

Board of Education
Public Meeting Agenda

Wednesday, June 17, 2026 – 7:00 pm
1st Floor Boardroom

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

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

1. Recognition of Visitors, Announcements and Trustees' Updates

- (a) Recognition of Visitors
- (b) Announcements
- (c) Any materials not included in packages available to the public

2. Adoption of Agenda

3. Presentations, Briefs, Special Recognition

- (a) Presentations
Palmer Choir Club
- (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

- (a) **Child Care Programs**
Report from Assistant Superintendent Naser and District Administrator, Early Learning and Arts attached.

6. Approval of Minutes of Prior Meetings

- (a) Record of an in-camera meeting of the board held Wednesday, May 20, 2026.
- (b) Regular meeting of the board held Wednesday, May 20, 2026 for approval.

7. Business Arising from Prior Minutes

- (a) **Elementary Track and Field – District Survey Findings and Next Steps**
Report from the Superintendent of Schools attached.
- (b) **NOTICE OF MOTION – District Track and Field**
Report from Trustee Belleza attached.
- (c) **2025 Climate Change Accountability Report Summary**
Report from the Secretary Treasurer, Director, Facilities Services, Manager, Energy and Sustainability, and Energy Specialist attached.
- (d) **2025 Charitable Donations Report**
Report from the Assistant Secretary Treasurer attached.

8. New Business

- (a) **Trustee Elections Bylaw No. 2026-01 – Three Readings**
Report from the Secretary Treasurer attached.
- (b) **RECOMMENDATION – 2027/28 Five-Year Capital Plan (Major Capital)**
Report from the Secretary Treasurer and Director, Richmond Project Team attached.
- (c) **RECOMMENDATION – 2026/27 School Age Care on School Grounds (Minor Capital)**
Report from the Secretary Treasurer and Director, Richmond Project Team attached.
- (d) **RECOMMENDATION – 2026/27 Eligible School Site Proposal**
Report from the Secretary Treasurer and Director, Richmond Project Team attached.
- (e) **RECOMMENDATION – School Charges for the 2026/27 School Year**
Report from the Superintendent of Schools attached.
- (f) **Diversity, Equity, and Inclusion Advisory Committee Annual Update**
Report from Assistant Superintendent Brautigam attached.
- (g) **Sexual Orientation and Gender Identity (SOGI) Annual Report**
Report from the Director of Instruction, Student Services attached.

9. Questions from the Public

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

10. Standing Committee Reports

(a) Audit Committee

Chairperson: Rod Belleza

Vice Chairperson: David Yang

The next meeting is scheduled for September 15, 2026.

(b) Education Committee

Chairperson: David Yang

Vice Chairperson: Heather Larson

- (i) Minutes of the meeting held on May 13, 2026, are attached for information.

A meeting was held on Wednesday, June 10, 2026. The next meeting is scheduled for September 16, 2026, at 6:00 pm.

(c) Facilities and Building Committee

Chairperson: Ken Hamaguchi

Vice Chairperson: Debbie Tabolotney

- (i) Minutes of the meeting held on May 6, 2026, are attached for information.

A meeting was held on Wednesday, June 3, 2026. The next meeting is scheduled for Wednesday, September 9, 2026, at 4:30 pm.

(d) Finance and Legal Committee

Chairperson: Alice Wong

Vice Chairperson: Donna Sargent

- (i) Minutes of the meeting held on May 13, 2026, are attached for information.

A meeting was held on Wednesday, June 10, 2026. The next meeting is scheduled for Wednesday, September 16, 2026, at 10:00 am.

(e) Policy Committee

Chairperson: Debbie Tabolotney

Vice Chairperson: Heather Larson

- (i) **RECOMMENDATION:** Policy 701.11-R: Naming and Renaming of Schools and District Facilities.

Report from the Committee Chairperson attached.

(ii) **NOTICE OF MOTION:** Draft Rewrite of Policy 204/204-R: Creation and Revision of Policy and Regulations.
Report from the Committee Chairperson attached.

(iii) **NOTICE OF MOTION:** Reorganization of Board Policies, Regulations, Administrative Guidelines, and Bylaws - Phase 1A:
1. Role of the Board
2. Role of the Superintendent
3. Board Delegation of Authority
Report from the Committee Chairperson attached.

(iv) Minutes of the meeting held on May 11, 2026, are attached for information.

A meeting was held on Monday, June 8, 2026. The next meeting is scheduled for Monday, September 14, 2026, at 11:00 am.

11. Board Committee and Representative Reports

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

The next meeting is scheduled for September 9, 2026 at 9:30 am.

(b) **BCSTA**

Nil.

(c) **BCPSEA**

BCPSEA AGM was held on June 15, 2026.

12. Correspondence

(a) For action:

Nil.

(b) For information:

(i) City of Richmond – Overview of Richmond’s Homelessness Outreach and Community Program.

13. Adjournment

Board of Education

Telephone 604 668 6000
www.sd38.bc.ca

The next meeting is scheduled for Wednesday, September 23, 2026

Contact Persons regarding agenda items:

Superintendent, Mr. Christopher Usih – 604 668 6081

Secretary Treasurer, Ms. Cindy Wang – 604 668 6012

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

Committee Appointments 2025-2026

	Audit	Education	Facilities and Building	Finance and Legal	Policy	
Chairperson	Rod Belleza	David Yang	Ken Hamaguchi	Alice Wong	Debbie Tabolotney	
Vice Chairperson	David Yang	Heather Larson	Debbie Tabolotney	Donna Sargent	Heather Larson	
Member	Donna Sargent	Rod Belleza	Alice Wong	Ken Hamaguchi	David Yang	
Alternate	Alice Wong	Alice Wong	Donna Sargent	Rod Belleza	Rod Belleza	
District Staff Rep	Cindy Wang	Maryam Naser	Cindy Wang	Cindy Wang	Chris Usih	
	DEI Advisory	Indigenous Ed. Advisory	SOGI Advisory			
Representative	Debbie Tabolotney/ David Yang	Ken Hamaguchi/ Heather Larson	Rod Belleza/ Donna Sargent			
Alternate	Heather Larson	Rod Belleza	David Yang			
District Staff Rep	Christel Brautigam	Liz Hayes-Brown	Rav Johal			
Reports To	Board of Education	Board of Education	Board of Education			
	Council/Board Liaison	BCPSEA Provincial Rep	BCSTA Provincial Council			
Representative	Heather Larson/ Donna Sargent	Debbie Tabolotney	Alice Wong			
Alternate	Ken Hamaguchi	Alice Wong	Donna Sargent			
District Staff Rep	Chris Usih/Cindy Wang	Tanya Major	Chris Usih			
Reports To	Board of Education	Board of Education	Board of Education			
	Cambie Coordinating	Child Care Development Advisory	ELL Consortium	Richmond Sister City Advisory	Richmond Sustainability Action	Vancouver Coastal Health Authority
Representative	Alice Wong	Rod Belleza	David Yang	Ken Hamaguchi	Heather Larson	Debbie Tabolotney
Alternate	Donna Sargent	Debbie Tabolotney	Alice Wong	Rod Belleza	Donna Sargent	Ken Hamaguchi
District Staff Rep	Cindy Wang/Maryam Naser	Maryam Naser	Liz Hayes-Brown	Shaun Sephton	Maryam Naser	Chris Usih/Braunwyn Thompson/Christel Brautigam
Reports To	Finance and Legal Committee	Facilities and Building Committee	Education Committee	Education Committee	Facilities and Building Committee	Education Committee

Note:

The Chairperson or Vice Chairperson of the board is the alternate to all standing committees in the absence of the appointed trustee. All trustees are encouraged to attend standing committee meetings as they are available.

Report to the Board of Education (Public)

Date: June 17, 2026

From: Maryam Naser, Assistant Superintendent
Catherine Jule, District Administrator

Subject: Child Care Programs

This report is provided to the Board for information purposes. No further action by the Board is required at this time.

INTRODUCTION

This report provides an overview of child care on school grounds in the Richmond School District. It summarizes the District's approach to supporting child care through community partnerships, outlines the current context and areas of need, and identifies current and planned work to support continued access to child care where space, funding, licensing, and K-12 educational requirements allow.

BACKGROUND

The district is committed to supporting access to child care on school grounds through partnerships with licensed child care providers in support of students, families, and school communities. This work is guided by Board policy, the School Act, Ministry of Education and Child Care priorities, community need, and the availability of district space.

The following district policies address community use of district facilities and include provisions relevant to child care on school grounds:

- Community Relations Policy 804.1, Community Use of District Facilities
- Community Relations Policy 804.1-R, Community Use of District Facilities
- Community Relations Policy 804.1-G, Community Use of District Facilities.

The Ministry of Education and Child Care continues to identify child care access as a provincial priority, including through ChildCareBC and the expansion of before- and after-school care programs across the province using cost-effective models. The district recognizes the importance of child care for families and school communities and supports opportunities to expand access on school grounds where suitable space is available, where programs can be accommodated without compromising K-12 educational requirements, and where implementation does not create unfunded costs for the district.

Consistent with Board policy and guidelines, the district's primary responsibility remains the delivery of K-12 education. District facilities, grounds, and staff resources are therefore prioritized for educational activities, early learning programs, and extracurricular programs.

DISTRICT APPROACH TO CHILD CARE DELIVERY

The district facilitates and coordinates child care services by partnering with qualified third-party child care operators. Where suitable space is available and there is demonstrated community demand, the

district provides access to providers through lease agreements so that licensed operators can deliver child care services to families.

The district does not directly operate licensed child care programs. Unlike K-12 education, there is no dedicated provincial operating funding provided to school districts to establish and run child care programs. Direct operation would require the district to assume significant ongoing financial, administrative, staffing, licensing, program management, and risk-management responsibilities.

The current partnership-based model allows the district to work with experienced community-based operators who provide quality child care in district facilities where there is identified need. This approach enables the district to contribute to child care access while maintaining its primary focus and resources on delivering K-12 educational programs.

CHILD CARE ON SCHOOL GROUNDS

Independent, third-party operators provide child care on school grounds for the following age groups:

- Group Child Care (Under 36 months): care for children younger than 36 months.
- Group Child Care (30 months to school age): full-day care for preschool-age children.
- Preschool (30 months to school age): educational care for preschool children, typically offered for less than four hours per day.
- School-age Care on School Grounds: before- and after-school care for children attending school.

Programs are licensed through Vancouver Coastal Health's Community Care Facility Licensing program and are subject to the Community Care and Assisted Living Act and related regulations.

Child care on school grounds is delivered by both not-for-profit and for-profit licensed providers. For 2025/26, approximately 60% of child care providers on school grounds are not-for-profit organizations and 40% are for-profit providers. All providers are independent, third-party operators and are required to meet licensing requirements and district expectations for operating on school grounds.

Child Care on School Grounds Overview

Measure	2025/26 Status
Providers offering child care on school grounds	49 providers
School-age child care programs	38 programs
Group child care programs for ages 3 - 5	21 programs
Preschool programs	2 programs
Infant child care programs	1 program
Schools with child care on school grounds	34 elementary schools
Licensed child care spaces on school grounds	1,542 spaces
\$10-a-Day ChildCareBC sites	2 sites

A detailed overview of child care providers is available on the district website: [child care on school grounds](#).

Operating Models

The district works with child care providers in both exclusive and shared-space arrangements. Child care centres in district schools are generally organized in one of three formats:

- Child care in a modular, purpose-built separate building;
- One to three rooms within a school identified for exclusive use for child care; or

- One to three rooms or non-enrolling spaces within a school identified for shared use, most often for before- and after-school care.

Shared-space opportunities may include multi-purpose rooms, music rooms, specialty program rooms, learning commons/libraries, open pods, or other non-enrolling spaces. These spaces are used for child care where this can be done without compromising K–12 programming. Leases are reviewed annually so the district can respond to enrolment growth, school programming needs, and other K–12 educational requirements when necessary.

DISTRICT COORDINATION AND SUPPORTS

Child Care Working Group

The Child Care Working Group plays a central role in reviewing child care needs, opportunities, and operational considerations across the district. The group includes district staff responsible for early learning and child care, facilities planning, capital projects, rentals, and senior leadership. This cross-departmental structure allows child care requests to be considered through a coordinated district process.

The group meets regularly to consider current and forecasted child care needs, space availability, enrolment pressures, provider capacity, licensing considerations, and alignment with Ministry and district priorities.

Early Learning and Child Care Lead (ELCC)

The Early Learning and Child Care Lead plays a key role in supporting integration between the school system and child care providers on school grounds. This role supports regular communication and structured collaboration among the Child Care Working Group, facilities and maintenance, school administrators, the rentals department, and child care providers. The position also brings knowledge of Vancouver Coastal Health licensing requirements and BC child care systems to district planning and problem-solving.

Funding for the ELCC position is a special purpose fund provided by the Ministry of Education and Child Care for the next two years.

Facility Rentals and Shared Space Supports

The rentals department supports child care providers on school grounds, as providers rent or access space in district facilities in accordance with established rental guidelines and agreements. Rental fees are subject to annual review and are intended to cover administration, maintenance, operations, utilities, and, where applicable, custodial costs.

The district has developed guidance for school administrators and providers to support successful shared-space arrangements for before- and after-school care on school grounds. This guidance is documented in the recently developed resource, *Sharing Spaces: Child Care and Before and After School Programs on School Grounds*.

ASSESSING COMMUNITY NEED AND EXPANSION OPPORTUNITIES

The district continues to examine opportunities for school-age child care expansion through a data-informed lens. Areas of need are identified by considering multiple sources of information, including school enrolment, existing licensed school-age child care spaces, provider-reported demand, including

waitlist information, provider capacity, the Long Range Facilities Plan, school enrolment projections, and research from the City of Richmond’s Child Care Strategy and child care planning work.

To better understand current enrolment, capacity, and demand, the Child Care Working Group surveyed providers offering before- and after-school care on school grounds in October 2025. This information helped identify schools and neighbourhoods where there is limited or no access to on-site school-age care, as well as areas where existing programs have limited capacity relative to enrolment and provider-reported demand.

Identified need does not necessarily mean that expansion is immediately feasible at a specific school site. New or expanded child care spaces can only be pursued where community need aligns with available district space, provider capacity, licensing requirements, funding, and the district’s primary responsibility to meet K–12 educational needs.

Where these factors align, the district works with providers, schools, and Ministry processes to support the creation or expansion of school-age child care spaces. The following section outlines current and planned projects where opportunities have been identified and work is underway.

UPCOMING SCHOOL AGE CHILD CARE PROJECTS

Where community need, available space, provider capacity, funding, licensing requirements, and K–12 educational needs align, the district is able to move forward with new or expanded school-age child care opportunities. The district is currently supporting several projects intended to add new spaces, expand existing spaces, or ensure continuity of service for families.

In addition, the future Diefenbaker seismic replacement project includes planned child care space through the Neighbourhood Learning Centre component and is connected to the broader capital project timeline.

Summary of Recent School Age Child Care Projects

School	Current Status	Action	Funding/Licensing	Expected Outcome
City Centre Elementary	Shared multi-purpose space identified for before- and after-school care.	IFEOL issued March 2026 and closed April 2026. Tomorrow’s Topkids Child Care Society selected as provider.	School Age on School Grounds (SASG) funding application submitted to the Ministry of Education and Child Care; confirmation pending. Licensing to begin June/July.	24-30 new spaces anticipated. Targeted opening October 2026 or sooner.
McNeely Elementary	No current before- and after-school program on site. Existing shared multi-purpose space approved for use.	Space Planning Request submitted and approved March 2026. IFEOL to be issued once funding is confirmed.	SASG funding application submitted May 15, 2026; confirmation pending.	24-30 new spaces anticipated.
Kidd Elementary	Existing provider requested expansion due to demand.	Space Planning Request submitted and approved March 2026. Minor adaptations funded by provider.	Licensing has commenced.	24-30 new spaces anticipated for September 2026.

McKay Elementary	Current provider has given notice that it will end service on June 30, 2026.	IFEOI issued March 2026 and closed April 2026. Kido Education Centre selected as replacement provider. Families notified.	Licensing to begin in June.	Expanding capacity for an additional 12-18 new spaces Continuity of child care service for families currently enrolled.
John Diefenbaker Elementary (anticipated opening 2028)	Includes planned child care space as part of the seismic replacement project.	Proposed child care for group child care for 30 months to school age, dependent upon need. Additional before- and after-school care planned.	Major Capital Project	48 new spaces. Existing before and after school spaces maintained.

If current funding and licensing processes proceed as anticipated, projects at City Centre, McNeely, Kidd, and McKay will create approximately 84-108 new or additional child care spaces. The McKay project will also support continuity of service for families currently enrolled.

Next Steps

- Continue to monitor the status of Ministry SASG funding applications.
- Complete provider selection where required and proceed with licensing and minor space adaptations.
- Communicate with families and school communities as implementation timelines are confirmed.
- Continue to assess future opportunities for additional school-age care on school grounds, aligned with community need and available district space.

CONCLUSION

Through continued partnerships with established third-party providers, the district supports access to licensed child care on school grounds while remaining responsive to community need and Ministry of Education and Child Care priorities. The district's partnership-based model supports the creation and continuity of child care spaces in Richmond, while maintaining the district's primary responsibility for K-12 education and carefully managing financial, operational, and space-related considerations.

Future opportunities will continue to be assessed through a coordinated district process that balances child care needs with available space, provider capacity, and K-12 educational requirements.

Respectfully Submitted,

*Maryam Naser, Assistant Superintendent
Catherine Jule, District Administrator*

Date: June 17, 2026
From: Cindy Wang, Secretary Treasurer
Subject: Record of an In-camera Board Meeting held May 20, 2026

The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at an in-camera meeting of the Board held May 20, 2026.

(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.

Board of Education
Public Meeting Minutes

Wednesday, May 20, 2026 – 7:00 pm
1st Floor Boardroom and via Zoom

Present:

Chairperson
Vice Chairperson
Trustee
Trustee
Trustee
Trustee
Trustee
Superintendent of Schools
Secretary Treasurer
Assistant Superintendent
Assistant Superintendent
Assistant Superintendent
Assistant Superintendent
Executive Director, Human Resources
Director, Communications & Marketing
Executive Assistant (Recording Secretary)

K. Hamaguchi
H. Larson
R. Belleza
D. Sargent
D. Tabolotney
A. Wong
D. Yang
C. Usih
C. Wang
C. Brautigam
R. Laing
M. Naser
B. Thompson
T. Major
D. Sadler
T. Lee

The Chairperson called the meeting to order at 7:03 pm.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hə́nqə́mihə́m language group on whose traditional and unceded territories we teach, learn and live.

1. Recognition of Visitors, Announcements, Trustees' Updates

(a) Recognition of Visitors

Nil.

(b) Announcements

Trustee Larson: During the month of June, we celebrate National Indigenous History Month to honour the history, heritage, and diversity of Indigenous Peoples in Canada. This month is a time to learn about, appreciate, and acknowledge the significant contributions that First Nations, Inuit, and Métis Peoples have made in shaping our country.

In addition, we recognize and honour National Indigenous Peoples Day on June 21, which coincides with the summer solstice. This day serves as an annual reminder to celebrate the rich heritage, diverse cultures, and outstanding contributions of Indigenous Peoples across Canada.

Aligned with the Board's Strategic Plan, the histories, perspectives, and learning approaches of Indigenous Peoples are meaningfully embedded in district planning and practice. Students are provided with authentic opportunities to learn about, respect, and engage with Indigenous cultures throughout the year.

National Indigenous History Month is a powerful reminder of our collective responsibility to honour, uplift, and amplify Indigenous voices in the spirit of truth, understanding, and reconciliation.

Trustee Sargent: Diversity, Equity, and Inclusion are a priority in the board's strategic plan. Our goal is that district environments are equitable and inclusive so all members of the school community can participate with dignity, purpose and options while experiencing a strong sense of belonging. These environments also support individuals in expressing their identities with confidence in the world.

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

Our district would like to acknowledge the 2SLGBTQIA+ communities and their allies, recognize and celebrate their positive contributions to our community, and wish everyone a Happy Pride Season!

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

The Secretary Treasurer noted that all materials had been made available to the public on the District website.

2. Adoption of Agenda

082/2026 MOVED BY R. BELLEZA AND SECONDED BY A. WONG:

THAT the Notice of Motion be added to the agenda.

Trustee Belleza requested the addition of a Notice of Motion to bring forward a motion at the next Board meeting and proceeded to read the Notice of Motion into the record:

THAT the Board of Education of School District No. 38 (Richmond) direct Staff to reinstate the previous competitive format of the District Track and Field Meet;

AND FURTHER THAT develop and present options for inclusive and meaningful participation opportunities for students who are unable or unwilling to participate in competitive events, while ensuring that all students continue to benefit from physical activity, skill development, and a positive school experience.

Discussion ensued regarding the addition of the Notice of Motion. Following discussion, trustees voted on the motion.

DEFEATED

NEGATIVE: K. HAMAGUCHI, H. LARSON, D. SARGENT, D. TABOLOTNEY, D. YANG

The Wednesday, May 20, 2026 regular agenda of the Board of Education was adopted as circulated.

3. Presentations, Briefs, Special Recognition

(a) Presentations

District French Language Events and Activities

Assistant Superintendent Naser introduced staff and students who presented on “District French Language Events and Activities,” including a teacher consultant, a dual-track school teacher, and students from McMath and McRoberts Secondary schools. The presentation highlighted French programming across the district, student experiences, and a teacher reflection on professional learning supported by district consultants and curriculum-based resources and experiences.

Trustees thanked staff and students for their presentation, and the students responded to questions from trustees regarding post-secondary pathways, student success, and the personal impacts of French language learning.

(b) Briefs

Nil.

(c) Special Recognition

Nil.

4. Questions from the Public

In response to a question from Mr. Dean Billings, President of the Richmond District Parents’ Association, regarding Indigenous student success rates, the Superintendent noted that staff will follow up.

Liz Baverstock, President of the Richmond Teachers’ Association, commented on the budget and impacts of staffing reductions, emphasizing the importance of raising public awareness of funding for public education, including in upcoming trustee elections.

5. Executive

The Superintendent provided an update on the revised elementary track and field format, noting that feedback has been received from parents, students, and staff, and that a district survey will be distributed to gather further input. The Superintendent advised that survey results will be presented at the June 17 public Board meeting, followed by engagement with key partners and a subsequent decision on the format for the 2026/27 school year.

The Superintendent responded to trustees' questions regarding the survey, noting it will be widely communicated and made available district-wide in multiple languages.

6. Approval of Minutes of Prior Meetings

- (a) A record of an in-camera meeting of the board held Wednesday, April 22, 2026 was included for information.
- (b) Regular meeting of the board held Wednesday, April 22, 2026

083/2026 MOVED BY D. YANG AND SECONDED BY D. SARGENT:

THAT the Board of Education approve the Minutes of Wednesday, April 22, 2026 regular meeting as circulated.

CARRIED

- (c) A record of an in-camera special meeting of the board held Monday, May 11, 2026 was included for information.
- (d) Special meeting of the board held Monday, May 11, 2026

084/2026 MOVED BY H. LARSON AND SECONDED BY D. YANG:

THAT the Board of Education approve the Minutes of Monday, May 11, 2026 regular meeting as circulated.

CARRIED

7. Business Arising from Prior Minutes

- (a) **2026/27 Annual Budget Bylaw – Three Readings**

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

Trustees then provided their views and feedback regarding the annual budget process and expressed appreciating to the Superintendent, Secretary Treasurer and the Finance team for their work and thanked education partner groups for their collaboration.

There was unanimous consensus that three readings of the 2026/27 Annual Budget Bylaw take place.

The Chairperson then read the first reading of the 2026/27 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 2026/2027 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 2026/2027.
3. The attached Statement 2 showing the estimated revenue and expense for the 2026/2027 fiscal year and the total budget bylaw amount of \$380,672,210 for the 2026/2027 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 2026/2027.

085/2026 FIRST READING MOVED BY R. BELLEZA AND SECONDED BY D. SARGENT:

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 2026/2027 fiscal year amounts to \$380,672,210. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2026/2027.

The Secretary Treasurer then responded to questions from trustees regarding the budget, noting the consolidated budget is balanced, Ministry requirements are met, and the district's reserve levels are within policy.

Further discussion ensued regarding funding and enrollment challenges, reserve use, advocacy efforts, and the impacts of budget decisions on students and staff.

086/2026 SECOND READING MOVED BY D. YANG AND SECONDED BY H. LARSON:

CARRIED

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 2026/2027 fiscal year amounts to \$380,672,210. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2026/2027.

Trustees emphasized the importance of ongoing advocacy for public education funding.

087/2026 THIRD AND FINAL READING MOVED BY A. WONG AND SECONDED BY D. TABOLOTNEY:

CARRIED
NEGATIVE: H. LARSON

The 2026/27 Annual Budget Bylaw having been read a first, second and third time, is passed and adopted this 20th day of May 2026.

The Chairperson then read the motion to approve authorized signatories for the 2026/27 Annual Budget Bylaw.

088/2026 MOVED BY R. BELLEZA AND SECONDED BY A. WONG:

FURTHER THAT the Board authorize the Chairperson of the Board, Superintendent and Secretary Treasurer to sign and submit the 2026/27 Annual Budget to the Ministry of Education and Child Care before June 30, 2026.

CARRIED
NEGATIVE: H. LARSON

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

8. New Business

Nil.

9. Questions from the Public

There were no questions from the public.

10. Standing Committee Reports

(a) Audit Committee

Chairperson: Rod Belleza

Vice Chairperson: David Yang

A meeting was held on Tuesday, May 5, 2026. The next meeting is scheduled for September 2026.

(b) **Education Committee**

Chairperson: David Yang

Vice Chairperson: Heather Larson

- (i) Minutes of the meeting held on April 15, 2026, were attached for information.

A meeting was held on Wednesday, May 13, 2026. The next meeting is scheduled for Wednesday, June 10, 2026, at 6:00 pm.

(c) **Facilities and Building Committee**

Chairperson: Ken Hamaguchi

Vice Chairperson: Debbie Tabolotney

- (ii) Minutes of the meeting held on April 1, 2026, were attached for information.

A meeting was held on Wednesday, May 6, 2026. The next meeting is scheduled for Wednesday, June 3, 2026, at 4:30 pm.

(d) **Finance and Legal Committee**

Chairperson: Alice Wong

Vice Chairperson: Donna Sargent

- (i) Minutes of the meeting held on April 15, 2026, were attached for information.

A meeting was held on Wednesday, May 13, 2026. The next meeting is scheduled for Wednesday, June 10, 2026, at 10:00 am.

(e) **Policy Committee**

Chairperson: Debbie Tabolotney

Vice Chairperson: Heather Larson

- (i) **Notice of Motion: Policy 701.11-R: Naming and Renaming of Schools and District Facilities.**

The Committee Chairperson spoke to the report as included in the agenda package.

- (ii) Minutes of the meeting held on April 13, 2026, were attached for information.

A meeting was held on Monday, May 11, 2026. The next meeting is scheduled for Monday, June 8, 2026, at 11:00 am.

11. Board Committee and Representative Reports

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

A meeting was held on April 29, 2026. The next meeting is scheduled for September 9, 2026 at 9:30 am.

(b) **BCSTA**

Nil.

(c) **BCPSEA**

Nil.

12. Correspondence

(a) For action:

Nil.

(b) For information:

Nil.

13. Adjournment

089/2026 MOVED BY D. YANG AND SECONDED BY H. LARSON:

THAT the regular meeting of Wednesday, May 20, 2026 of the Board of Education be adjourned at 9:01 pm.

CARRIED

K. HAMAGUCHI
Chairperson

C. WANG
Secretary Treasurer

Report to the Board of Education (Public)

Date: June 17, 2026

From: Christopher Usih, Superintendent of Schools

Subject: Elementary Track and Field – District Survey Findings and Next Steps

This report is a summary of the district's elementary track and field survey that was conducted from May 25 to June 8, 2026. The findings will support the district in determining the structure of elementary track and field for the 2026-2027 school year.

STRATEGIC PLAN REFERENCE:

- Priority 1 – Success for all learners: The district supports every learner to achieve their highest potential
- Priority 2 – Diversity, Equity and Inclusion: District environments are equitable and inclusive so all members of the school community can participate with dignity, purpose and options while experiencing a strong sense of belonging. These environments will also support individuals in expressing their identities with confidence in the world.
- Priority 4 – Community and Partnerships: Gather meaningful input and deepen collaboration with students, staff, families and partner groups to enhance learning, well-being and success for all.

BACKGROUND:

The Richmond School District is committed to enhancing student learning, well-being, and participation in equitable and inclusive environments. Aligned with the district's strategic priorities, programs and practices are regularly reviewed to ensure they meet the needs of all learners. The district values input from staff, students, and families to inform planning and decision-making.

CONTEXT:

This year, the Richmond School District implemented a revised elementary track and field format for grades four to seven students. The goal was to increase opportunities for all students to participate in the district's annual track and field event. The district received feedback from families, staff, and students about the revised format. As this is the first year of the revised format, the district engaged with parents/guardians, students, school staff, and community members through a survey, to gather input on their experience with the revised format to help inform future elementary track and field planning.

The survey was distributed to elementary parents and guardians from kindergarten to grade seven. The survey was also shared with staff, and elementary staff were asked to facilitate the collection of input

from students in grades four to seven. Additionally, it was posted on the district website and all elementary school websites, providing access to anyone who wanted to offer input.

The survey was open from May 25 to June 8, 2026, available in both English and Chinese.

Beyond the survey, some elementary schools engaged in gathering student feedback through other means, such as student written reflections and class discussions, and this input has been collected and reviewed.

ANALYSIS:

The survey findings are included in Appendix A.

Respondents were asked to answer demographic questions in addition to questions related to specific aspects of the revised elementary track and field format. The results reflect the responses received and should be considered in the context of an open public survey, where the validity of the data is dependent on participants completing the survey honestly and in good faith. District staff undertook a review of the survey data, including checks for duplicate submissions and response that were inconsistent with the intended scope of the survey. Respondents who self-identified as more than one role have been included in each category.

Each question provided the option for additional comments, and a high-level summary of the comments received are included in Appendix A.

NEXT STEPS

Communication – June 2026

Following the June 17, 2026, public board meeting, a summary of the elementary track and field survey findings will be posted on the district website.

Review and consideration for 2026-27 elementary track and field meet that incorporates survey findings – June 2026

Before the end of this school year, district staff will engage with employee partner groups, including Elementary Principals and Vice Principals represented by the Richmond Association of School Administrators (RASA), Elementary Teachers represented by the Richmond Teachers Association Executive (RTA) and school-based Support Staff represented by the Canadian Union of Public Employees Local 716 Executive (CUPE), as well as the Richmond Elementary School Athletic Association (RESAA) to review the survey findings and consider options for the 2026-2027 elementary track and field format that incorporates the findings from the survey.

Planning and implementing an updated elementary track and field meet that incorporates survey findings – Fall 2026

In the fall, district staff will continue to work with elementary school principals and vice principals and school-based staff to plan and implement an elementary track and field format that incorporates the findings of the survey and is inclusive and supportive of all learners.

Respectfully Submitted,

Christopher Usih
Superintendent of Schools

Appendix A:

The follow data has been collected from the Richmond Elementary School Track and Field Survey.

Demographics:

1. Respondents were asked to self-identify their role. Respondents who self-identified as more than role have been included in each category:

Categories	Number of Respondents
Staff	417
Parent	2,413
Student	2,157
Community Member & Other	236

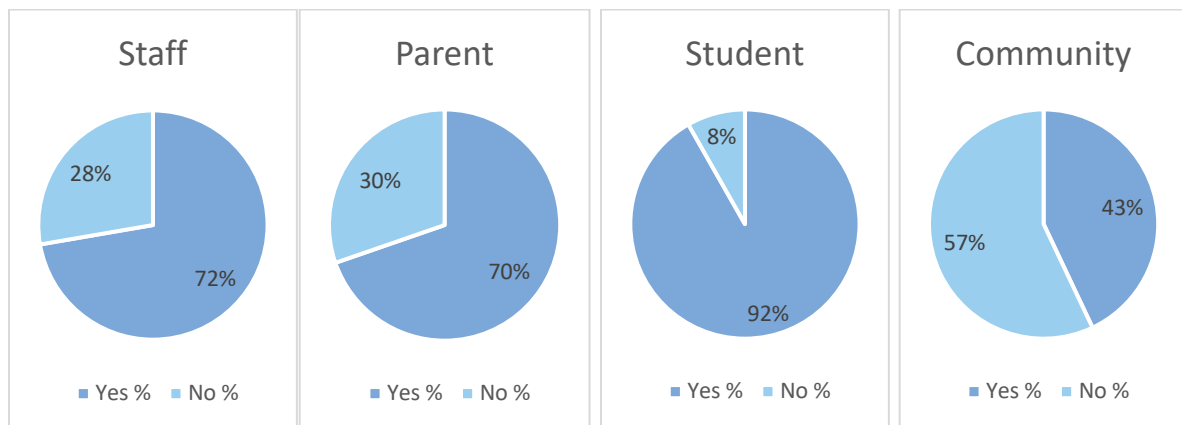
2. Respondents were asked to self-identify the school community they were connected to. Respondents who self-identified as more than one role have been included in each category:

School	Staff	Parent	Student	Community Member / Other
Anderson Elementary	18	105	14	2
Blair Elementary	13	61	72	11
Blundell Elementary	9	44	49	7
Bridge Elementary	13	63	158	6
Brighthouse Elementary	6	100	27	8
Byng Elementary	30	100	118	22
Cook Elementary	13	73	13	12
Debeck Elementary	17	83	77	5
Diefenbaker Elementary	11	71	89	13
Dixon Elementary	14	108	148	13
Errington Elementary	5	64	1	3
Ferris Elementary	10	101	209	8
Garden City Elementary	10	94	123	0
General Currie Elementary	29	52	74	5
Gilmore Elementary	8	79	31	4
Grauer Elementary	11	24	2	5
Hamilton Elementary	16	65	164	6
Homma Elementary	11	131	40	13
Kidd Elementary	3	25	33	5
Kingswood Elementary	7	27	86	12
Lee Elementary	5	51	11	0
Maple Lane Elementary	8	60	93	4
McKay Elementary	6	53	9	2
McKinney Elementary	10	71	84	6
McNeely Elementary	9	68	33	3

Mitchell Elementary	8	41	4	2
Quilchena Elementary	8	31	46	9
Spul'u'kwuks Elementary	7	44	3	5
Steves Elementary	10	57	1	7
Tait Elementary	8	27	2	2
Talmey Elementary	10	40	115	7
Thompson Elementary	7	42	82	5
Tomsett Elementary	14	68	43	5
Westwind Elementary	11	133	2	16
Whiteside Elementary	18	113	60	10
Woodward Elementary	6	24	44	2
Wowk Elementary	6	46	5	0
Boyd Secondary	6	18	1	11
Burnett Secondary	1	6	1	9
Cambie Secondary	1	9	0	2
MacNeill Secondary	5	16	2	8
McMath Secondary	9	42	2	21
McNair Secondary	4	8	1	6
McRoberts Secondary	5	14	0	9
Palmer Secondary	1	18	4	3
Richmond Secondary	9	18	4	13
Station Stretch / Horizon	3	2	0	0
Steveston-London Secondary	4	18	1	8
Other	28	18	7	19

3. Respondents were asked to identify if they or their child attended the elementary track and field meet this year:

Category	Yes	No
Staff	300 (72%)	115 (28%)
Parent / Guardian	1,571 (70%)	683 (30%)
Student	1,976 (92%)	177 (8%)
Community Member / Other	101 (43%)	134 (57%)



4. Respondents were asked to describe their experience with the updated (2025-2026) elementary track and field format? The summary of the responses for each category has been displayed.

Staff comments (342 responses):

- Staff views are notably split. Some found the new format excellent for inclusion and greater participation, while others commented on reduced overall engagement.
- Some staff commented that while the format was positive for students wanting recreational events, the competitive events didn't have the same intensity.
- Some staff reported girls were reluctant to compete against boys and felt like they were disadvantaged with less opportunities to place/win.

Parent/Guardian comments (1,569 responses):

- Some parents say children felt unmotivated without recognition and want ribbons to be distributed to recognize achievement.
- Some parents express concern that girls are disadvantaged in gender-neutral events. Some report their daughters felt discouraged or less motivated to participate.
- Some parents appreciated the inclusivity and that children were able to try all events.

Student comments (1,996 responses):

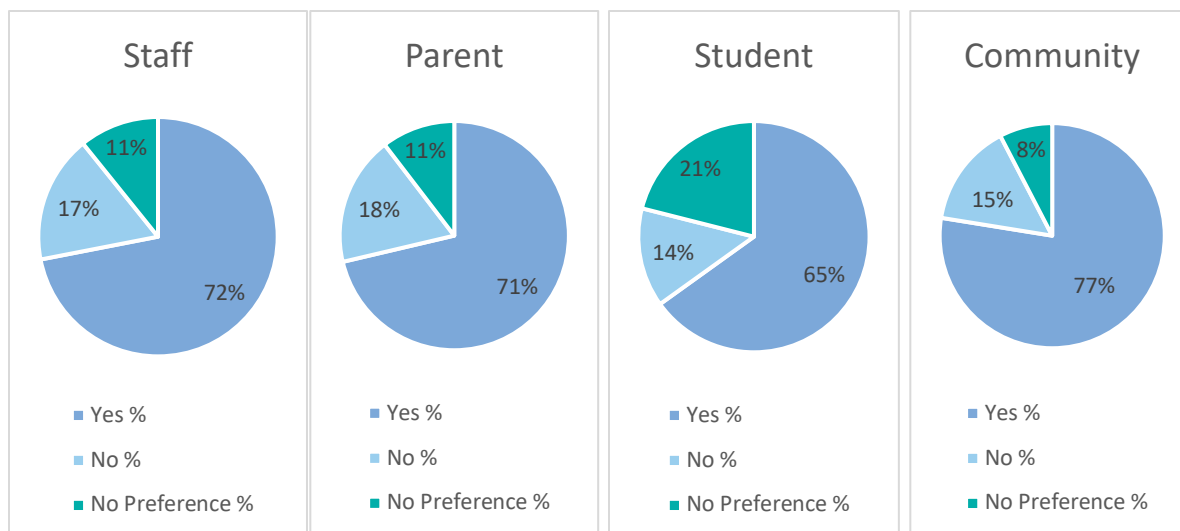
- Some students express that without ribbons they were less motivated to try and less fun.
- Some students appreciated getting to try all events rather than being limited to one or two, and others commented they there were too many events.
- Some students want the opportunity to compete for results, and some students felt gender-neutral competition was unfair.

Community Member / Other comments (148 responses):

- Some community members stated that competition teaches important life lessons, how to win gracefully, how to handle losing, and perseverance.
- Some community members emphasize biological differences make gender-neutral competition unfair.
- Some community members appreciate the inclusive focus and opportunity for all students to participate.

5. Respondents were asked if they would like to see changes to the updated (2025-2026) elementary track and field format:

Category	Yes	No	No Preference
Staff	300 (72%)	72 (17%)	45 (11%)
Parent / Guardian	1,721 (71%)	441 (18%)	251 (11%)
Student	1,404 (65%)	299 (14%)	454 (21%)
Community Member / Other	183 (77%)	35 (15%)	35 (8%)



Comments for this question were optional, and a summary of the responses for each category have been listed below:

Staff comments (245 responses):

- Some staff advocate for maintaining both competitive and recreational options, allowing students to self-select their preferred level of participation; some staff request that ribbons should return for competitive events.
- Some staff appreciated that all students participated more actively with less downtown in the stands.
- Some staff observed some girls were reluctant to compete against boys, especially in Gr. 6 and 7. Suggest offering three categories: open, girls, and boys.

Parent/Guardian comments (1,086 responses):

- Many parents want ribbons to recognize achievement. Some parents commented that recognition motivates children, builds confidence, and creates lasting memories.
- Many parents support gender-separated events, expressing concern that girls may be disadvantaged competing against boys.
- Some parents stated that healthy competition teaches resilience, goal setting, winning gracefully, and handling disappointment, and that these are important life skills.

Student comments (1,029 responses):

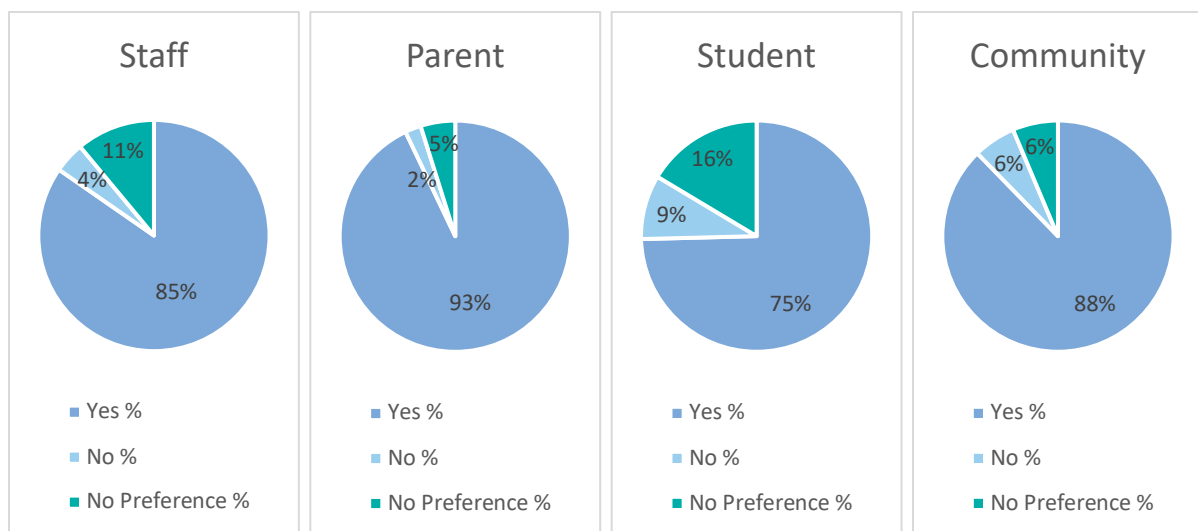
- Some students prefer competitive events with ribbons, stating less motivation if no recognition.
- *Some students (particularly girls) note it's unfair to compete against boys. Some boys also acknowledged this was unfair.*
- Some students didn't like being required to do every event, and that there were longer wait times at some stations.

Community Member / Other comments (121 responses):

- Some community members stated that competition teaches resilience, goal setting, and learning to win/lose, as these are life skills.
- Many community members support ribbons and awards, and identify that track and field is an opportunity for some non-academic students to shine.
- Some community members expressed support for separating events by gender to ensure fairness.

6. Respondents were asked if they would like future track and field meets to continue to include competitive events:

Category	Yes	No	No Preference
Staff	353 (85%)	18 (4%)	46 (11%)
Parent / Guardian	2,242 (93%)	54 (2%)	117 (5%)
Student	1,609 (75%)	194 (9%)	354 (16%)
Community Member / Other	207 (88%)	14 (6%)	15 (6%)



Comments for this question were optional, and a summary of the responses for each category have been listed below:

Staff comments (169 responses):

- Some staff expressed appreciation that students can choose between competitive and recreational, making it equitable for students.
- Some staff support including competitive events as part of track and field, and that competition teaches resilience and pushing boundaries.
- Many staff commented that ribbons should be given out for competitive events, as students want visible recognition of achievement.

Parent/Guardian comments (628 responses):

- Some parents emphasize competition teaches goal setting, perseverance, handling wins/losses, discipline, and prepares students for real world challenges.
- Many parents stated they would like ribbons to be restored, as they provide motivation and recognition for effort.
- Many parent comments indicate a preference for competitive events to be separated by gender.

Student comments (649 responses):

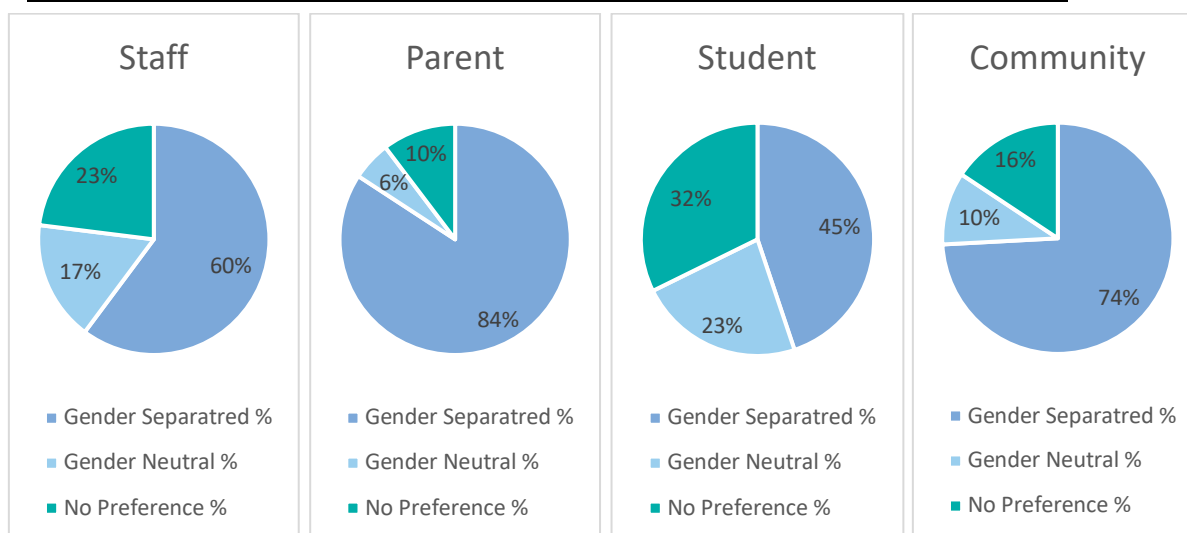
- Many students mentioned that ribbons are a motivator, and without ribbons they don't try as there is no point competing without recognition.
- Some students stated they enjoy knowing where they placed; and that competition adds meaning and excitement to participation.
- Some students commented they appreciated having the ability to choose competitive or recreational.

Community Member / Other comments (73 responses):

- Some community members stated that competition is integral to child development, and that it teaches goal setting, perseverance, teamwork, resilience, and sportsmanship.
- Some community members express concern about fairness to girls if they have to compete against boys.
- Some community members suggest keeping both competitive and recreational options, and to let students choose based on their comfort and interest.

7. Respondents were asked to identify which format they prefer for competitive events:

Category	Gender Separated	Gender Neutral	No Preference
Staff	251 (60%)	70 (17%)	96 (23%)
Parent / Guardian	2,016 (84%)	131 (6%)	247 (10%)
Student	967 (45%)	493 (23%)	696 (32%)
Community Member / Other	175 (74%)	24 (10%)	37 (16%)



Comments for this question were optional, and a summary of the responses for each category have been listed below:

Staff comments (155 responses):

- Some staff commented that they observed a decline in girls' participation in competitive events and motivation.
- Some staff stated that gender neutral works for younger grades, but suggest physical differences are more pronounced in grades 6 and 7.
- Some staff suggest offering three categories (boys, girls, open) and allowing self-selection into preferred category, or ability-tiered competition regardless of gender.

Parent/Guardian comments (642 responses):

- Some parents stated that open events are fundamentally unfair to girls and expressed concern that it may result in a decline in female athletic participation, confidence and opportunities.
- Some parents referenced professional or high-level sports are separated by gender, and elementary school reflect these norms.
- Some parents suggest offering both gender separated and gender neutral events, and let families/students choose what works for them.

Student comments (559 responses):

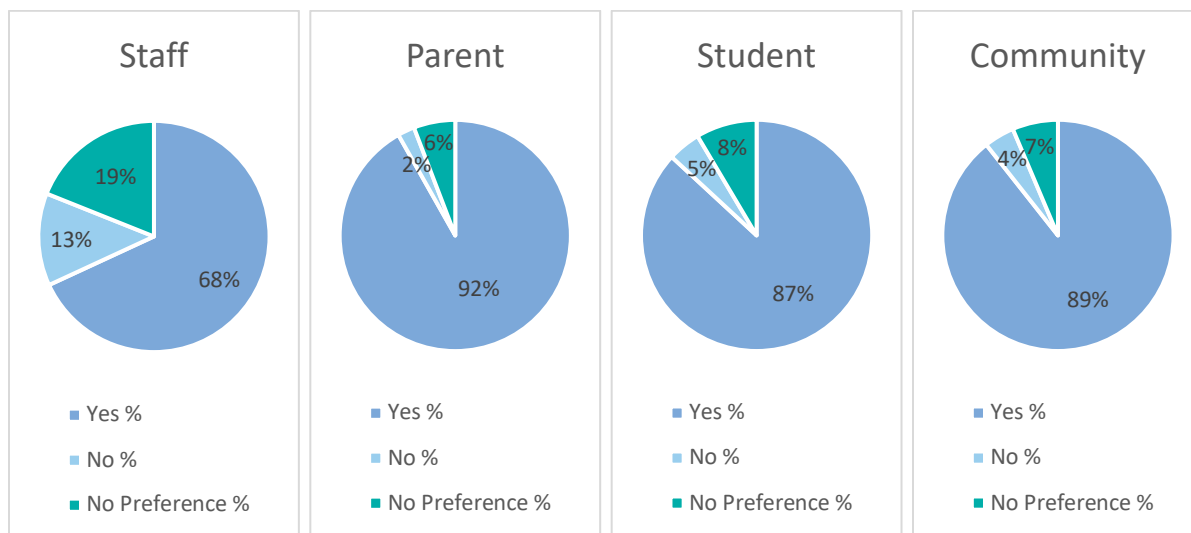
- Some students commented that they prefer gender separated format, especially for competitive events, citing fairness concerns.
- Some students, particularly younger ones, responded that participating in gender-neutral events was not a concern.
- Some students stated that all students should have an opportunity to participate.

Community Member / Other comments (58 responses):

- Some community members support a traditional, competitive format with gendered categories.
- Some community members expressed concern that open events disadvantage girls and want fair competition for both genders.
- Some community members commented on the difference between 'track meet' (competitive, gendered) and 'sports day' (recreational, inclusive).

8. Respondents were asked to identify if they would like ribbons to be awarded for competitive events:

Category	Yes	No	No Preference
Staff	284 (68%)	54 (13%)	79 (19%)
Parent / Guardian	2,208 (92%)	57 (2%)	140 (6%)
Student	1,873 (87%)	99 (5%)	184 (8%)
Community Member / Other	210 (89%)	10 (4%)	15 (7%)



Comments for this question were optional, and a summary of the responses for each category have been listed below:

Staff comments (149 responses):

- Some staff stated that students are motivated by rewards, and that ribbons recognize their hard work and success in athletics.
- Some staff commented that winning and losing gracefully are skills that need practice, and track meets provide a low-stakes venue.
- Some staff identified the logistical challenges with awarding ribbons fairly, and that some students are disappointed when they don't win a ribbon.

Parent/Guardian comments (633 responses):

- Many parents stated that ribbons motivate children, recognize effort, and make achievements meaningful.
- Some parents commented that healthy competition builds discipline, resilience, and goal setting skills, and that learning to win and lose prepares children for real life, where not everyone wins.
- Some parents suggest awarding ribbons on the spot to avoid errors, provide immediate recognition, and maintain excitement.

Student comments (773 responses):

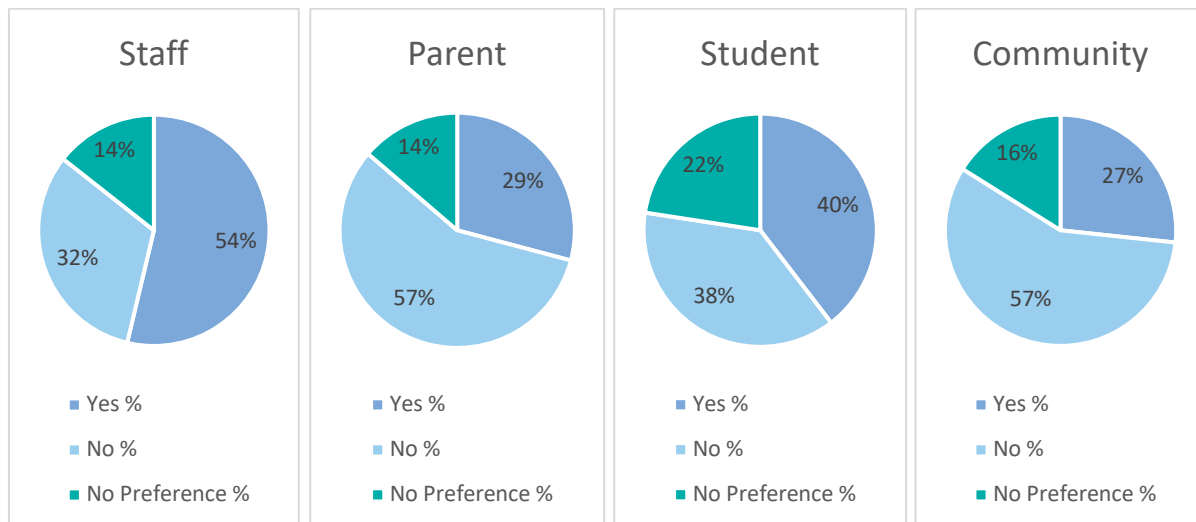
- Many students reported that ribbons make them want to try harder and push themselves to do their best, and they make students feel proud and accomplished.
- Some students stated that competition teaches winning and losing, which is important for future success
- Some students stated there is no purpose in competing without winning something.

Community Member / Other comments (60 responses):

- Some community members stated that ribbons provide important recognition, especially for children who may not receive recognition in other areas.
- Some stated that ribbons contribute to self-worth, confidence, and motivation for future success.
- Some community members commented that healthy competition prepares them for life; learning to win and lose, set goals, and strive for achievement.

9. Respondents were asked if they would like future meets to include recreational events:

Category	Yes	No	No Preference
Staff	224 (54%)	133 (32%)	60 (14%)
Parent / Guardian	703 (29%)	1,379 (57%)	331 (14%)
Student	854 (40%)	816 (38%)	487 (22%)
Community Member / Other	63 (27%)	135 (57%)	38 (16%)



Comments for this question were optional, and a summary of the responses for each category have been listed below:

Staff comments (146 responses):

- Some staff recommend maintaining both competitive and recreational options, allowing students to self-select their level of participation.
- Some staff commented that track meets should remain competitive, and that schools already have fun days for non-competitive recreational activities.
- Some staff saw benefits for students who lack confidence or athletic ability, and that a recreational option gives them safe space to try new events without pressure or judgment.

Parent/Guardian comments (628 responses):

- Some parents stated that recreational events should not replace competitive events; if included, they should be a separate option.

- Some parents support offering both recreational and competitive options so all students can participate in their preferred way.
- Some parents comment that kids need to learn how to win and lose, and that sheltering them from competition doesn't prepare them for real life and future challenges.

Student comments (545 responses):

- Some students suggest if recreational events exist, students still desire competitive events to be included with ribbons.
- Some students feel the recreational format provides low motivation as there is nothing to compete for.
- Some students appreciate having the recreational option for those who don't want pressure.

Community Member / Other comments (71 responses):

- Some community members stated that track meets have a specific competitive purpose, and that recreational activities already exist in sports days, PE classes, and playgrounds.
- Some community members stated they support the inclusion of students or those who prefer recreational, just don't eliminate competition.
- Some community members reference how competition teaches important life lessons; sheltering kids creates fragility and doesn't prepare them for the real world.

10. Survey respondents were provided the option to share additional comments, feedback or suggestions on elementary track and field. A summary of the responses for each respondent group has been documented below.

Staff comments (151 responses):

- Many staff appreciated increased participation and engagement but also expressed concern that competitive students were less engaged and unmotivated.
- Strong support for a hybrid model serving both competitive and non-competitive students; competitive kids need challenge, others need inclusion; recognition that this was first year and format can still evolve.
- Some staff support a gender-neutral format (especially younger grades), and others support separation to achieve greater fairness.

Parent/Guardian comments (680 responses):

- Many parents commented that removing competition and recognition undermines the purpose of sports; life lessons about effort, perseverance, and achievement are lost.
- Some parents expressed concern that girls are disadvantaged competing against boys and lowered their motivation.
- Some parents expressed frustration with the change in format.

Student comments (719 responses):

- Some students commented that ribbons motivate participation; without recognition, there is less reason to participate.
- Some students stated that girls desire fair competition and would prefer to participate against other girls.
- Some students want choice in which events to participate in, and to have more breaks in their day.

Community Member / Other comments (65 responses):

- Some community members commented that students learning to win and lose is essential life preparation, and that removing competition and awards removes this learning.
- Some community members mentioned that there are physiological differences between genders, and it is unfair and may discourage girls from participating.
- Some community members support adding recreational events without eliminating competitive ones.

Report to the Board of Education (Public)

Date: June 17, 2026
From: Trustee Belleza
Subject: **Notice of Motion – District Track and Field**

THAT the Board of Education of School District No. 38 (Richmond) requests staff to report back on options for reinstating a competitive Track and Field format;

AND FURTHER THAT develop and present options for inclusive and meaningful participation opportunities for students who are unable or unwilling to participate in competitive events, including resource implication, equity consideration, and the benefits from physical activity, skill development, and a positive school experience.

RATIONALE

The District Track and Field Meet has long been a valued educational experience that provides students with meaning opportunities to demonstrate the attributes and competencies promoted in British Columbia's curriculum. A competitive format would restore the important tradition that supports student achievement, personal growth, and excellence.

The British Columbia Physical and Health Education curriculum emphasizes goal setting, perseverance, self-improvement, and the development of physical literacy. Students are encouraged to strive to achieve their personal best. Competitive track and field provide an authentic and motivating environment in which these curricular outcomes are realized.

Participation in organized and healthy competition helps students develop essential Core Competencies: Personal Awareness and Responsibility through self-discipline and resilience, Positive Personal Identity, Social Responsibility, and Communication through collaboration.

At the same time, the District is committed to ensuring that all students have access to meaningful and developmentally appropriate opportunities to participate in physical activities. Providing alternative format for students who are unable or unwilling to compete recognizes diverse needs, interests, and abilities while preserving the integrity and educational value of competitive athletics.

Having a competitive format, while creating additional participation option, reflects the principle that excellence and inclusion are complementary educational values.

By adopting this motion, the Board affirms its commitment to providing all students with opportunities to be active, engaged, and successful, while preserving a longstanding tradition that inspires students to strive for excellence and achieve their fullest potential.

Report to the Board of Education (Public)

Date: June 17, 2026

From: Cindy Wang, Secretary Treasurer
Kristopher Wilkins, Director, Facilities Services
Sam Gu, Manager, Energy and Sustainability
Travis Wong, Energy Specialist

Subject: **2025 Climate Change Accountability Report Summary**

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

STRATEGIC PLAN REFERENCES

Strategic Priority 3: Organizational Effectiveness

- *Objective 4: Provide safe, inclusive, well-maintained and sustainable learning environments.*

DISCUSSION

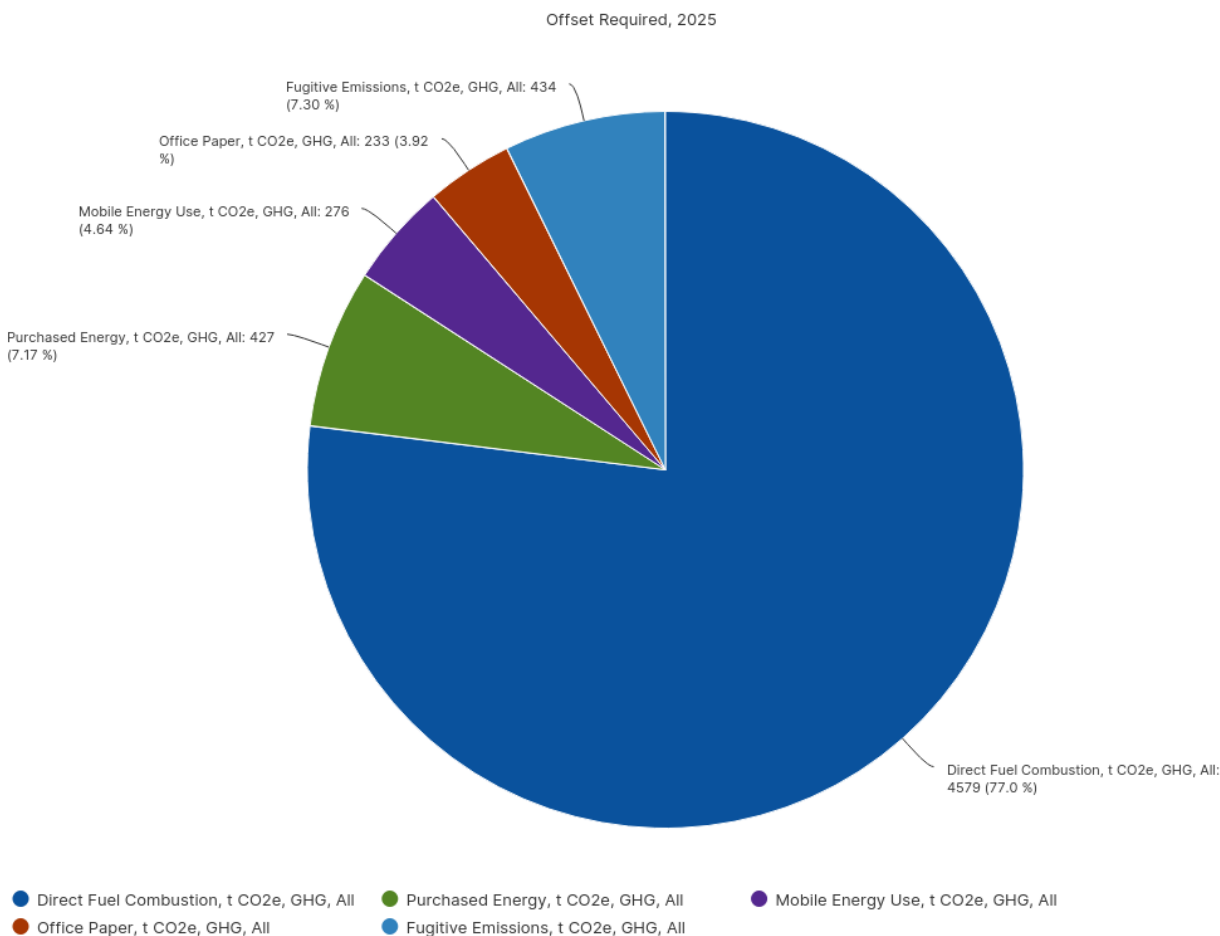
Introduction

All Public Sector Organizations are required by the Ministry of Energy and Climate Solutions (MECS) to report on its greenhouse gas emissions. These emissions are then converted into an equivalent tonnes of carbon dioxide (t CO₂e), using a number of factors that convert any greenhouse gas into its carbon dioxide equivalent.

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

2025 Greenhouse Gas Emissions and Offsets Summary

In 2025, there were 5,968 t CO₂e of GHG emissions that required offset by Richmond School District, of which 77% was from natural gas and propane (for portables) and diesel (for backup generators), 7.17% from electricity, 4.64% from fleet sources, 7.30% from fugitive emissions, and 3.92% from paper consumption.



\$147,361 is the total amount of money that the District is paying for 2025 carbon offset.

Richmond School District 38's 2025 GHG Emissions and Offsets Summary	
GHG emissions for the period January 1 - December 31, 2025	
Total BioCO ₂	140
Total Emissions (tCO ₂ e)	6,263
Total Offsets (tCO ₂ e)	5,968

Adjustments to Offset Required GHG Emissions Reported in Prior Years	
Total Offsets Adjustment (tCO ₂ e)	-73.57
Grand Total Offsets for the 2024 Reporting Year	
Grand Total Offsets to be Retired for 2024 Reporting Year (tCO ₂ e)	5,894.43
Offset Investment (\$)	\$ 147,361

In 2025, we have achieved a total of **32% reduction in building** and a **20% reduction in fleet emissions from the baseline in 2007**, making progress in both metrics against our 2030 targets.

Richmond School District 38 (SD38) GHG Emissions [tonnes CO₂e] Comparison in 2024 & 2025

Types of emissions	2024	2025	% Change
A. Stationary Sources - Buildings [tCO₂e]	5,046	5,006	-0.80%
B. Mobile Sources - Fleet [tCO₂e]	436	420	-3.68%
C. Office Paper [tCO₂e]	249	233	-6.47%
D. Fugitive Emissions ¹[tCO₂e]	106	446	+322.17%
<u>Total [tCO₂e]</u>	<u>5,837</u>	<u>6,105</u>	<u>+4.59%</u>

In 2025, total emissions increased by 4.59%, primarily due to changes in the Ministry of Energy and Climate Solutions' emission calculation factors for electricity consumption and fugitive emissions. Fugitive emissions accounted for 446 tCO₂e, representing an approximately 322.17% increase from 2024. In addition, the updated electricity emission factors resulted in electricity-related emissions increasing approximately threefold.

Building Emissions

These emissions account for the vast majority of the District's overall emissions at (84.17%) in 2025.

Given that building energy use represents the largest source of the District's GHG emissions, energy conservation presents the greatest opportunity for both emissions reductions and financial savings. Accordingly, the majority of the District's GHG reduction initiatives are focused on improving energy

¹ Fugitive emissions are attributed to the loss of GHGs, such as hydrofluorocarbons (HFCs) from refrigeration equipment into the atmosphere. Refrigeration equipment means any equipment that employs the expansion and compression of refrigerants, regardless of its application. This includes refrigerators, heat pumps, air conditioners, and similar devices.

efficiency and reducing energy consumption within schools and administrative facilities. In 2025, activities included:

- Boiler replacement projects with high-efficiency condensing boilers at Richmond Secondary School (513.912 GJ/year natural gas saved)
- Direct Digital Control (DDC) upgrades at Errington, Kingswood, McNeely, Talmey, and Thompson Elementary Schools by the end of 2025 (2,800 GJ/year natural gas saved)
- Energy-saving behavioural campaign on thermal comfort to reduce natural gas consumption in 9 sites (6 schools and 3 offices)
- LED upgrades at Blundell Elementary, Brighthouse Elementary, and Palmer Secondary in 2025 (285,269 kWh electricity saved)

Fleet Emissions

The vehicle fleet accounted for 4.64% of the District's overall emissions in 2025. In order to reduce the fleet emissions, there was a two-pronged approach:

- Behavioural – providing training and planning resources to all employees that drive District vehicles on route planning and economic driving techniques.
- Technical – as existing vehicles reach a point where maintenance costs become greater than the cost of replacement, they will be retired in favour of electric vehicles where feasible, or with a more fuel-efficient version of the same.

In 2025, Richmond School District acquired 1 gasoline pickup truck, 1 diesel pickup truck, and 2 electric buses. As a result, mobile emissions decreased from 436 tCO₂e in 2024 to 420 tCO₂e, largely due to an increasing shift from diesel within the vehicle fleet. In addition, a decline in student enrolment, from 23,307 in 2024 to 22,987 in 2025, representing a 1.37% decrease, led to a corresponding reduction in school bus services. This marks the first decrease in student enrolment since 2020, following four consecutive years of growth.

Greenhouse Gas Reduction Planning for 2026/27

In 2026, we are continuing with the District's comprehensive energy conservation program and have a number of energy efficiency projects slated including:

- Boiler upgrade projects to high-efficiency condensing boilers at McNair Secondary.
- We will continue to explore energy savings opportunities from the traditional Continuous Optimization (C-Op) projects. The sites selected for investigation in 2026 are Errington, Gilmore, Hamilton, Lee, McKinney, Mitchell Elem, Mitchell Adult Centre, Spul'u'kwuks, Tait, Thompson.
- LED upgrades to be completed at Garden City Elementary, Quilchena Elementary, and Boyd Secondary in early-2026 (149,988 kWh/year electricity saved).
- LED upgrades planned at Kidd Elementary, Gilmore Elementary, and City Centre Elementary School in mid-2026, with completion in late 2026.
- Rooftop Units (RTU) replacement project to Dual Fuel RTUs at Facilities Services Centre, City Centre Elementary School (8671 Odlin Crescent), and McNair Secondary.

- Continuous Optimization (C-Op) Lite projects for 25 schools for global Holiday Schedules² and global optimum starts³ (441,199 kWh/year electricity and 5,180.7 GJ/year natural gas saved).

Conclusion

The District continues to implement the 2026-2030 Strategic Plan, with a specific focus on sustainability and energy conservation, associated greenhouse gas emissions reduction, and sustainable transportation. As we continue to reduce natural gas and other fossil fuel consumption, we reduce our overall impact on the climate. This has the added benefit of avoided costs from carbon taxes and carbon offsets that all public sector organizations in the province must pay.

Cindy Wang
Secretary Treasurer, MSc, CPA-CA

Kristopher Wilkins, B.Eng.
Director, Facilities Services

Sam Gu, MSc., CEM, PMP, CRE, LEED AP BD+C
Manager, Energy and Sustainability

Travis Wong, MEL
Energy Specialist

² Shut down heating system during summer break when schools are not occupied.

³ Use less energy to quickly warm up schools during winter season before schools start.

Report to the Board of Education (Public)

Date: June 17, 2026
From: Maria Fu, Assistant Secretary Treasurer
Subject: **2025 Charitable Donations Report**

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

BACKGROUND

Please find attached a list of donations made to the Board for 2025, covering the period January 1 to December 31, 2025, along with the comparison to 2024.

For 2025, the total donations received during this period were \$392,902.46, compared to \$377,639 received in 2024. This represents a four per cent increase year over year. Of the 2025 total, \$386,972.46 was received in cash, while \$5,930.00 constitutes in-kind donations of tangible goods. The in-kind donations included \$930.00 in lawnmower motors, \$3,000.00 in furniture, and \$2,000.00 in school supplies.

Of the total donations, \$34,942.00 was directed to the District's Feed-U-Cate program fund, resulting in a year-end fund balance of \$225,730 at December 31, 2025. Feed-U-Cate is a Richmond School District program established in the fall of 2012 by a committee of students and staff. The goal of Feed-U-Cate is to educate the community about school district food programs and to invite the community to make donations that will support these breakfast, lunch and snack programs for elementary and secondary students in need.

Respectfully submitted,

Maria Fu
Assistant Secretary Treasurer

School District #38 (Richmond) Donations 2024 & 2025 (Comparative)

Site/Initiative Name	CASH		IN-KIND		TOTAL	
	2024	2025	2024	2025	2024	2025
Anderson Elementary	571.00	18,701.00	-	-	571.00	18,701.00
Blair Elementary	120.00	-	-	-	120.00	-
Blundell Elementary	1,200.00	250.00	-	-	1,200.00	250.00
Boyd Secondary	2,500.00	5,984.00	-	-	2,500.00	5,984.00
Bridge Elementary	10,020.00	250.00	-	-	10,020.00	250.00
Brighthouse Elementary	11,670.00	1,140.00	-	-	11,670.00	1,140.00
Burnett Secondary	15,310.00	5,592.00	1,150.00	930.00	16,460.00	6,522.00
Byng Elementary	450.00	320.00	-	-	450.00	320.00
Cambie Secondary	36,100.00	42,515.00	-	-	36,100.00	42,515.00
Cook Elementary	4,715.00	2,090.00	-	-	4,715.00	2,090.00
DeBeck Elementary	3,150.00	111.50	-	-	3,150.00	111.50
Diefenbaker Elementary	5,260.00	3,830.00	-	-	5,260.00	3,830.00
District Donations	-	-	-	2,000.00	-	2,000.00
District Scholarship Fund	134,141.15	146,065.68	-	-	134,141.15	146,065.68
Dixon Elementary	1,020.00	70.00	-	-	1,020.00	70.00
Errington Elementary	465.00	2,170.00	-	-	465.00	2,170.00
FEED-U-CATE 38	44,310.00	34,942.00	-	-	44,310.00	34,942.00
Ferris Elementary	5,020.00	8,070.00	-	-	5,020.00	8,070.00
Garden City Elementary	-	2,500.00	-	-	-	2,500.00
General Currie Elementary	-	-	-	-	-	-
Gilmore Elementary	500.00	390.00	-	-	500.00	390.00
Grauer Elementary	100.00	100.00	-	-	100.00	100.00
Hamilton Elementary	3,375.00	20.00	-	-	3,375.00	20.00
Homma Elementary	100.00	500.00	-	-	100.00	500.00
Kidd Elementary	100.00	100.00	-	-	100.00	100.00
Kingswood Elementary	-	50.00	-	-	-	50.00
Lee Elementary	4,745.00	7,165.00	581.51	-	5,326.51	7,165.00
MacNeill Secondary	6,435.00	7,320.00	-	-	6,435.00	7,320.00
Maple Lane Elementary	50.00	500.00	-	-	50.00	500.00
McKay Elementary	2.00	3,025.00	-	-	2.00	3,025.00
McKinney Elementary	3,760.00	22.00	-	-	3,760.00	22.00
McMath Secondary	6,170.00	5,950.00	-	-	6,170.00	5,950.00
McNair Secondary	19,324.00	7,600.00	-	-	19,324.00	7,600.00
McNeely Elementary	3,061.50	3,000.00	-	-	3,061.50	3,000.00
McRoberts Secondary	15,254.00	15,864.00	-	-	15,254.00	15,864.00
Mitchell Elementary	-	5.00	-	-	-	5.00
Palmer Secondary	9,920.00	4,400.00	-	3,000.00	9,920.00	7,400.00
Quilchena Elementary	720.00	300.00	-	-	720.00	300.00
Richmond Secondary	6,270.00	13,435.02	300.00	-	6,570.00	13,435.02
Richmond Virtual School	-	-	-	-	-	-
Station Stretch	-	-	-	-	-	-
Spul'u'kwuks Elementary	2,919.00	6,630.00	-	-	2,919.00	6,630.00
Steves Elementary	50.00	50.00	-	-	50.00	50.00
Steveston-London Secondary	12,735.00	14,305.00	-	-	12,735.00	14,305.00
Tait Elementary	-	160.00	-	-	-	160.00
Talmey Elementary	30.00	507.26	-	-	30.00	507.26
Thompson Elementary	2,210.00	-	-	-	2,210.00	-
Tomsett Elementary	330.00	97.00	-	-	330.00	97.00
Westwind Elementary	500.00	2,130.00	-	-	500.00	2,130.00
Whiteside Elementary	575.00	945.00	-	-	575.00	945.00
Woodward Elementary	200.00	13,400.00	-	-	200.00	13,400.00
Wowk Elementary	150.00	4,401.00	-	-	150.00	4,401.00
Grand Total	375,607.65	386,972.46	2,031.51	5,930.00	377,639.16	392,902.46

School District #38 (Richmond) Donations In Kind 2024 & 2025 (Comparative)
Detail by Site

Site	Amount	Item Listing
Burnett Secondary	930.00	Lawnmower Motors
Palmer Secondary	3,000.00	Furniture (tables and chairs)
SD#38-Various Schools	2,000.00	School supplies (binders)
Total (2025)	5,930.00	

Site	Amount	Item Listing
Burnett Secondary	100.00	2 Google Home Minis (speakers)
Burnett Secondary	1,050.00	Electric Bike
Lee Elementary	581.51	Teaching Materials
Richmond Secondary	300.00	Automotive tools
Total (2024)	2,031.51	

Report to the Board of Education (Public)

Date: June 17, 2026
From: Cindy Wang, Secretary Treasurer
Subject: **Trustee Elections Bylaw No. 2026-01**

RECOMMENDATION

THAT the Board of Education (the Board) approve Trustee Elections Bylaw No. 2026-01 by way of three readings.

BACKGROUND

General local elections to elect trustees for all boards of education in the province are held every four years on the third Saturday of October [*School Act*, section 35]. The next local election is scheduled for Saturday, October 17, 2026.

Where a trustee electoral area is all or part of a single municipality, the municipal council must conduct the trustee election [*School Act*, section 37 (1)].

In previous trustee elections, the school district has harmonized trustee elections with the [Civic Election Administration and Procedure Bylaw No. 7244](#) of the City of Richmond. Since the City conducts trustee elections on behalf of the school district, the City's Bylaw applies to trustee elections in accordance with *School Act* Section 45 (8), except for the following terms under the *School Act* Section 45 (9) (a):

1. Minimum number of nominators
2. Nomination deposits
3. Order of names on the trustee ballot
4. Resolution of tie votes after judicial recount

Under the *Local Government Act*, any bylaw establishing requirements for the above matters, must be specifically adopted by the board of education. The *School Act* further requires that such bylaw must be adopted by the board at least four weeks before the first day of the nomination period for the trustee election.

LEGISLATION

School Act, Section 45 (6):

In order for a bylaw under this Part, or under Part 3 of the Local Government Act or Part I of the Vancouver Charter as those Parts apply to trustee elections, to apply to a trustee election, the board must adopt the bylaw at least 4 weeks before the first day of the nomination period for the trustee election.

School Act, Section 45 (8) and (9):

- (8) For the purpose of harmonizing a trustee election with a local government election being conducted at the same time, a board may, by bylaw, provide that the bylaws of the local government under Part 3 of the Local Government Act or Part I of the Vancouver Charter apply to the trustee election.
- (9) As restrictions on subsection (8), a bylaw under that subsection may not provide that a local government bylaw under any of the following provisions applies to a trustee election:
 - (a) in relation to the [Local Government Act](#),
 - (i) section 86 (2) *[minimum number of nominators]*,
 - (ii) section 88 *[nomination deposits]*,
 - (iii) section 117 *[order of names on ballot determined by lot]*, and
 - (iv) section 151 *[determination of election results by lot]*;

DISCUSSION

To support compliance with relevant legislative requirements, the British Columbia School Trustees Association (BCSTA) has developed and circulated a 2026 Election Bylaw Template for use by school districts in preparation for the upcoming trustee election.

The district's proposed Trustee Elections Bylaw 2026 has been developed based on the BCSTA template and addresses the following provisions that must be adopted by the board:

1. Order of Names on the Ballot: alphabetical
2. Resolution of tie vote after judicial recount: Tie will be resolved by lot
3. Nomination Deposit: No nomination deposit required
4. Number of Nominators: Minimum of two nominators

With the exception of these provisions, all other aspects of the trustee election will be governed by the City of Richmond's Civic Election Administration and Procedure Bylaw No. 7244, as applied to trustee elections conducted by the City on behalf of the school district.

The attached draft bylaw was developed in alignment with the BCSTA election bylaw guidelines and has been reviewed and approved by legal counsel at BCSTA. District staff also consulted with the City's Chief Election Officer during the development process to support consistency and alignment with municipal election administration practices.

CONCLUSION

The proposed Trustee Elections Bylaw 2026 has been prepared to ensure alignment with the *School Act*, facilitate alignment with the City's local election processes, and reflect recommendations of the BCSTA. Adoption of this bylaw will enable the school district to meet all legislative requirements specific to trustee elections conducted by the City. Once adopted by the Board, the bylaw will be forwarded to the City's Chief Election Officer for reference.

Respectfully submitted,

Cindy Wang
Secretary Treasurer, MSc, CPA-CA

Attachment:

1. Trustee Elections Bylaw No. 2026-01

BYLAW NO. 2026-01

BOARD OF EDUCATION OF SCHOOL DISTRICT No. 38 (RICHMOND)

Trustee Elections Bylaw 2026

A bylaw to establish procedures for the conduct of trustee elections.

The Board of Education of School District No. 38 (Richmond) wishes to establish procedures for the conduct of trustee elections.

Accordingly, the Board of Education of School District No. 38 (Richmond), in a public meeting, enacts this Trustee Elections Bylaw No. 2026-01.

1. Scope of Bylaw

- 1.1. This bylaw applies to both general school election and by-elections, except as otherwise provided.

2. Trustee Electoral Area

- 2.1. Trustees of School District No. 38 (Richmond) are elected at large.
- 2.2. School District No. 38 (Richmond) comprises one trustee electoral area consisting entirely of the City of Richmond.

3. Definitions

- 3.1. Terms used in this bylaw have the meanings assigned in the *School Act*, the *Local Government Act*, the *Local Elections Campaign Financing Act*, and the *Elections Act*, as applicable.
- 3.2. In this Bylaw:
 - “Board” means the Board of Education of School District No. 38 (Richmond).
 - “By-election” means a trustee election other than one conducted as part of a general school election, to fill a vacancy on the Board in any of the circumstances described in section 36 of the *School Act*.
 - “Chief Election Officer” means the person appointed by the City of Richmond to perform the duties of chief election officer under the *School Act*, the *Local Government Act*, and the *Local Elections Campaign Financing Act* for trustee elections.
 - “City” means the City of Richmond.
 - “Minister” means the Minister of Education and Child Care.
 - “School District” means the School District No. 38 (Richmond).

4. Application of City of Richmond Election Bylaws

- 4.1. Trustee elections in the School District are conducted by the City pursuant to section 37(1) of the *School Act*.
- 4.2. The election bylaws of the City apply to school trustee elections conducted by the City, except for those sections of the City's election bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of ties votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not apply to a trustee election.

5. Order of Names on the Ballot

- 5.1. The order of names of candidates on the ballot will be alphabetical.

6. Resolution of Tie Vote After Judicial Recount

- 6.1. In the event of a tie vote following a judicial recount, the tie vote will be determined by lot in accordance with Section 151 of the *Local Government Act*.

7. Nomination Deposit

- 7.1. No nomination deposit is required for nomination for the office of school trustee.

8. Number of Nominators

- 8.1. The minimum number of qualified nominators for a trustee candidate is two (2).

9. Access to Nomination Documents and Campaign Financing Disclosure Statements

- 9.1. Public access to nomination documents of trustee candidates is provided by the City, in accordance with the election bylaws of the City.
- 9.2. The Board will make available to the public by website access, without charge, the disclosure statements of supplementary reports required to be made available by the BC chief electoral officer on an Elections BC authorized website, other than:
 - 9.2.1. a mailing address or residential address of a significant contributor, or
 - 9.2.2. a telephone number, mailing address, or residential address of a candidate,until 5 years after general voting day for the election to which the trustee's disclosure statements and supplementary reports relate.
- 9.3. The Board will, on request, provide a copy or other record of trustee candidates' disclosure statements and supplementary reports for as long as they are required to be available to the public under sections 9.1 or 9.2, for a fee of fifty (50) cents per page.

- 9.4. Before providing the services under this section, other than to a Board officer or employee acting in the course of their duties, the Board may require the person requesting the service to:
- 9.4.1. Satisfy to a Board official that any purpose for which personal information is to be used is permitted by the *Local Government Act* and section 63 of the *Local Elections Campaign Financing Act*, and
 - 9.4.2. provide a signed statement that the individual and, if applicable, any individual or organization on whose behalf the first individual is accessing, inspecting or obtaining the copy or other record will not use the information included in the copy or other record except for a purpose permitted under the *Local Government Act* or the *Local Elections Campaign Financing Act*.

10. Title

- 10.1. This bylaw may be cited as “School District No. 38 (Richmond) Trustee Elections Bylaw 2026”.

11. Repeal

- 11.1. Any previous trustee elections bylaw of School District No. 38 (Richmond) is repealed.

Read a first time the 17th day of June 2026.

Read a second time the 17th day of June 2026.

Read a third time, passed and adopted the 17th day of June 2026.

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of the School District No. 38 (Richmond) Trustee Elections Bylaw 2026, adopted by the Board the 17th day of June 2026.

Secretary-Treasurer

Report to the Board of Education (Public)

Date: June 17, 2026

From: Cindy Wang, Secretary Treasurer
Jonathan Ho, Director, Richmond Project Team

Subject: **2027/28 Five-Year Capital Plan (Major Capital)**

RECOMMENDATION

THAT the Board of Education of School District No. 38 (Richmond) approve the 2027/28 Five-Year Capital Plan through the adoption of the attached board resolution for submission to the Ministry of Infrastructure.

STRATEGIC PLAN REFERENCES

Strategic Priority 3: Organizational Effectiveness

✓ *Objective 4: Provide safe, inclusive, well-maintained and sustainable learning environments*

POLICY CONSIDERATIONS

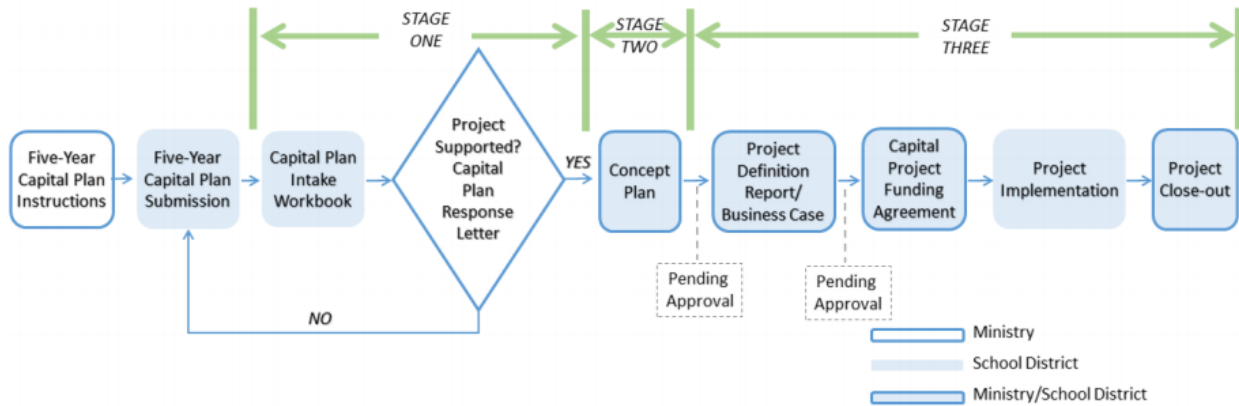
Submitted in accordance with Board Policy 701 and Regulation 701-R - Facilities Planning and Development.

BACKGROUND

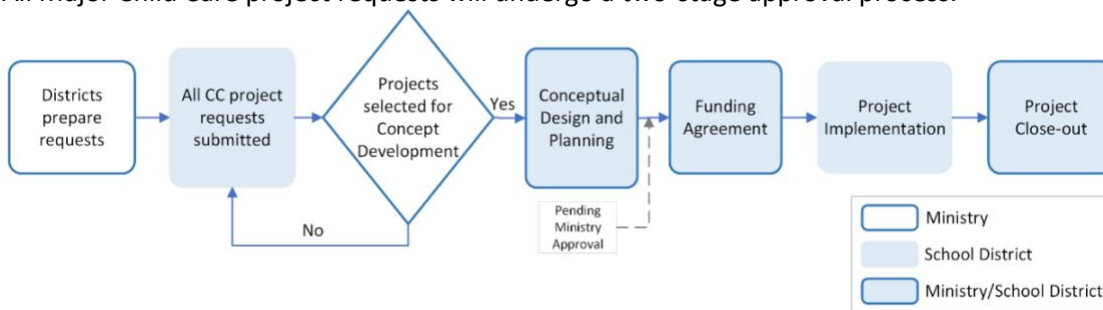
Annual Five-Year Capital Plan submissions from Boards of Education are used by the Ministry of Infrastructure to determine which priority capital projects may be approved in the Ministry's Capital Plan for the following fiscal year. The capital plan submissions provide the Ministry with important insight into future year capital priorities, which can be used for longer term government planning and the determination of potential future capital funding requirements for the public education system.

Prior to the Ministry's consideration of a school district's capital plan for approval, a board of education must approve the capital plan by board resolution. Ultimately, the Minister has the authority to approve, approve with modifications, or reject a capital plan, as submitted by the Board to the Ministry. The Ministry's capital plan is subject to annual capital funding approval by the Treasury Board of the provincial government.

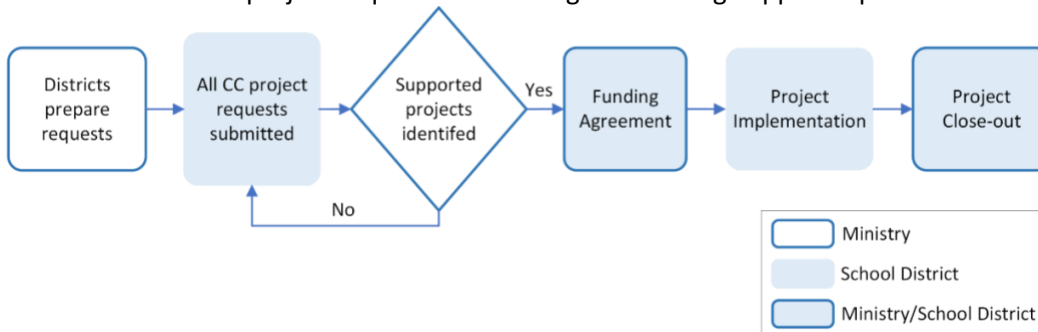
All requests for a Major Capital Program project (SMP, EXP, REP and RDP) will undergo a more extensive three-stage process:



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



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



ANALYSIS

The 2027/2028 Five-Year Capital Plan of the Richmond School District totals over \$1.095 billion and consists of the following categories:

A. Major Capital Programs

1. Seismic Mitigation Program (SMP)

In keeping with the Richmond Project Team's accelerated project delivery mandate, a total of 23 projects have been included in the SMP. The projects listed have been prioritized in accordance with the formula established in the District Long Range Facilities Plan, as well as the latest guidance from the Ministry.

2. School Expansion Program (EXP)

Based on the latest population projection, a long-term enrolment growth is anticipated in both the City Centre and Hamilton areas. In response to this projected growth, the Capital Plan includes the addition of five modular classrooms at Hamilton Elementary and the acquisition of a site for a future school in the City Centre.

3. School Replacement Program (REP)

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

4. Rural Districts Program (RDP)

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

Per the Ministry of Infrastructure's request, the Five Year Capital Plan is presented with two Options. Option 1 is the current list of schools by priority, as determined by block of a school with the highest risk rating, which is then carried over to the entire school. City Centre Elementary is in the business case development phase with the Ministry of Infrastructure as a single project under both Option 1 and Option 2.

Option 2 is a Ministry pilot program to address the building blocks that have high risk rating, and remaining building blocks in future years. Under this option, building blocks at Talmey, Blundell, McNair, and Westwind are divided and prioritized based on risk rating. For each school, phase 1 is assigned to the block with the highest risk rating, and subsequent phases for the remaining lower risk blocks are designated as lower priority projects for future years. While less efficient from a construction and project management perspective, completing projects in phases will allow seismic mitigation to proceed on schools with the highest risk rating, at a lower per Phase project cost, than attempting to have the entire school funded as a single Phase.

B. Minor Capital Funding Programs

The Ministry of Infrastructure capital planning guidelines provide a different due date for the minor capital projects, which due to the ministry September 29, 2026. A separate report and bylaw will be presented to the Board for approval in September 2026. These minor capital projects will include the following categories:

- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Bus Acquisition Program (BUS)
- Playground Equipment Program (PEP)
- Food Infrastructure Program (FIP)
- Building Envelope Program (BEP)

CONCLUSION

The 2027/28 Five Year Capital Plan is based on the district's Long Range Facilities Plan. It is in alignment with the district strategic priorities and goals, reflecting the priorities of facility needs of Richmond's learning community.

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

*Jonathan Ho, M.Eng, MBA, P.Eng, CEM, CBCP, PMP
Director, Richmond Project Team*

Attachments:

- *Board Resolution – 2027/2028 Five-Year Capital Plan (Major Capital)*

June 17, 2026

Board Resolution

In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 38 (Richmond) hereby approves the proposed Five-Year Capital Plan (Major Capital) for 2027/2028 as provided on the Five-Year Capital Plan Summary (Major Capital) for 2027/2028 submitted to the Ministry of Infrastructure.

I hereby certify this to be a true copy of the resolution for approval of the proposed Five-Year Capital Plan (Major Capital) for 2027/2028 adopted by the Board of Education on this the 17th day of June, 2026.

Cindy Wang, MSc, CPA, CA
Secretary-Treasurer

2027/2028 Five-Year Capital Plan Summary (Major Capital) – OPTION 1

2027-2028 FIVE-YEAR CAPITAL PLAN

17 June 2026

Richmond School District #38

SEISMIC MITIGATION PROGRAM (SMP) PROJECTS - OPTION 1						
Priority	Facility Name	Project Description	Risk Rating	Year (Planning)	Total	Annual Total
1	R.C. Talmey Elementary	Structural Seismic Upgrade - Block 1 (H1) & Block 2 (H3), Substructure Upgrade - Both Blocks	H1	2027	\$45,309,000	\$210,746,000
2	Blundell Elementary	Structural Seismic Upgrade - Block 2 (H1) & Block 3 (H3), Substructure Upgrade - All 3 Blocks	H1	2027	\$32,851,000	
3	Matthew McNair Secondary	Structural Seismic Upgrade - Block 2 (H2) & Block 3 (H1)	H1	2027	\$49,764,000	
4	City Centre Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1)	H1	2027	\$24,006,000	
5	Westwind Elementary	Structural Seismic Upgrade - Blocks 1, 2, 3 & 4 (H1), Substructure Upgrade - All 5 Blocks	H1	2027	\$58,816,000	
6	Hugh McRoberts Secondary	Structural Seismic Upgrade - Block 1 (H1)	H1	2028	\$12,790,400	\$173,727,680
7	Steveston-London Secondary	Structural Seismic Upgrade - Block 1 (H1) & Block 3 (H3)	H2	2028	\$98,407,680	
8	John T. Errington Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1), Substructure Upgrade - All 3 Blocks	H1	2028	\$62,529,600	
9	James Gilmore Elementary	Structural Seismic Replacement - All 4 Blocks	H1	2029	\$94,452,950	\$183,115,650
10	R.M. Grauer Elementary	Structural Seismic Upgrade - Block 2 (H1) & Block 3 (H3), Substructure Upgrade - All 3 Blocks	H1	2029	\$65,019,850	
11	Quilchena Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1)	H1	2029	\$23,642,850	
12	Jessie Wowk Elementary	Structural Seismic Upgrade (H3) & Substructure Upgrade	H1	2030	\$44,044,680	\$172,348,440
13	Donald E. McKay Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1)	H1	2030	\$24,494,440	
14	Walter Lee Elementary	Structural Seismic Upgrade - Blocks 1 & 3 (H1) & Block 2 (H3)	H1	2030	\$34,865,460	
15	James Thompson Elementary	Structural Seismic Upgrade - Blocks 1, 3, 6, 7 & 8 (H1), Block 2 (H3) & Blocks 4 & 5 (H2), Substructure Upgrade - All 9 Blocks	H1	2030	\$68,943,860	
16	R.C. Palmer Secondary	Structural Seismic Upgrade - Block 2 (H1)	H1	2031	\$17,125,130	\$162,340,860
17	Thomas Kidd Elementary	Structural Seismic Upgrade - Block 1 (H1), Substructure Upgrade - Both Blocks	H1	2031	\$51,519,380	
18	Daniel Woodward Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1), Substructure Upgrade - All 3 Blocks	H1	2031	\$60,677,870	
19	Kingswood Elementary	Structural Seismic Upgrade - Blocks 1 & 3 (H3)	H3	2031	\$33,018,480	
20	Alexander Kilgour Elementary	Structural Seismic Upgrade - Block 1 (H1) & Block 4 (H2)	H1	2032	\$19,477,920	\$192,838,520
21	Tomekichi Homma Elementary	Structural Seismic Upgrade - Block 1 (H2), Substructure Upgrade - Both Blocks	H2	2032	\$77,800,080	
22	Kathleen McNeely Elementary	Structural Seismic Upgrade - Block 1 (H3), Substructure Upgrade - Both Blocks	H3	2032	\$64,694,520	
23	Sea Island Elementary	Structural Seismic Upgrade - Block 1 (H2), Substructure Upgrade - Both Blocks	H1	2028	\$30,866,000	

2027/2028 Five-Year Capital Plan Summary (Major Capital) – OPTION 2 (Part 1 of 2)

2027-2028 FIVE-YEAR CAPITAL PLAN
Richmond School District #38

17 June 2026

SEISMIC MITIGATION PROGRAM (SMP) PROJECTS - OPTION 2						
Priority	Facility Name	Project Description	Risk Rating	Year (Planning)	Total	Annual Total
1	R.C. Talmey Elementary	Structural Seismic Upgrade - Block 1, Substructure Upgrade	H1	2027	\$36,245,880	\$210,746,000
		Block 2, Substructure Upgrade	H3	2031	\$9,063,120	
2	Blundell Elementary	Structural Seismic Upgrade - Block 2, Substructure Upgrade	H1	2027	\$6,897,700	
		Structural Seismic Upgrade - Block 3, Substructure Upgrade	H3	2031	\$20,849,400	
		Structural Seismic Upgrade - Block 1, Substructure Upgrade	L	2032	\$5,103,900	
3	Matthew McNair Secondary	Structural Seismic Upgrade - Block 3	H1	2027	\$16,589,600	
		Structural Seismic Upgrade - Block 2	H2	2028	\$33,174,400	
4	City Centre Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1)	H1	2027	\$24,006,000	
5	Westwind Elementary	Structural Seismic Upgrade - Block 1, Substructure Upgrade	H1	2027	\$23,094,480	
		Structural Seismic Upgrade - Block 2, Substructure Upgrade	H1	2028	\$18,444,050	
		Structural Seismic Upgrade - Block 3, Substructure Upgrade	H1	2029	\$7,379,620	
		Structural Seismic Upgrade - Block 4, Substructure Upgrade	H1	2030	\$8,820,850	
		Structural Seismic Upgrade - Block 5, Substructure Upgrade	M	2032	\$1,077,000	
6	Hugh McRoberts Secondary	Structural Seismic Upgrade - Block 1 (H1)	H1	2028	\$12,790,400	\$173,727,680
7	Steveston-London Secondary	Structural Seismic Upgrade - Block 1 (H1) & Block 3 (H3)	H2	2028	\$98,407,680	
8	John T. Errington Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1), Substructure Upgrade - All 3 Blocks	H1	2028	\$62,529,600	
9	James Gilmore Elementary	Structural Seismic Replacement - All 4 Blocks	H1	2029	\$94,452,950	\$183,115,650
10	R.M. Grauer Elementary	Structural Seismic Upgrade - Block 2 (H1) & Block 3 (H3), Substructure Upgrade - All 3 Blocks	H1	2029	\$65,019,850	
11	Quilchena Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1)	H1	2029	\$23,642,850	
12	Jessie Wowk Elementary	Structural Seismic Upgrade (H3) & Substructure Upgrade	H1	2030	\$44,044,680	\$172,348,440
13	Donald E. McKay Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1)	H1	2030	\$24,494,440	
14	Walter Lee Elementary	Structural Seismic Upgrade - Blocks 1 & 3 (H1) & Block 2 (H3)	H1	2030	\$34,865,460	
15	James Thompson Elementary	Structural Seismic Upgrade - Blocks 1, 3, 6, 7 & 8 (H1), Block 2 (H3) & Blocks 4 & 5 (H2), Substructure Upgrade - All 9 Blocks	H1	2030	\$68,943,860	

2027/2028 Five-Year Capital Plan Summary (Major Capital) – OPTION 2 (Part 2 of 2)

SEISMIC MITIGATION PROGRAM (SMP) PROJECTS - OPTION 2						
Priority	Facility Name	Project Description	Risk Rating	Year (Planning)	Total	Annual Total
16	R.C. Palmer Secondary	Structural Seismic Upgrade - Block 2 (H1)	H1	2031	\$17,125,130	\$162,340,860
17	Thomas Kidd Elementary	Structural Seismic Upgrade - Block 1 (H1), Substructure Upgrade - Both Blocks	H1	2031	\$51,519,380	
18	Daniel Woodward Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1), Substructure Upgrade - All 3 Blocks	H1	2031	\$60,677,870	
19	Kingswood Elementary	Structural Seismic Upgrade - Blocks 1 & 3 (H3)	H3	2031	\$33,018,480	
20	Alexander Kilgour Elementary	Structural Seismic Upgrade - Block 1 (H1) & Block 4 (H2)	H1	2032	\$19,477,920	\$192,838,520
21	Tomekichi Homma Elementary	Structural Seismic Upgrade - Block 1 (H2), Substructure Upgrade - Both Blocks	H2	2032	\$77,800,080	
22	Kathleen McNeely Elementary	Structural Seismic Upgrade - Block 1 (H3), Substructure Upgrade - Both Blocks	H3	2032	\$64,694,520	
23	Sea Island Elementary	Structural Seismic Upgrade - Block 1 (H2), Substructure Upgrade - Both Blocks	H1	2028	\$30,866,000	

2027/2028 Five-Year Capital Plan Summary (Major Capital) – Expansion Program and Site Acquisitions

2027-2028 FIVE-YEAR CAPITAL PLAN Richmond School District #38

17 June 2026

EXPANSION PROGRAM (EXP) PROJECTS					
Priority	Facility Name	Project Description	Year (Planning)	Total (Capital Plan)	Program Total
New Schools/Additions to Schools					
1	Hamilton Elementary	5 Classroom Modular Addition at Hamilton (includes increased liquefaction costs)	2027	\$6,750,000	\$97,160,000
2	City Centre West Elementary	New 60K/525E Elementary School - City Centre Area population growth (City Centre West)	2029	\$87,410,000	
3	Station Stretch Relocation	Relocation of Station Stretch programs (Horizons, Community Outreach Program, Stretch, Streetveiw, Hospital Homebound Program) from leased site to District-owned facility (does not include seismic mitigation costs as site not yet identified)	2028	\$3,000,000	
Site Acquisitions					
1	City Centre West Elementary Site	0.9 Hectare Parcel - City Centre Area (City Centre West)	2028	\$30,000,000 Refer to ESSP	

Report to the Board of Education (Public)

Date: June 17, 2026

From: Cindy Wang, Secretary Treasurer
Jonathan Ho, Director, Richmond Project Team

Subject: **2026/27 School Age Care on School Grounds (Minor Capital)**

RECOMMENDATION

THAT the Board of Education of School District No. 38 (Richmond) approve the 2026/2027 School Age Care on School Grounds funding application, through the adoption of the board resolution for submission to the Ministry of Infrastructure.

STRATEGIC PLAN REFERENCES

Strategic Priority 3: Organizational Effectiveness

✓ *Objective 4: Provide safe, inclusive, well-maintained and sustainable learning environments*

POLICY CONSIDERATIONS

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

BACKGROUND

The Ministry of Infrastructure recently announced the creation of the School Age Care on School Grounds (SACSG) as a minor capital project for 2026/27. The funding is intended to add spaces for Before and After School Care, thus having no impact on spaces required for K-12 education programs during the school day.

The Ministry requires that the proposed SACSG projects must:

- Create net new child care spaces within active schools
- Either self-operate the child care or partner with a non-profit provider
- Pursue a SACSG License with the relevant health authority
- Create child care spaces not exceeding a cost of \$6,000 per child care space
- Be completed by March 31, 2027

Eligible expenses include the purchase and installation of fixtures, furniture, and equipment required to obtain a child care license. Examples include minor renovations to an existing building, space, or classroom for use as a child care centre, and kitchen equipment, major appliances, HVAC upgrades, millwork, safety equipment, video surveillance/security upgrades, or accessibility equipment.

ANALYSIS

Two schools have been identified for the 2026/27 submission to the Ministry for the SACSG funding:

1. City Centre Elementary:

- The new school is scheduled to open September 2026. As part of the school design, space for before and after school care has been incorporated into the multipurpose room. This addition is intended to help address community demand for school-age child care.
- According to a recent environmental scan study on child care demand, the surrounding four city centre elementary schools of Brighthouse, Cook, Talmey, and Tomsett have a combined wait list of over 270 children for before and after school care.
- Feedback received through the city centre catchment review process also identified a strong desire among families for child care spaces at the new school.
- The program will be located at the multipurpose room and be operated by a non-profit provider.
- Minor renovations are required to support the program setup, including the installation of coat hook area, countertops, cupboards, millwork, and separate set of cabinets for secure storage of school musical instruments. In addition, an external buzzer and remote latch system will be installed at the south entrance, enabling child care staff to buzz in parents or guardians who are dropping off or picking up their children.
- Funding application is to cover the total estimated cost of these improvements is \$14,850, with completion anticipated by the end of August 2026.

2. McNeely Elementary:

- This school does not have existing before and after school care, and through the recent environmental scan study on child care demand, this community is under-served.
- The multipurpose room has been identified as the location for a new Before and After School care program.
- Renovations would include new millwork to securely store musical instruments, replace end-of-life cupboards, add coat hooks, re-key two doors, and create dedicated lockable accordion cabinets for the child care operator to store their materials.
- The before and after school care program will be operated by non-for-profit operator to comply with the SACSG funding requirements. Total estimated cost of the space upgrade is \$27,900, and expected completion would be October 2026.

CONCLUSION

The 2026/2027 School Age Care on School Grounds funding application for the City Centre and McNeely Elementary schools support before and after school care spaces in areas of the district with demonstrated community needs.

Cindy Wang, MSc, CPA-CA
Secretary Treasurer

Jonathan Ho, M.Eng, MBA, P.Eng, CEM, CBCP, PMP
Director, Richmond Project Team

Attachments:

- *Board Resolution – 2026/2027 School Age Care on School Grounds (Minor Capital)*

June 17, 2026

Board Resolution

In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 38 (Richmond) hereby approves the 2026/2027 School Age Care on School Grounds funding application for the City Centre Elementary School and McKinney Elementary School renovation projects to support before and after school care spaces, and submit it to the Ministry of Infrastructure.

These renovation projects will be completed by March 31, 2027.

I hereby certify this to be a true copy of the resolution for approval of the proposed School Age Care on School Grounds (Minor Capital) for 2026/2027 adopted by the Board of Education on this the 17th day of June, 2026.

Cindy Wang, MSc, CPA, CA
Secretary-Treasurer

Report to the Board of Education (Public)

Date: June 17, 2026

From: Cindy Wang, Secretary Treasurer
Jonathan Ho, Director, Richmond Project Team

Subject: 2026/2027 Eligible School Site Proposal (ESSP)

RECOMMENDATION

THAT the Board of Education of School District No. 38 (Richmond) approve the 2026/2027 Eligible School Site Proposal (ESSP) through adoption of the 2026/2027 ESSP Resolution.

POLICY CONSIDERATIONS

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

BACKGROUND

Pursuant to the school site acquisition provisions of the Local Government Act, a 2026/27 Eligible School Site Proposal (ESSP) has been drafted in consultation with local government and developer stakeholders. The district's five-year residential unit projections are based on information provided by City of Richmond. District planning staff continually consult with developer stakeholders to estimate potential timing of planned residential development as this impacts the enrolment projections for schools.

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

REVIEW AND ANALYSIS

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

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

the growth in the City Centre Area and Hamilton Area, including additions to Hamilton Elementary and construction of one additional new school in the City Centre planning area.

Recent Ministry approval of expansions at four elementary schools in the City Centre Area, Brighthouse, Cook, Talmey and Tomsett, have maximized the utilization of existing sites. In addition, the opening of the new City Centre Elementary School in September 2026 will help relieve capacity pressures in the city centre schools. However, based on long-term enrolment projections, an additional elementary school in the city centre will still be required in the future to accommodate anticipated growth. The long-term enrolment projections incorporate recent volatility in year-over-year housing starts resulted from changes to Federal immigration policies as well as broader economic uncertainty associated with global macroeconomic conditions.

Therefore, the 2026/27 ESSP report proposes one additional new elementary school site in the City Centre West planning area, targeted to open by September 2032. One additional elementary school site may be required beyond 15+ years in the Lansdowne Village Area as a result of ongoing high-density development.

District planning staff are collaborating with City staff to locate a possible new school site west of No. 3 Road to accommodate a new City Centre West elementary school with a nominal capacity of 585 by 2032. Schedule B to this report anticipates the eligible school site will require a total of approximately 2.2 hectares at an estimated total cost of approximately \$30 million.

SUMMARY

This report recommends the 2026/27 Eligible School Site Proposal (ESSP) be approved by the Board of Education through adoption of the attached resolution in accordance with the requirements of the *Local Government Act*.

Following the approval of the 2026/27 ESSP, a certified copy of the Board's resolution will be submitted to the City of Richmond and Metro Vancouver Regional District for acceptance pursuant to the *Local Government Act*. The eligible school site values will be included in the 2027/28 Five-Year Capital Plan.

Respectfully submitted,

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

Attachments

- Board Resolution – 2026/2027 Eligible School Site Proposal
- Schedule A – 2026-2035 Projections: Eligible Development and Student Yield (School Age Children)
- Schedule B – 2026/2027 Eligible School Site Proposal

June 17, 2026

Board Resolution – 2026/2027 Eligible School Site Proposal

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

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

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

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

IT IS RESOLVED THAT:

- 1) Based on information received from City of Richmond, the Board of Education of School District 38 (Richmond) estimates that there will be 7,600 new development units constructed in the School District over the next 10 years (Schedule A);
- 2) These 7,600 new development units will be home to an estimated 764 school age children (Schedule A);
- 3) The Board of Education expects one (1) new school site will be required in the City Centre Area over the next 10 year period as well as approved expansions to a number of schools to accommodate student growth resulting from new residential development within the School District;
- 4) According to Ministry of Infrastructure site standards presented in Schedule B, and consultation with the City of Richmond the eligible school sites will require a combined total of approximately 2.2 hectares in the City Centre Area. A site is expected to be purchased within 10 years and are estimated to cost a combined total of approximately \$30,000,000; and
- 5) The Eligible School Site Proposal be incorporated into the 2027/2028 Five-Year Capital Plan and submitted to the Ministry of Infrastructure.

I hereby certify this to be a true copy of the resolution for approval of the 2026/2027 Eligible School Site Proposal adopted by the Board of Education the 17th day of June, 2026.

Cindy Wang, MSc, CPA, CA
Secretary-Treasurer

SCHEDULE 'A' 2026-2035 Projections - Eligible Development Units and Student Yield (School Age Children)

Table 1 - SCHOOL DISTRICT 38 - ELIGIBLE DEVELOPMENT UNITS (Annual estimate of new units by housing type (10 Year Estimates 2026-2035 based on growth)

Form of Housing \ Year	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	10 Year Total
Single Detached	40	40	40	40	40	40	40	40	40	40	400
Row Houses	85	85	85	85	85	85	85	85	85	85	850
Low Rise Apartments	84	84	84	84	84	84	84	84	84	84	840
High Rise Apartments	557	557	557	557	557	557	557	557	557	557	5,570
Total Units	766	766	766	766	766	766	766	766	766	766	7,660

Table 2 - PROJECTED SCHOOL AGE YIELD (Age 5-17 population yield estimated from projected Eligible Development Units (EDU students by housing type 2026-2035)

Form of Housing \ Year	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	10 Year Total
Single Detached	26	26	26	26	26	26	26	26	26	26	260
Row Houses	29	29	29	29	29	29	29	29	29	29	289
Low Rise Apartments	8	8	8	8	8	8	8	8	8	8	76
High Rise Apartments	14	14	14	14	14	14	14	14	14	14	139
Total EDU Students	76	76	76	76	76	76	76	76	76	76	764

Table 3 - ESTIMATED AVERAGE NEW K-12 STUDENT YIELD RATE FROM NEW HOUSING 2026-2035

Form of Housing \ Year	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Average Yield
Single Detached	0.65	0.65	0.65	0.65	0.65	0.65	0.65	0.65	0.65	0.65	0.65
Row Houses	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.34
Low Rise Apartments	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09
High Rise Apartments	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025

SCHEDULE B: 2026-2027 Eligible School Site Proposal (ESSP)

Proposed new school sites to be included in the 2027-2028 Five-Year Capital Plan

SITE - General Location	City Centre West Area
Basis of Cost	Estimate
Type of Expansion	New Elementary School
Existing Capacity	0
Long Term Capacity	585 Nominal / 546 Operating
Site Area (Ha)	0.9
Site Area (Acres)	2.2
Existing Site Area	0
Estimated Cost of Land	\$30,000,000

Notes:

-The site area and cost estimates are based on area standards and current market values. Long term capacity is based on estimated capacity at full build out of new school site and not necessarily opening capacity of a facility.

-Eligible School sites which already received capital site acquisition project approval from the Ministry of Education and Child Care after the original ESSP was submitted in September 2000 to the present are not included in the above table.

Report to the Board of Education (Public)

Date: June 17, 2026
From: Christopher Usih, Superintendent of Schools
Subject: School Charges for the 2026/27 School Year

RECOMMENDATION

THAT the Board of Education (Richmond) approve the 2026/27 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 2026/27 school year and to confirm that all fees charged within School District No.38 (Richmond) comply 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 school-age student who is a resident of 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 related to operating specialty academies, or costs that are additional to those of providing a standard educational program;
- b) The purchase or rental of a musical instrument for the student's personal use applies to a student participating in a music class, course or program, or a fine arts class, course, or program that includes a music component as part of an educational program;
- c) The purchase or rental of tools, materials, or equipment for a student's personal use in training or apprenticeship programs in trades;
- d) Costs for materials used in goods that students intend to take home for personal use or as gifts; and
- e) Other school supplies and equipment for a student's personal use.

POLICY CONSIDERATIONS

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

a) Policy 102 Diversity, Equity and Inclusion

The Board of Education is focused on removing systemic barriers to ensure that each person's needs are equitably recognized and addressed. In doing so, the Board of Education is committed to providing the supports and opportunities individuals require to achieve their fullest potential.

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.

CONSULTATION

Instead of the district setting the rates and charges for all schools, each school is encouraged to consult with staff and inform parents/guardians (via PAC) before notifying the district about the fees they have established for the upcoming school year. This approach allows individual schools to effectively address both their needs and those of their respective communities. District staff oversee the fees proposed at each site, ensuring that all charges remain reasonable and 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 and low cost of supplies purchased

centrally by the district, the vast majority of parents choose the district's basic school supplies option. As always, parents have the choice to purchase their own school supplies if they prefer.

- Last year, the Board approved an increase to the elementary school supplies fee from \$33 to \$35. Due to the timing of this decision, a small number of schools may not have fully implemented the revised rate immediately and may have continued to charge \$33 during the 2025/26 school year. As a result, the 2026/27 fee may appear as an increase for some families depending on the amount previously charged at their schools. For these schools, maintaining the fee at \$35 for the 2026/27 school year does not represent a new increase; rather, it reflects the continued implementation of the previously approved rate and supports consistency across all elementary schools.
- The Optional Kindergarten Cooking/Snack Program serves as a convenience for parents by providing snacks for recess and breaks, while also offering a learning opportunity for students in nutrition, food preparation and essential living skills. Differences in costs per school are primarily due to the cooking aspect of the program - more cooking activities lead to higher costs per student. This fee is optional 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, offering significant cost savings to families. Additionally, schools can customize the school planners with information and artwork. Therefore, the pricing differences are noted below.

Families are encouraged to purchase these planners, which help develop organizational skills and serve 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	\$35.00	\$6.00	\$20.00
Blair	\$35.00	\$7.00	\$20.00
Blundell	\$35.00	\$6.00	\$20.00
Bridge	\$35.00	\$6.00	\$15.00
Brighthouse	\$35.00	\$6.00	\$20.00
Byng	\$35.00	\$7.00	\$10.00
Cook	\$35.00	\$6.00	\$15.00
Currie	\$35.00	\$6.00	-
DeBeck	\$35.00	\$6.00	-
Diefenbaker	\$35.00	\$6.00	\$15.00
Dixon	\$35.00	\$6.00	\$20.00
Errington	\$35.00	\$6.00	\$20.00
Ferris	\$35.00	\$6.00	\$20.00
Garden City	\$35.00	\$6.00	waived

School	School Supplies Fee	Agenda Fee	Cooking Fee
Gilmore	\$35.00	\$6.00	\$10.00
Grauer	\$35.00	\$6.00	\$15.00
Hamilton	\$35.00	\$7.00	\$10.00
Homma	\$35.00	\$6.00	-
Kidd	\$35.00	\$6.00	-
Kingswood	\$35.00	\$6.00	\$15.00
Lee	\$35.00	\$6.00	\$20.00
Maple Lane	\$35.00	\$7.00	\$25.00
McKay	\$35.00	\$6.00	\$15.00
McKinney	\$35.00	\$6.00	\$20.00
McNeely	\$35.00	\$6.00	\$10.00
Mitchell	\$35.00	Paid by PAC	\$20.00
Quilchena	\$35.00	\$6.00	\$15.00
Spul'u'kwuks	\$35.00	\$6.00	\$20.00
Steves	\$35.00	\$6.00	-
Tait	\$35.00	\$6.00	\$20.00
Talmey	\$35.00	\$7.00	-
Thompson	\$35.00	\$6.00	\$10.00
Tomsett	\$35.00	\$6.00	\$20.00
Westwind	\$35.00	\$7.00	\$20.00
Whiteside	\$35.00	\$7.00	\$20.00
Woodward	\$35.00	\$7.00	\$15.00
Wowk	\$35.00	\$7.00	\$20.00

SECONDARY SCHOOLS

Basic Fees:

The only charge common to all secondary schools included in this report is the \$28.00 basic fee that each secondary school charges for items such as school agendas, student activities, and student council. In accordance with Policy 102, families who are 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 does not depend on these final exams. Therefore, students may choose to take AP final exams for a fee of \$175.00 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 in the IB Diploma Program will be charged a fee of \$1,150.00 in each year of the program. Students enrolled in the IB Certificate Program are charged a fee of \$275.00 per IB course, up to a maximum of \$1,150.00.

The fees for all these options above are noted below:

School	Basic Fee	AP Exam	AP Exam French & Mandarin	IB Diploma Program Fee	IB Course Fee (Certificate)
Boyd	\$28.00	\$175.00			
Burnett	\$28.00	\$175.00			
Cambie	\$28.00	\$175.00			
MacNeill	\$28.00	\$175.00			
McMath	\$28.00	\$175.00	\$175.00		
McNair	\$28.00	\$175.00			
McRoberts	\$28.00	\$175.00	\$175.00		
Palmer	\$28.00	\$175.00	\$175.00		
Richmond	\$28.00	-		\$1,150.00	\$275.00/course
SLSS	\$28.00	\$175.00			
Horizons & Station Stretch	-				

Academies:

The *School Act* allows school districts to charge for specialty academies. These are programs extend beyond the standard educational curriculum necessary for graduation. MacNeill Incentive Outdoor Academy fits this description, and therefore, the fee for participating in this program reflects the cost of enriching opportunities. Students have a selection of activities, with costs ranging from \$1,800.00 to \$2,200.00, depending on their choices. These costs are communicated to families before a student enrolls in this academy.

In addition, students have the opportunity at the end of the school year to participate in an Activity Week Excursion (an extended field trip) that carries an additional cost, depending on what is offered in a given school year. Like all other extended field trips, these opportunities and their associated costs are communicated in advance with families.

FINANCIAL IMPACT

Although the vast majority of lessons, activities, and projects in our schools incur no extra cost to parents, some educational activities and events outside the regular curriculum do require additional funding from parents. These activities include field trips, special year-end events, over-night excursions, and more. Without financial support from families or from other external grants, these educational and enriching activities would not take place.

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 each district to have a policy that outlines a hardship provision. The purpose of the hardship provision is to ensure that no student is denied an essential learning opportunity because of an inability to pay. The Board of Education (Richmond) upholds this standard through Policy 102, ensuring that students can participate in the courses offered at school to fulfill the general graduation requirements. Additionally, several sources of funding are available for schools to assist students who cannot afford certain items or experiences.

CONCLUSION

The ability to charge school fees allows schools to provide a variety of enriching experiences to their students beyond the standard curriculum, and District Policy 102 guarantees that no student will be denied access because of financial hardship. Consequently, School District No. 38 (Richmond) remains compliant with all *School Act* and Board policy expectations concerning school charges.

Respectfully Submitted,

*Christopher Usih
Superintendent of Schools*

Report to the Board of Education (Public)

Date: June 17, 2026

From: Christel Brautigam, Assistant Superintendent

Subject: **Diversity, Equity, and Inclusion Advisory Committee Annual Update**

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

INTRODUCTION

This report outlines the progress of the Diversity, Equity and Inclusion Advisory Committee (DEI AC), established by Board Motion on April 27, 2022, to advance diversity, equity, and inclusion across the Richmond School District. It highlights achievements, ongoing initiatives, and planned actions aligned with the district's Strategic Plan, reflecting the Board's commitment to fostering inclusive and equitable environments.

STRATEGIC PLAN ALIGNMENT: Strategic Priority Two Diversity, Equity and Inclusion

- Continue to cultivate a culture of truth and reconciliation, fostering diversity, anti-racism and anti-oppression.
- Strengthen equitable and inclusive learning environments where all students, including English Language Learners (ELL) and Ministry identified priority populations (Indigenous learners, children and youth in care, and learners with disabilities and diverse abilities) receive targeted support to close achievement gaps and feel a strong sense of belonging and personal identity.

BACKGROUND

The DEI AC, formed in June 2022, builds on the priorities set by the Diversity and Antiracism Working Group (DARWG) to implement systemic change. These priorities include:

- Developing employee and student-focused DEI implementation strategies.
- Creating safer and braver spaces in all schools and facilities.
- Establishing clear, safe reporting guidelines for incidents of harm (e.g., discrimination and racism).
- Amplifying student voice and leadership in DEI initiatives.
- Updating district policies with explicit DEI principles and reader accessibility.
- Engaging in decolonizing practices to support Truth and Reconciliation.
- Providing inclusive support materials for parents/caregivers, including Parent Advisory Councils (PACs).

The committee comprises representatives from Trustees, students, and education partners. It advises on priority implementation and reports annually to the Board.

UPDATE ON ESTABLISHED PRIORITIES

The following provides highlights of actions underway across each priority area. The DEI AC has continued to offer input and feedback on work in progress, helping to shape both ongoing implementation and the next steps within each area

2025/26 Actions	Progress Summary
Policy 102 implementation	Policy 102 implementation is aligned with the DEI AC priority of developing an employee-focused DEI implementation strategy. Evidence of this work includes the policy being embedded across key structures such as the REDI calendar, Student Voice Forum (SVF) and Non-Instructional Day (NID) planning. Emerging outcomes indicate increased coherence between policy and practice, along with greater visibility of DEI across system-level work. Next steps include continuing to monitor implementation and strengthening consistency in application across departments.
ELL communication supports	ELL communication supports are aligned with the DEI AC priority of developing inclusive supports for the parent and caregiver community. Evidence of this work includes the development of a parent brochure and updates to communications improve accessibility. Emerging outcomes indicate increased accessibility and clarity for families. Next steps include continuing to expand tools to support communication across multiple languages and gathering feedback to assess effectiveness and guide further improvements.
Student voice and leadership	Student voice structures are aligned with the DEI AC priorities of developing a student-focused DEI implementation strategy and increasing student voice and leadership. Evidence of this work includes student feedback from the SVF highlighting the need to move beyond awareness, building toward sustained practice. Student voice is increasingly influencing a student-centred approach. Next steps include strengthening processes to more effectively integrate student input into decision-making. Anti-Oppression Student Ambassadors are aligned with the DEI AC priority of increasing student voice and leadership. Evidence of this work includes the pilot launch in 2025, with the initiative continuing into the 2026/27 school year. Emerging outcomes point to the development of student leadership in equity work across participating schools. Next steps include scaling the initiative to additional schools and monitoring its impact on school culture.

Responding to Incidents of Harm	The Responding to Incidents of Harm resource for student harm is aligned with DEI AC priorities of a student-focused implementation strategy, safer and braver spaces, and clear reporting guidelines. Evidence includes the launch of the resource, workshopped with principals and vice-principals (PVP) in September 2025, with feedback informing ongoing adjustments. Emerging outcomes show increased consistency across schools, shared language among staff, and a deeper understanding of harm and context. Next steps include continued refinement through PVP feedback, ensuring consistent implementation, and annual workshops with school leaders. The Responding to Incidents of Harm resource for staff harm align with DEI AC priorities of clear reporting guidelines and an employee-focused implementation strategy. Evidence includes the development of a staff protocol in 2025–2026, HR consultation, and planned implementation in Fall 2026. Emerging outcomes suggest increased alignment between student and staff processes. Next steps include full implementation in September 2026, monitoring consistency, and gathering feedback to support ongoing refinement. Accompanying anti-oppression primers align with DEI AC priorities of clear reporting guidelines and both employee- and student-focused implementation strategies. The primers support understanding of specific forms of racism to promote stronger contextual understanding and increased staff capacity for nuanced responses. Next steps include completing remaining primers and maintaining updates based on community feedback.
Professional learning	Professional learning is aligned with the DEI AC priority of developing an employee-focused DEI implementation strategy. Evidence of this work is reflected in ongoing staff requests for learning related to equity and responding to racism. This is leading to increased awareness across staff, alongside a growing recognition of the complexity of this work and the need for sustained, ongoing learning. Next steps include developing differentiated professional learning pathways and using staff feedback to inform the planning and delivery of future learning opportunities.

Student learning	Equity-based classroom learning is aligned with the DEI AC priority of developing a student-focused DEI implementation strategy. Evidence of this work includes the delivery of classroom and small-group lessons with the support of the DEI teacher consultant. The lessons are aligned with curriculum and assessment practices, alongside the integration of both historical and contemporary contexts with the goal of improved student understanding of identity and discrimination. Next steps include expanding these lessons across schools to ensure broader and more consistent implementation. Digital literacy and AI work is aligned with the DEI AC priority of developing a student-focused DEI implementation strategy. Current evidence includes ongoing learning related to bias and discrimination in digital spaces, with the goal of increased awareness of digital bias and misinformation online. Next steps include embedding this learning more fully into the curriculum and developing clear indicators to assess student understanding. The student focus on belonging is aligned with the DEI AC priorities of supporting all schools and facilities to be safer and braver spaces and increasing student voice and leadership. Evidence of this work includes embedded conversations around belonging being seen across multiple teams, including Inclusion, Indigenous Success, Behaviour, and ELL, as well as a survey administered to students in Grades 3–12, with results to inform the Enhancing Student Learning Report in September 2026. Additionally, approximately 100 student leaders reviewed 2025 belonging data and identified themes to guide their leadership. This work supports greater coherence in student supports, a system-level focus on belonging, increased use of system-level evidence to guide planning, stronger student agency, and a more robust understanding of data-informed action. Next steps include analysing and disaggregating results to better measure impact for diverse student populations, linking findings to school and district improvement plans, expanding student data engagement processes, and monitoring the impact of school-level actions.
Indigenous education	The Indigenous Graduation Coach model is aligned with the DEI AC priority of engaging in decolonising practices, with implementation across all secondary schools in 2025/26. Emerging outcomes indicate improved support structures for Indigenous learners. Next steps include using data on attendance and graduation rates to refine the model. The Indigenous Education Council (IEC) and Indigenous Education Advisory Committee (IEAC) align with the priority of engaging in decolonising practices. The IEC met four times in 2025–2026. Ongoing advisory input aligns with district priorities. Emerging outcomes show strengthened Indigenous oversight for Indigenous students, increased accountability to Indigenous partners, and greater alignment with Indigenous perspectives. Next steps include continued relationship-

	building, strengthening data use in decision-making, and building stronger connections between the IEC and IEAC. Indigenous learning through the Non-Instructional Day (NID) aligns with DEI AC priorities of an employee-focused implementation strategy and engaging in decolonising practices. An annual learning day focused on knowledge and action was held in May. Emerging outcomes indicate increased staff understanding of reconciliation. Next steps include monitoring school-level action plans and strengthening follow-through to support sustained practice.
Parent and Community engagement	Parent engagement through the Richmond District Parent Advisory (RDPA) is aligned with the DEI AC priority of developing inclusive supports for the parent and caregiver community. A presentation in February 2026 to the RDPA generated meaningful dialogue and questions from parents related to inclusive learning. A think tank event with Aspire Richmond generated meaningful feedback related to inclusion and supports. Next steps include strengthening processes to more effectively integrate community feedback into planning and decision-making and further strengthening connections with families across the community.

Report to Report to the Board of Education (Public)

Date: June 17, 2026

From: Ravinder Johal – Director of Instruction

Subject: **Sexual Orientation and Gender Identity (SOGI) Annual Report**

This report is provided to the Board for information purposes. No further action on behalf of the Board is required at this time.

INTRODUCTION

The purpose of this report is to provide an update regarding the implementation of Policy 106: Sexual Orientation and Gender Identity (SOGI).

STRATEGIC PLAN REFERENCE: PRIORITY 2 – DIVERSITY, EQUITY, AND INCLUSION

- Strategic Priority Two, Objective 2: *Ensure equitable access to opportunities, resources and all areas of the curriculum to support every students' success.*
- Strategic Priority Two, Objective 3: *Promote inclusive school environments where all students develop a strong sense of personal identity, feel safe and have a deep sense of belonging.*

BACKGROUND

At the June 27, 2018, public meeting of the Board of Education, the Board approved the final draft of Policy 106, 106-R and 106-G: *Sexual Orientation and Gender Identity*. The policy includes the expectation of an annual report to the Board regarding implementation of the policy.

POLICY IMPLEMENTATION

Implementation of the policy continues to occur at both the district and school levels, with the overarching goal to work towards providing a safe environment for all students, staff, and families, including those who identify as 2SLGBTQIA+. There is a commitment in unifying schools and community together in supporting all students.

SOGI Advisory Committee

Policy 106 includes reference to the formation of a district SOGI Advisory Committee. The primary function of the Advisory Committee is to support the implementation of the policy. The Advisory Committee is comprised of representation from the following:

- Students
- District Staff
- Richmond Board of Education
- Richmond Management and Professional Staff
- Richmond Association of School Administrators
- Richmond Teachers' Association
- CUPE Local 716
- Richmond District Parents Association

- City of Richmond
- Richmond RCMP
- Vancouver Coastal Health

Four in-person SOGI Advisory Committee meetings were held during the 2025-2026 school year. Sub-committees, each with a focus on a specific goal area, met throughout the school year in between the Advisory meetings. Sub-committee updates were regularly reported back to the Advisory Committee.

Advisory Committee Goals

The committee continued to work towards fulfilling actions related to specific goals and objectives identified by the Advisory Committee and in accordance with policy. Many of the actions below, while highlighted within a single goal area, are intertwined and impact other goal areas as well. Throughout the year the Advisory reviewed the goals and associated objectives to ensure alignment with Ministry of Education and Child Care directives and Policy 106.

GOAL ONE:

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

Progress has been made on objectives for this goal area. Highlights include:

- *Continued opportunities for students to regularly connect.* Staff, including the District SOGI lead and school-based adult SOGI leads continue to provide opportunities for student connection. These include Gay-Straight Alliances (GSAs) and Rainbow Cafés at secondary schools as well as Diversity Clubs in elementary schools open to students in Grades 3 to 7. Two Rainbow Cafés were held during the current school year with students from secondary schools across the district in attendance. These gatherings provide participants with safe environments and leadership opportunities through planning and engagement with peers across Richmond.
- *Student leadership and student voice.* The SOGI Advisory Committee regularly welcomes student representatives from across the district to participate in established meetings. The district is also committed to eliciting the perspective of students who identify as 2SLGBTQIA+ through a number of initiatives including the annual Student Voice Forum, Table 38 for secondary students, and the administration of a belonging survey in Grades 3 through 12.

GOAL TWO:

Staff members in the Richmond School District will have the appropriate knowledge and skills in order to feel confident in effectively supporting 2SLGBTQIA+ students in their classroom and school.

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

- *Supporting SOGI Leads.* Throughout the school year, the district SOGI lead regularly meets with school-based SOGI Leads, providing updates and learning opportunities. In October, school-based SOGI Leads attended the 2025 BC SOGI Educator Summit hosted by SOGI 123. This annual summit focuses on connecting educators, sharing tools, and building supportive environments for students across the province.
- *Professional Learning.* To continue to build educator capacity, the district's internal Learn 38 platform for staff received a comprehensive update to SOGI-inclusive education, with a focus on knowledge, advocacy, and representation to support the development of practical teaching strategies for elementary and secondary schools.

- *Rainbow Network for District Employees.* This district-wide event was hosted in May, open to any employee that identifies as 2SLGBTQIA+, as an ally, or as wanting to learn more about SOGI. Participants engaged in thoughtful reflection about what brought them to the event as well as their aspirations for the Rainbow Network.

GOAL THREE:

The Richmond School District will work alongside parents, family members and members of our community in order to support 2SLGBTQIA+ children and youth.

Progress continues to occur within this goal area. This includes:

- *Community Opportunities.* District staff have relayed SOGI-related community opportunities regularly through bulletins to schools. This includes leadership opportunities connected to SOGI that are available in the community and are also routinely provided to school-based SOGI leads and school counsellors to share with students.

GOAL FOUR:

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

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

- *Communication Plan.* The SOGI newsletter entitled '*Ask the Kids*' continues to be published quarterly, focusing on a range of topics designed to support staff in their work through a SOGI-inclusive perspective. Each newsletter provides a regular update of the work of the Advisory Committee, direct access to the policy, regulations, and guidelines, tips from 2SLGBTQIA+ students, links to resources, as well as highlighting SOGI-related work at schools around the district.
- *Ongoing Initiatives.* As part of the Advisory Committee, partner groups continue to share updates as well as community resources available to students, staff, and families.

CONCLUSION

District staff appreciate the significant commitment of all members of the SOGI Advisory Committee in their work advancing the implementation of Policy 106. Gratitude is also extended to the Board of Education for their support of the work entailed in this report. Supporting students and staff who identify as part of the 2SLGBTQIA+ community through a lens of equity, diversity, and inclusion contributes to the district's nurturing of safe and caring school communities.

Respectfully submitted:

Ravinder Johal

Director of Instruction, Student Services

Attachment: Policy 106, 106-R: Sexual Orientation and Gender Identity

DISTRICT PHILOSOPHY

Policy 106

Sexual Orientation and Gender Identity

The Richmond Board of Education values the diversity present within the Richmond School District. The District is responsible for ensuring that school cultures are safe, welcoming, inclusive and affirming for all students and members of the district community. The role of educators in the district is critical in creating positive societal change to address difficulties the LGBTQ+ community often faces in schools.

Our District Code of Conduct sets out the expectations by which we all learn and work together. However, we recognize the unique set of challenges experienced by our lesbian, gay, bisexual, transsexual, transgender, two spirit, queer and questioning (LGBTQ+) community. The Board believes that it is our collective responsibility to ensure that every individual is treated with fairness, respect and dignity, and is included fully in the life of the community. The purpose of this Policy is to encourage a climate of welcome, respect, and support for those who identify as LGBTQ+ and the challenges they often encounter in being accepted and fully included in the life of the school community.

The Richmond School District understands and demonstrates that our district culture is strengthened by the rich contributions made by each member. We believe that learning and working environments that are inclusive of diversity and equitable in relation to that diversity are essential in supporting the highest level of personal and collective growth and achievement.

DISTRICT PHILOSOPHY

Policy 106-R

Sexual Orientation and Gender Identity

The Richmond Board of Education believes that an important role of public education is to prepare young people to work and live in an open, supportive and democratic society free of discrimination and violence based on sexual orientation or gender identity and expression.

An educational environment that fosters equity and the principles of inclusion will affirm the identities of individuals and their families and can support the elimination of homophobia and transphobia within our schools and our communities.

It is the overarching responsibility of the Board of Education to ensure that all staff members understand and demonstrate that it is their individual and collective responsibility to identify individual discriminatory attitudes and behaviours. It is expected that all staff will work to eliminate the barriers and inequities to learning for students who identify as LGBTQ+, ensuring that all students are treated with fairness, respect and dignity.

The Board will promote proactive strategies and guidelines so that all members of this diverse community are welcomed, respected, accepted and supported.

The Board is committed to implementing measures that will:

- define appropriate expectations, language, behaviours and actions to prevent discrimination and harassment;
- ensure that complaints of discrimination and harassment based on sexual orientation, gender identity and/or gender expression are taken seriously and dealt with expeditiously and effectively through consistently applied policy and procedures; and
- raise awareness and improve understanding of the unique set of challenges experienced by those who identify as LGBTQ+.

Education and Awareness

- The District will work continuously to educate all members of the school community (including students, staff, parents and guardians) to prevent discrimination based on sexual orientation or gender identity and expression and to promote a safe and inclusive environment.
- The District will support schools with age appropriate, BC Ministry of Education recommended SOGI resources.
- The District will support developmentally appropriate activities and provide resources that enhance knowledge and skills that help develop respect for all sexual orientations, gender identities and expressions.

- The District will support schools and staff in the maintenance of library resources that affirm human diversity as a fundamental component of our society and reflect the diversity within our school communities.
- In order to reflect the multi-cultural diversity of the district, as many of the above resources as practical, should be available in different languages and in formats easily accessible to ELL students and their families.
- The district will support teachers in including positive images and accurate information about history and culture that reflects the accomplishments and contributions of LGBTQ+ people.
- Trustees, management and staff must respect and support the district LGBTQ+ community by participating in in-service workshops on LGBTQ+ issues.

District, School and Staff Responsibilities

- Trustees, management and staff will facilitate safer school environments for the LGBTQ+ community and those who are perceived to be a part of it by:
 - acknowledging that an acceptance of diversity is the starting point of respect;
 - using language that affirms all sexual identities and avoiding disparaging remarks or language that demeans LGBTQ+ identities and families;
 - challenging staff, students and parents who behave in disrespectful ways toward LGBTQ+ people;
 - encouraging teachers to sponsor and support LGBTQ+-positive initiatives, such as SOGI clubs or groups;
 - supporting the rights of LGBTQ+ students to access supportive and affirming counselling.
- The Board and District will provide opportunities for school communities to increase awareness of the impact of harassment and discrimination.
- The Board and District will provide opportunities for staff members to increase their knowledge and skills in promoting respect for human rights, supporting diversity and addressing harassment and discrimination.
- The District will build a greater awareness of and responsiveness to the harmful effects of isolation resulting from harassment and discrimination.
- The District will take action when there is evidence or an actual complaint of harassment or discrimination.
- The District will distribute guidelines for investigating and addressing incidents of harassment or discrimination.
- Schools will inform students, staff and parents on how and when to report incidents of harassment and discrimination and, where appropriate, to intervene.
- Staff will support any individual or group of students who request help and support for any issues involving harassment or discrimination.
- The District will review and report annually to the Richmond Board of Education regarding the work of district and school staff in support of the Sexual Orientation and Gender Identity Policy (SOGI).

Education Committee Public Meeting Minutes

Wednesday, May 13, 2026 – 6:00 pm
Via Zoom

Present:

Chairperson
Vice-Chairperson
Trustee Member
Alternate Member
Trustee
Assistant Superintendent
District Administrator
Vice Principal, Westwind Elementary
Grades 6-12 Numeracy & Assessment Teacher Consultant
K-7 Mathematics & Assessment Teacher Consultant
Teacher, Westwind Elementary
Teacher, Westwind Elementary
Teacher, Westwind Elementary
Teacher, MacNeill Secondary
President, Richmond Teachers' Association
Vice President, Richmond Teachers' Association
Representative, Richmond Association of School Administrators
President, Canadian Union of Public Employees 716
Co-Chair, Richmond Management and Professional Staff
President, Richmond District Parents Association
Executive Assistant (Recording Secretary)

D. Yang
H. Larson
R. Belleza
A. Wong
D. Tabolotney
M. Naser
L. Chau
E. Reid
S. Musani
J. Tang
C. Power
H. Rollins
K. Brulhart
A. Padmanabhan
L. Baverstock
S. Boljuncic
A. Pikkarainen
S. Robinson
S. Glanzmann
C. Huang
J. Coronel

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

The meeting was called to order at 6:02 pm.

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

The minutes of the public meeting held Wednesday, February 11, 2026, were approved as circulated.

3. Staff Presentations

Assistant Superintendent Naser provided an overview of staff presentations on Computational Fluency to support student success. She then introduced District Administrator Chau, who highlighted how numeracy is reflected in the BC curriculum, aligned with the district's strategic plan, and demonstrated through school-based examples.

The presentation emphasized computational fluency within the mathematics curriculum and the district resources available to support computational fluency.

Schools also shared their instructional strategies or routines to help students develop computational fluency:

Westwind Elementary:

- Physically experiencing Math through manipulatives
- Connecting math to everyday experiences
- Incorporating play into the math classroom
- Focusing on vocabulary as a tool to develop understanding
- Assessment as a tool for learning
- Students working in flexible groups
- Math journals and math talks to deepen understanding

MacNeill Secondary:

- Teacher collaboration and family partnerships
- Collaborative problem-solving using whiteboards
- Small group learning
- Computational fluency to develop financial literacy
- Understanding linear relations through arts and culture

In response to a trustee's question regarding areas for improvement and supports for students experiencing challenges in mathematics, District Administrator Chau noted that staff work closely with students and families to monitor and document learning progress.

Trustees and a partner group representative expressed appreciation for the school examples and the engaging approaches to mathematics learning.

4. Next Meeting Date – Wednesday June 10, 2026 at 6:00 pm

5. Adjournment

The meeting adjourned at 7:03 pm.

Respectfully Submitted,

*David Yang
Chairperson, Education Committee*

Facilities and Building Committee

Public Meeting Minutes

Wednesday, May 6, 2026 - 4:30 pm
Via Zoom

Present:

Chairperson
Vice Chairperson
Trustee
Superintendent of Schools
Director, Richmond Project Team
Director, Facilities Services
Director of Instruction, Learning and Business Technologies
President, Richmond Teachers' Association
2nd Vice President, Richmond Teachers' Association
President, Richmond District Parents Association
Vice President, Richmond District Parents Association
President, Richmond Association of School Administrators
Representative, Richmond Management and Professional Staff
Executive Assistant (Recording Secretary)

K. Hamaguchi
D. Tabolotney
H. Larson
C. Usih
J. Ho
K. Wilkins
W. Walker
L. Baverstock
F. Marsic
C. Huang
A. Gong
N. Widdess
J. Canlas
T. Lee

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the hə́nq̓əmiñə́n language group on whose traditional and unceded territories we teach, learn and live.

1. Approval of Agenda

The agenda was adopted as circulated.

2. Approval of Minutes

Minutes from the April 1, 2026 meeting was approved as circulated.

3. Facilities Planning Update (standing item)

The report was included in the agenda package. The Director, Richmond Project Team responded to questions from the President, Richmond Association of School Administrators (RASA) and President, Richmond District Parents Association (RDPA) regarding the City Centre Secondary School catchment boundary review and related consultation process.

He then responded to a question from the 2nd Vice President, Richmond Teachers' Association (RTA) regarding the potential impact of Ministry budget pressures on the District's five-year capital plan and project timelines.

4. Capital Projects Update (standing item)

The Director, Richmond Project Team spoke to his report as included in the agenda package. There were no further questions or comments.

5. Facilities Services Update (standing item)

The Director, Richmond Project Team spoke to his report as included in the agenda package and invited the Director of Instruction, Learning and Business Technologies to provide an update on security cameras.

Staff then responded to a Trustee's question regarding garden box installations at Westwind Elementary and the effectiveness of security cameras in reducing vandalism at school sites.

Following a question from the President of RDPA, staff responded regarding the school security camera program and confirmed that cameras are installed at secondary schools in key interior and exterior locations as part of site-specific safety planning.

The Chairperson noted that he, together with the Superintendent of Schools, Secretary Treasurer, and Vice Chairperson, recently met with the Minister of Infrastructure and MLAs in Victoria to advocate for the District's capital and seismic funding priorities and to support ongoing government relations. Trustee Larson further noted the positive relationship between District facilities staff and Ministry infrastructure staff.

6. Minutes for Information

(a) Child Care Development Advisory Committee Meeting

Minutes of Meetings held March 4, 2026 were attached for information.

7. Next Meeting Date – June 3, 2026 at 4:30 pm

8. Adjournment

The meeting adjourned at 4:54 pm.

Respectfully Submitted,

*Ken Hamaguchi
Chairperson, Facilities and Building Committee*

Finance and Legal Committee

Public Meeting Minutes

Wednesday, May 13, 2026 – 10:00 am
Via Zoom

Present:

Chairperson	A. Wong
Vice Chairperson	D. Sargent
Trustee Member	K. Hamaguchi
Secretary Treasurer	C. Wang
Assistant Secretary Treasurer	M. Fu
Executive Director, Human Resources	T. Major
1 st Vice President, Richmond Teachers' Association	S. Wenglowksi
President, Canadian Union of Public Employees 716	S. Robinson
President, Richmond Association of School Administrators	N. Widdess
President, Richmond District Parents Association	C. Huang
Representative, Richmond Management and Professional Staff	R. Corbin
Executive Assistant (Recording Secretary)	T. Lee

The meeting was called to order at 10:02 am.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmin̓əḿ language group on whose traditional and unceded territories we teach, learn and live.

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

The minutes of the public meeting held Wednesday, April 15, 2026, were approved as circulated.

3. Human Resources Update

The Executive Director, Human Resources (HR) spoke to her report as included in the agenda package.

In response to questions from the President, Richmond District Parents Association (RDPA), the Executive Director, HR noted that staffing adjustments related to declining enrolment are reflected in the budget recommendations. She also confirmed that school-based positions are filled, with minimal daily unfilled absences, and advised that specific staffing impacts will be confirmed in the fall once enrolment is finalized.

Following a question from a trustee, the Executive Director, HR clarified that teacher recruitment is underway for the 2026/27 school year, with interviews taking place in late May and June 2026.

4. Sustainability of Feeding Futures Funding and National Food Program Funding

The Assistant Secretary Treasurer provided an update on school food program funding, noting that 2026/27 is the final year of federal funding under the National School Food Program, with no confirmed continuation. She also confirmed that Feeding Futures funding has been made ongoing by the Ministry and is now part of the base budget, with funding levels tied to student enrolment.

Trustees expressed support for the continuation of school food programs and emphasized the importance of stable, ongoing funding to ensure consistency for students, noting the need for continued advocacy.

Staff responded to questions from the President, RDPA regarding the scope of school food programs, and confirmed that provincial funding is ongoing.

In response to a question from the President of the Canadian Union of Public Employees 716, staff clarified that the National School Food Program is a three-year federal funding initiative currently in year two.

Staff further confirmed, in response to a question from the 1st Vice President of the Richmond Teachers' Association, the breakdown of federal and provincial school food program funding.

5. Next Meeting Date – Wednesday, June 10, 2026 at 10:00 am

6. Adjournment

The meeting adjourned at 10:23 am.

Respectfully Submitted,

Alice Wong

Chairperson, Finance and Legal Committee

Report to the Board of Education (Public)

Date: June 17, 2026

From: Debbie Tabolotney, Trustee, Chairperson of Policy Committee

Subject: **Policy 701.11-R: Naming and Renaming of Schools and District Facilities**

RECOMMENDATION:

THAT the Board of Education approve revised ***Policy 701.11-R: Naming and Renaming of Schools and District Facilities***, in accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*.

BACKGROUND:

Over the past several years, the topic of school renaming has been raised by members of the school community. This matter has gained increased attention across the country, reflecting broader discussions about the naming of public institutions. In response, the board has consistently supported the development of a policy for renaming schools and district facilities, recognizing the importance of having a clear and inclusive process in place.

Work was initiated in 2020-2021 by the former superintendent and deputy superintendent. With board support, the work was paused to allow for the development of a district diversity, equity, and inclusion policy. On May 25, 2025, Policy 102: Diversity, Equity, and Inclusion was adopted by the Board of Education. It was determined that it would be important to have Policy 102 adopted to ensure alignment with a future renaming policy.

POLICY REVIEW:

Staff have conducted a broad search of renaming policies throughout British Columbia school districts. The review revealed that the majority of school districts in BC have not to date developed school renaming policies and/or procedures. There are however a few good exemplars (e.g., North Vancouver, New Westminster, Vancouver). In addition, staff reviewed district policies from Calgary and Toronto. The policies of the district listed above have informed the development of the attached draft renaming policy.

At the February 18, 2026, public board meeting, the board approved the draft rewrite of Policy 701.11-R for entry into the partner group review process which took place from February 19, 2026, to April 10, 2026. During this period, staff received feedback from the Richmond Teachers' Association (RTA) which was subsequently shared at the April 13, 2026 Policy Committee In-Camera and May 11, 2026 Policy

Committee Public meetings. The RTA's proposed revisions and comments have been incorporated into the draft rewrite.

IMPORTANT POLICY ELEMENTS:

Recognizing that renaming of schools and district facilities can be controversial, it is critically important that policy development reflect a commitment to honouring diverse viewpoints while fostering a sense of belonging amongst all members of the school community. Prioritizing education, engagement, and respect for historical context, while balancing contemporary values that contribute to a positive and inclusive learning environment is the goal of an effective renaming policy.

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
June 9, 2025	Policy Committee (In-Camera)	Proposed timeline shared with the committee.
June 18, 2025	Board of Education (In-Camera)	Proposed timeline shared with trustees.
September 15, 2025	Policy Committee (Public)	Proposed timeline shared with partner groups.
October 30, 2025		Complete review on renaming (examine best practices in B.C. and other jurisdictions in Canada).
November 10, 2025	Policy Committee (In-Camera)	Revised proposed timeline shared with trustees.
November 10, 2025	Policy Committee (Public)	Revised proposed timeline shared with partner groups.
January 12, 2026	Policy Committee (In-Camera)	Policy report (incorporating review of other district renaming policies) and draft policy shared with the committee. Opportunity for trustee feedback.

February 9, 2026	Policy Committee (Public)	Policy report and draft policy incorporating trustee feedback shared with the committee. Recommendation to place into partner group review process from February 19, 2026, to April 10, 2026.
February 18, 2026	Board of Education (Public)	Possible board approval for entry into partner group review process from February 19, 2026, to April 10, 2026.
February 19, 2026, to April 10, 2026		Partner group review process.
April 13, 2026	Policy Committee (In-Camera)	Draft policy rewrite incorporating partner group input brought to the committee.
April 22, 2026	Board of Education (In-Camera)	Draft policy rewrite incorporating partner group input shared with the board.
May 11, 2026	Policy Committee (Public)	Final revisions based on partner group and trustee feedback brought to the committee, with a possible Recommendation for Notice of Motion for approval at the May Board of Education (Public) meeting.
May 20, 2026	Board of Education (Public)	Possible Notice of Motion for final approval of draft policy rewrite at June Board of Education (Public) meeting.
June 17, 2026	Board of Education (Public)	Recommendation for final approval of policy rewrite.

Respectfully Submitted,

*Debbie Tabolotney
Trustee, Chairperson of Policy Committee*

*Attachment:
Draft rewrite of Policy 701.11-R*

Governance

Policy 701.11-R

Naming of Schools and District Facilities

The Richmond Board of Education recognizes that schools and district facilities are an integral part of the community in which they are located. Community pride and involvement in the naming process serves to deepen the connection between the school district and community. As such, the naming of a school or district facility will be decided by the board following its commitment to robust consultation with students, parents/guardians, partner groups¹, and the community.

The Board of Education is committed to reconciliation and decolonization as outlined in [Policy 102](#).

Guiding Principles

1. The Board of Education reserves the right to name schools and district facilities.
2. The relationship between the school or district facility and the land on which it is located is significant in the naming process.
3. In selecting a place-based name that acknowledges and honours Indigenous history, it is essential to seek early engagement with the appropriate rights holder(s).
4. Generally, schools and district facilities will not be named after individuals.
5. If naming after an individual, consideration will be given to Indigenous Peoples and historically under-represented communities such as visible minorities and women.
6. Schools and district facilities will not be named after a living person.

The Board of Education reserves the right to remove a name in the event of an exceptional circumstance. **Exceptional circumstances** are defined for the purpose of this policy to mean, where any of the following applies:

- a. the existing name no longer aligns with the board's vision, mission, and value; or
 - b. the existing name no longer reflects the values, culture, and significance of the school population or community in which the facility is located
7. Existing or rebuilt schools and district facilities or parts of facilities will only be renamed in exceptional circumstances (see #7 above).
 8. A school or facility name that is in use in a neighbouring district is to be avoided.
 9. Following the selection of a school name, secondary schools will officially use the designation "Secondary School", while elementary schools will use the designation "Elementary School."

10. An education and communication plan will be developed and implemented to support understanding of the historic significance of a new school or district facility name and to teach the proper pronunciation of the name given.

A. Naming of New Schools and District Facilities

1. When the need to name a new school or district facility arises, a Naming Committee of the Board shall be formed, whose mandate it will be to recommend to the board a suitable name for the school or district facility. Prior to commencing the process, the district will share this information with the Indigenous rights holders and the district's Indigenous Education Council.
2. The Naming Committee will consist of:
 - Two Trustees - one will be the committee chairperson
 - Assistant Superintendent who will be responsible for the new school
 - Director of Facilities Services
 - Director of Communications and Marketing
 - One representative from each partner group (i.e., CUPE, RASA, RDPA, RMAPS, RTA)
 - Two student representatives who will be attending the school
3. The Naming Committee of the Board will:
 - (a) establish a communications strategy to seek input (i.e., naming suggestions and rationale) from the public. The designed communication strategy will advise the public of the following:
 - (i) that all submissions by members of the public will be held in confidence.
 - (ii) that there is no limitation as to the number or type of suggestions that will be received by the board.
 - (iii) that submissions include a rationale or explanation for the proposed name.
 - (iv) that submissions should be sent to the attention of the secretary-treasurer.
 - (v) that submissions will be received from members of the public for a period of three months. The communications strategy will state the closing date by which submissions must be received.
 - (vi) that a decision will be made by the board within twelve months of the initiation of the communications strategy, whenever possible.
 - (vii) that the decision of the board will be made by resolution at an in-camera meeting and that a public announcement will be made at the next public meeting of the board.

- (b) receive in confidence all submissions from members of the public and provide a summary of the submissions received, or previously received, regarding the naming and will provide such summary to the board at the next available in-camera meeting after the closing date for submissions.
 - (c) within one month of the closing date for submissions, establish a draft shortlist of names to be considered and forward all details of the shortlisted submission to the board along with a summary of all of the submissions that have been received.
 - (d) following board approval of a shortlist, the committee will undertake the research it deems necessary to provide the board with further background to the shortlisted names.
 - (e) provide the board at an in-camera meeting, within six months of the closing date for submissions, the background associated with each shortlisted submission along with its recommendation and a draft press release.
 - (f) The board is not bound by the recommendation of the committee.
- 4. After receiving, at an in-camera meeting, the background associated with each shortlisted submission, the board may, in accordance with [Policy 201](#) (section 7.7 Committee of the Whole), resolve itself into a Committee of the Whole for the consideration of the Naming Committee's recommendation.
 - 5. The board will, by resolution, vote in-camera on the naming of a new school or district facility.
 - 6. If approved, the board will announce the name of the new school or district facility at its next public meeting.

B. Naming of Parts of Board-Owned Facilities

The board may contemplate naming part of a board-owned facility on its own initiative or at the suggestion of a member of the public, at which point it will determine the necessity of asking for submissions of names from the public. If the board decides to seek submissions from the public, it may follow the same process as that listed for the naming of new schools or district facilities in section A of this policy.

C. Renaming of Schools and District Facilities

The district will consider proposals to rename schools and district facilities, only in **exceptional circumstances**. Any decision to rename a school or district facility must follow the guiding principles set out in this policy. Written proposals to rename a school or district facility can be initiated by the school administration, staff, students, the Parent Advisory Council, district staff, and community members.

Exceptional circumstances are defined for the purpose of this policy to mean, where any of the following applies:

- a. the existing name no longer aligns with the board's vision, mission, and values; or

- b. the existing name no longer reflects the values, culture, and significance of the school population or community in which the facility is located
1. Proposals must be submitted to the Office of the Secretary-Treasurer.
2. Upon receipt of a renaming proposal, the secretary-treasurer will inform the superintendent, who will convene a meeting with the board chairperson and vice-chairperson (or alternate), to determine if the renaming proposal is deemed to qualify as an exceptional circumstance.
3.
 - (a) If it is determined that the renaming proposal does not qualify as an exceptional circumstance, the board chairperson will inform the board at the next in-camera meeting.
 - (b) If the board decides that the renaming proposal does not qualify as an exceptional circumstance, then the matter will be closed. The superintendent or designate will communicate with the individual or group contact who submitted the proposal regarding the process and rationale for the decision.
 - (c) If it is determined that the proposal does qualify as an exceptional circumstance, then the superintendent will bring the proposal to the next in-camera meeting of the board for consideration of activating a Renaming Committee for further consideration.
4. If the board, by resolution, determines that a Renaming Committee will be formed, the processes set out in section A. Naming of a Schools and District Facility will be followed, with the exception (if the matter is school related) of the committee composition which will be modified with a focus on representation from the school that is being considered for renaming.
 - (a) The Renaming Committee when school related will consist of:
 - Two Trustees - one will be the committee chairperson
 - Assistant Superintendent who will be responsible for the school
 - Director of Facilities Services
 - Director of Communications and Marketing
 - One representative from each partner group with a school focus where appropriate (i.e., CUPE, RASA, RDPA, RMAPS, RTA)
 - Two student representatives from the school

¹ In the Richmond School District, the term "partner groups" includes our Indigenous rights holders and all officially recognized education partner representatives for Canadian Union of Public Employees (CUPE) 716, Richmond Association of School Administrators (RASA), Richmond District Parents Association (RDPA), Richmond Management and Professional Staff (RMAPS), and the Richmond Teachers' Association (RTA). Official representatives from partner groups participate on behalf of their members in committee meetings, engagements, and other activities to provide valuable input, feedback, and advice to the district. The Richmond School District values input from partner groups and voice from all

members of the school community, including students, parents/guardians, and employees. Where appropriate, the Richmond School District will provide opportunities for public engagement to ensure all individuals can provide input to the district.

DRAFT

Report to the Board of Education (Public)

Date: June 17, 2026

From: Debbie Tabolotney, Trustee, Chairperson of Policy Committee

Subject: Draft Rewrite of Policy 204/204-R: Creation and Revision of Policy and Regulations

NOTICE OF MOTION TO JUNE 24, 2026 PROPOSED SPECIAL MEETING OF THE BOARD OF EDUCATION

This is a Notice of Motion that a RECOMMENDATION for the board's consideration will be presented at the proposed special public board meeting on June 24, 2026 to: **1)** reorganize board policies, bylaws, regulations, administrative guidelines to board policies, bylaws, and administrative procedures as presented in Appendix A; **2)** retire current *Policy 204/204-R: Creation and Revision of Policy and Regulations*, and **3)** approve a new policy: *Development and Revision of Policies and Administrative Procedures*.

BACKGROUND:

The reorganization of board policies, regulations, administrative guidelines, and bylaws was initially presented to the Policy Committee on September 15, 2025, with a draft rewrite of Policy 204/204-R, attached to this report, and a reorganized list of board policies and administrative procedures under **Appendix A**.

At its meeting on October 14, 2025, the committee directed staff to consult with the BCSTA to identify a suitable consultant to lead a trustee workshop focused on policy reorganization. A revised timeline was shared with the committee on November 10, 2025, to align with this approach.

In January 2026, BCSTA issued a Board Policy Review Resource Guide to support school districts in their review of board policies and administrative procedures. Building on this work, BCSTA facilitated a trustee workshop on May 5, 2026, to support the board in policy reorganization. BCSTA highlighted the distinctions among policies, bylaws, and administrative procedures and explained the importance of these distinctions in:

- Maintaining the board's focus on strategy and outcomes;
- Preserving administrative authority and flexibility; and
- Strengthening accountability and clarity of roles

A rewrite of Policy 204/204-R is proposed as the initial step in the reorganization of the board's policies, bylaws, and administrative procedures, consistent with BCSTA guidance. Key elements of the draft rewrite include:

- a. Combining Policy 204 and 204-R into Policy 10: Development and Revision of Policies and Administrative Procedures
- b. Definitions of policy and administrative procedure; and
- c. A defined process for the development of administrative procedures

The board will continue to have oversight over the development and review of policies. The established processes for engaging with partner groups regarding new policies/bylaws or revisions of existing policies will remain unchanged.

While administrative procedures will not require board approval, the superintendent will ensure that any new administrative procedure, or a revision to existing regulations and administrative guidelines will be shared with the Policy Committee and the board for information before it is finalized and distributed to staff, as well as posted on the district website, as referenced in the flowchart attached to the draft rewrite of Policy 204/204-R. Staff will continue to engage with the appropriate partner group(s) in developing and revising administrative procedures.

Therefore, the final version of the administrative procedure shared with trustees for informational purposes will reflect a mutual understanding with partner groups.

POLICY CONSIDERATIONS:

The draft rewrite of Policy 204/204-R is guided by the superintendent's vision to reconfigure the board's policy manual in alignment with BCSTA's Board Policy Review Resource Guide. This work supports a transition from the board's current practice of adopting regulations and administrative guidelines to a model in which the superintendent develops administrative procedures that supplement board policies and serve as the primary written document by which the superintendent directs the work of staff.

In alignment with Policy 204/204-R, engagement with partner groups is not necessary for policies pertaining to board governance and legislative requirements.

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 for the effective and efficient operation of schools in the school district.

PROPOSED REVISED TIMELINE:

Dates	Meeting	Comments
May 11, 2026	Policy Committee (In-camera)	Draft rewrite of Policy 204/204-R shared with the committee. Opportunity for trustee review and feedback.

Dates	Meeting	Comments
May 20, 2026	Board Meeting (In-camera)	Draft rewrite of Policy 204/204-R shared with the board. Opportunity for trustee review and feedback.
June 8, 2026	Policy Committee (In-Camera and Public)	Draft rewrite of Policy 204/204-R incorporating trustee feedback submitted to Policy Committee (Public). Recommendation <u>not</u> to place into Partner Group Review process as this pertains to board governance. Recommendation for Notice of Motion at the June 17 public board meeting.
June 17, 2026	Board Meeting (Public)	Possible Notice of Motion for final approval at the proposed June 24 special public board meeting
June 24, 2026	Proposed Special Public Board Meeting	Possible final approval by the board.

Respectfully submitted,

*Debbie Tabolotney
Trustee, Chairperson of Policy Committee*

Attachments:

- 1. Draft rewrite of Policy 204/204-R: Creation and Revision of Policy and Regulations*
- 2. Current version of Policy 204/204-R: Creation and Revision of Policy and Regulations*
- 3. Appendix A – Proposed reorganization of board policies and administrative procedures*

GOVERNANCE

Policy 10

[formerly Policy 204 and 204-R]

Development and Revision of Policies and Administrative Procedures

Governance

Policy and bylaw (the policy) development is a key responsibility of the board. Policies communicate the board's values, beliefs, and expectations, providing effective direction and guidance for the action of the board, superintendent, staff, students, and partners including families and third party organizations who engage with the district. Policies also serve as sources of information to all who may be interested in or connected with the operation of the school district.

Policies adopted by the board must be consistent with the *School Act* and its regulations, ministerial orders, and other federal and provincial legislation. Adoption or revision of board policies is solely the responsibility of the board.

Definitions

Structures	Who's Responsible	What
Policy	Board	A policy sets out the principles, expectations, and rules guiding how a school district is governed and operates. A policy is not mandated but it articulates board values and guides decision making.
Standing/ Operational Bylaw	Board	- A formal board of education decision requiring three (3) separate readings before adoption under the <i>School Act</i> (Section 3, Joint Rights and Duties). - A standing (procedural) bylaw is a type of policy with a higher level of process attached to it. - A bylaw cannot be easily changed and requires a robust approval process as outlined in <i>School Act</i>. - Guide decisions mandated by law - Some decisions must be made by passing a bylaw

		- There are two different types of bylaws standing (procedural) bylaws and operational bylaws. - STANDING (PROCEDURAL) BYLAWS: Standing Bylaws are used to establish procedures to be followed for certain matters - OPERATIONAL BYLAWS: Operational Bylaws are bylaws adopted by the board to establish procedures and administrative requirements necessary to fulfill the board's legal and operational obligations under applicable legislation and regulations.
Administrative Procedure	Staff	Administrative procedures are detailed rules, guidelines, and processes developed by the superintendent or senior administration that guides the day-to-day operations of the school district.

Policy Development

Policies should be developed in consultation with those who are affected by them. Policy 201 Bylaw: 13. Standing Committees (13.2.5 Policy Committee) - details that the board will initiate the development and revision of policies 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. Policy 201 Bylaw (13.3 Membership) - addresses representation of partner groups¹ on Standing Committees.

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

Policy development and revision is an ongoing process. Policies will be reviewed periodically by the Policy Committee and revised, if necessary, to meet changing needs.

The superintendent will consult with all those affected by a policy, where appropriate, in the process of developing a recommendation for consideration by the board.

Prior to board approval of a policy, a statement of need, an analysis of implications and alternatives, and a copy of the proposed policy should be circulated to those affected by it for comment, unless, in the opinion of the board, the new policy, or the revision to an existing policy, is too minor to require this process.

Notice of Motion for any adoption, amendment, or suspension of a policy 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 at a single meeting. However, it is the practice of the board to review such emergency policies after they have been in force for several months to ensure that the policy is well considered and remain appropriate for continued use.

The formal adoption of policies shall be recorded in the minutes of the public meeting of the board at which the adoption vote was taken. Only such written record shall constitute the policies of the board.

All board policies shall be recorded on the district website in the appropriate section of the online policy manual and, in each case the date of board approval and revision shall be shown.

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

Administrative Procedure Development

As outlined in the attached flowchart, the superintendent will ensure the following steps are taken:

1. Feedback is sought from partner groups
2. The new administrative procedures will be shared for information at an in-camera Policy Committee meeting.
3. The new administrative procedures will be shared for information at the subsequent public Policy Committee meeting.
4. The new administrative procedures will be shared for information at the next in-camera board meeting.
5. The new administrative procedures will be shared for information at the next public board meeting.

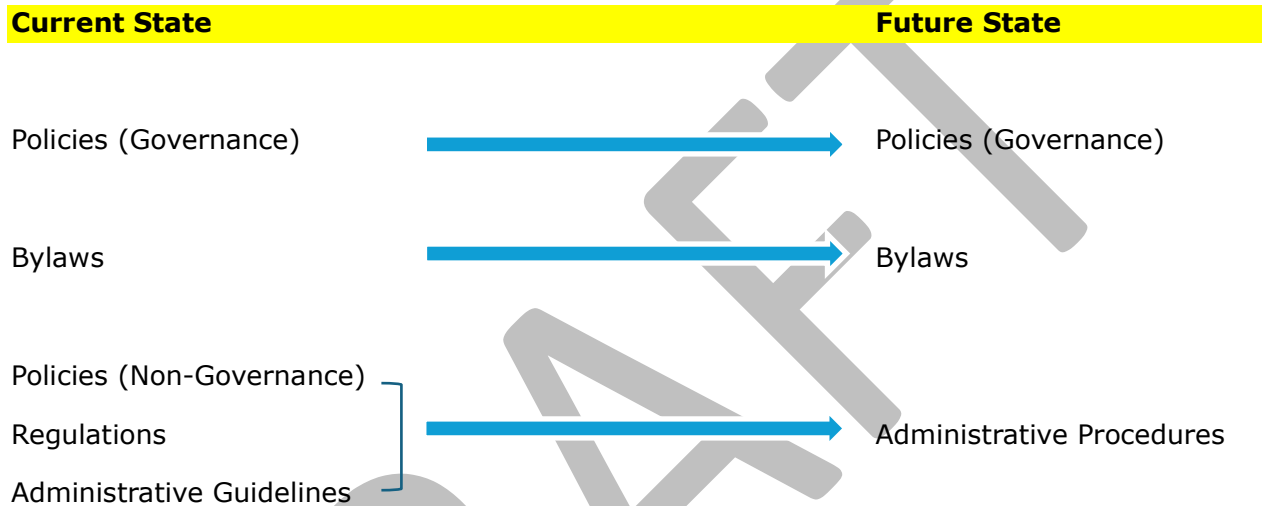
¹ In the Richmond School District, the term "partner groups" includes our Indigenous rights holders and all officially recognized education partner representatives for Canadian Union of Public Employees (CUPE) 716, Richmond Association of School Administrators (RASA), Richmond District Parents Association (RDPA), Richmond Management and Professional Staff (RMAPS), and the Richmond Teachers' Association (RTA). Official representatives from partner groups participate on behalf of their members in committee meetings, engagements, and other activities to provide valuable input, feedback, and advice to the district. The Richmond School District values input from partner groups and voice from all members of the school community, including students, parents/guardians, and employees. Where appropriate, the Richmond School District will provide opportunities for public engagement to ensure all individuals can provide input to the district.

Required Steps for New Policy or Amendments to Existing Policy

1 Policy Initiated or Amended	New policy or revisions to existing policy may be initiated by the superintendent on behalf of the board. 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. 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. This is the final opportunity for board input. If there are additional revisions being considered at this stage, other than minor changes to the proposed policy, the board should send the policy back to Step 4.
6 Board Approves Policy	The chair of the Policy Committee presents a recommendation for final approval of the new/revised policy.
7 Communication of approved policy	Following board approval, the new/revised policy is uploaded to the district website.

Transition period from current policy structure to reorganized policies and administrative procedures

During the transition phase to a new online policy manual, the Policy Committee will prioritize on an ongoing basis, revisions of existing policies, regulations, and administrative guidelines, to align with the BCSTA Framework. Source: BCSTA's Policy Review for Boards of Education: Board Policy Review Advisory Committee [January 2026] resource document.

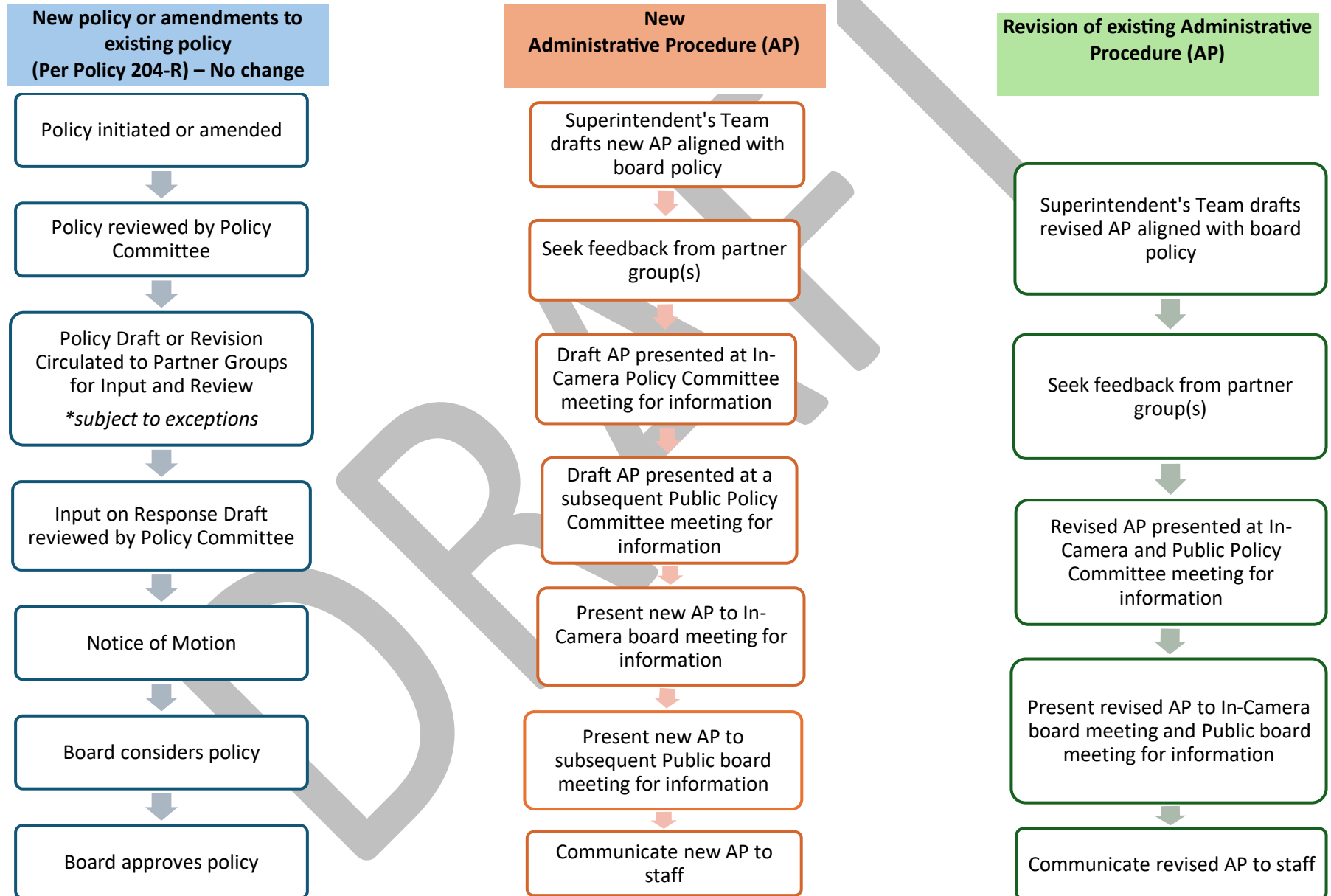


Definitions (Current State):

Administrative Guidelines are developed and maintained by the superintendent to complement policies and regulations developed by the board by providing additional or more detailed procedures and expectations when that is deemed necessary by either the superintendent or the board.

Regulations define required actions. They indicate how and by whom the board requires things to be done.

Flowchart for adoption and revision of board policies and administrative procedures



Adopted:

GOVERNANCE

Policy 204

Creation and Revision of Policy and Regulations

Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the District will be operated and communicate the Board's values, beliefs and expectations. Policies provide effective direction and guidance for the actions of the Board, Superintendent, staff, students and stakeholders. Adoption of new Board policies or revision of existing policies is the sole responsibility of the Board.

Policies adopted by the Board must be consistent with the School Act and its regulations, ministerial orders, and other federal and provincial legislation.

Policies and regulations should be developed in consultation with those who are affected by them. Copies of proposed policies and regulations should be readily available to everyone who is directly concerned with Board operations or who needs Board policies to guide their decisions.

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 revised policies and regulations.

Adopted: 02 June 2014

Revised: 26 November 2015; 24 November 2021; 22 May 2024

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.

**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.

Appendix A

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Appendix A

Proposed reorganization of board policies and administrative procedures

Policies and Bylaws

Proposed Board Policies	Existing SD 38 Board Policy & Bylaws	Comments
Policy 1: Foundational Statements - Vision, Mission, Values - Collaboration and Community - District Code of Conduct	Policy 100 & 100-R: Vision, Mission, Values Policy 103: Collaboration and Community Policy 105 & 105-R: District Code of Conduct	Imbedded in a number of policies listed
Policy 2: Role of the Board - Strategic Planning - Trustee Role, Responsibilities and Code of Ethics - Board Operations	Policy 101: Strategic Planning Policy 200: Trustee Role, Responsibilities and Code of Ethics Policy 201: Board Operations Policy 300/300-R (A): Administration	Imbedded in a number of policies listed
Policy 3: Role of the Trustee - Trustee Role, Responsibilities, and Code of Ethics - Trustee Orientation - Trustee Stipend and Expenses - Trustee Professional Development and Travel	Policy 200: Trustee Role, Responsibilities, and Code of Ethics Policy 200-R1: Trustee Orientation Policy 203, 203- R & 203-G: Trustee Stipend and Expenses Policy 205, 205- R & 205-G: Trustee Professional Development and Travel	Imbedded in a number of policies listed
Policy 4: Trustee Code of Conduct Trustee Code of Ethics Breaches and Sanctions	Policy 200-R2: Trustee Code of Ethics Breaches and Sanctions	

Appendix A

Proposed Board Policies	Existing SD 38 Board Policy & Bylaws	Comments
Policy 5: Role of the Board Chairperson and Board Vice Chairperson Bylaw: Board Operations	Policy 201 Bylaw: Board Operations	Imbedded in Policy 201 Bylaw
Policy 7: Board Operations Bylaw: Board Operations	Policy 201 & 201 Bylaw: Board Operations	Imbedded in Policy 201 Bylaw
Policy 8: Board Committees Bylaw: Board Operations	Policy 201 & 201 Bylaw: Board Operations	Imbedded in Policy 201 Bylaw
Policy 9: Board Representatives Bylaw: Board Operations	Policy 201 Bylaw: Board Operations	Imbedded in Policy 201 Bylaw
Policy 10: Policy Development Creation and Revision of Policy and Regulations	Policy 204 & 204-R: Creation and Revision of Policy and Regulations	
Policy 11: Board Delegation of Authority		
Policy 12: Role of the Superintendent		
Policy 13: Appeals Policy and Procedures Bylaw Complaints by Students, Parents, and Public	Policy 103 Bylaw: Complaints by Students, Parents, and Public	
Policy 14: School Closure School Closure and/or Consolidation	Policy 704 & 704-R: School Closure and/or Consolidation	

Appendix A

Proposed Board Policies	Existing SD 38 Board Policy & Bylaws	Comments
Policy 15: Recruitment and Selection of Personnel Recruitment and Selection of Management and Administrative Personnel	Policy 401: Recruitment and Selection of Management and Administrative Personnel	
Policy 16: By-Law No. 3 (I) – Indemnification - Indemnification - Officer / Employee Indemnification	Policy 202 Bylaw: Indemnification Policy 400-R6: Officer / Employee Indemnification (Bylaw #1)	Imbedded in a number of policies listed
Policy 17: Sexual Orientation, Gender Identity and Gender Expression Sexual Orientation and Gender Identity	Policy 106: Sexual Orientation and Gender Identity	
Policy 18: Naming of Board-Owned Facilities - Naming of Board-Owned Facilities or Parts of Board-Owned Facilities - Renaming of Board-Owned Facilities	Policy 701.11-R Naming of Board-Owned Facilities or Parts of Board-Owned Facilities	Renaming of Board-Owned Facilities (to be developed and included as part of Policy 18)
Policy 19: Student Admission, Registration, Placement and Transfer	Policy 501.8, 501.8-R & 501.8- G: Student Admission, Registration, Placement and Transfer	
Policy 20: Accumulated Operating Surplus Accumulated Operating Surplus and Capital Reserves	Policy 631 & 631-R: Accumulated Operating Surplus and Capital Reserves	
Policy 21: Disposal of Land or Improvements Disposal of School Board Land or Improvements	Policy 704.1 & 704.1-R: Disposal of School Board Land or Improvements	

Appendix A

Proposed Board Policies	Existing SD 38 Board Policy & Bylaws	Comments
Policy 22: Anti-Racism and Non-discrimination Diversity, Equity, and Inclusion	Policy 102: Diversity, Equity, and Inclusion	
Policy 23: Child Care Services in District Facilities Community Use of District Facilities	Policy 804.1 & 804.1-R: Community Use of District Facilities	Imbedded in a number of policies listed
Policy 24: Public Interest Disclosure - Freedom of Information and Protection of Privacy - Public Interest Disclosure	Policy 311 & 311-R: Freedom of Information and Protection of Privacy Policy 402 & 402-R: Public Interest Disclosure	Imbedded in a number of policies listed

Appendix A

Administrative Procedures

The five categories of Administrative Procedures (AP) below align with the School Act.

100 General Administration

Proposed AP Number	Existing SD 38 policy, regulation or guidelines	Comments
Organization		
AP 101	101-R: Strategic Planning	
AP 102	103-R (A) & 103- G: Foundations of Learning	
AP 103	104, 104-R, 104-G: Acceptable Use of Information and Communication Services 104-G (A): Acceptable Use of Student and Personal Digital Devices	
AP 104	106-R & 106-G: Sexual Orientation and Gender Identity	
AP 105	300-R (A): Administrative Responsibilities 300-G (A): Lines of Authority 300-G (B): Leadership Guidelines	Needs to be revised
AP 106	310 & 310-R: Emergency Management	
AP 107	311-R: Freedom of Information and Protection of Privacy 311-G (A): Privacy Impact Assessment 311-G (B): Critical Incident and Privacy Breach Procedure 311-G (C): Personal Information Management Program	
AP 108	501.8, 501.8-R & 501.8- G: Student Admission, Registration, Placement and Transfer	
AP 109	505.1: Use of Student Records	
AP 110	502.1: Maintenance of Orderly Conduct	
AP 111	511.2: School Calendar	
AP 112	605.3: Student Records - UNDER REVISION	
AP 113	701.11 & 701.11-R: Naming of Board Owned Facilities or Parts of Board Owned Facilities	
AP 114	701.12 & 701.12-G: Official School Openings	Needs to be revised
AP 115	706: Smoke Free Environment	
AP 116	804.8 & 804.8-R: Commercialism	

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Proposed AP Number	Existing SD 38 policy, regulation or guidelines	Comments
AP 117	804.8.2: Access to District Mail System	
AP 118	804.8.4: Media Productions Using School Facilities	
AP 119	805.4-R: Money Raising Activities in the Schools	
AP 120	805.5 & 805.5-R: Participation in Community Fund Drives	
AP 121	806.1 & 806.1-R: Educational Twinning	
AP 122	807 & 807-R: District Educational Heritage	
AP 123	808, 808-R. & 808-G: Volunteers in Schools	
Community		
AP 124	801.2: Releases to News Media Internal School News and Board Matters	
AP 125	802 & 802-R: Citizens' Involvement in Decision-Making	
AP 126	802.1 & 802.1-R: District Advisory Council	
AP 127	802.3-R: Communications and Recommendations from the Public	
AP 128	802.4 & 802.4-R: Parents' Advisory Council	
AP 129	802.5 & 802.5-R: School Planning Councils	Dated - no longer supported/mandated by the ministry
AP 130	803.1: Participation in Community Life	
AP 131	800: Community Relations Statement of Guiding Principles	
AP 132	801 & 801-R: Public Communications	
AP 133	801.1-R: Community Relations	

Appendix A

200 Instructional Programs and Materials

Proposed AP Number	Existing SD 38 policy, regulation or guidelines	Comments
AP 201	510: Statement of Guiding Principles for the Educational Program	
AP 202	511.1: Type of School Organization	
AP 203	511.3 & 511.3-R: Scheduled Staff Development Days (Non-Instructional Days)	
AP 204	512.10 & 512.10-R: Distance Education Courses	
AP 205	512.11 & 512.11-R: Adult Education (Continuing Education)	
AP 206	512.14: Curriculum Development	
AP 207	512.14.1 & 512.14.1-R: Environmental Stewardship	
AP 208	512.15 & 512.15-R: Pilot or Innovative Projects	
AP 209	512.2: Basic Instructional Program	
AP 210	512.3 & R: Locally Developed Courses	Dated term - currently Board/Authority Authorized (BAA)
AP 211	512.4 & 512.4-R: French Programs	
AP 212	512.5 & 512.5-R: Summer School	
AP 213	512.6-R: Special Education	
AP 214	512.6.1: Hospital and Homebound Education	
AP 215	513.1: Pupil and Teacher Ratio	
AP 216	513.2 & 513.2-R: Field Trips (Off-site Learning Experiences)	
AP 217	513.3 & 513.3-R: Homework	
AP 218	513.4, 513.4- R, 513.4-G: Selection of Learning Resources	
AP 219	513.5-R: Reconsideration of Learning Resources	
AP 220	513.6 & 513.6-R: External Resources	
AP 221	514.2-R & 514.2-G: Health Guidance	
AP 222	517, 517- R & 517-G: Assessment and Reporting	
AP 223	520: Auxiliary Services	

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300 Students

Proposed AP Number	Existing SD 38 policy, regulation or guidelines	Comments
AP 301	501.1 & 501.1-R: Student Attendance Requirements	
AP 302	502: Student Behaviour and Discipline	
AP 303	502.1.2, 502.1.2- R & 502.1.2-G: Dress Code	
AP 304	502.2 & 502.2-R: Student Suspension or Exclusion from School	
AP 305	502.3 & 502.3-R: Student Possession of Weapons	
AP 306	502.4-R: Smoking Alcohol Consumption and Drugs	
AP 307	503.6 & 503.6-R: Interscholastic Competitions and Contests	
AP 308	504: Student Health and Safety	
AP 309	504.10-R: Fire Earthquake Disaster Drills	
AP 310	504.11-R: Bomb Threats	
AP 311	504.12, 504.12-R & 504.12-G: Physical Restraint of Students	
AP 312	504.2: Exclusion for Communicable Diseases	
AP 313	504.3 & 504.3-R: Injury or Illness at School	
AP 314	504.3.1, 504.3.1- R & 504.3.1-G: Administering Prescribed Medications for Students	
AP 315	504.3.2 & 504.3.2 -R: Personal Safety of Students (Child Abuse)	
AP 316	504.3.3 & 504.3.3-R: Anaphylaxis	
AP 317	504.4 & 504.4-R: Provision of Menstrual Products to Students	
AP 318	504.6 & 504.6-R: School Safety Patrols	
AP 319	505.5 & 505.5-R: Interrogations of Students by Outside Agencies	
AP 320	505.7: Assistance to Students	
AP 321	506, 506-R & 506-G: Health Promotion	
AP 322	522 & 522-R: Transportation	

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Proposed AP Number	Existing SD 38 policy, regulation or guidelines	Comments
AP 323	522.7 & 522.7-R: Student Conduct on School Buses	

Appendix A

400 Personnel and Employee Relations

Proposed AP Number	Existing SD38 policy, regulation or guidelines	Comments
AP 401	Policy 103-R (B): Complaints and Appeals by Staff	
AP 402	400 & 400-G: Human Resources 400-R1: Conflict of Interest 400-R2: Criminal Records Review 400-R3: Equal Opportunity Employment 400-R4: Secondment 400-R5: Smoking, Vaping, Alcohol and Drug Consumption / Misuse on Board-Owned and Leased Property and In Board Vehicles	
AP 403	400-R6: Officer / Employee Indemnification	
AP 404	401-R & 401-G: Recruitment and Selection of Management and Administrative Personnel	
AP 405	402-G: Public Interest Disclosure	
AP 406	703.5 & 703.5-R: Health and Safety	
AP 407	703.6 & 703.6-R: Protection of Employees from Violence in the Workplace	
AP 408	703.1: Accident Prevention and Safety Procedure	
AP 409	703.2: First Aid and Accident Reports	
AP 410	703.7, 703.7- R & 703.7-G: Closure of Schools Due to Emergent Conditions	

Appendix A

500 Business Administration

Proposed AP Number	Existing SD 38 policy, regulation or guidelines	Comments
Finance		
AP 501	Policy 600: Financial Management	
AP 502	601 & 601-R: Budget	
AP 503	602 & 602-R: Charges for Goods and Services - UNDER REVISION 602-G: Annual Schedule of School Charges and Deposits	
AP 504	606: Insurance - UNDER REVISION	
AP 505	606.1 & 606.1-R: Selection of an Insurance Agent for Board Owned Fleet of Motor Vehicles - UNDER REVISION	
AP 506	609 & 609-R: Selection of Legal Counsel - UNDER REVISION	
AP 507	610 & 610-R: Selection of Benefit Consultant - UNDER REVISION	
AP 508	611.1 & 611.1-R: General Banking	
AP 509	611.2 & 611.2-R: Investments	
AP 510	611.3 & 611.3-R: Revenue Generation	
AP 511	611.4 & 611.4-R: Purchasing Good and Services	
AP 512	611.4.1-R: Methods to Acquire Goods and Services	
AP 513	611.4.2-R: Competitive Bidding Process	
AP 514	611.4.3-R: Selection of Vendor Bids and Proposals	
AP 515	611.5 & 611.5-R: Procurement Cards	
AP 516	611.5.1-R: Procurement Cards Usage and Responsibility	
AP 517	611.6 & 611.6-R: Travel Expenses	
AP 518	611.7 & 611.7-R: Charitable Donations	
AP 519	612 & 612-R: Authorization	
AP 520	613: Financial Audit	
AP 521	613.1 & 613.1-R: Internal Audit	
AP 522	621 & 621-R: Financial Planning and Reporting	

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Proposed AP Number	Existing SD 38 policy, regulation or guidelines	Comments
AP 523	621.1 & 621.1-R: Financial Reporting - School Based Funds	
AP 524	641 & 641-R: Enterprise Risk Management	
AP 525	804.9 & 804.9-R: Donations to Schools	
AP 526	Disposal of Obsolete Equipment or Assets	Placeholder - AP to be developed
Facilities		
AP 527	700: Statement of Guiding Principles for District Facilities	
AP 528	701 & 701-R: Facilities Planning and Development	
AP 529	701.13: School Facilities Survey	
AP 530	701.2 & 701.2-R: Capital Project Design Review Process	
AP 531	702 & 702-R: Facilities Maintenance and Operations	
AP 532	702.2 & 702.2-R: Installation of Adventure Playgrounds	
AP 533	702.6: Inventory	
AP 534	703: Safety Program (Buildings and Grounds)	
AP 535	703.3, 703.3-R & 703.3-G: Building and Grounds Security	
AP 536	703.4 & 703.4-R: Vandalism	
AP 537	705 & 705-R: Telephones	
AP 538	707 & 707-R: Post Disaster Procedures	
AP 539	708, 708-R & 708-G: Video Surveillance	
AP 540	804.1 & 804.1-R: Community Use of District Facilities	
AP 541	804.2: Use of School Facilities for Private Profit	
AP 542	804.4: Fees for Use of District Facilities	
AP 543	804.6-R: Use of School Facilities Weekend and Holiday Use	
AP 544	804.7-R: Use of School Facilities - District Resource Centre	

Report to the Board of Education (Public)

Date: June 17, 2025

From: Debbie Tabolotney, Trustee, Chairperson of Policy Committee

Subject: **Reorganization of Board Policies, Regulations, Administrative Guidelines, and Bylaws – Phase 1A**

NOTICE OF MOTION TO JUNE 24, 2026 PROPOSED SPECIAL MEETING OF THE BOARD OF EDUCATION

This is a Notice of Motion that a RECOMMENDATION for the board's consideration will be presented at the proposed special public board meeting on June 24, 2026 to approve the following draft policies:

1. Role of the Board
2. Role of the Superintendent
3. Board Delegation of Authority

BACKGROUND:

In January 2026, BCSTA issued a Board Policy Review Resource Guide to support school districts in their review of board policies and administrative procedures. BCSTA recommends the policy review to be divided into the following phases:

Phase 1A: Update and/or develop the core 3 out of 13 foundational policies.

Phase 1B: Update and/or develop the remaining foundational policies.

Phase 2: Review and update local policies.

Phase 3: Develop a workplan for ongoing review and update of policies.

The goal is for boards of education to review and modernize board policies listed in Phase 1A of the documents by June 2026, complete the review of the remaining foundational policies by October 2026, where feasible, and continue updating policy manuals through the 2026-2030 term.

As noted in the BCSTA Board Policy Review Resource Guide, the following policies need to be developed and/or reviewed under Phase 1A:

1. Role of the Board
2. Role of the Superintendent
3. Board Delegation of Authority

An updated timeline for Phase 1A of the policy review, based on BCSTA's Board Policy Review Resource Guide, is outlined below.

In alignment with Policy 204/204-R, engagement with partner groups is not necessary for policies pertaining to board governance and legislative requirements.

PROPOSED REVISED TIMELINE FOR PHASE 1A:

Dates	Meeting	Comments
April 13, 2026	Policy Committee (In-camera)	Revised timeline on reorganization of the core 3 out of 13 foundational policies under Phase 1A shared with Policy Committee: • Role of the Board • Role of the Superintendent • Delegation of Authority Note: The remaining foundational policies under Phase 1B, and local policies under Phase 2, along with administrative procedures, are targeted for completion by October 2026.
May 11, 2026	Policy Committee (In-camera)	Draft board policies under Phase 1A shared with the committee: • Role of the Board • Role of the Superintendent • Delegation of Authority Opportunity for trustee review and feedback.
May 20, 2026	Board Meeting (In-camera)	Draft board policies under Phase 1A shared with the board. Opportunity for trustee review and feedback.
June 8, 2026	Policy Committee (In-Camera and Public)	Draft policies under Phase 1A incorporating trustee feedback submitted to Policy Committee (Public). Recommendation <u>not</u> to place into Partner Group Review process as these policies are board governance responsibilities. Recommendation for Notice of Motion at the June 17 Board Meeting.
June 17, 2026	Board Meeting (Public)	Possible Notice of Motion for final approval at the proposed June 24 special board meeting
June 24, 2026	Proposed Special Public Board Meeting	Possible final approval by the board.

Respectfully submitted,

Debbie Tabolotney

Trustee, Chairperson of Policy Committee

Attachments:

- 1. Draft Policy: Role of the Board of Education*
- 2. Draft Policy: Role of the Superintendent*
- 3. Draft Policy: Board Delegation of Authority*

ROLE OF THE BOARD OF EDUCATION

The Board of Education of School District No. 38 (Richmond) is the corporate entity established under the *British Columbia School Act* ("the Act") and is governed by seven trustees elected by the public for a term defined in the Act.

As a corporate body, the board holds the full legal capacity of a natural person, enabling it to govern the affairs of the school district, including entering into contracts, owning property, and managing its operations in accordance with provincial legislation.

The board's core mandate is to govern the school district in alignment with the duties and responsibilities set out in the *School Act*. This includes in part, setting the strategic direction, establishing policies, approving budgets, and monitoring the performance of the district to ensure the improvement of student achievement in the school district.

The board provides oversight of the district's operations through the superintendent of schools. The superintendent ensure that board decisions are effectively implemented across the district.

The board's governance role is distinct from the operational responsibilities of management. While the board establishes policy, defines strategic priorities, approves the annual budget and makes decisions required by law, it does not engage in the daily operations and management of the school district or staff. That responsibility lies with the superintendent, who is accountable to the board.

The board acts collectively and exercises its authority through formal meetings and decisions. Outside of these meetings, individual trustees hold no greater authority than any other member of the public, unless specific authority has been delegated to them by the board. Individual trustees must not direct or interfere with the work of the superintendent or other staff members.

This governance framework ensures that the board fulfills its legislative mandate while maintaining a clear separation between governance and administration, in accordance with sections 65 and 85 of the *School Act*.

Specific areas of responsibility of the board of education are:

1. Accountability to Government

- 1.1 Act in accordance with all statutory requirements of federal and provincial legislation to implement educational standards and policies.
- 1.2 Perform board functions required by governing legislation and existing board policy.

2. Accountability to the Community

- 2.1 Make decisions that reflect the Richmond School District's vision, mission, values, and represent the broad interests of the community.

Adopted:

- 2.2 Establish processes and provide opportunities for community engagement.
- 2.3 Report district results at least annually.
- 2.4 Develop procedures for and hear appeals as required by statute and/or board policy.
- 2.5 Model a culture that reflects the board's code of ethics and shared community values.
- 2.6 Provide for two-way communication between the board, Indigenous communities, and partner groups.
- 2.7 Meet as needed with municipal government and other governing authorities in educational/public service or business to assist in achieving educational goals.

3. Strategic Planning

- 3.1 Provide overall direction for the district by establishing the mission, vision, values, and foundational statements.
- 3.2 Approve the district's long-term strategic plan.
- 3.3 Set strategic goals and monitor key results, particularly the progress of student achievement.
- 3.4 Annually approve the district budget.
- 3.5 Approve other plans as required by the *School Act*.
- 3.6 Monitor and evaluate the district's communication strategy.

4. Policy Development

- 4.1 Identify the reason and/or intended purpose before creating a new policy.
- 4.2 Make the final decision regarding the approval of all policy statements.
- 4.3 Evaluate policy impact to determine if policy has created the desired change or results.
- 4.4 Establish policies that outline how the board and/or school district will function.
- 4.5 Delegate authority to the superintendent and define responsibilities.

5. Board and Superintendent Relations:

- 5.1 Select and hire the superintendent.
- 5.2 Provide the superintendent with clear board direction.
- 5.3 Delegate in writing, administrative authority and identify responsibilities subject to the provisions and restrictions in provincial legislations and regulations.
- 5.4 Respect the delegated authority of the superintendent to carry out executive actions and support those actions which are exercised within the discretionary powers of the position.
- 5.5 Evaluate the superintendent and review the contract of employment at least annually.

6. Political Advocacy and Responsibility

- 6.1 Consider the priorities and focus for advocacy, key messages, and advocacy mechanisms.
- 6.2 Provide input to the British Columbia School Trustees Association, and British Columbia Public Sector Employers' Association.
- 6.3 Advance board/district positions and priorities through local/community and provincial organizations as deemed appropriate.

7. Board Development

- 7.1 Evaluate the board's performance and effectiveness at least annually.
- 7.2 Actively participate in board professional development.

8. Fiscal Accountability

- 8.1 Approve the annual district budget aligned with the strategic plan.
- 8.2 Approve the budget guiding principles and decision-making criteria for the development of the annual budget.
- 8.3 Approve the process and timelines for budget deliberations.
- 8.4 Annually appoint the auditor and approve the terms of engagement.
- 8.5 Annually review the audit report and management letter.
- 8.6 Annually approve the audited financial statements.
- 8.7 Provide direction regarding the mandate for employee negotiations.
- 8.8 Ratify memoranda of agreement with bargaining units.
- 8.9 Approve the acquisition and disposition of district land and buildings.
- 8.10 Approve construction projects in excess of one million dollars (\$1,000,000).
- 8.11 Annually approve the five-year capital plan and review the facilities masterplan.
- 8.12 Review and monitor all accumulated surpluses and reserve funds to ensure financial health and stability.
- 8.13 Provide for adequate budget consultation processes with the community, Indigenous communities and partner groups.
- 8.14 Regularly monitor fiscal management of the district.
- 8.15 Regularly monitor the Enterprise Risk Management Plan (ERMP).

9. Additional Responsibilities

- 9.1 Approve annual local school calendars in accordance with legislation.
- 9.2 Approve Board/Authority Authorized Courses.
- 9.3 Hear appeals on the reconsideration of resource materials which are challenged.
- 9.4 Approve the process for and the naming/renaming of educational facilities, school district properties, and portions thereof.
- 9.5 Approve school catchment areas.
- 9.6 Approve district partnerships and associated contracts.
- 9.7 Approve the purchase of board memberships in non-educational associations.
- 9.8 Approve other matters as required.

ROLE OF THE SUPERINTENDENT

The board recognizes the need for one (1) person to be in charge of the management of the district in order to provide coordinated leadership. Therefore, the board designates the superintendent responsibility for the overall effective administration of the district.

The superintendent ensures that leadership is the shared responsibility of everyone within the organization and builds leadership capacity within a team-oriented, collaborative environment.

The superintendent provides reports to the board that focus on governance implications and is accountable to the corporate board for the conduct and operation of the district and for ensuring compliance with the *School Act*, Regulations, and related Ministerial Orders.

All board authority delegated to the staff of the district is delegated through the superintendent.

Specific areas of responsibility of the superintendent are:

1. Student Well-Being

- 1.1 Ensures that all students are supported in a safe, anti-racist, and caring environment that fosters and maintains respectful and responsible behaviours.
- 1.2 Ensures that learning environments contribute to the development of skills and habits necessary for life-long learning, post-secondary studies, the world of work, and citizenship.
- 1.3 Ensures the safety and welfare of students while participating in school programs, or while being transported to or from school programs on transportation provided by the district.
- 1.4 Ensures that facilities adequately accommodate district students.

2. Educational Leadership

- 2.1 Provides leadership in all matters relating to education in the district.
- 2.2 Ensures students in the district have the opportunity to meet the standards of education established by the Ministry of Education and Child Care.
- 2.3 Implements education policies established by the Ministry of Education and Child Care and the Board of Education.
- 2.4 Provides support and advises principals and vice-principals on matters related to school operations.

3. Fiscal Responsibility

- 3.1 Ensures the fiscal management of the district, in collaboration with the secretary-treasurer is in accordance with the terms or conditions of any funding received by the board under the *School Act* or any other applicable act or regulation.
- 3.2 Ensures the district operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

Adopted:

4. Personnel

- 4.1 Holds overall authority and responsibility for all personnel-related matters, except those matters precluded by law, legislation, collective agreements, or board policy.
- 4.2 Promotes at all times a high standard of collaborative professional leadership, effective human relationships, and a spirit of educational innovation throughout the district.
- 4.3 Provides leadership in the supervision and evaluation of administrators, teachers, and other staff, with the intent of improving performance.
- 4.4 Establishes organizational roles for staff and arranges the employment of staff necessary to conduct the affairs of the district.

5. Policy and Administrative Procedures

- 5.1 Provides leadership in the planning, development, implementation, and evaluation of board policies.
- 5.2 Develops, maintains, and communicates administrative procedures that are consistent with board and provincial policies, regulations, and procedures.

6. Superintendent and Board Relations

- 6.1 Establishes and maintains positive, professional working relations with the board.
- 6.2 Respects and honours the board's role and responsibilities, and facilitates the implementation of that role as defined in board policy.
- 6.3 Keeps the board informed as appropriate of district matters (especially controversial and/or highly sensitive issues) in a timely manner.
- 6.4 Demonstrates mutual respect and support, which is conveyed to the staff, partner groups, and community, including Indigenous communities and First Nations on whose traditional territories our schools operate.

7. Strategic Planning and Reporting

- 7.1 Oversees strategic planning processes.
- 7.2 Implements plans as approved by the board.
- 7.3 Involves the board in the establishment of strategic priorities and key results indicators.
- 7.4 Reports regularly on progress and results.

8. Organizational Management

- 8.1 Demonstrates effective organization skills resulting in district compliance with all legal, ministerial, and board mandates/timelines.
- 8.2 Establishes an organizational structure and promotes a district culture which facilitates positive results.
- 8.3 Ensures that emergency management plans are in place system-wide in preparation for crisis situations to be responded to in a team-oriented, collaborative, and cohesive fashion.

9. Communications and Community Relations

- 9.1 Ensures that open, transparent, positive internal and external communications are

- developed and maintained with partner groups.
- 9.2 Ensures that parents and students have a high level of satisfaction with the services provided and the responsiveness of the district.
- 9.3 Maintains effective relationships with the communities served by the district, including Indigenous communities and First Nations on whose traditional territories our schools operate.
- 9.4 Acts as or designates responsibility for oversight of the *Freedom of Information and Protection of Privacy Act*.
- 9.5 Serves as a district spokesperson when appropriate (in consultation with the board chair and director of communications), with the media and public in order to ensure district messaging is consistent and accurate.
- 9.6 Acts as a champion for the district and for public education.

10. Leadership Practices

- 10.1 Models leadership that is viewed positively throughout the district.
- 10.2 Develops and maintains positive and effective relationships with provincial and municipal government departments, external agencies, and provincial organizations.
- 10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty, and mutual respect.

BOARD DELEGATION OF AUTHORITY

1. The Board of Education of School District No. 38 (Richmond) is authorized under the *School Act* to delegate specific and general administrative and management duties to others.
2. The board hereby delegates to the Superintendent of Schools the authority to perform any act or exercise any power that the board is authorized or required to do, except for:
 - a. Those matters reserved to the board by this or any other board policy: and
 - b. Those matters that cannot be delegated.
3. Notwithstanding the above, the board also reserves the authority to make decisions on any matters within its authority under the *School Act* or in accordance with board policies.
4. Further, the board requires that any new provincial, federal, regional or local initiatives must be brought to the board discussion and determination of decision making authority.
5. The superintendent is directed to develop an administrative procedure to fulfill board obligations created by any federal or provincial legislation.
6. In the absence of board policy, if an immediate administrative response is required the superintendent shall:
 - a. Inform and/or consult with the board chair as soon as possible; and
 - b. Inform the board as soon as practicable or at the next board meeting on the nature of the issue, action taken, and the need for future policy or administrative procedure.

References

School Act, R.S.B.C., 1996, c. 412.

Adopted:

Policy Committee
Public Meeting Minutes

Monday, May 11, 2026 – 11:00 am
Via Zoom

Present:

Chairperson	D. Tabolotney
Vice Chairperson	H. Larson
Trustee Member	D. Yang
Trustee	A. Wong
Superintendent	C. Usih
President, Richmond Teachers' Association	L. Baverstock
Vice President, Richmond Association of School Administrators	A. Goulas
President, Canadian Union of Public Employe 716	S. Robinson
Chair, Richmond Management and Administrative Professionals	K. Gibson
Vice President, Richmond District Parents Association	A. Gong
Member at Large, Richmond District Parents Association	K. Ching
Executive Assistant (Recording Secretary)	J. Coronel

The Chairperson called the meeting to order at 11:00 am.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hə́n̓qə́m̓iṇəm̓ language group on whose traditional and unceded territories we teach, learn and live.

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

Minutes of the meeting held April 13, 2026 were approved as circulated.

3. Policy 701.11-R: Naming and Renaming of Schools and District Facilities

The Superintendent spoke to his report as included in the agenda package. The President of Richmond Teachers Association (RTA) expressed her appreciation for the incorporation of RTA's feedback in the revised draft. She then inquired whether guidance will be provided regarding school mascots and logos. The Superintendent clarified that there are currently no guidelines specific to school mascots and logos. However, staff will work with City Centre School staff to ensure that the process for determining the school's mascot and logo aligns with the district's policy on diversity, equity, and inclusion.

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 May 20, 2026, regular meeting that a recommendation for the board's consideration will be presented at the June 17, 2026 public meeting to approve revised ***Policy 701.11-R: Naming and Renaming of Schools and District Facilities.***

4. Status of Current and Anticipated Items

A Status of Current and Anticipated Items was attached to the agenda package. In response to a question from the President of the Richmond Teachers' Association, the Superintendent clarified that the anticipated policies listed in the status document are subject to change should emergent matters arise.

5. Next Meeting Date – Monday, June 8, 2026 at 11:00 am.

7. Adjournment

The meeting adjourned at 11:14 am.

Respectfully Submitted,

*Debbie Tabolotney
Chairperson, Policy Committee*



City of Richmond

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April 27, 2026

Mr. Christopher Usih
Superintendent
Richmond School District
7811 Granville Avenue
Richmond, BC V6Y 3E3

Mr. Ken Hamaguchi
Chairperson
Richmond Board of Education
7811 Granville Avenue
Richmond, BC V6Y 3E3

Dear Superintendent and Chairperson:

Re: Overview of Richmond's Homelessness Outreach and Community Food Programs

I am pleased to share the report titled, "Additional Information on Homelessness Outreach and Community Food Programs", that was presented to Richmond City Council on March 9, 2026. The report provides an overview of homelessness and food insecurity in Richmond and outlines current outreach services and community food programs, including school-based food programs offered by the Richmond School District.

Homelessness and food insecurity remain significant and growing challenges in Richmond. In response, the City continues to make considerable investments in homelessness and food security supports through grants, service agreements, in-kind space and other assistance that help sustain these essential social services and programs.

School-based food programs are an important part of Richmond's broader food support network. Given the Richmond School District's role in supporting the well-being of children, youth and families, the City recognizes there may be opportunities to further strengthen coordination, information sharing and partnership in this area to advance shared priorities.

A copy of the report is enclosed for your review. To discuss food security-related initiatives, please contact Melanie Burner, Program Manager, Social Development, at 604-276-4390 or MBurner@richmond.ca; for homelessness-related initiatives, please contact Chris Duggan, Manager, Community Social Development, at 604-204-8621 or CDuggan@richmond.ca.

Thank you for the Richmond School District's continued contributions to supporting the health and well-being of Richmond residents.

Yours truly,

Kim Somerville
Director, Community Social Development

Att. 1

pc: Mayor and Councillors



City of Richmond

Report to Committee

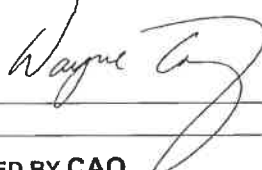
To: General Purposes Committee
From: Kim Somerville
Director, Community Social Development
Date: February 27, 2026
File: 08-4055-01/2025-Vol 01
Re: **Additional Information on Homelessness Outreach and Community Food Programs**

Staff Recommendation

That the report titled "Additional Information on Homelessness Outreach and Community Food Programs", dated February 27, 2026 from the Director, Community Social Development, be received for information.

Kim Somerville
Director, Community Social Development
(604-247-4671)

Att. 4

REPORT CONCURRENCE		
ROUTED TO:	CONCURRENCE	CONCURRENCE OF GENERAL MANAGER
Finance Department Community Bylaws	☒ ☒	
SENIOR STAFF REPORT REVIEW	INITIALS: 	APPROVED BY CAO 

Staff Report

Origin

On February 9, 2026, the report titled “2026 Health, Social and Safety Grants” was presented at the Council meeting and resulted in the following referral:

As an interim measure prior to the Homelessness Strategy update, the Poverty Plan Update and the Community Action Food Plan reports being presented to Council for consideration later this year and further to a funding decision, that staff provide:

- 1. An overview of the current provision of community outreach and other services to individuals experiencing homelessness in Richmond, including schedules, funding and services delivered; and*
- 2. An overview of community programs addressing food insecurity in Richmond, including schedules, funding and services delivered.*

The purpose of this report is to respond to the above referral.

This report supports Council’s Strategic Plan 2022–2026 Focus Area #6 A Vibrant, Resilient and Active Community:

6.4 Support vulnerable populations through collaborative and sustainable programs and services.

This report also supports the City of Richmond’s Building Our Future Together: Social Development Strategy’s (2025–2035) Strategic Direction #4 Strengthen Community Voice and Engagement:

4.10 Support initiatives led by community organizations that improve the social well-being and engagement of community members, including pilot projects, grant initiatives and collaborative networks.

Analysis

Outreach services for individuals experiencing homelessness and community-based programs to address food insecurity are central elements of Richmond’s broader social support network. These services assist residents who are unhoused, living in unstable or precarious housing, or housed but unable to reliably access sufficient nutritious food. Together, they form a coordinated local response that supports individual and community well-being.

The City continues to make considerable investments in homelessness and food security supports through grants, service agreements, in-kind space and other forms of assistance. These investments help sustain the community organizations that deliver essential services and reinforces the City’s ongoing commitment to supporting residents experiencing homelessness and food insecurity.

The following sections provide an overview of homelessness and food insecurity in Richmond, as well as homelessness outreach services and community food programs currently operating in the community. The information responds to the Council referral and includes a summary of program schedules, funding sources and the range of services delivered across relevant organizations. Every effort was made to compile complete and up-to-date information within the timeframe allotted for this report, and the following sections reflect the most current details available at the time of writing. This overview is intended to offer a snapshot of the current landscape, while recognizing that program operations, community needs and available resources continue to evolve.

Homelessness and the City of Richmond

The City of Richmond, guided by the Richmond Homelessness Strategy (2029–2029), remains a leader in responding to homelessness in a compassionate manner and taking efforts to prevent homelessness. The City undertakes this work through a range of actions, including advocacy, planning, funding, data analysis, service provision and convening service providers to facilitate collaboration.

Understanding the context in the community is important in designing and implementing approaches that are relevant and effective. The 2025 Homeless Count¹ that took place on March 10 and 11, 2025 identified 175 people as experiencing homelessness in Richmond. This number included 104 individuals experiencing unsheltered homelessness and 71 individuals experiencing sheltered homelessness. The majority of these were male (68 per cent) and adults between 25 and 54 years (72 per cent). Twenty-five per cent of those counted were seniors aged 55+ years. Most people experiencing unsheltered homelessness are long-term Richmond residents who have lived in the community for at least 10 years. Many identify as having one or more challenges with their health, including mental and physical health concerns, substance use and traumatic brain injuries.

Throughout 2025, various City departments worked closely together in response to homelessness in the community. The Homelessness Outreach Team frequently coordinated with the new Bylaws team, who have specific expertise in working with vulnerable individuals. Together they provided a balance of support, resources and when necessary, enforcement. Bylaws also worked with Environmental Programs to clean up abandoned sites where individuals had been sheltering. In 2025, 91 truckloads of materials were removed from parks, dikes and trails. To ensure that the needs of individuals experiencing homelessness were addressed when preparing for extreme weather, environmental hazards or community-wide emergencies, the City's Emergency Programs and Homelessness staff worked together and revised emergency plans to consider this segment of the population.

In 2025, the City's Homelessness Outreach Team worked directly with individuals experiencing homelessness who were sheltering outdoors or in vehicles. Two outreach workers responded to increasingly complex challenges and supported people in achieving their personal goals to exit homelessness through shelter, detox, recovery or housing. Over the year, the team engaged in

¹ Homelessness Services Association of BC. (2025, September). *2025 Point-in-Time Homeless Count in Greater Vancouver*. Lu'ma Native Housing Society.

over 1,200 service interactions, helping 80 people to transition into shelter, housing, treatment or reunification with family members. For those not ready to make major life changes, the team focused on building professional, trusting relationships and connecting them to support to meet immediate needs.

In the same period, the Homelessness Outreach Team provided one-on-one, individualized case planning for individuals experiencing unsheltered homelessness. They provided over 700 referrals to services such as medical and dental care, mental health and substance use support, pet care, food services and income-related assistance. They also distributed essential items including food, clothing, personal care supplies and provided support with transportation. The team helped connect people to resources such as income assistance, government benefits, rental subsidies, rent banks, supportive housing, non-market housing and market housing. Their work focused on building personalized pathways out of homelessness and ensuring residents could access the support they needed. There were significant positive outcomes for their clients in 2025 and this work continues in 2026.

The City also created a team of Bylaw officers dedicated to responding to situations with a nexus to homelessness in 2025. This team responded to situations involving people sheltering outdoors or in RVs and vehicles and provided proactive oversight of and outreach to key locations in Richmond including Brighthouse and South Arm Parks. They engaged in triage of new homelessness-related situations that are brought to the City's attention, connected individuals to the City's Homelessness Outreach team or other government services and provided information and resources. A section of the team is dedicated to monitoring and engaging with individuals who are sheltering in vehicles and recreational vehicles and routinely visited 12-14 vehicles during their outreach patrols. The specialized Bylaws team also engaged with businesses and the broader community to respond to concerns or provide information and support in relation to homelessness. In 2025, the team received a total of 142 calls for service and coordinated weekly joint outreach initiatives on 47 occasions to support the safety and well-being of unhoused individuals and to connect them with information on relevant shelter, housing and support services. This included Bylaws and Homelessness Outreach staff, members of the RCMP Vulnerable Persons Unit and the Community Integration team from the Ministry of Social Development and Poverty Reduction.

Outreach and Site-based Supports for Individuals Experiencing Homelessness

Homelessness is the result of many interconnected factors and responses require strong planning, coordination, funding and support from all levels of government and the community. There are a number of government entities, non-profit organizations and faith-based groups who support individuals who are unhoused in Richmond. Services include food programs, outreach services, site-based programs and social supports. Service providers are well-connected and cross-agency information sharing and collaboration continue to be strengthened to ensure vulnerable individuals have access to a range of supports, to help avoid or minimize duplication and to make services more effective. The Homelessness Outreach Worker Network, facilitated by the City and Vancouver Coastal Health, meets monthly to share information, learn about resources and strengthen relationships.

Some of the services supporting individuals experiencing homelessness are facility or location based and others are mobile services that work with individuals wherever they are in the community. The specific services offered and the frequency and type of outreach provided by organizations varies depending on the scope, responsibility and mandate of each individual organization. Some organizations have teams of paid staff members and others rely on volunteers to support outreach work.

There are 11 organizations delivering site-based or street outreach services to individuals at risk of or experiencing homelessness in Richmond. These organizations commonly engage in similar work with clients, including providing resources and basic necessities, assisting with referrals, housing applications and accessing medical services and connecting individuals to shelter and housing options. An individual client may also be working with multiple service providers simultaneously. Outreach staff who engage with individuals experiencing homelessness in the community frequently also connect individuals to site-based services, including the Drop-in Centre, Richmond House Emergency Shelter, the Temporary Winter Shelters and the Anne Vogel Clinic. These connections enable outreach and site-based teams to work collaboratively to connect people with the supports they want and need.

Staff from these organizations, regardless of their primary role or the location where they engage with individuals, assist with referrals to shelter or housing, medical and substance use services including treatment and detox, and government programs that offer assistance with accessing identification, income supports and other government services. The range of approaches, methods of service delivery and personal relationships offer opportunities for individuals in need of support to access it in ways that work for them. A complete list of the organizations involved with homelessness outreach services in Richmond, their funding sources and schedules can be found in Attachment 1. Members of the Homelessness Outreach Worker Network are also identified.

Community Food Programs in Richmond

Food insecurity occurs when households do not have sufficient income to afford enough nutritious and culturally sensitive food to meet their basic needs. Like many communities across the country, Richmond is seeing a growing demand for food assistance. As a result, more residents are turning to the Richmond Food Bank and various community meal programs for support. Community organizations are also requesting greater levels of City funding to help sustain and expand these food programs.

According to the Richmond Food Bank Society's (Food Bank) 2024 Impact Report², the Food Bank continued to experience substantial demand for its services in 2024, supporting 10,005 unique individuals and 4,501 households in Richmond. While this was a slight decrease from 2023 service levels, the number of household visits and the average number of individuals served per week increased by 6 per cent and 22 percent respectively. This indicates a growing vulnerability of community members as Richmond households are relying more frequently on Food Bank programs to meet their basic needs as indicated in Table 1.

² The Richmond Food Bank Society's 2024 Impact Report is the most recent report currently available. The 2025 Impact Report is anticipated for release in March 2026.

Table 1: Food Bank Figures (2023–2024)

	2023	2024	Increase/Decrease
Number of unique individuals	10,526	10,005	-521 (5%)
Number of households	4,770	4,501	-269 (6%)
Number of household visits	59,061	62,672	+3,611 (6%)
Number of individuals served per week (average)	2,266	2,773	+507 (22%)

Of the 10,005 individuals supported by the Food Bank in 2024, children, seniors, newcomers and working households continued to be among the population groups identified as primary users of Food Bank programs:

- Seniors (65 years+) accounted for 15 per cent of all individuals accessing the Food Bank.
- Children under 18 years accounted for 23 per cent of users, with 18 per cent of these children being school-aged children (5–17 years).
- Newcomers made up 44 per cent of individuals supported.
- Individuals that were employed represented 22 per cent of those accessing services.

Another indicator of food insecurity among Richmond residents is the volume of weekly community and outreach meals prepared to support those in need across the city. In 2025, the Richmond Food Aid Delivery (FAD) Coalition, a network of meal providers and the After Hours Outreach Program overseen by Refuge Church, estimated that 2,200 meals were prepared and delivered each week to individuals experiencing or at risk of homelessness in Richmond. While providers record the number of meals distributed, personal information is not collected from individuals accessing the services in order to uphold privacy and dignity. As a result, information is not currently available on how many unique individuals are being supported or how many people may be accessing multiple meals per week, which would help indicate varying levels of need within the community.

While the figures provided in this section offer a snapshot of the scale of food insecurity in Richmond, they capture only part of the overall picture. More comprehensive and ongoing data collection is needed to better understand the depth, drivers and evolving nature of food insecurity in the community. Additional insight is also needed to understand the varied reasons residents seek out meals, whether due to food insecurity among housed individuals, experiences of homelessness or precarious housing or the need for social connection among those facing isolation.

In December 2025, Council endorsed the Social Development Strategy (2025–2035) which includes an action to develop and implement a community food action plan to address food insecurity in Richmond. The City is now undertaking this work, with the plan intended to strengthen community capacity to respond to the growing need for food assistance and to identify collective actions that support current and future food access needs. The process aims to enhance coordination across the spectrum of community food program providers by bringing together the wide range of organizations and individuals involved in program delivery. It will also engage a diverse group of community members, including individuals with lived experience,

and embark on a data collection process to gather qualitative and quantitative data on community meal use in Richmond, including demographic and geographic level data where possible.

This work will build on the efforts of Richmond's existing network of social service providers, public sector agencies, faith-based groups and non-profit organizations that play a crucial role in ensuring community members—including newcomers, refugees, families with children, seniors, isolated individuals and people at risk of or experiencing homelessness—have access to nutritious and culturally sensitive food to meet their basic needs. Together, these providers offer distinct yet complementary services that ensure residents can access food supports every day of the week. Services include grocery distribution and meal delivery programs, school-based food initiatives, community and outreach meals, meals for program participants and low-cost meals available throughout the community. A full list of organizations involved in community food programming, along with their funding sources and schedules, is provided in Attachment 2.

Many of these providers receive funding from the City, demonstrating the City's commitment to strengthening community capacity and supporting the organizations that deliver essential food programs. A list of community food program providers that receive City funding can be found in Attachment 3. Other funding sources for these providers vary widely and may include Food Banks Canada, Food Banks BC, BC Community Gaming Grants, BC Community Prosperity Fund, Vancouver Coastal Health SMART Grants, Richmond Community Foundation, as well as charitable donations, private donations and community-based fundraising efforts, among others. The following sections outline the community food program providers that are involved in each program stream.

Grocery Distribution and Meal Delivery Services

Richmond residents can access nutritious groceries and meals at no cost through a range of non-profit organizations and faith-based groups, including:

- The Food Bank provides grocery distribution services six days a week (Monday to Saturday) at multiple locations across the city, including its Cedarbridge main office, West Richmond Food Hub, Daniels Road Depot and Five Road Depot. Grocery delivery is available for clients who are unable to attend in person due to long-term disability, injury or illness. The Food Bank also has an outdoor food pantry that is accessible 24 hours a day, seven days a week at its main office.
- The Kehila Society of Richmond operates a meals-on-wheels program on Tuesdays and Thursdays for community members in need, including seniors, families, hospital outpatients and those affected by illness.
- Chabad of Richmond prepares and delivers a weekly kosher meal on Wednesdays for residents in need, including seniors, low-income households, single-parent families and newcomers.
- The Food Link Society offers a biweekly grocery distribution service on Saturdays to several affordable housing sites in Richmond and considers dietary requirements and culturally specific food supports for families with children, seniors on fixed incomes and newcomers to Richmond.

- The Muslim Food Bank provides halal food hampers on the fourth Saturday of each month to support families experiencing food insecurity.
- Parish of St. Alban's (St. Alban's) provides mini hampers of sandwiches and ready-to-eat foods through its weekly outreach program on Sundays, supporting those with limited or no cooking facilities.
- The Salvation Army Richmond Community Corps previously provided a weekly emergency food hamper program on Wednesdays for low-income families. This program has been discontinued as of February 25, 2026.

School-Based Food Programs

The Richmond School District (SD38) operates a range of school food programs during the school year, providing supports for students experiencing food insecurity across all 49 schools and two alternative school programs. In collaboration with community partners and vendors, including the Food Bank, SD38 delivers breakfast, lunch, snack and weekend supplement programs tailored to each school's needs. All schools maintain community fridges that are regularly restocked and accessible to all students, ensuring consistent access to nutritious food throughout the school day and in many cases, on weekends. Additional details on SD38's school food programs are provided in Attachment 4.

The Kehila Society also supports students through a food fridge and pantry program located at the Richmond Jewish Day School, offering food access during school hours. Additionally, the Food Bank supports the Brighter Days, Fuller Plates initiative, which provides meals and snacks to families with school-aged children during the summer months.

Community and/or Outreach Meals

There are a number of community food program providers offering free community meals and outreach meals throughout the week for residents experiencing food insecurity. Providers within this program stream offer significant coverage on both weekdays and weekends, serving distinct neighbourhoods and population groups across the community. The following reflects the most current information available at this time. Ranging from sit-down to takeaway models, community members have access to the following options:

- **Mondays:** Vegetarian meals offered 24 hours a day at Nanaksar Gurdwara Gursikh Temple. Evening meals at Richmond Presbyterian Church. Takeaway meals are prepared by Richmond Presbyterian Church and delivered by the After Hours Outreach Program for people at risk of or experiencing homelessness. Takeaway meals are also available at The Salvation Army Richmond Community Corps mobile feeding program (The Salvation Army Food Truck) for people experiencing homelessness.
- **Tuesdays:** Vegetarian meals offered 24 hours a day at Nanaksar Gurdwara Gursikh Temple. Evening meals at Peace Mennonite Church (first and third Tuesdays only) and St. Alban's. Takeaway meals are prepared by Peace Mennonite Church (third Tuesdays only) and St. Alban's and delivered by the After Hours Outreach Program for people at risk of or experiencing homelessness. Takeaway meals are also available at The Salvation Army Food Truck for people experiencing homelessness.

- **Wednesdays:** Vegetarian meals offered 24 hours a day at Nanaksar Gurdwara Gursikh Temple. Evening meals at Refuge Church and Frasersview Mennonite Brethren Church. Bagged lunches are delivered by the Union Gospel Mission's Mobile Outreach Team, and takeaway meals are prepared by Refuge Church and delivered by the After Hours Outreach Program for people at risk of or experiencing homelessness. Takeaway meals are also available at The Salvation Army Food Truck for people experiencing homelessness.
- **Thursdays:** Vegetarian meals offered 24 hours a day at Nanaksar Gurdwara Gursikh Temple. Evening meals at Gilmore Park United Church. Takeaway meals are prepared by Gilmore Park United Church and delivered by the After Hours Outreach Program for people at risk of or experiencing homelessness. Takeaway meals are also available at The Salvation Army Food Truck for people experiencing homelessness.
- **Fridays:** Vegetarian meals offered 24 hours a day at Nanaksar Gurdwara Gursikh Temple. Lunches at St. Alban's for those who are precariously housed and unsheltered in Richmond. Takeaway meals prepared and delivered by St. Paul's Outreach Team for people at risk of or experiencing homelessness. Takeaway meals are also available at The Salvation Army Food Truck for people experiencing homelessness.
- **Saturdays:** Vegetarian meals offered 24 hours a day at Nanaksar Gurdwara Gursikh Temple. Evening meals at St. Joseph the Worker Parish. Takeaway meals are prepared by St. Joseph the Worker Parish and delivered by the After Hours Outreach Program for people at risk of or experiencing homelessness.
- **Sundays:** Vegetarian meals offered 24 hours a day at Nanaksar Gurdwara Gursikh Temple. Morning and evening meals at The Salvation Army Richmond Community Corps (Gilbert Road) for people experiencing homelessness and low-income residents. A vegetarian lunch is offered at LingYen Mountain Temple Canada which is open to all visitors. Sandwiches prepared and delivered by St. Alban's to unsheltered individuals in Richmond and Vancouver's Downtown Eastside.

Meals for Program Participants

Some of the available meals in the community are offered to individuals that are participating in specific programs and/or receiving services in Richmond, including those who are at risk of or experiencing homelessness, families with children under six years and members of designated service organizations. These services are included below:

- The Salvation Army Richmond House Emergency Shelter provides three meals a day, seven days a week for individuals staying at the shelter.
- The Drop-in Centre, operated by The Progressive Housing Society, provides lunches from Monday to Friday for individuals at risk of or experiencing homelessness.
- The Progressive Housing Society also operates two Temporary Winter Shelters in Richmond that are open every day of the week from November to March. Located at the Brighthouse Pavilion and South Arm Outdoor Pool building, individuals spending the night at either of the two shelters receive a dinner and breakfast the next day.

- The Richmond Family Place offers a program lunch for families with children under six on Mondays, Thursdays and Saturdays; a program dinner on Tuesdays and Wednesdays; as well as a breakfast for male caregivers on Saturdays.
- Pathways Clubhouse serves low-cost lunches from Monday to Sunday for Clubhouse members with both sit-down and takeaway options.

Low-Cost Meals

Additionally, affordable meals and snacks are available at the Seniors Centre Cafeteria at Minoru Centre for Active Living from Monday to Friday. Operated by the Minoru Seniors Society, the cafeteria provides lunch service, soups and pastries at affordable prices for both Seniors Facility Pass holders and the general public.

Upcoming City Plans and Updates Addressing Homelessness and Food Insecurity

The City remains committed to addressing poverty, homelessness and food insecurity through a coordinated approach guided by Council-adopted plans, strategies and policy updates. The forthcoming plans and updates scheduled for Council's consideration in 2026 will highlight progress made with community partners, provide renewed direction and guide future actions to ensure that Richmond continues to support residents facing economic hardship, housing instability and food insecurity:

- **Richmond Homelessness Strategy (2019–2029) 2025 Update:** This update will highlight key initiatives undertaken by the City and its partners in 2025 and report on progress made towards the actions identified in the Council-adopted Homelessness Strategy (2019–2029);
- **2021–2031 Collaborative Action Plan to Reduce and Prevent Poverty in Richmond: 2024–2025 Update:** This update will highlight the work of the City and a range of community partners related to poverty reduction and prevention in the last two years;
- **Homelessness Strategy Guiding Framework (2026–2029):** Currently under development, this plan will be a companion document to the existing Richmond Homelessness Strategy 2019–2029. Through a comprehensive engagement process, a set of strategic initiatives, key priorities and potential actions that would support individuals experiencing or at-risk of homelessness will be identified; and
- **Community Food Action Plan (2027–2032):** Currently under development, this plan will guide coordinated community efforts to address food insecurity in Richmond.

Financial Impact

None.

Conclusion

This report provides an overview of homelessness and food insecurity in Richmond, along with the homelessness outreach services and community food programs currently in operation. It responds to the Council referral by including a summary of program schedules, funding sources and the breadth of services delivered across local organizations. This overview reflects the most current information available and is intended to provide a snapshot of the present landscape, recognizing that program operations and available services continue to evolve. These insights highlight the City's sustained commitment to preventing and reducing homelessness and addressing food insecurity through coordinated planning, strong partnerships, and evidence-informed strategies.



Chris Duggan
Manager, Community Social Development
(604-204-8621)



Dorothy Jo
Program Manager, Social Planning
(604-276-4391)

- Att. 1: Schedule of Homelessness Outreach Services in Richmond
2: Schedule of Community Food Programs in Richmond
3: List of Community Food Program Providers Supported by City Funding
4: Schedule of School-Based Food Programs

Schedule of Homelessness Outreach Services in Richmond									
Organization	Services Offered	Funding Source	Service Schedule						
Government Organizations									
City of Richmond Homelessness Outreach Team *	Provides community street outreach to individuals experiencing homelessness during the day and evening and are actively working in community. Schedule varies seasonally and includes daytime, evening and weekend hours. Outreach services include resources, referrals, case management, housing applications and search (including completion of Vulnerability Assessment Tool), help accessing treatment/detox/shelter and assistance with family reunification or relocation to home community, support with medical appointments, hospital or urgent care visits, wellness checks, assistance with transportation, support with pet needs, clothing, snacks.	City of Richmond	Mon	Tue	Wed	Thu	Fri	Sat	
City of Richmond Homelessness Bylaws Team	Engages in relationship building, problem solving, and practical support to promote compliance with City Bylaws, combined with management of site safety, coordination of debris removal, and mitigation of fire risk. The team delivers a coordinated response with Richmond RCMP, Richmond Fire-Rescue and social service partners, applying progressive enforcement where voluntary compliance is not achieved. Availability includes days and, at times, evenings and is adjusted seasonally.	City of Richmond	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Ministry of Social Development and Poverty Reduction – Community Integration Specialists *	Works directly with people who are precariously housed or at risk of or experiencing homelessness or through community partners to connect individuals with financial assistance, government programs and community supports. These services include housing applications (including completion of Vunterability Assessment Tool), help accessing treatment/detox/shelter and may be site-based or provided through outreach and are available on weekdays.	Ministry of Social Development and Poverty Reduction		Tue	Wed	Thu	Fri		
RCMP – Vulnerable Persons Unit (VPU)	Provides specialized policing services in the community focused on individuals experiencing homelessness, mental health crisis, addiction and complex social vulnerability. The unit prioritizes safety, stabilization and coordinated intervention through proactive engagement, risk assessment, and partnership with municipal and provincial service providers. The VPU facilitates referrals to health and social supports, including deployment of Yankee 30 (Youth Car) and Fox 87 (Mental Health Car) for crisis response, mental health assessments and connection to appropriate care pathways. These services are provided on rotational shifts.	Federal Government, City of Richmond	Shifts Vary			Thu	Shifts Vary		

8320418 LEGEND

 Available as needed

 Scheduled Outreach

 Emergency Outreach

 On-site/Facility-based outreach

* Member of Homelessness Outreach Worker Network

Schedule of Homelessness Outreach Services in Richmond									
Organization	Services Offered	Funding Source	Service Schedule						
Government Organizations									
Vancouver Coastal Health – Anne Vogel Clinic *	Provides site-based services including comprehensive assessment, support and intervention for individuals who are using opioids including referrals, support groups and primary care. Outreach support is limited to providing emergency/urgent transportation to attend appointments during clinic hours.	Ministry of Health	Mon	Tue	Wed	Thu	Fri		
Vancouver Coastal Health – Substance Use Outreach Team *	Provides recovery-oriented outreach and site-based service during the day for clients who have a primary complex substance use diagnosis causing functional impairments in daily life. Services may include case management, counselling, psychiatry and general medicine.	Ministry of Health	Mon	Tue	Wed	Thu	Fri		
Vancouver Coastal Health – Assertive Community Treatment Outreach (ACT) *	A team-based, person-centered service delivery model that supports people living with complex mental health or concurrent mental health and substance use disorders in their community. These services may be facility-based or provided through outreach and include housing applications (including completion of Vulnerability Assessment Tool).	Ministry of Health	Mon	Tue	Wed	Thu	Fri		
Non-Profit Community Organizations									
Progressive Housing Society – Drop-in Centre *	Provides site-based support offering resources, referrals, case management, housing applications and search (including completion of Vulnerability Assessment Tool), help accessing treatment/detox/shelter, support with medical appointments, hospital or urgent care visits, showers, laundry, lunch, snacks, haircuts, foot care, clothing, mail delivery, computer and internet access and recreational activities. This work may involve limited outreach work in the community to build trusting relationships with vulnerable or high-risk clients.	City of Richmond	Mon	Tue	Wed	Thu	Fri		
Progressive Housing Society – Temporary Winter Shelter and Outreach *	Provides two site-based emergency overnight shelters and meals to individuals sheltering outdoors or in vehicles during the winter. This program is available November 1 to March 31. Outreach support is available to assist with access to shelter and drop-in centre services, resources, referrals, case management, housing applications and search, help accessing treatment/detox/shelter, transportation, and service continuity for overnight shelter clients during the day and some evenings.	BC Housing	Mon	Tue	Wed	Thu	Fri	Sat	Sun

8320418 **LEGEND**

Available as needed



Scheduled Outreach



Emergency Outreach

On-site/Facility-based
outreach* Member of Homelessness
Outreach Worker Network

Schedule of Homelessness Outreach Services in Richmond									
Organization	Services Offered	Funding Source	Service Schedule						
Non-Profit Community Organizations									
The Salvation Army – Richmond House Emergency Shelter *	Provides emergency shelter 24 hours a day, meals, showers, laundry, resources, referrals, case management, housing applications and search (including completion of Vulnerability Assessment Tool), help accessing treatment/detox. The team participates in collaboration with outreach teams in the community and government service providers however services are primarily facility-based.	BC Housing	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Turning Point Recovery Society – Reaching Home Program *	Reaching Home Program staff work closely with community organizations and individuals to provide intervention when individuals are at risk of or experiencing homelessness. Services may include short-term rental assistance and housing set up funding, problem solving with landlords to prevent an eviction, housing applications and search (including completion of Vulnerability Assessment Tool), short term financial assistance for rental or utility arrears and clinical and treatment services such as assistance with hoarding. This work is primarily site-based but may involve meeting with clients at the Drop-in Centre or in the community. Collaboration with outreach staff is frequent.	Government of Canada	Mon	Tue	Wed	Thu	Fri		
Faith-Based Organizations									
Independent Volunteers *	Independently offer opportunities for relationship building and support, assistance to connect with community resources and services. Independent volunteers may engage in outreach in cooperation with other organizations or individuals but may not be formally connected to any one agency.	None	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Parish of St. Alban's *	Provides home and street visits, access to meals and food hamper delivery, crisis support and referrals to community resources and services. Outreach is provided to seniors, new immigrants, refugees, families with children and individuals facing poverty or marginalization including those who are unsheltered or socially isolated.	Parish of St. Albans, Private donations, City of Richmond							Sun
Refuge Church – After Hours Outreach Program *	Provides evening/after hours outreach. Services include hot meal distribution, resources, referrals, case management, housing applications and search, help accessing treatment/detox/shelter and assistance with family reunification or relocation to home community, support with medical or dental appointments, hospital or urgent care visits, wellness checks, transportation, support with pet needs, and other supports including assessment of needed supplies, judicial, volunteer and employment assistance.	Refuge Church, Food Aid Delivery Coalition partners, City of Richmond	Mon	Tue	Wed	Thu		Sat	

8320418 **LEGEND**
 Available as needed

 Scheduled Outreach

 Emergency Outreach

 On-site/Facility-based outreach

* Member of Homelessness Outreach Worker Network

Schedule of Homelessness Outreach Services in Richmond								
Organization	Services Offered	Funding Source	Service Schedule					
Faith-Based Organizations								
The Salvation Army – Mobile Food Program *	Offers an evening meal from the Salvation Army food truck for individuals experiencing homelessness, clothing, referrals to community resources and services. Outreach includes offering ongoing support and connection to needed resources.	The Salvation Army, Hecht Foundation, Illich Foundation, City of Richmond	Mon	Tue	Wed	Thu	Fri	
Union Gospel Mission – Homelessness Outreach *	A mobile outreach team that offers practical, emotional, spiritual support and referrals.	Union Gospel Mission			Wed			



Schedule of Community Food Programs in Richmond									
Organization	Services Offered	Funding Source	Service Schedule						
Chabad of Richmond	Weekly Kosher Meal Delivery Location: Richmond-wide	City of Richmond, AI Roadburg Foundation, Averbach Foundation, Chabad Richmond			Wed				
Food Link Society (formerly Immigrant Link Centre Society)	Food Distribution Program • Serving four affordable housing sites in Richmond biweekly (three sites on Week 1; one site on Week 2) Location: City Centre, Shellmont and Broadmoor	City of Richmond, Provincial Government (BC Community Gaming Grant), Food Link Society						Sat	
Fraserview Mennonite Brethren Church	Community Meal Program (Dinner) ¹ Location: East Cambie	City of Richmond, Fraserview Mennonite Brethren Church			Wed				
Gilmore Park United Church	Community Meal Program (Dinner) Location: Seafair	Gilmore Park United Church				Thu			
	Takeaway Meals for After Hours Outreach Program ² Location: Richmond-wide					Thu			
LingYen Mountain Temple Canada	Community Meal Program (Vegetarian Lunch) Location: East Richmond	LingYen Mountain Temple Canada							Sun
Minoru Seniors Society	Seniors Centre Low-Cost Meals (Lunch) Location: City Centre	Minoru Seniors Society	Mon \$	Tue \$	Wed \$	Thu \$	Fri \$		
Muslim Food Bank Society	Halal Food Hampers Location: East Cambie	City of Richmond, Muslim Food Bank Society						Sat (4th Sat)	
Nanaksar Gurdwara Gursikh Temple	Community Meal Program (Vegetarian Meals, 24 hours/7 days a week) Location: East Richmond	Nanaksar Gurdwara Gursikh Temple	Mon	Tue	Wed	Thu	Fri	Sat	Sun

¹ Community meals are generally offered as sit-down dinners open to the public.

² Takeaway meals are intended to be distributed by the After-Hours Outreach Program to individuals at risk of or experiencing homelessness.

LEGEND  Free community meals  Free takeaway meals to outreach teams  Low-cost (\$) meals for all  Free grocery distribution, hampers and meal delivery  Meals for program participants only  Free outdoor food pantry (open 24/7)  Seasonal only

Schedule of Community Food Programs in Richmond (CONTINUED)									
Organization	Services Offered	Funding Source	Service Schedule						
Parish of St. Alban's	Food Security Programs: • Community Meal Program (Dinner) • Takeaway Meals for After Hours Outreach Program • Hot Lunch Program • Outreach Program (Mini-hampers) • Sandwich Delivery Program Location: City Centre with delivery to other areas	City of Richmond, Parish of St. Alban's		Tue			Fri		Sun
				Tue					Sun
Pathways Clubhouse	Low-Cost Meal Program (Lunch) • For Clubhouse members Location: City Centre	City of Richmond, Vancouver Coastal Health, Pathways Clubhouse	Mon \$	Tue \$	Wed \$	Thu \$	Fri \$	Sat \$	Sun \$
Peace Mennonite Church	Community Meal Program (Dinner) Location: East Cambie	City of Richmond, Provincial Government (BC Community Prosperity Fund), Peace Mennonite Church		Tue (1st / 3rd Tue)					
	Takeaway Meals for After Hours Outreach Program Location: Richmond-wide			Tue (3rd Tue)					
Progressive Housing Society	Drop-In Centre Meals (Lunch) • Open to members of the community at risk of or experiencing homelessness Location: City Centre	City of Richmond	Mon	Tue	Wed	Thu	Fri		
	Temporary Winter Shelter Meals • For individuals spending the night at either of the two shelters • 2 meals per day (Dinner and Breakfast) • Seasonal from November to March Location: City Centre and Broadmoor	BC Housing	Mon ❄	Tue ❄	Wed ❄	Thu ❄	Fri ❄	Sat ❄	Sun ❄
			Mon ❄	Tue ❄	Wed ❄	Thu ❄	Fri ❄	Sat ❄	Sun ❄
Refuge Church	Community Meal Program (Dinner) Location: East Richmond	Refuge Church			Wed				
	Takeaway Meals for After Hours Outreach Program Location: Richmond-wide				Wed				

LEGEND



Free community meals



Free takeaway meals to outreach teams



Low-cost (\$) meals for all



Free grocery distribution, hampers and meal delivery



Meals for program participants only



Free outdoor food pantry (open 24/7)



Seasonal only

Schedule of Community Food Programs in Richmond (CONTINUED)

Organization	Services Offered	Funding Source	Service Schedule						
Richmond Family Place Society	Meal Programs (Breakfast, Lunch or Dinner) • For families with children under 6 years (siblings welcome) Location: City Centre	City of Richmond, Provincial Government (Ministry of Children & Family Dev., BC Community Gaming Grant), Richmond Family Place Society	Mon	Tue	Wed	Thu		Sat	
Richmond Food Bank Society	Grocery Distribution Services Outdoor Food Pantry (24 hours/7 days a week) Location: City Centre, Seafair (Depot #1), East Cambie (Depot #2) and East Richmond (Depot #3)	Food Banks Canada, Food Banks BC, Richmond Community Foundation, Gilmore Park United Church, Richmond Food Bank Society, among others	Mon	Tue (Depot #2)	Wed	Thu (55+ only)	Fri	Sat (By appt.)	
			Mon (Depot #1)		Wed (Depot #3)				
			Mon	Tue	Wed	Thu	Fri	Sat	Sun
Richmond Presbyterian Church	Community Meal Program (Dinner) Location: Blundell	City of Richmond, Richmond Community Foundation, Gilmore Park United Church, Richmond Presbyterian Church	Mon						
	Takeaway Meals for After Hours Outreach Program Location: Richmond-wide		Mon						
St. Joseph the Worker Parish	Community Meal Program (Dinner) Location: Seafair	St. Joseph the Worker Parish						Sat	
	Takeaway Meals for After Hours Outreach Program Location: Richmond-wide							Sat	
St. Paul's Parish	Takeaway Meals for St. Paul's Outreach Team Location: Richmond-wide	St. Paul's Parish					Fri		
The Kehila Society of Richmond	Meals-on-Wheels • Additional Food Fridge and Pantry (School Food Program) in East Richmond • Grocery gift cards Location: Richmond-wide	City of Richmond, Jewish Federation Grant, Mazon Canada, Averbach Foundation, The Kehila Society of Richmond		Tue		Thu			

LEGEND

Free community meals



Free takeaway meals to outreach teams



Low-cost (\$) meals for all



Free grocery distribution, hampers and meal delivery



Meals for program participants only



Free outdoor food pantry (open 24/7)



Seasonal only

Schedule of Community Food Programs in Richmond (CONTINUED)								
Organization	Services Offered	Funding Source	Service Schedule					
The Salvation Army – Richmond Community Corps	Food Security Programs: • Mobile Feeding Program (Food Truck) (Dinner) • Community Meal Program (Morning and Night) at Gilbert main site Location: City Centre and Broadmoor	City of Richmond, Hecht Foundation, Illich Foundation, The Salvation Army	Mon	Tue	Wed	Thu	Fri	Sun (Gilbert main site)
The Salvation Army – Richmond House Emergency Shelter	Richmond House Emergency Shelter Meals • For individuals staying at the shelter • 3 meals per day (Breakfast, Lunch and Dinner) Location: Shellmont	BC Housing	Mon	Tue	Wed	Thu	Fri	Sat Sun
Union Gospel Mission	Bagged Lunches (sandwiches) delivered by its Mobile Outreach Team	Union Gospel Mission			Wed			

Note: Updated as of February 26, 2026 with additional work underway to gather more information on the full spectrum of community food program providers in Richmond.

LEGEND

Free community meals

Free takeaway meals to outreach teams

Low-cost (\$) meals for all

Free grocery distribution, hampers and meal delivery

Meals for program participants only

Free outdoor food pantry (open 24/7)

Seasonal only

List of Community Food Program Providers Supported by City Funding

Organization	2025 HSS Grant	2025 Council Community Initiative Account	2025 Total City Funding	2026 HSS Grant	2026 Council Community Initiative Account	2026 Total City Funding
1. Chabad of Richmond	Did not apply	n/a	n/a	\$5,000	n/a	\$5,000
2. Food Link Society	\$10,000	n/a	\$10,000	\$10,000	n/a	\$10,000
3. Frserview Mennonite Brethren Church	\$5,000	n/a	\$5,000	\$5,000	n/a	\$5,000
4. Muslim Food Bank Society	Did not apply	n/a	n/a	\$7,500	n/a	\$7,500
5. Parish of St. Alban's	\$38,584	\$26,416	\$65,000	\$38,584	\$26,416	\$65,000
6. Pathways Clubhouse	\$36,657	n/a	\$36,657	\$36,657	n/a	\$36,657
7. Peace Mennonite Church	\$7,500	n/a	\$7,500	\$7,500	n/a	\$7,500
8. Refuge Church	\$25,000	\$85,000	\$110,000	\$25,000	\$75,000	\$100,000
9. Richmond Family Place Society	\$42,303	n/a	\$42,303	\$42,303	n/a	\$42,303
10. Richmond Presbyterian Church	\$7,500	n/a	\$7,500	\$7,500	n/a	\$7,500
11. St. Joseph the Worker Parish	\$7,500	n/a	\$7,500	Did not apply	n/a	n/a
12. The Kehila Society	\$7,500	n/a	\$7,500	\$7,500	n/a	\$7,500
13. The Salvation Army	\$0	\$20,000	\$20,000	\$10,000	\$20,000	\$30,000
Total	\$187,544	\$131,416	\$318,960	\$202,544	\$121,416	\$323,960

Schedule of School-Based Food Programs

SD38 Program	Description	Availability
Breakfast program (sit-down)	Sit-down breakfast offered at select schools where staffing capacity allows.	Based on school's needs; eligible for all schools.
Breakfast program (grab and go)	Portable breakfast items; preferred breakfast model due to staff capacity.	Based on school's needs; eligible for all schools.
Sandwich lunch program	Prepared sandwiches for elementary schools.	Based on school's needs; eligible for all schools.
Boxed lunch program	Boxed lunches for secondary schools.	Based on school's needs; eligible for all schools.
Universal hot lunch program (pilot program)	Provides 1-2 days per month where every student can receive a hot lunch at no cost.	Available at each school.
Community fridge	Refrigerated food available to students during the school day.	Available at each school.
Snack program	Fresh items (e.g. hummus kits, tuna and crackers) available to students during the school day.	Available at each school.
Fruit and veggie program	Monthly whole-school distribution of fruits or vegetables.	Available at each school.
Weekly fruit program	Weekly fruit in community fridges; in addition to or instead of monthly fruit and veggie program.	Based on school's needs; eligible for all schools.
Dairy program	Weekly dairy in community fridges on a rotational basis (e.g. milk, cheese, overnight oats); opt-in as part of fruit and veggie program.	Based on school's needs; eligible for all schools.
Backpack buddies	Weekly ready-to-eat or easy-to-prepare foods (with fresh items) packaged for the student to cover weekend meals.	Self-identified by parent(s) or by school administrators; eligible for all students.