regular source of education assistants for the District's K-12 program since its inception in 2016. Historically, a full time and a part time program with a capacity for 60 students was offered each year. In 2019, the part time program was cancelled as the enrolment of 25 students was deemed to be insufficient to ensure cost recovery. The

minimum threshold was 27. There has been no attempt to resurrect the part-time program since. As the table below indicates the hiring rate of REAP graduates by the district is quite high.

Richmond Education Assistant Program - Enrolment History			
Year and cohorts	**Enrolment**	**Did not complete**	**Hired by SD38**
2016 Full Time	29	1	27
Part Time	32	1	23
2017 Full Time	31	0	29
Part Time	31	1	22
2018 Full Time	30	1	22
Part Time	26	0	19
2019 Full Time	31	0	27
Part Time	n/a		
2020 Full Time	28	1	27
Part Time	n/a		
2021 Full Time	27	3	20
Part Time	n/a		
2022 Full Time	28	2	26
Part Time	n/a		
2023 Full time (Projected)	30		
Part Time	n/a		
86% of REAP Graduates are hired by the District			

With only the full-time program to draw from in the past two years, SD38 Human Resources reports that they must recruit at least twice the number available through REAP in order to fill permanent and spare board positions. Education Assistants are recruited from various community college programs (Kwantlen, Langara) and to a lesser extent from other districts offering training programs (Burnaby, Surrey). Lower Mainland commuting can frequently be a challenge and is a deterrent to recruitment from outside of Richmond. REAP can serve the District well by ensuring that it is operating at full capacity every year.

The district has agreements in place to offer practicum placements to students from the Langara and Kwantlen Education Assistant training programs. It is estimated that these placements involve about 12 students from Langara and 6 students from Kwantlen each year**. It is recommended that this practice be continued as it contributes to providing an enriched pool of Education Assistants with diverse training and experiential backgrounds for the District.**

The District has reported that it has struggled to find a sufficient number of mentors for EA practicum students in recent years. A recent change to the local collective agreement has provided for a stipend for those EA's who serve as mentors shows some promise in addressing this issue. It is too early to determine the impact of this change.

Student Admissions

REAP applicants undergo a robust screening and interview process which includes:

- An English Language Assessment
- Relevant education
- Experiences with individuals with disabilities or diverse abilities
- Understanding of the role of an education assistant
- Evidence of commitment/motivation.

There were 52 applicants for the latest cohort, 46 were interviewed and 30 were chosen. Many applicants are new immigrants to Canada and the level of spoken English has become an issue in recent years. The lack of familiarity with the BC school system also poses some challenges.

Staffing

The program is administered by a part-time supervisor whose previous role had been Director of Instruction for Special Education in the district. She has had supervisory responsibility for the program since its inception in 2016. She is supported by seven part-time instructors and practicum supervisors, comprised of retired teachers and administrators chosen for their strong curriculum and special education backgrounds and commitment to professional growth. The supervisor and staff work as a collaborative team, focussed on continuously improving the quality of the training that is being provided. Because of this collaborative approach, the program supervisor believes that there are several of her instructors that could fulfill the administrator role should the need arise.

Financial Status

As the table below indicates, REAP has been operating at a modest deficit for six of the past seven years.

RICHMOND CONTINUING EDUCATION							
Richmond Education Assistants Program (REAP)							
	2023/2024 Proj	2022/2023	2021/2022	2020/2021	2019/2020	2018/2019	2017/2018
Revenues	120,000	119,630	241,533	217,705	223,895	224,155	67,510
Expenditures	138,477	141,139	274,978	247,401	224,778	197,196	201,167
Surplus/Deficit	**- 18,477**	**- 21,509**	**- 33,445**	**- 29,696**	**- 883**	**26,959**	**- 133,657**
% of Revenue Contributed	**-15.4%**	**-18.0%**	**-13.8%**	**-13.6%**	**-0.4%**	**12.0%**	**-198.0%**

The 2023/24 tuition fee of $5500 is competitive with programs operating in neighbouring districts and is lower than community college programs. A comparative table is also provided below. Prior to the current year, the fee was $4500. The $1000 increase will result in a $30,000 increase in revenues and should result in a revenue positive financial position for the foreseeable future. With the current cohort now underway and operating at capacity, the $120,000 in projected revenues for 2023/24 would appear to be understated. At $5500, revenues would be in the $165,000 range.

Education Assistant Training Programs - Tuition Comparisons			
	Approximate Duration		Tuition
Richmond	5 months	560 hours	$5,500
Other School Districts			
Burnaby	6 months		$5,500
Surrey	5 months		$5,000
Maple Ridge	10 months	650 hrs	$8,700
Delta		480 hrs	$4,030
Public Post Secondary			
Capilano University	18 month	Part time	$9,339
Kwantlen PolyTech (Langley)	9 months		$7,200
Langara	8 months		$6,125
Private Post Secondary			
Ashton College (Vancouver)		720 hrs	$6,900
Coastal College BC (Surrey)		980 hrs	$6,000
Western Comm College (Surrey)	8 months		$9,650

Survey Results

The generic survey provided to adult students was also given to REAP graduates. There were 13 responses out of 34 invitations. This small sample does not give a valid reliable indication of student perceptions of the program**. It is recommended that an alternative means of receiving feedback from students be developed for this program.** The program supervisor suggested the use of focus groups involving participants several months after having completed the program and gainfully employed by the district be considered. The writer concurs with this suggestion. This would supplement a written response survey, with measures in place to ensure a very high response rate (i.e. ticket out the door).

REAP Recommendations

Several recommendations are offered for consideration. It is recommended that:

1. Programs costs and revenues be balanced to ensure that there is a cost recovery threshold of 25 students while the programs capacity remains at 30.

2. Modest surpluses be retained and used to offset costs in years where the program may incur a deficit.

3. Any consideration of resurrecting the part-time program be contingent upon
   - Some assurance that the number of applicants significantly exceeds the number of spaces, helping to ensure that the quality of applicants selected remains high, and
   - there is confidence that the Human Resources department can recruit a sufficient number of qualified and skilled EA mentors to support REAP students during their practicum placements.

4. The program ensures that qualitative feedback be obtained from students on an annual basis upon completion of the program. A combination of written feedback and focus groups is suggested.

SUMMARY AND RECOMMENDATIONS

The district can be quite pleased with the achievement results of the various programs administered by Continuing Education. They serve the community of Richmond well in

- Extending learning opportunities beyond the school day by providing enrichment opportunities after school, weekends and during the summer for school-aged students to pursue areas of interest.

- Having school age students participate in a robust Mandarin language instruction program that recognizes the demographic composition of the City of Richmond and gives students an opportunity to become proficient in their first or second language.
- Supporting the needs of diverse learners in the district by providing an education assistant training program.
- Offering thriving summer credit and non-credit programs for students in Grades 1 through 12.
- Providing an adult education credit program where pass rates have trended upward over the past five years.
- Establishing program improvement goals that are aligned with the district's strategic plan

The District Administrator is to be commended for his efforts to address both the leadership imperatives (curriculum, assessment, professional learning) and the management challenges (finances, operational issues) associated with Continuing Education. The district is being well served by his leadership. In his short time in his current position, he has had a significant impact on improving all of the programs falling under his oversight.

Recommendations

There were a number of recommendations provided throughout this report. They have been consolidated and summarized here.

<u>Data-informed Planning and Decision-making</u>

It is recommended that:

- Continuing Education build on its current goal setting processes by participating in the qualitative inquiry process undertaken by all Richmond schools with a view to developing "school stories" which align with the district's strategic plan.

- Satisfaction surveys continue to be administered on at least a biennial basis. It is also recommended that the survey's content and format be further refined to ensure that results can be of greater value in informing practice and can be more easily disaggregated into various subgroups. Due to the small cohort size of the REAP program, a supplementary survey process should be developed.

- Administration review the upwardly trending adult education success rate data with staff and determine how the underlying reasons for this success might inform practice in the future. This is very much in keeping with the department's goal to review its assessment practices and align them with current Ministry direction.

Leadership and Support Structures

It is recommended that:

- Consideration be given to adding a full-time administrator who would report to the current District Administrator and could share direct responsibility for all programs within the department.

- The leadership and support structure for Continuing Education, encompassing Adult Education, Summer Learning, Mandarin, Youth/Children's Programs, and REAP, be recast and, as much as is feasible, do so in a way that is cost neutral.

- There be a realignment of duties and responsibilities of the two full time office staff positions to better support Continuing Education programs.

- Consideration be given to providing the supervisor of the Mandarin and Youth/Children's Programs with additional administrative support. This should only be considered as part of a recast administrative and support structure that attends to planned leadership succession and program sustainability.

Budget and Finance

It is recommended that:

- Costs be suitably aligned or apportioned to the specific programs for which those costs have been incurred. This is of particular importance in the case of Summer Learning, which must be reported on separately from Continuing Education in the District's annual Statement of Financial Information (SOFI) report.

- The District Administrator work with the finance department in determining ways in which financial data can be presented to help inform decision-making.

- The District Administrator work with the finance department to ensure that any operational changes planned for the coming years are accurately reflected in the budget development.

- Steps be taken to separate revenues and costs between funded and fee-based summer programs.

- The District Administrator work with the finance department in reviewing the Ministry grant projections to ensure that they accurately reflect enrolment once fall registrations have taken place.

Recommendations Specific to the Education Assistant Program (REAP)

It is recommended that:

- The district continue its practice of offering practicum placements to 15-20 students from the Langara and Kwantlen Education Assistant training programs each year. This contributes to providing an enriched pool of Education Assistants with diverse training and experiential backgrounds for the district.

- Program costs and revenues for REAP be balanced to ensure that there is a cost recovery threshold of at least 25 students while the program capacity remains at 30.

- Modest REAP surpluses be retained and used to offset costs in years where the program may incur a deficit.

- Any consideration of resurrecting the part-time program be contingent upon
  - A level of confidence that the Human Resources department can recruit a sufficient number of qualified and skilled EA mentors to support REAP students during their practicum placements.
  - Some assurance that the number of applicants significantly exceeds the number of spaces, helping to ensure that the quality of applicants selected remains high.

- The program ensures that qualitative feedback be obtained from students on an annual basis upon completion of the program. A combination of written feedback and focus groups is suggested.

Conclusion

Continuing Education enjoys very favourable reviews from students and parents who have taken advantage of the various programs and services that are provided. Focussed attention on assessment, curriculum, and improving student achievement provided by the current CE administration leaves the department well positioned to navigate a pathway to continuous improvement. A number of the recommendations contained in this report were also identified by administration and first steps to acting on those recommendations have already been undertaken.

The openness, candor and high level of cooperation demonstrated by the District Administrator for Continuing Education, program supervisors and district staff in Human Resources and Finance who were interviewed during site visits and virtual meetings was greatly appreciated. The prompt and thorough responses to a myriad of email inquiries that were sent their way were also much appreciated. The reviewer wishes the district and the various programs that fall

under Continuing Education oversight well as they reflect on the contents of this report and chart a journey of growth, change and improvement in the years to come.

Respectfully submitted
Peter B Drescher
Education Development Consultant

RICHMOND
SCHOOL DISTRICT NO.38

Richmond School District
7811 Granville Avenue, Richmond BC V6Y3E3
604-668-6000 I sd38.bc.ca

Education Committee

Public Meeting Minutes

Wednesday, April 17, 2024 – 6:00 pm
Via Zoom

Present:

Chairperson	H. Larson
Vice Chairperson	D. Yang
Trustee Member (Alt.)	D. Tablotney
Assistant Superintendent	J. MacMillan
Teacher Consultant	B. Adams
Teacher Consultant	S. Daly
Superintendent	C. Usih
Representative, Richmond Association of School Administrators	A. Pikkarainen
Richmond Management and Professional Staff	S. Glanzmann
Executive Assistant (Recording Secretary)	S. Khan

Absent:

Trustee Member	A. Wong
District Coordinator	B. Douglas

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmin̓əm̓ 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, February 14, 2024, were approved as circulated.

3. **Developing and Deepening Literacy from Kindergarten to Grade 7**
   Assistant Superintendent Jane MacMillan introduced District Administrator Brooke Douglas, and Teacher Consultants Briana Adams and Shannon Daly who shared a presentation titled *Developing and Deepening Literacy from Kindergarten to Grade 7.* They discussed the framework created by the district to support literacy across elementary from K-7, which includes the redesigned curriculum, the pillars of literacy, the resources and tools available and next steps. Trustees asked questions regarding the implementation of the framework, what additional resources can be provided to help administrators. Stakeholders asked how schools can help support this work.

4. **Next Meeting Date – Wednesday, May 15, 2024 at 6:00 pm.**

5. **Adjournment**
   The meeting adjourned at 7:04 pm.

Respectfully Submitted,

Heather Larson
Chairperson, Education Committee

Richmond School District
7811 Granville Avenue, Richmond BC V6Y3E3
604-668-6000 I sd38.bc.ca

Facilities and Building Committee

Public Meeting Minutes

Wednesday, April 3, 2024 - 4:30 pm
Via Zoom

Present:

Chairperson	K. Hamaguchi
Vice Chairperson	D. Tablotney
Trustee Member	H. Larson
Deputy Superintendent	R. Ryan
Secretary Treasurer	C. Wang
Director, Richmond Project Team	S. Ahluwalia
Director, Facilities Services	K. Wilkins
President, Richmond Teachers' Association	L. Baverstock
2nd Vice President, Richmond Teachers' Association	F. Marsic
3rd Vice President/Pro-D Chair, Richmond Teachers' Association	J. Cho
Representative, Richmond Management and Professional Staff	J. Canlas
President, Richmond Association of School Administrators	G. Fitt
Executive Assistant (Recording Secretary)	T. Lee

Regrets:

President, Canadian Union of Public Employees Local 716	S. Robinson

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmin̓əm̓ 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 March 6, 2024 meeting was approved as circulated.

3. Facilities Planning Update (standing item)

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

The Director, Richmond Project Team then responded to the President, Richmond Teachers' Association's question regarding funding for modular classroom expansions. He then noted additional details on enrolment projections for Kidd, Kingswood, and Woodward Elementary schools

will be provided after the meeting.

The Director, Richmond Project Team then provided further information regarding funding timelines and additional modular projects following questions from trustees.

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 provided an update on the Dixon Elementary seismic upgrade project in response to a question from a trustee.

5. Facilities Services Update (standing item)

The Director, Facilities Services provided an update regarding the maintenance and operation activities that occurred during the Spring Break. He then responded to trustees' questions regarding playground maintenance, the Kilgour site, and accessibility for playgrounds.

The Director, Facilities Services then responded to questions from the President, Richmond Teachers' Association regarding the capacitor at Talmey Elementary, Oscar (the AI-powered solid waste sorting system), and school participation in developing the new field trip booking system. Discussion then ensued regarding Oscar and district waste management.

6. Minutes for Information

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

Minutes of Meeting held February 7, 2024 were attached for information.

7. Next Meeting Date – May 1, 2024 at 4:30 pm

8. Adjournment

The meeting adjourned at 4:59 pm.

Respectfully Submitted,

Ken Hamaguchi
Chairperson, Facilities and Building Committee

RICHMOND
SCHOOL DISTRICT NO.38

Richmond School District
7811 Granville Avenue, Richmond BC V6Y3E3
604-668-6000 I sd38.bc.ca

Finance and Legal Committee

Public Meeting Minutes

Wednesday, April 17, 2024 – 10:00 am
Via Zoom

Present:

Chairperson	D. Sargent
Vice Chairperson	K. Hamaguchi
Trustee Member	R. Belleza
Trustee Alternate	A. Wong
Secretary Treasurer	C. Wang
Assistant Secretary Treasurer	M. Fu
1st Vice President, Richmond Teachers' Association	S. Wengloswki
2nd Vice President, Richmond Teachers' Association	F. Marsic
Representative, Richmond Management and Professional Staff	R. Corbin
Vice President, Richmond Association of School Administrators	A. Goulas
Executive Assistant (Recording Secretary)	T. Lee

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmin̓əm̓ 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, February 14, 2024, were approved as circulated.

3. Human Resources Update

The Secretary Treasurer noted the Assistant Superintendent, Human Resources sent his regrets due to a scheduling conflict and any questions regarding the report will be collected and provided to human resources for a response. She then provided a brief highlight of the report noting the collaborative approach in projecting staffing allocations.

The Secretary Treasurer then responded to questions from the 2nd Vice President, Richmond Teachers' Association on staffing needs in schools that will be full for the coming year and data regarding designated overflow schools for extra students.

The Chairperson then inquired regarding funding for student support that arrive in schools mid-year.

The Secretary Treasurer then responded to a trustee's question on the annual budget and funding for staffing allocations.

4. Trustees' Expenses for the 3 Months Ending March 31, 2024

The Assistant Secretary Treasurer referred to her report as included in the agenda package. The Committee agreed to forward the following recommendation to the Board:

> **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 March 31, 2024, in the amount of $5,729.94.

5. Next Meeting Date – Wednesday, May 15, 2024 at 10:00 am.

6. Adjournment

The meeting adjourned at 10:14 am.

Respectfully Submitted,

Donna Sargent
Chairperson, Finance and Legal Committee

RICHMOND
SCHOOL DISTRICT NO.38

Richmond School District
7811 Granville Avenue, Richmond BC V6Y3E3
04-668-6000 I sd38.bc.ca

Report to the Board of Education (Public)

Date: May 22, 2024

From: Debbie Tablotney, Chairperson, Policy Committee

Subject: **Policy 200/200-R1 and 200-R2: Trustee Role, Responsibilities and Code of Ethics**

RECOMMENDATION

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

BACKGROUND:

The Ministry and BC School Trustees Association (BCSTA) have collaboratively developed provincial criteria for the school trustee code of conduct. The primary goal of this initiative is to offer trustees clear guidance regarding their roles and responsibilities in terms of their conduct. These codes of conduct can aid boards in emphasizing their fundamental duties, which include delivering educational programs and promoting safe and inclusive school and workplace environments.

In June 2023, the Ministry and BCSTA released the criteria for school trustee codes of conduct, including:

- Emphasis on student achievement, equity and well-being;
- Alignment with BCSTA's six principles/standards, including integrity, respect, confidentiality, responsibility, conflict of interest and relationships;
- Alignment with existing provincial and federal legislation, including Criminal Code, BC Human Rights Code, Freedom of Information and Protection of Privacy Act, School Act, Workers' Compensation Act;
- Provisions on:
    - respectful workplaces and relationships with others;
    - anti-racism, reconciliation and relations with local First Nations;
    - acceptable use of social media;
- Policies and procedures for breaches and sanctions with public accountability;
- Mechanisms to regularly review and affirm the code;
- Board training, including with trustee onboarding; and
- Plain language.

Furthermore, a scan of all BC school boards' code of conduct has been completed by the Ministry of Education. Based on the scan, the Board of Education of School District No. 38 (Richmond) has been identified as not having reviewed or updated their trustee code of conduct and not including a breaches and sanctions component.

The Ministry recommended that the Board review and update the trustee code of conduct to align with the new provincial criteria.

POLICY REVIEW AND UPDATE PROCESS:

During two trustee workshops held on October 24, 2023 and November 28, 2023, significant progress was made in reviewing and updating the code of conduct. Trustee Workshop #1 included a presentation by Ministry and BCSTA representatives on best practices in the K-12 public education sector, along with an environmental scan by staff to identify best practices in various Boards of Education across the province. Building on this, Trustee Workshop #2 involved a thorough review of the policy and discussions on proposed updates to ensure alignment with the provincial criteria, best practices and board governance needs.

Legal Counsel provided final comments and revisions to ensure compliance with the legal framework governing board policies. Legal Counsel also responded to trustees' questions on the proposed revisions in the In-camera Policy Committee meeting on February 12, 2024. Their input strengthened the integrity and legality of the code of conduct, mitigating potential risks and ensuring alignment with relevant legislation and regulations.

The final draft of the trustee code of conduct reaffirms its role as a foundational document governing ethical behavior and accountability within the Board as a governing body of the public K-12 system in its jurisdiction.

PROPOSED TIMELINE:

September 18, 2023	In-camera Policy Committee meeting	Initial discussion by members of Policy Committee including feedback on proposed timeline and process of of the policy review and update.
October 24, 2023	Trustee Workshop #1	Staff conduct an environmental scan to identify best practices in the codes of conduct of BC school boards'; trustee review of the existing board policy; presentation by Ministry staff on best practices.
November 28, 2023	Trustee Workshop #2	Trustee review of the policy and proposed update.
February 12, 2024	In-camera Policy Committee meeting	Draft policy revision to be shared for feedback from trustees.
April 15, 2024	Public Policy Committee meeting	Revised policy reflecting trustee feedback shared with the Committee. Recommendation for Notice of Motion to April Board meeting for final approval at May Board meeting.
April 24, 2024	Public Board meeting	Notice of motion for approval at May Board meeting.
May 22, 2024	Public Board meeting	Possible final approval of new policy.

CONCLUSION:

According to Board Policy 204-R, it is recommended that the proposed policy updates not be part of the partner group review process, as they specifically pertain to board governance matters.

Respectfully submitted,

Debbie Tablotney
Chairperson, Policy Committee

Attachments:

1. *Draft Revised Policy 200 Trustee Role Responsibilities and Code of Ethics*
2. *Draft Revised Policy 200-R1 Trustee Orientation*
3. *Draft Proposed Policy 200-R2 Trustee Code of Ethics Breaches and Sanctions*

GOVERNANCE Policy 200

Trustee Role, Responsibilities and Code of Ethics

Role Of The Trustee

The role of the trustee is to prioritize the educational well-being of children and youth, by fostering a District culture that promotes student achievement, represents the broader needs of the community, and allocates resources responsibly and equitably in the best interest of every student. In recognition of the public trust and responsibility vested in them, Trustees are expected at all times to conduct themselves diligently, ethically, respectfully, impartially and in a manner that will strengthen and promote confidence in public education.

As members of the corporate board, trustees are accountable to the public for the collective decisions of the Board, and for the delivery and quality of educational services. Trustees must be cognizant that while being an elected government official carries public perceptions of authority, the *School Act* gives no individual authority to trustees. Regardless of this limitation, the actions of individual Trustees can damage the reputation and interests of the Board, and Trustees are accountable for their actions in carrying out their formal and informal responsibilities.

Because the Board's composition will change with each election, the Board believes an orientation program is necessary to ensure continuity and facilitate a smooth transition following an election. To be effective in their role, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans. This Policy shall be reviewed by the Board within six months of any election, and on an annual basis thereafter.

Responsibilities of Trustees

In order to carry out their role as a Trustee, Trustees shall:

- Familiarize themselves with District policies, procedures, meeting agendas, and reports as necessary to discharge duties effectively.
- Participate in, and contribute to, the decisions of the Board, unless excluded for conflict of interest or approved absence.
- Support the implementation of the Board's decisions, and follow progress to ensure decisions have the intended outcomes.
- Refer policy questions, or other general issues and concerns not covered by an existing Board policy, to the Board for corporate discussion, decision or delegation.
- When parents or members of the community ask a question or raise a concern about a particular teacher, classroom, principal or school, refer the parent or community member to the Complaints and Appeals Bylaw or to the Superintendent or delegate. Trustees should

Adopted: 15 September 2008
Revised:

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avoid direct discussion of the merits of the complaint in order to respect the authority of staff, and to avoid the need for the trustee to declare a conflict in any appeal which comes before the Board in the matter.

- Bring to the attention of the Board any issues that may significantly affect the District
- Exercise authority within defined limits when delegated such responsibility.
- Actively engage in professional development opportunities to enhance their knowledge of Trustee roles and responsibilities and become acquainted with current educational topics and trends.
- Share the materials and ideas gained at trustee development activities and outside meetings with fellow trustees.
- Familiarize themselves with current educational issues and trends as necessary to discharge duties effectively.
- Act as a liaison to assigned schools.
- Attend District or school events when invited and when possible.
- Become familiar with, and adhere to, the Trustee Code of Ethics.

Code of Ethics

In carrying out their responsibilities, Trustees must uphold the highest standards of integrity, accountability, and ethical practice in all aspects of their role, acting in ways that strengthen public trust and inspire confidence in the Board's actions and decisions. This includes the following obligations:

1. Trustees shall abide by District policies, decisions, and all relevant provincial and federal legislation, including the *School Act* and the Oath of Office.
2. Trustees shall respect the confidentiality of in-camera board or committee meetings, interviews, and other privileged or personal information obtained in their capacity as Trustee. Trustees are explicitly prohibited from disclosing confidential, privileged, or personal information to the public or any other individual unless and until the Board has officially made such information public.
3. Trustees shall develop and contribute to a positive, respectful, and safe learning and working culture both within the Board and the District. Trustees shall respect the authority of the Superintendent and staff and ensure fair treatment for students, parents, staff, community members, and fellow trustees.
4. Trustees will not attempt to exercise individual authority with respect to Board matters, except as explicitly permitted by policies of the Board. Committees of Trustees or individual Trustees may not exercise the rights, duties and powers of the Board.
5. Trustees may interact with the Superintendent and staff; however, individual Trustees

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must recognize that the authority of the Board to delegate specific and general administrative and management duties to one or more of its employees derives from the Board's corporate status and any assignment of responsibilities must comply with applicable Bylaw or Board policy.

6. Trustees must ensure that they do not purport to speak for the Board in any interactions with the public, media or other entities unless explicitly authorized by Bylaw or Board policy. Trustees will not express opinions on individual staff performance unless explicitly authorized by Bylaw, Board policy or an official Board process, and recognize that only the Board and not individual trustees, may assess the Superintendent's performance.

7. Consistent with their fiduciary obligations, Trustees shall make decisions in the best interests of the Board, based on available facts and their independent judgment. Trustees must not be unduly influenced by any individual or group.

8. Refrain from discussing, voting and influencing decision making on any matter in which they are in conflict. Trustees shall declare any pecuniary conflicts of interest in accordance with the School Act, and must avoid any situation where their decision making or actions could reasonably be seen as being influenced by personal interests, business relationships, or the interests of friends, family or associates.

9. Trustees recognize the public trust in the expenditure of Board funds by exercising financial prudence.

10. Trustees shall work collaboratively with fellow trustees in a spirit of harmony and cooperation and be respectful of differences of opinion. Trustees shall encourage full and open discussion in all matters with their fellow trustees, treating each other with respect and consideration.

11. Trustees must exercise responsible digital citizenship by using social media responsibly, professionally, and accurately, avoiding any dissemination of inaccurate or misleading information, and respecting the Board's obligations under the *Freedom of Information and Protection of Privacy Act*.

12. Trustees shall advocate for the diverse needs of all learners in the community consistent with its obligations under the *Human Rights Code*. This commitment extends to building partnerships with Indigenous communities and local First Nations in the ongoing work of Truth and Reconciliation, and promoting diversity, equity, and inclusion policies within the District.

References:

School Act

Freedom of Information and Protection of Privacy Act

Human Rights Code

Adopted: 15 September 2008
Revised:

RICHMOND SCHOOL DISTRICT NO.38

Regulation

GOVERNANCE — Policy 200-R1

Trustee Orientation

1. The District will offer an orientation program prior to January 31 after an election for all newly elected trustees which provides information on such things as:

    1.1 Role of the trustee and the Board;
    1.2 Organizational structures and procedures of the District;
    1.3 Board policy, agendas and minutes;
    1.4 Existing District initiatives, annual reports, budgets, financial statements, and long-range plans;
    1.5 District programs and services;
    1.6 The Board's function as an appeal body; and
    1.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.

2. The District will fund trustees to attend BCSTA sponsored orientation seminars.

3. The Board Chair and Superintendent shall develop and implement the District's orientation program for newly elected trustees.

4. Incumbent trustees are encouraged to help newly elected trustees become informed about functions, policies, and procedures.

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Adopted: 02 June 2008
Revised:

GOVERNANCE Policy 200-R2

Trustee Code of Ethics Breaches and Sanctions

Trustees shall conduct themselves in an ethical and prudent manner in compliance with Policy 200: Trustee Role, Responsibilities and Code of Ethics. The failure by trustees to conduct themselves in compliance with this policy may result in the Board instituting sanctions.

To assist the Board in self-governance, Trustees who wish to report an infraction under the Trustee Code of Ethics [the "Code"] may follow the procedure below.

A Trustee who believes that a fellow Trustee has violated the Code of Ethics is encouraged to seek resolution of the matter through the Informal Complaint process when possible, prior to commencing an official complaint under this policy.

Informal Complaint Process

It is recognized that a contravention of the Code may occur that is relatively minor, or committed inadvertently or due to an error of judgment made in good faith. In such instances the priority shall be to alert the offending Trustee to the violation and their obligations under the Code. Only serious and/or reoccurring breaches of the Code by a Trustee should be investigated following the official complaint procedure. Both the offending and offended Trustee shall seek resolution in an informal, cooperative fashion marked by mutual respect, seeking to understand with an openness to growth and improvement. Discussions during the Informal Complaint process will not be referred to if the matter proceeds to an Official Complaint.

1. The Trustee who believes a violation has occurred will engage in an individual private conversation with the Trustee affected.
2. Failing resolution through the private conversation the parties will engage the Board Chairperson, or at the Chairperson's option the Chairperson and Vice Chairperson, to gain resolution. If the concern is with the Board Chairperson, the concern should be raised with the Vice Chairperson.
3. The Chairperson, or at the Chairperson's option the Chairperson and Vice Chairperson, will attempt to resolve the matter to the satisfaction of the Trustees involved.

It is recognized that for reasons, which may include the nature of the issue of concern or the manner in which it has come to a Trustee's attention, informal measures may not be appropriate.

If resolution through the Informal Complaint Process is not possible, the Official Complaint Process will be followed. Serious and/or recurring breaches of the Code by a Trustee should be addressed through the Official Complaint Process.

Adopted:

PROPOSED

Official Complaint Process

Filing of Complaint

1. A Trustee who wishes to commence an official complaint under the Code shall file a letter of complaint with the Board Chairperson within ninety (90) days following the alleged event occurring or of knowledge of the same and indicate the nature of the complaint and the section or sections of the Code that are alleged to have been violated by the Trustee. If the subject of the official complaint is the Board Chairperson, the letter of complaint shall be filed with the Vice Chairperson. The Trustee who is alleged to have violated the Code and all other Trustees shall be forwarded a confidential copy of the letter of complaint as part of the confidential agenda materials for an in-camera meeting.

2. When a Trustee files a letter of complaint, and a copy of that letter of complaint is forwarded to all Trustees, the filing, notification, content and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code. Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Board Chairperson or Vice Chairperson (as may be appropriate) only at the discretion of the Board, following the disposition of the complaint by the Board of Education at a Code hearing.

3. Procedural fairness and the rules of natural justice shall govern any proceedings under this Policy. The presiding Chairperson shall ensure fairness in dealing with the complaint by adhering to the following procedures. The procedures may be adapted by direction of the Board in order to address the circumstances of the complaint, provided that any deviation from this process is consistent with the principles of natural justice and procedural fairness. The Board may, in its discretion, call upon legal advisors to assist them at any time on issues arising from the administration and application of this Policy.

4. Unless specifically noted, all decisions of the Board under this policy shall be made by way of ordinary resolution.

Preliminary Board Meeting

5. The Chairperson or Vice Chairperson (the "**presiding Chairperson**", when the Chairperson is the subject of the complaint), shall convene, as soon as is reasonable, an in-camera meeting of the Board to determine whether formal sanction proceedings should be initiatied.

6. At this meeting, all relevant information available regarding the allegation will be placed before the Board, including the trustee(s) who is the subject of the complaint.

7. The presiding Chairperson shall outline the content of the complaint, and the trustee(s) involved (as complainant or respondent) shall be provided with an opportunity to address the Board regarding the complaint. The Board will then deliberate (in the absence of the respondent trustee(s)) and will determine whether there is sufficient evidence to conclude that a violation of the Code has or has not occurred, or whether additional information is required before a determination can be made.

8. In the event the Board concludes that further information is required, the meeting

PROPOSED

shall be adjourned, and the Board will authorize an appropriate investigation. Depending on the circumstances, including the seriousness of the allegation and the nature and extent of the required information, the investigation may be conducted by a designated trustee, an executive officer of the Board of Education or an independent third party to conduct the investigation. The appointed investigator shall gather all relevant information and documents pertaining to the alleged misconduct for review and decision by the Board of Education. There will be no recommendations made or determination of credibility during the investigation process. Upon completion, the requested information shall be provided to trustees, including the respondent Trustee(s), and a date for the completion of the Preliminary Board Meeting shall be scheduled.

9. At the conclusion of the Preliminary Meeting, the Board shall consider all of the relevant circumstances and determine the appropriate next steps in the process which may include:
    a. dismissing the complaint without further proceedings;
    b. referring the matter back for informal resolution or to another more appropriate process;
    c. referring the matter to a formal disciplinary proceeding.

Formal Disciplinary Meeting

10. Formal disciplinary meetings shall take place at an in-camera Board of Education meeting (the **"meeting"**) convened for that purpose. The Trustee facing discipline shall be provided with at least 72 hours notice of the meeting, and will be provided with full details of the alleged breach(es), and a copy of any documents that will be considered at the meeting.

11. All preliminary matters, including whether adaption to the process for the meeting should be amended or whether one (1) or more Trustees may have a personal interest in making a decision regarding the complaint, shall be dealt with prior to discussion about the complaint during the meeting. A Trustee is deemed to have a personal interest if it could lead a reasonably well-informed outsider to think that their judgment could be influenced by that interest or their personal interest would lead to a "reasonable apprehension of bias". Personal interest would not typically be raised in circumstances where a Trustee has been a witness to conduct that is the subject matter of a complaint since it is expected that all Trustees will conduct themselves in accordance with the Code and in the interests of the School District. If it is determined that a Trustee has a personal interest in making a decision regarding the complaint, the Trustee shall not participate in deliberations or vote in respect of any resolution, however the Trustee shall be present if required to maintain quorum of the Board

12. The process followed at the disciplinary meeting shall be in keeping with the following, which is intended to provide a fair opportunity for both parties to be heard and to respond as appropriate. Neither party is obligated to make submissions or to respond to questions.

    i. The complaining Trustee shall provide a presentation which may be written or oral or both. The complaining Trustee may opt to rely on the written complaint in place of this presentation;
    ii. The respondent Trustee shall provide a presentation which may be written or oral or both;

PROPOSED

iii. The complaining Trustee shall then be given an opportunity to reply to the respondent Trustee's presentation;
iv. The respondent Trustee shall then be provided a further opportunity to respond to the complaining Trustee's presentation and subsequent remarks;
v. The remaining Trustees shall be given the opportunity to ask questions to both parties;
vi. The complaining Trustee shall be given the opportunity to make final comments; and
vii. The respondent Trustee shall be given the opportunity to make final comments.

13. Following the presentation of the respective positions of the parties, the parties and all persons other than the remaining Trustees who do not have a conflict (the "**Voting Trustees"**) and the Secretary Treasurer or delegate, shall be required to leave the room, and the Voting Trustees shall deliberate in private, without assistance from staff. The Board will determine what, if any, sanctions should be imposed on the offending trustee(s).

14. The presiding Chairperson shall call for a resolution(s) to be placed before the Board and a vote will be conducted. Only the Voting Trustees shall be able to vote on any resolution(s).

15. The presiding Chairperson shall declare the in-camera Board meeting adjourned.

16. All documentation that is related to the Code of Ethics hearing shall be returned to the Secretary Treasurer or designate immediately upon adjournment or conclusion of the Code of Ethics hearing and shall be retained in accordance with legal requirements. This includes all notes taken by Voting Trustees in relation to the submissions or deliberations.

17. In the case of an adjournment for any reasons, no discussion by Trustees whatsoever of the matters heard at the hearing may take place until the meeting is reconvened. Only those members present for all submissions made in a Code of Ethics hearing will be permitted to deliberate or vote in respect of any resolution of a complaint.

18. If a party to a complaint does not attend a Code of Ethics hearing where appropriate notice has been provided, the matter will be adjourned in the first instance. If a complaining Trustee indicates they will not attend a Code of Ethics hearing or does not attend for the second Code of Ethics hearing where appropriate notice has been provided, the complaint will be deemed to be withdrawn. If a respondent Trustee indicates they will not attend a Code of Ethics hearing or does not attend for the second Code of Ethics hearing where appropriate notice has been provided, the Code of Ethics hearing will proceed in the absence of the respondent Trustee and the respondent Trustee will be deemed to have waived participation in the hearing.

19. Any staff support that is necessary or requested under this policy shall be administrative in nature.

Adopted:

PROPOSED

Sanctions

Sanctions for a violation of the Code should be imposed in a remedial and restorative manner, and should reflect the seriousness of the breach.

For example, sanctions may include:

1. Having the offending Trustee write a letter of apology;
2. Having the offending Trustee participate in a restorative justice process;
3. Having the offending Trustee participate in specific training, coaching or counselling as directed by the Board;
4. Having the presiding Chairperson write a letter of censure marked "personal and confidential" to the offending Trustee, on the approval of at least a majority of the Voting Trustees at the in-camera meeting of the Board;
5. Having a motion of censure passed by at least a majority of the Voting Trustees at the in-camera meeting of the Board;
6. Having a motion to remove the offending Trustee from one (1), some or all Board committees or other appointments of the Board passed by at least a majority of the Voting Trustees at the closed (in-camera) meeting of the Board.
7. Where a trustee refuses or repeatedly fails to respect the confidentiality of in-camera meetings, the Board may, on the approval of at least a majority of the Voting Trustees, remove the trustee from some or all closed meetings and access to confidential materials for a defined period, and/or until such conditions as the Board deems appropriate are met.

The Board may, in its discretion and by resolution of the Voting Trustees, make public any outcomes(s) of the Official Complaint Process if this is consistent with applicable law, and is considered reasonable and appropriate.

Appeals Process

The decisions of the Board made under this Policy are final. Trustees who have been sanctioned or have had other measures imposed upon them by the Board of Education under this Policy have the right to seek judicial review of the Board's decision, at their own expense.

PROPOSED

Adopted:

RICHMOND
SCHOOL DISTRICT NO.38

Richmond School District
7811 Granville Avenue, Richmond BC V6Y3E3
604-668-6000 I sd38.bc.ca

Report to the Board of Education (Public)

Date: May 22, 2024

From: Debbie Tablotney, Chairperson - Policy Committee

Subject: **Policy 204-R: Creation and Revision of Policy and Regulations**

RECOMMENDATION:

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

BACKGROUND:

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

The proposed minor revisions to Policy 204-R are guided primarily by the need to align the *Creation and Revision of Policy and Regulation* with new understandings through a DEI lens (i.e., DEI Policy Checklist). Specifically, the provincial government has developed and posted online a document titled ***Terminology in Indigenous context*** which articulates that the term "stakeholder is a common cooperate term for partners which has negative connotations to many Indigenous Peoples." With this understanding, the term partner group is inserted in place of stakeholder.

LEGISLATIVE CONSIDERATIONS:

School Act - Section 85: Power and Capacity
For the purposes of carrying out its powers, functions, and duties under the School Act, a board has the power and capacity to determine local policy.

POLICY CONSIDERATIONS:

See draft minor revisions to Policy 204-R attached.

PROCESS:

Following initial discussions at Policy Committee (In-camera), trustee feedback has been incorporated into the draft document, and a revised copy is attached. Per Board Policy 204-R, it was recommended not to place the policy revisions into the partner group review process, since the proposed revisions are minor in nature.

PROPOSED TIMELINE:

Dates	Meeting	Comments
February 12, 2024	Policy Committee (In-camera)	Report submitted to Policy Committee (In-camera) with draft minor policy revisions attached. Opportunity for trustee review and feedback.
April 15, 2024	Policy Committee (Public)	Draft revised policy incorporating trustee feedback submitted to Policy Committee (Public). Recommendation for Notice of Motion at the next Board of Education (Public) Meeting.
April 24, 2024	Board of Education (Public)	Notice of Motion for approval at the next Board of Education (Public) Meeting.
May 22, 2024	Board of Education (Public)	Recommendation for board approval of revised policy.

Respectfully submitted,

Debbie Tablotney
Chairperson, Policy Committee

Attachments:
1. *Revised Policy 204-R*
2. *Provincial Government Document: Terminology in Indigenous content*

GOVERNANCE

Policy 204-R

Development and Revision of Policy and Regulations

Policy development is an on-going process. Policies and regulations will be reviewed periodically by the Policy Committee and revised, if necessary, to meet changing needs.

The Board will initiate the development and revision of policy and regulations via the Policy Committee. It may do so at the suggestion of the Superintendent or any other individual or group, or on its own volition.

The Superintendent, via the Policy Committee, will provide the Board with a clear assessment of the need for new or revised policy or regulations, and possible alternatives to fulfill the need.

Prior to Board approval of a policy or regulation, a statement of need, an analysis of implications and alternatives, and a copy of the proposed policy and/or regulation should be circulated to those affected by it for comment, unless, in the opinion of the Board, the new policy or regulation, or the revision to an existing policy or regulation, is too minor to require this process. A minor revision will not change the intent of an existing policy.

The Superintendent will consult with all those affected by a policy or regulation in the process of developing a recommendation for consideration by the Board.

Notice of Motion for any adoption, revision, or suspension of a policy or regulation will be submitted at the regular public Board Meeting prior to the meeting at which the change will be considered.

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

The formal adoption of policies and regulations will be recorded in the minutes of the public Meeting of the Board at which the adoption vote was taken. Only such written record will constitute the policies and regulations of the Board.

All Board policies and regulations will be recorded in the appropriate section of the online Policy Manual and, in each case the date of Board approval will be shown.

The Superintendent will ensure that notice of new or revised policy or regulations is provided to affected parties (employees, students, parents and/or the public) as appropriate to the topic.

Policies will be posted on the district website. Partner groups will be advised of all new and

Adopted: 02 June 2014
Revised: 26 November 2015; 24 November 2021

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revised policies and regulations.

Required Steps For New Policy or Revisions to Existing Policy

1. Policy Initiated or Amended	New policy or revisions to existing policy may be initiated by the Superintendent or designate directly or on behalf of Trustees. Once a new policy is identified or changes to an existing policy are required, it comes to Policy Committee for discussion.
2. Policy Reviewed by Policy Committee	If the Policy Committee is satisfied with the proposed policy and determines it is either a minor revision (e.g., housekeeping) or policy change that does not require partner group input (e.g., legislative mandate, board governance) proceed to Step 5. If the Policy Committee determines that partner group consultation is required, the Chair of the Policy Committee prepares a Recommendation to the Board for circulation to partner groups for input and feedback with a timeline.
3. Policy Draft or Revision Circulated to Partner Groups for Input and Review	The draft proposed policy or revision is sent out for circulation to partner groups for input and feedback with a timeline attached.
4. Input on the Response Draft Reviewed by Policy Committee	Policy Committee makes revisions to the response draft as necessary, based on the input received and if further discussion is needed, Policy Committee makes revisions to the response draft as necessary. Once the Policy Committee is satisfied with the proposed policy or revision to policy, it is attached to the Policy Committee minutes for reference and proceeds to Step 5 Notice of Motion process.
5. Notice of Motion	The Chair of the Policy Committee prepares a *Notice of Motion* that a ***Recommendation*** will be coming to the Board for consideration and final approval of the new/revised proposed policy. A copy of the proposed policy is attached to the Policy Committee minutes with the *Notice of Motion* and also to the ***Recommendation*** at the following Board meeting, to allow all Board members opportunity for final review and comment.

Adopted: 02 June 2014
Revised: 26 November 2015; 24 November 2021

6. Board Considers Policy	This is the final opportunity for Board input. If anything, other than minor changes to the proposed policy are being considered at this time, the Board should send the policy back to Step 4.
7. Board Approves Policy	Following Board approval, the new/revised policy is posted to the District Website.

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Adopted: 02 June 2014
Revised: 26 November 2015; 24 November 2021

Terminology in Indigenous content

Last updated on January 26, 2024

Individuals and Nations may have preferred terminology. Always check first with those you're writing about.

Aboriginal

Legal term in Canada when referring to Aboriginal rights under s.35 of the Constitution Act, 1982.

Band Councils

Use this term only to describe leadership operating under the Indian Act. The term may not be appropriate when self-government agreements such as treaties are in place. Review the Profile of Indigenous Peoples to learn more about the government structure of a Nation.

British Columbians

The term 'British Columbians' is often used to reference people living in B.C. This term excludes Indigenous Peoples who may not identify with it. For many, they identify as members of their own sovereign nations and do not consider themselves part of one that has actively worked to assimilate their people.

'British Columbians' also excludes other groups such as newcomers and refugees. We recommend instead saying 'people living in B.C.'

First Nation(s)

- Identifies one of the three populations of Indigenous Peoples within Canada, the other two being Métis and Inuit
- An individual's heritage which can be a combination of any or all three
- Usually, the term 'First Nations' is plural when used as an adjective and singular or plural as a noun
- First Nations people identify with their ancestral Indigenous origins and do not like to have their identity tied to the federally regulated reserve status, which is a colonial construct through the Indian Act
- Many First Nation communities in Canada are still governed by the Indian Act, and are referred to as Bands
- First Nation refers to the political governance entity and is made up of members of the First Nation community

Hereditary Chiefs

Hereditary Chiefs inherit their title. Their responsibilities and governing principles are according to the history and cultural values of their community. Hereditary Chiefs are the caretakers of the people and the culture. In addition to governance responsibilities, they may carry or share the responsibility of ensuring the traditions, protocols, songs, and dances of the community are respected and kept alive.

Indigenous

- The term 'Indigenous Peoples' includes First Nations, Inuit and Métis people in Canada
- Although used as a synonym to Aboriginal, Indigenous is the preferred term
- Individuals are more likely to identify with their Nation than the term Indigenous

Inuit and Inuk

- Indigenous people who live in the Arctic regions of what is now Canada, Greenland, United States of America and Siberia
- Identifies one of the three populations of Indigenous Peoples within Canada, the other two being First Nations and Métis
- Inuit in Canada are part of the Indian Act and at the same time do not have 'status'. They have their own history of land claims and journey of returning to self-governance
- Inuit in B.C. do not currently have political representation within B.C.
- Inuit – plural, 'we're Inuit'
- Inuit - adjective or collective noun. For example:
    - 'No matter where Inuit live, whether in Nunavut or elsewhere, they share certain ideals, beliefs and ways of life.'[1]
    - 'An Inuit drum'
- Inuk - singular noun referring to an individual. 'This Inuk is a celebrated Inuit musician' is correct, but not 'The musician is an Inuk' or 'They're an Inuk musician'

Métis

- Indigenous peoples with ancestral lineage that can be traced back to the historic Métis Nation Homeland which includes Manitoba, Saskatchewan, and Alberta, as well as parts of Ontario, British Columbia, the Northwest Territories and parts of the northern United States.
- Identifies one of the three populations of Indigenous Peoples within Canada, the other two being First Nations and Inuit
- Nation-specific term with unique culture, language and customs
- Can be singular or plural, noun or adjective

- Métis people possess both First Nations and European ancestry. However, not all people with mixed First Nations and European ancestry are Métis.
- The Métis National Council (MNC), the political organization that represents the Métis Nation federally, defined Métis in 2002 as: “a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation ancestry and who is accepted by the Métis Nation”

Reserve

Lands defined under the Indian Act and held in trust by the Crown. Note that the term ‘reservation’ is used in the United States only.

Rights

Asserted or established rights as referred to under Section 35 of the Constitution and Nation-specific Treaties.

Poles and Posts

‘Totem pole’ is a general term, not all Nations have them. There are different types of poles, statutory figures and posts. Other names for Totem poles can be translated as Clan or House totems. These identify the Clan or Wilp (Gitxsan for House group) that protects and uses the land in that totem’s territory. Traditionally this allowed others to identify the People whose territory they were moving through. It also identified who to ask for permission to use the land for themselves for a time. For example, when they need to hunt/harvest to get a stock of food to keep travelling. Speak with the Nation, Elder, Knowledge Keeper or other knowledgeable individual from the Nation about what kind of pole or post is being discussed and its purpose and history.

Stakeholders

‘Stakeholder‘ is a common corporate term for partners which has negative connotations to many Indigenous Peoples. When land acquisition was happening, this term referred to the allotment of land to settlers. Settlers were given wooden stakes to claim their plot of land prior to any treaty or land negotiations with Indigenous Peoples. It's more appropriate to refer to Indigenous Peoples as partners rather than stakeholders. Indigenous Peoples are not stakeholders; they're Aboriginal rights holders whose rights are protected under the Constitution of Canada.

Territory

Territories that Nations have occupied and continue to occupy where they exercise their Indigenous rights.

Treaty Settlement Lands

Lands identified under a treaty over which a First Nation has law-making authority and title.

Two-spirit

Two-spirit people are part of the LGBTQ2S+ community, specific to the Indigenous community. The term ‘Two-spirit’ can be abbreviated as ‘2S.’ An older term, ‘Two-spirited’ may be preferred by some people when referring to themselves.

UN Declaration on the Rights of Indigenous Peoples

When shortening the name of the United Nations Declaration on the Rights of Indigenous Peoples, it's the preference to use the term UN Declaration, and not the acronym UNDRIP.

Outdated terms to avoid

Avoid outdated terms unless they're formalized in organizational, geographical names, or legislation.

- Aboriginal groups
- Aboriginal interest
- Band (Unless referring to a local Nation that uses this term, check with the Nation first for proper reference)
- Eskimo
- Indian (Unless referring to a local Nation that uses this term, such as 'Adams Lake Indian Band'. Or it is part of legislation like the 'Indian Act' or 'Status Indian')
- Native (Unless it is part of an organization name such as 'Native Women's Association of Canada')
- Traditional (i.e. traditional knowledge, traditional territories, makes it seem like it is only applicable to the past and not the present.) When referring to ceremonies, please check with the local Nation's website for assistance on whether to include 'traditional'.
- Tribe (Unless referring to a local Nation that uses this term, such as 'Cowichan Tribes'. 'Tribe' may also be appropriate when working with groups or individuals in the U.S.A.)

Offer context where possible when using the terms listed above, such as, 'Status Indian under the Indian Act'.

Be mindful of the words you're using

Some words have historical connotations which may cause unease or mistrust. Awareness of this historical lens is important when working with Indigenous Peoples. For example:

- 'Executing' and 'execute' are commonly used and can be replaced with 'implement.' Consider that in 1864, the provincial government asked to meet the Tsilhqot'in Chiefs

and then hanged five of them on October 25, 1864, at a location just north of Quesnel's hospital.

- 'Artifact(s)' and 'curating/curate' are commonly used when describing documents or the work done to compile information. When used out of context it has negative connotations to many Indigenous Peoples. Indigenous communities struggle to reclaim cultural and ceremonial regalia, artwork and tools which were stolen and are displayed publicly or privately. In some cases, there are pieces that were never meant to be seen outside of ceremony and they continue to hang in a museum or a private collection not being honored and cared for by their rightful owners. Using the word(s) out of context sounds like something is being taken, e.g. data, knowledge, ideas, and used without the permission of Indigenous Peoples.

Be curious of the influence of our words. Choose language that reflects consent and Indigenous agency and resiliency. For example:

- 'Leverage' instead of 'take advantage'
- 'Practice' instead of 'use'

Many words can support a positive shift. For example:

- 'Should' may be replaced with 'could'
- 'But' may be replaced with 'and'
- 'Best' may be replaced with 'wise'
- 'Gaps' may be replaced with 'needs'

(source: The Provincial Governments website)

RICHMOND
SCHOOL DISTRICT NO.38

Richmond School District
7811 Granville Avenue, Richmond BC V6Y3E3
604-668-6000 I sd38.bc.ca

Report to the Board of Education (Public)

Date: May 22, 2024

From: Debbie Tablotney, Chairperson - Policy Committee

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

RECOMMENDATION:

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

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 is identified in blue on Policy 400-R5 track changes document.

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 June 28, 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 2024 (TBD)	Policy Committee (Public)	Final revisions based on results of Partner Group Review process. Possible Notice of Motion for approval at September board meeting.
September 2024 (TBD)	Board of Education (Public)	Possible Notice of Motion to September board meeting for final approval at October board meeting
October 2024 (TBD)	Board of Education (Public)	Recommendation for board approval of revised policy.

Respectfully submitted,

Debbie Tablotney
Chairperson, Policy Committee

Attachments:
1. *Policy 400-R5 with proposed revisions (track changes & clean versions)*
2. *Policy 804.1-R with proposed revisions (track changes & clean versions)*

RICHMOND SCHOOL DISTRICT NO.38

Regulation

HUMAN RESOURCES **Policy 400-R5**

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

Smoking and Vaping

It is the Board's duty to take reasonable measures to ensure the safety and health of employees and students while they are on Board-owned and leased property, and in Board vehicles, and to safeguard the Board's property from fire hazards. For these reasons, the Board prohibits anyone from smoking or vaping on Board-owned and leased property and in Board vehicles.

Alcohol and Drug Consumption/Misuse

The Board prohibits any employee, contract service provider, volunteer, or representative, while **on school district business**, on or off the school district premises, from consuming alcohol, cannabis, or purchasing, transferring, using, or possessing illegal drugs as defined in the Government of Canada Controlled Substances Act Section 4(1). The misuse of prescription drugs is also prohibited.

The above prohibitions while **on school district business** include, but are not limited to, persons engaged in supervision of students on field trips of all varieties.

Adopted: 22 April 2014

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¶
Consumption of Alcoholic Beverages¶
¶
Board policy prohibits the consumption of Alcoholic beverages by District employees and representatives on owned and leased property and/or school premises. The term **"school premises"** is defined to include outdoor education properties rented or used to host camp programs for students of the Richmond School District. Exceptions to the policy have been approved as follows:¶
¶
1.→ With the prior approval of the Superintendent, alcoholic beverages may be consumed at the Instructional Development Centre at receptions which introduce or conclude a major in-service function sponsored or hosted by the district.¶
¶
2.→ Alcoholic beverages may be consumed at the Instructional Development Centre in conjunction with Board receptions.

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

Smoking and Vaping

It is the Board's duty to take reasonable measures to ensure the safety and health of employees and students while they are on Board-owned and leased property, and in Board vehicles, and to safeguard the Board's property from fire hazards. For these reasons, the Board prohibits anyone from smoking or vaping on Board-owned and leased property and in Board vehicles.

Alcohol and Drug Consumption/Misuse

The Board prohibits any employee, contract service provider, volunteer, or representative, while **on school district business**, on or off the school district premises, from consuming alcohol, cannabis, or purchasing, transferring, using, or possessing illegal drugs as defined in the Government of Canada Controlled Substances Act Section 4(1). The misuse of prescription drugs is also prohibited.

The above prohibitions while **on school district business** include, but are not limited to, persons engaged in supervision of students on field trips of all varieties.

DRAFT

Adopted: 22 April 2014

RICHMOND SCHOOL DISTRICT NO.38

Regulation

COMMUNITY RELATIONS — Policy 804.1-R

Deleted: (previously Policy 1004.1-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:

Deleted: , and individuals

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.

Deleted: support

Liability

Individuals, groups, or organizations using District property are responsible for securing accident 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.

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Adopted: 05 March 1990
Revised: 28 August 1995; 18 September 1995; 22 April 2014; 23 February 2022

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

The Board prohibits on district property, 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). Smoking, vaping and the misuse of prescription drugs is also prohibited.

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

Deleted: **Consumption of Alcoholic BeveragesCannabis on District Property**

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Deleted: Groups requesting use of District facilities who may be consuming alcohol are required to provide a written request to the Superintendent of Schools. The Superintendent may impose such restrictions upon approved requests as may be considered necessary.¶
cannabis¶

Deleted: A liquor license must be obtained by the group requesting use of the facility. The group must provide evidence that they have obtained a host liquor liability insurance policy for the benefit of the group and the Board.¶

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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.

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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.

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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.

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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.

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RICHMOND
SCHOOL DISTRICT NO.38

Richmond School District
7811 Granville Avenue, Richmond BC V6Y3E3
604-668-6000 I sd38.bc.ca

Policy Committee

Public Meeting Minutes

Monday, April 15, 2024 – 11:00 am
Via Zoom

Present:

Chairperson	D. Tablotney
Vice Chairperson	D. Yang
Trustee Alternate	H. Larson
Trustee	A. Wong
Superintendent	C. Usih
Deputy Superintendent	R. Ryan
Secretary Treasurer	C. Wang
President, Richmond Teachers' Association	L. Baverstock
1st Vice President, Richmond Teachers' Association	S. Wenglowski
2nd Vice President, Richmond Teachers' Association	F. Marsic
3rd Vice President, Richmond Teachers' Association	J. Cho
President, Richmond Association of School Administrators	G. Fitt*
Vice President, Richmond Association of School Administrators	A. Goulas
Executive Assistant (Recording Secretary)	J. Coronel

*Present for a portion of the meeting

Regrets:

Trustee Member	R. Belleza

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmin̓əm̓ 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 February 12, 2024 were approved as circulated.

3. Policy 200: Trustee Role, Responsibilities and Code of Ethics

The Secretary Treasurer spoke to her report as included in the agenda package. The Chairperson also shared the collaborative process undertaken by trustees and staff to revise Policy 200.

In response to a trustee's comment on the timeline for policy approval in relation to the Ministry's April 2024 deadline for school boards, the Secretary Treasurer offered to inform the Ministry that the revision of the board's Trustee Code of Ethics is in the final stages of approval.

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

> **THAT** the Chairperson of the Policy Committee bring forward a Notice of Motion to the Board of Education at the April 24, 2024, public meeting that a recommendation for the board's consideration will be presented at the May 22, 2024, public meeting to approve revisions to Policy 200/200-R1 and 200-R2: Trustee Role, Responsibilities and Code of Ethics.

G. Fitt joined the meeting at 11:11 am.

4. Policy 204-R: Creation and Revision of Policy and Regulations

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

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

> **THAT** the Chairperson of the Policy Committee bring forward a Notice of Motion to the Board of Education at the April 24, 2024, public meeting that a recommendation for the board's consideration will be presented at the May 22, 2024, public meeting to approve minor revisions to Policy 204-R.

5. Status of Current and Anticipated Items

The Deputy Superintendent spoke to the updated status document included in the agenda package. Following an inquiry from the President of Richmond Teachers' Association, the Superintendent clarified that the revision of Policy 105-R: District Code of Conduct will become an emergent item due to the recently issued Guidelines for Personal Devices from the Ministry, with a deadline for districts to have their cellphone restriction policy in place by September 2024.

In response to a trustee's question, the Superintendent explained that information will be forthcoming from the Ministry regarding provincial legislation prohibiting disruptive protests outside of schools.

6. Next Meeting Date – Monday, May 13, 2024 at 11:00 am.

7. Adjournment

The meeting adjourned at 11:35 am.

Respectfully Submitted,

Debbie Tablotney
Chairperson, Policy Committee