

Board of Education
Public Meeting Agenda

Wednesday, November 20, 2024 – 7:00 pm
1st Floor Boardroom and via Zoom

https://sd38.zoom.us/webinar/register/WN_xliTsZs4QfuYbljMdg_J2w

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

1. Recognition of Visitors, Announcements and Trustees' Updates

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

2. Adoption of Agenda

3. Presentations, Briefs, Special Recognition

- (a) Presentations
Nil.
- (b) Briefs
Nil.
- (c) Special Recognition
Nil.

4. Questions from the Public

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

5. Executive

6. Approval of Minutes of Prior Meetings

- (a) Record of an in-camera meeting of the board held Wednesday, October 23, 2024.
- (b) Regular meeting of the board held Wednesday, October 23, 2024 for approval.
- (c) Record of an in-camera special meeting of the board held Tuesday, October 29, 2024.

7. Business Arising from Prior Minutes

Nil.

8. New Business

- (a) **R.C. Talmey Elementary School Improvements Straddling Property Lines Covenant Bylaw 2024**
Report from the Secretary Treasurer attached.

9. Questions from the Public

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

10. Standing Committee Reports

(a) **Audit Committee**

Chairperson: David Yang

Vice Chairperson: Alice Wong

- (i) The next meeting is scheduled for Tuesday, January 7, 2025.

(b) **Education Committee**

Chairperson: Heather Larson

Vice Chairperson: David Yang

- (i) Minutes of the meeting held on October 16, 2024, are attached for information.

A meeting was held on Wednesday, November 13, 2024. The next meeting is scheduled for Wednesday, January 15, 2025, at 6:00 pm.

(c) **Facilities and Building Committee**

Chairperson: Ken Hamaguchi

Vice Chairperson: Debbie Tablotney

- (i) Minutes of the meeting held on October 2, 2024, are attached for information.

A meeting was held on Wednesday, November 6, 2024. The next meeting is scheduled for Wednesday, December 4, 2024, at 4:30 pm.

(d) **Finance and Legal Committee**

Chairperson: Donna Sargent

Vice Chairperson: Ken Hamaguchi

(i) **RECOMMENDATION:** 2025/26 Annual Budget Process and Timeline.
Report from the Committee Chairperson attached.

(ii) Minutes of the meeting held on October 16, 2024, are attached for information.

A meeting was held on Wednesday, November 13, 2024. The next meeting is scheduled for Wednesday, January 15, 2025, at 10:00 am.

(e) **Policy Committee**

Chairperson: Debbie Tablotney

Vice Chairperson: David Yang

(i) **NOTICE OF MOTION:** Policy 101/101-R: Strategic Planning attached.

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

A meeting was held on Tuesday, November 12, 2024. The next meeting is scheduled for Monday, December 2, 2024, at 11:00 am.

11. Board Committee and Representative Reports

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

A meeting was held on November 6, 2024.

(b) **BCSTA**

Trustee Academy is scheduled for November 21-23, 2024 at the Westin Bayshore, Vancouver.

(c) **BCPSEA**

BCPSEA Annual General Meeting is scheduled for January 30-31, 2025.

12. Correspondence

(a) For action:

Nil.

(b) For information:

Nil.

13. Adjournment

Board of Education

Telephone 604 668 6000

www.sd38.bc.ca

The next meeting is scheduled for Wednesday, December 11, 2024

Contact Persons regarding agenda items:

Superintendent, Mr. Christopher Usih – 604 668 6081

Secretary Treasurer, Ms. Cindy Wang – 604 668 6012

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

Committee Appointments 2024-2025

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

Note:

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

Date: November 20, 2024
From: Cindy Wang, Secretary Treasurer
Subject: **Record of an In-camera Board Meeting held October 23, 2024**

The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at an in-camera meeting of the Board held October 23, 2024.

(a) Briefs and Presentations:	Nil.
(b) Executive:	Administrative items were discussed.
(c) Business Arising out of Minutes:	Administrative items were discussed.
(d) New Business:	Administrative items were discussed.
(e) Standing Committee Reports:	Administrative items were discussed.
(f) Board Committee and Representative Reports:	Administrative items were discussed.
(g) Correspondence:	Administrative items were discussed.
(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, October 23, 2024 – 7:00 pm
1st Floor Boardroom and via Zoom

Present:

Chairperson	H. Larson
Vice Chairperson	K. Hamaguchi
Trustee	R. Belleza
Trustee	D. Sargent
Trustee	D. Tablotney
Trustee	A. Wong
Trustee	D. Yang
Superintendent of Schools	C. Usih
Secretary Treasurer	C. Wang
Assistant Superintendent	C. Brautigam
Assistant Superintendent	R. Laing
Assistant Superintendent	B. Thompson
Director, Communications & Marketing	D. Sadler
Executive Assistant (Recording Secretary)	T. Lee

The Chairperson called the meeting to order at 7:05 pm.

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

1. Recognition of Visitors, Announcements, Trustees' Updates

(a) Recognition of Visitors

Nil.

(b) Announcements

Trustee Wong: On November 5, 2024, the Richmond School District recognizes the efforts and contributions made by its support staff throughout the year. More than one thousand support staff roles operate within our district, and all of these individuals play an important role in the success of our school system.

Your dedication and commitment to supporting our school communities, whether working behind the scenes or directly with students, are essential to the success of our schools.

On behalf of the Board of Education, I would like to express my gratitude to all of our support staff who help to make the Richmond School District the best place to learn and lead. Thank you for your tireless efforts and for being the backbone of our school district. Your contributions are deeply appreciated, and we are grateful for everything you do.

Trustee Tablotney: Every year on November 11, Canadians pause in a silent moment of remembrance, reflecting on the sacrifices of those who have served and continue to serve our country, both at home and abroad. These individuals play a pivotal role in safeguarding our peace and freedom, enabling us to lead the lives we cherish today.

In recognition of our efforts as a district to commit to truth and reconciliation, we also shine a spotlight on the invaluable role of the First Nations, Métis, and Inuit people of Canada, who have a long and proud history of military service to our country. As many as 12,000 Indigenous Canadians demonstrated immense courage and made significant sacrifices during two World Wars and the Korean War.

This Remembrance Day, we extend our heartfelt appreciation to the memory and diverse contributions of all our veterans.

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

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

2. Adoption of Agenda

Trustee Yang requested to add "Response Letter from the Minister of Immigration, Refugees and Citizenship Canada" to the agenda as item 12 (b).

146/2024 MOVED BY A. WONG AND SECONDED BY D. TABLOTNEY:

THAT the Wednesday, October 23, 2024 regular agenda of the Board of Education be adopted as amended.

CARRIED

3. Presentations, Briefs, Special Recognition

(a) **Presentations**

Nil

(b) **Briefs**

Nil.

(c) **Special Recognition**

Nil.

4. Questions from the Public

There were no questions from the public.

5. Executive

The Superintendent shared the following highlights:

- Engaged in school visits, interacting with staff, students, parents, and community members;
- Recognized the dedication of teachers and support staff in creating dynamic learning environments;
- Observed effective collaboration between educators and support staff focused on student learning and well-being;
- Discussed the next iteration of the strategic plan to ensure every student feels valued and included; and
- Noted the impact of technology and AI on teaching and learning.

Assistant Superintendent Brautigam then introduced students from Steveston-London Secondary School, who presented on equity and inclusivity in secondary school. Aligned with Strategic Priority 2, the students defined equity and discussed its importance within the school's values and practices. They showed two short videos on the Social Emotional Learning Focused program, Indigenous principles, and their equity mural project.

Trustees expressed their gratitude to the students for their presentation and their efforts in promoting equity and inclusion. The students then responded to various questions from the trustees about their presentation.

6. Approval of Minutes of Prior Meetings

- (a) A record of an in-camera meeting of the board held Wednesday, September 25, 2024 was included for information.
- (b) Regular meeting of the board held Wednesday, September 25, 2024

147/2024 MOVED BY A. WONG AND SECONDED BY D. TABLOTNEY:

THAT the Board of Education approve the Minutes of Wednesday, September 25, 2024, regular meeting as circulated.

CARRIED

7. Business Arising from Prior Minutes

- (a) **Fall 2024 Enrolment Update**

The Secretary Treasurer spoke to her report as included in the agenda package. Trustees expressed their appreciation for the report. She then addressed trustees' questions regarding the following topics:

- Decline in enrolment in the Alternate Program;
- Number of Adult Education students;
- Source of funding for staffing related to increased enrollment; and
- Impact of the budget due to the decrease in projected enrolment of international students.

(b) **Richmond International Education (RIE) Annual Update**

The Director, Richmond International Education spoke to his report as included in the agenda package. He then invited two students, one from Japan and one from Brazil, to share their experiences in Richmond schools.

Trustees expressed their gratitude to the RIE staff for their work with the program and thanked the students for sharing their experiences.

The Director, Richmond International Education then responded to trustees' questions including:

- Mitigations for potential risks in the RIE program;
- Effect of enrollment on staffing levels and available seats in schools;
- Advocacy support for the program;
- Impact of government policies on international student study permits;
- Interculturalism Fund;
- Wakayama Sister School program;
- Short-term group programs; and
- Fees for optional field trips.

8. New Business

Nil.

9. Questions from the Public

The President, Richmond Teachers' Association raised concerns about ongoing challenges related to enrolment growth, particularly regarding space and staffing issues. While acknowledging positive enrolment trends, she emphasized the need for continued efforts in recruitment and retention. She also requested ideas for new advocacy strategies and continued collaboration with the Board.

The Chairperson called for a recess at 8:55 pm due to network issues, with the meeting to reconvene once the network was restored. The Public Board meeting reconvened at 9:06 pm.

10. Standing Committee Reports

(a) **Audit Committee**

Chairperson: David Yang

Vice Chairperson: Alice Wong

The next meeting is scheduled for Tuesday, January 7, 2025.

(b) **Education Committee**

Chairperson: Heather Larson

Vice Chairperson: David Yang

- (i) Minutes of the meeting held on September 18, 2024, were attached for information.

A meeting was held on Wednesday, October 16, 2024. The next meeting is scheduled for Wednesday, November 13, 2024, at 6:00 pm.

(c) **Facilities and Building Committee**

Chairperson: Ken Hamaguchi

Vice Chairperson: Debbie Tablotney

- (i) Minutes of the meeting held on September 4, 2024, were attached for information.

A meeting was held on Wednesday, October 2, 2024. The next meeting is scheduled for Wednesday, November 6, 2024, at 4:30 pm.

(d) **Finance and Legal Committee**

Chairperson: Donna Sargent

Vice Chairperson: Ken Hamaguchi

- (i) **RECOMMENDATION:** Trustees Expenses for the Three Months ended September 30, 2024.

148/2024 MOVED BY D. SARGENT AND SECONDED BY R. BELLEZA:

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

BE IT RESOLVED that in accordance with the *School Act*, the Board of Education of School District No. 38 approves Trustees' expenses paid during the three-month period ended September 30, 2024, in the amount of \$1,263.60.

CARRIED

- (ii) Minutes of the meeting held on September 18, 2024, were attached for information.

A meeting was held on Wednesday, October 16, 2024. The next meeting is scheduled for Wednesday, November 13, 2024, at 10:00 am.

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

- (i) **RECOMMENDATION:** Policy 203-R and 203-G: Trustee Stipend and Expenses

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

149/2024 MOVED BY D. TABLOTNEY AND SECONDED BY D. YANG:

THAT the Board of Education approve revised **Policy 203-R and 203-G: Trustee Stipend and Expenses**, in accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*.

CARRIED

- (ii) **RECOMMENDATION:** Policy 400-R5: Smoking and Alcohol Consumption and Policy 804.1-R: Community Use of District Facilities

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

150/2024 MOVED BY D. TABLOTNEY AND SECONDED BY A. WONG:

THAT the Board of Education approve revised **Policy 400-R5: Smoking and Alcohol Consumption and Policy 804.1-R: Community Use of District Facilities**, in accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*.

Discussion ensued regarding the decision to include vaping due to its increasing prevalence. Following discussion, trustees voted on the motion.

CARRIED

- (iii) Minutes of the meeting held on September 16, 2024, were attached for information.

A meeting was held on Tuesday, October 15, 2024. The next meeting is scheduled for Tuesday, November 12, 2024, at 11:00 am.

11. Board Committee and Representative Reports

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

The next meeting is scheduled for Wednesday, November 6, 2024, at 9:30 am.

- (b) **BCSTA**

Trustee Yang noted Provincial Council meeting will be held on October 25-26, 2024 and provided a brief overview of the meeting.

(c) **BCPSEA**

Trustee Tablotney noted she will be attending the BCPSEA Symposium on November 7-8, 2024, focusing on “Insight and Opportunities, Human Resources in Education.”

12. Correspondence

(a) For action:

Nil.

(b) For information:

Response Letter from the Minister of Immigration, Refugees and Citizenship Canada

Trustee Yang provided background on the response letter related to the advocacy letter sent to Members of Parliament in June 2023 regarding the funding model for the Settlement Workers in Schools program.

13. Adjournment

151/2024 MOVED BY D. YANG AND SECONDED BY R. BELLEZA:

THAT the regular meeting of Wednesday, October 23, 2024 of the Board of Education be adjourned at 9:20 pm.

CARRIED

H. LARSON
Chairperson

C. WANG
Secretary Treasurer

Date: November 20, 2024
From: Cindy Wang, Secretary Treasurer
Subject: **Record of a Special In-camera Board Meeting held October 29, 2024**

The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at a special in-camera meeting of the Board held October 29, 2024.

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

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

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

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

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

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

Report to the Board of Education (Public)

Date: November 20, 2024

From: Cindy Wang, Secretary Treasurer

Subject: **R.C. Talmey Elementary School Improvements Straddling Property Lines Covenant Bylaw 2024**

RECOMMENDATION

THAT the Board of Education of School District No. 38 (Richmond) approve the R.C. Talmey Elementary School Improvements Straddling Property Lines Covenant Bylaw, 2024, by way of three readings in this public board meeting on November 20, 2024.

STRATEGIC PLAN REFERENCES

Strategic Priority 3: Optimized Facilities & Technology

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

BACKGROUND

In May 2024, the British Columbia Ministry of Education and Child Care (“MECC”) provided support for a six-classroom prefabricated modular classroom addition (the “Addition”) at R.C. Talmey Elementary School through an amended capital response letter regarding the Board approved 2024/25 Five-Year Capital Plan. The project work has commenced and is currently in the building permit application process.

The Addition will be located to the south of the existing school building and will straddle two adjoining legal parcels, both of which are entirely owned by the Board of Education. The diagram below illustrates the location of the Addition (highlighted in red) and its position across the two legal (highlighted in green) that make up the R.C. Talmey Elementary School site.



As a condition for issuing a building permit for the Addition, the City of Richmond requires that the Board grant an Improvements Straddling Property Lines Covenant (the “Covenant”), which will be registered at the Land Title Office against title to the two legal parcels comprising the R.C. Talmey Elementary School site. This approach facilitates an expedited approval process without necessitating the full consolidation of the two legal parcels at this stage, thereby supporting the project’s adherence to its target completion date.

The Board’s granting of the Covenant will neither conflict with nor detract from the regular and extracurricular programs of the school, or the current or future educational needs of the school district. Registration of the Covenant will not interfere with the Board’s current and future use of the property.

In accordance with the *School Act*, the Board of Education may exercise its authority to approve such a Covenant only by bylaw. The grant of the Covenant by the Board of Education in favour of the City of Richmond does not require approval from the Minister under Ministerial Order M193/08 (*Disposal of Land or Improvements Order*) as the grant of the Covenant is not a transfer of fee simple interest or a lease of 10 years or more.

CONCLUSION

The registration of the Covenant represents a practical solution to meet regulatory requirements while facilitating progress on the Talmey Classroom Addition project. It is therefore recommended that the Board of Education approve the Covenant Bylaw through three readings at today’s public board meeting. Through this Bylaw, the Board will grant the Covenant to the City in the form required by the City and register the Covenant against title to the two legal parcels comprising the R.C. Talmey Elementary School site in the Land Title Office.

Cindy Wang, MSc, CPA-CA
Secretary Treasurer

Attachments:

R.C. Talmey Elementary School Improvements Straddling Property Lines Covenant Bylaw, 2024

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 38 (RICHMOND)
R.C. TALMEY ELEMENTARY SCHOOL IMPROVEMENTS STRADDLING PROPERTY LINES COVENANT
BYLAW, 2024

WHEREAS a board of education may dispose of land or improvements owned or administered by the board of education under the authority of Section 96(3) of the *School Act* (British Columbia), subject to the Orders of the British Columbia Minister of Education and Child Care (the “**Minister**”);

AND WHEREAS the *Interpretation Act* (British Columbia) defines the word “dispose” to mean to transfer by any method and includes, among other things, grant and charge;

AND WHEREAS a disposal of land or improvements by way of a grant of a covenant does not require approval from the Minister pursuant to Ministerial Order M193/08 (Disposal of Land or Improvements Order);

AND WHEREAS Section 65(5) of the *School Act* (British Columbia) provides that a board of education may exercise a power with respect to the acquisition or disposal of property owned or administered by the board of education only by bylaw;

AND WHEREAS:

- (a) The Board of Education of School District No. 38 (Richmond) (the “**Board**”) is the registered owner of the R.C. Talmey Elementary School property with a civic address of 9480 and 9500 Kilby Road, Richmond, British Columbia V6X 3N2 and legally described as follows:

Parcel Identifier: 017-854-938
Legal Description: Lot 1 Section 27 Block 5 North Range 6 West New Westminster District Plan LMP5224

(“**Lot 1**”); and

Parcel Identifier: 017-908-159
Legal Description: Lot A Section 27 Block 5 North Range 6 West New Westminster District Plan LMP6166

(“**Lot A**”, and together with Lot 1, the “**Property**”);

- (b) the Property is facility number 3838054;
- (c) the Board will be adding an addition to the existing building known as the R.C. Talmey Elementary School (the “**Addition**”), which Addition will straddle the lot lines of Lot 1 and Lot A;
- (d) as a condition to issue of a building permit for the Addition, the City requires that the Board grant an Improvements Straddling Property Lines Covenant (the “**Covenant**”) in favour of the City to be registered against title to the Property at the Land Title Office;

- (e) the Board has determined and hereby confirms that the granting of the Covenant will neither conflict with nor detract from the regular or extracurricular program of the school or the current or future educational needs of the school district; and
- (f) the Board is satisfied that the Covenant will benefit the Board and that the granting of the Covenant will not interfere with the Board’s use of the Property.

NOW THEREFORE be it resolved as a Bylaw of the Board that the Board enter into the Covenant and grant the Covenant to the City in the form required by the City, and register the Covenant against title to the Property in the Land Title Office.

BE IT FURTHER resolved as a Bylaw that the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to grant the Covenant to the City and to execute and deliver the Covenant and such amendments thereto as the Secretary-Treasurer may, in their discretion, consider advisable, and the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver all related documents required to grant the Covenant to the City and to register the Covenant against title to the Property in the Land Title Office on such terms and conditions as the Secretary-Treasurer may, in their discretion, consider advisable as witnessed by the signature of the Secretary-Treasurer.

This Bylaw may be cited as “School District No. 38 (Richmond) R.C. Talmey Elementary School Improvements Straddling Property Lines Covenant Bylaw, 2024”.

Read a first time this 20th day of November, 2024.

Read a second time this 20th day of November, 2024.

Upon unanimous agreement of the Trustees of the Board in attendance, this Bylaw was read a third time on the 20th day of November, 2024, and finally passed and adopted this 20th day of November, 2024.

Chairperson of the Board

Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of the “School District No. 38 (Richmond) R.C. Talmey Elementary School Improvements Straddling Property Lines Covenant Bylaw, 2024”, adopted by the Board the 20th day of November, 2024.

Secretary-Treasurer

Report to the Board of Education (Public)

Date: November 20, 2024
From: Donna Sargent, Trustee, Chairperson of Finance and Legal Committee
Subject: 2025/26 Annual Budget Process and Timeline

RECOMMENDATION

THAT the Board of Education (the Board) approve the 2025/26 Annual Budget process and timeline as presented.

AND FURTHER THAT the Board direct staff to publish the 2025/26 budget process and timeline on the District's website.

DISCUSSION

Annual Budget Process

The District operates as a corporation under the authority of the *School Act* (British Columbia), receiving approximately 91 per cent of its operating revenue from the Government of British Columbia through the Ministry of Education and Child Care. In accordance with the *School Act*, the Board is required to approve a balanced annual budget for the upcoming school year and submit it to the Ministry before June 30 each year.

The District's annual budget is developed to align with its vision, mission and values, while reflecting the priorities and goals outlined in its strategic plan. The budget and resource allocation are centered around student learning, which is the core mandate of the District.

The budget is prepared in accordance with the School Act, Budget Transparency and Accountability Act, along with the Accounting Practices Order, the Financial Planning and Reporting Policy and the K-12 Accumulated Operating Surplus Policy. These legislations and policies establish the financial reporting and budgeting requirements for K-12 Education in the Province. Additionally, the District follows Board Policy 601 Budget, Policy 621 Financial Reporting, and Policy 631 Accumulated Operating Surplus and Capital Reserves, for budget development.

The District's annual budget process begins in January with community engagement and concludes by the end of April with the approval of the Annual Budget by the Board of Education. This timeline ensures the fulfilment of contractual obligations and aligns with the annual staffing process.

Following the annual budget approval, the District continues to monitor and adjust for any updates to Ministry funding, evolving budget factors and emerging trends that may impact the District's financial operations. Any necessary adjustments will be integrated into the Amended Budget in the fall, which will be approved by the Board and submitted to the Ministry by the end of February each year.

Budget Consultation

The budget consultation process enables a collaborative dialogue between the Board and its educational partner groups to help shape priorities for the upcoming school year. This process encourages meaningful input, guiding the District’s allocation of fiscal resources and supporting informed decision-making. To ensure comprehensive engagement, the Board provides various opportunities for partner groups and the public to present their budget priorities in advance of the final budget approval at the end of April.

An essential element of this process is the Budget Advisory Working Group (BAWG) meetings, which include the Board of Education along with representatives from key partner groups including the Richmond Teachers’ Association (RTA), Canadian Union or Public Employees (CUPE) Local 716, Richmond Association of School Administrators (RASA), Richmond Management and Professional Staff (RMAPS), and Richmond District Parents Association (RDPA).

The following table details planned meetings for the 2025/26 Annual Budget consultation process, outlining multiple opportunities for educational partner groups’ involvement.

Date	Meeting	Goal
November 20, 2024	Public Board Meeting	Approval of 2025/26 budget process and timeline.
January 6, 2025	Trustee Budget Workshop	An opportunity for Trustees to review and discuss preliminary 2025/26 budget information.
January 9, 2025	Richmond Leadership Team (RLT) Meeting Budget Consultation	Preliminary budget information presented to the RLT for their feedback and input.
January 13, 2025	Budget Advisory Working Group Meeting	The board and education partner groups are presented with preliminary budget information; engage in round table discussions on the alignment between the fiscal plan and district strategic priorities and goals.
February 12, 2025	Finance & Legal Committee Meeting	Preliminary 2025/26 three-year budget information presented to the Committee In-camera meeting.
February 19, 2025	Public Board Meeting	Approval of 2024/25 Amended Budget.
March 6, 2025	Budget Advisory Working Group Meeting	Preliminary three-year fiscal plan and draft budget proposals presented to educational partner groups for feedback and input.
March 12, 2025	Public Board Meeting – Annual Budget Committee of the Whole	The public and educational partners are invited to comment on the preliminary annual budget proposals during the Committee of the Whole in the public board meeting.
April 1, 2025	Trustee Budget Workshop	An opportunity for Trustees to discuss draft budget proposals; staff finalize the annual budget following Trustee Workshop.
April 23, 2025	Public Board Meeting	Final approval with three readings of the budget bylaw.

Additionally, members of the community are encouraged to ask questions and share feedback by emailing sd38budgetfeedback@sd38.bc.ca or by sending written submissions to the Office of the Secretary Treasurer, Board of Education of School District No. 38, 7811 Granville Avenue, Richmond, BC V6Y 3E3.

CONCLUSION

The District's Annual Budget is as a financial blueprint to support the implementation of District strategic priorities and goals for the upcoming school year. The budget process offers a valuable opportunity to engage staff, educational partners and the public transparently and inclusively, allowing for input and feedback on the District's financial plan. For the 2025/26 budget cycle, it is recommended that the proposed budget process and timeline be approved as presented in this report.

Respectfully submitted,

Donna Sargent
Trustee, Chairperson of Finance and Legal Committee

Attachment: Richmond School District 2025/26 Annual Budget Process and Timeline

Richmond School District No. 38
2025/26 Annual Budget Process and Timeline

November	December	January	February	March	April
Amended Budget		Budget Consultation and Preparation			Budget Approval
<ul style="list-style-type: none"> - Update 2024/25 school year operating budget to reflect September 30, 2024 actual enrolment. - Board approval of 2025/26 budget process and timeline (November 20, 2024 public board meeting) - Ministry operating grants and special purpose funds announcement (December 15, 2024) - Update three year enrolment projections 2025/26 - 2027/28 - Update three year financial projections 2025/26 - 2027/28 		<ul style="list-style-type: none"> - Board Approval of 2024/25 Amended Budget Bylaw (February 19, 2025 Public Board Meeting) - Budget consultation - gather partner group and public input <ul style="list-style-type: none"> - Budget Advisory Working Group meetings - Committee of the Whole (March 12, 2025 Public Board Meeting) - Board consideration of stakeholder and public input and feedback - Develop three-year budget and draft 2025/26 Annual Budget - Provincial Budget 2026 announcement (February - March 2025) - Ministry 2025/26 funding announcement (March 2025) 			<ul style="list-style-type: none"> - Board deliberation on draft budget (April 2025) - Finalization of Budget 2025/26 - Board approval of 2025/26 Annual Budget (April 23, 2025 Public Board Meeting)

Education Committee
Public Meeting Minutes

Wednesday, October 16, 2024 – 6:00 pm
Via Zoom

Present:

Chairperson	H. Larson
Vice Chairperson	D. Yang
Trustee Member	A. Wong
Assistant Superintendent	M. Naser
Assistant Superintendent	B. Thompson
Director of Instruction	R. Johal
District Administrator	J. Higo
Teacher Consultant	C. Easton
Teacher Consultant	E. Hsu
Teacher	A. Moss
Student	Chloe
Student	Livia
Student	Ryan
President, CUPE716	S. Robinson
1 st Vice President, CUPE716	N. Williams
Representative, Richmond Association of School Administrators	A. Pikkarainen
Representative, Richmond Association of School Administrators	L. Leung
President, Richmond Teachers' Association	L. Baverstock
3 rd Vice President, Richmond Teachers' Association	J. Cho
President, Richmond District Parents' Association	C. Huang
Executive Assistant (Recording Secretary)	S. Khan

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the hə́n̓q̓əmiḱə́m̓ 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, September 18, 2024, were approved as circulated.

3. Hugh Boyd Mural Project

Assistant Superintendent Maryam Naser introduced teacher sponsor Amy Moss and Students from the Gay Straight Alliance (GSA) club Ryan, Chloe and Livia. They presented the *Together We Thrive* mural project, a collaboration between the Art Class and GSA at Hugh Boyd Secondary which was completed at the end of 2023. The students shared their experience and informed the committee that the mural highlights diversity, equity and inclusivity, and that Hugh Boyd is a safe place for everyone.

Trustees asked the students what the mural means to them. Trustees and stakeholders expressed their gratitude to the students for their work.

4. Sexual Orientation and Gender Identity (SOGI) Guidelines for Parents

Assistant Superintendent Maryam Naser introduced Director of Instruction Rav Johal and Teacher Consultants Connie Easton and Ellen Hsu. They provided an overview of Policy 106, 106-R and 106-G: Sexual Orientation and Gender Identity and through this policy there was a formation of the SOGI Advisory Committee. They informed the committee of the 4 overarching goals of the Advisory committee, which is to support the implementation and understanding of how to grow diversity, equity, and inclusion in the district, and this includes staff and students who identify as 2SLGBTQ+. Further, they discussed what SOGI-inclusive education looks like in the district and emphasized that SOGI is not a separate curriculum but is woven into the curriculum through themes of valuing diversity and respecting differences. Finally, they provided some recent highlights in the district with respect to SOGI, and Rav informed the committee that the SOGI Advisory committee developed a document for parents titled *Sexual Orientation and Gender Identity (SOGI): Information for Parents and Guardians*. The document can be found on the district's website.

Stakeholders asked questions regarding grants for SOGI, and outreach for parents. Trustees informed the committee that the Board of Education issued a statement, on the district's website, reaffirming the Board's work on diversity, equity and inclusion.

5. Continuing Education Review Implementation Plan

Assistant Superintendent Maryam Naser and District Administrator Jason Higo provided background information on the review, the alignment with the strategic plan, and the recommendation that was approved at the April 2024 Board of Education meeting. They informed the committee that the recommendations focus on 4 key areas: data-informed planning and decision-making, leadership, budget, and Richmond Educational Assistant Program (REAP). From this, an implementation plan has been developed for the 2024/25 school year.

Trustees asked questions regarding program fees, and the assessment required for EAs.

6. Next Meeting Date – November 13, 2024

7. Adjournment

The meeting adjourned at 7:19 pm.

Respectfully Submitted,

*Heather Larson
Chairperson, Education Committee*

Facilities and Building Committee
Public Meeting Minutes

Wednesday, October 2, 2024 - 4:30 pm
Via Zoom

Present:

Vice Chairperson	D. Tablotney
Trustee Member	H. Larson
Trustee	A. Wong
Superintendent of Schools	C. Usih
Secretary Treasurer	C. Wang
Director, Richmond Project Team	S. Ahluwalia
Director, Facilities Services	K. Wilkins
President, Richmond Teachers' Association	L. Baverstock
2nd Vice President, Richmond Teachers' Association	F. Marsic
3rd Vice President/Pro-D Chair, Richmond Teachers' Association	J. Cho
President, Richmond District Parents Association	C. Huang
President, Richmond Association of School Administrators	N. Widdess
Representative, Richmond Management and Professional Staff	J. Canlas
Executive Assistant (Recording Secretary)	T. Lee

Regrets:

Chairperson	K. Hamaguchi
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The meeting was called to order at 3:30 pm.

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

The Vice Chairperson had committee members introduce themselves before proceeding to the agenda items.

1. Approval of Agenda

The agenda was adopted as circulated.

2. Approval of Minutes

Minutes from the September 4, 2024 meeting was approved as circulated.

3. Facilities Planning Update (standing item)

The Director, Richmond Project Team spoke to his report, which is included in the agenda package. He then responded to a trustee's question regarding the City of Richmond Official Community Plan

open houses.

4. Capital Projects Update (standing item)

The Director, Richmond Project Team referred to his report as included in the agenda package and highlighted current capital projects. Trustees expressed their appreciation to the Facilities team for their work on the childcare spaces. He then responded to trustees' questions regarding the Tomsett Elementary modular classroom addition and the washroom facilities in the modular classrooms.

Following a question from the President, Richmond Teachers' Association, the Director, Richmond Project Team noted that the targeted completion timeline for the Tomsett Elementary modular classroom addition is Fall 2025.

The Director, Richmond Project Team then responded to a question from the President, Richmond District Parents Association regarding the Spul'u'kwuks childcare facility, as well as a trustee's inquiry regarding the use of school building facilities by childcare operators.

5. Facilities Services Update (standing item)

The Director, Facilities Services spoke to his report as included in the agenda package and shared a presentation on additional summer projects that have been completed. Trustees thanked the Director of Facilities Services for the presentation and the updates on the facilities.

The Director, Facilities Services then responded to a trustee's question regarding parking lot line repainting and waste audits.

6. Minutes for Information

(a) Child Care Development Advisory Committee Meeting

Minutes of Meeting held June 5, 2024 were attached for information.

7. Next Meeting Date – November 6, 2024 at 4:30 pm

8. Adjournment

The meeting adjourned at 5:00 pm.

Respectfully Submitted,

*Debbie Tablotney
Vice Chairperson, Facilities and Building Committee*

Finance and Legal Committee

Public Meeting Minutes

Wednesday, October 16, 2024 – 10:00 am
Via Zoom

Present:

Chairperson	D. Sargent
Vice Chairperson	K. Hamaguchi
Trustee Member	R. Belleza
Trustee Alternate	A. Wong
Secretary Treasurer	C. Wang
Assistant Secretary Treasurer	M. Fu
Executive Director, Human Resources	T. Major
President, Richmond Teachers' Association	L. Baverstock
2nd Vice President, Richmond Teachers' Association	F. Marsic
Representative, Richmond Management and Professional Staff	R. Corbin
President, Richmond District Parents Association	C. Huang
President, Richmond Association of School Administrators	N. Widdess
Vice President, Richmond Association of School Administrators	A. Goulas
President, Canadian Union of Public Employees Local 716	S. Robinson
Executive Assistant (Recording Secretary)	T. Lee

The meeting was called to order at 9:59 am.

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

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

The minutes of the public meeting held Wednesday, September 18, 2024, were approved as circulated.

3. Human Resources Update

The Executive Director, Human Resources (HR) referred to her report as included in the agenda package, highlighting the need for increased staffing due to rising enrolment and the transition of Learning Enhancement Teacher positions.

Following a question from a trustee about recruitment and retention, the Secretary Treasurer highlighted the following:

- Moving the budget approval up by one month enhanced the staffing process and facilitated earlier planning for the school year;
- Human Resources, Finance, Central Registration, and Richmond International Education collaborated more closely through a more integrated process; and
- The HR Department's innovative approach to recruitment and retention, which involves close collaboration with education partner groups and school principals.

The Executive Director of Human Resources responded to a trustee's question about the budget for unfilled positions, noting that the budget remains in the staff operating budget until those positions are filled. Currently, there are 5.5 unfilled Learning Enhancement Teacher positions and four unfilled classroom teacher positions.

The President of the Richmond Teachers' Association expressed appreciation for the earlier staffing and budget process. She noted that RTA will continue to collaborate with HR to find solutions for the coming years and thanked HR for their innovative approaches.

The President, CUPE Local 716 thanked HR for all the hard work. The Executive Director of Human Resources then responded to her question about recruitment for educational assistants beyond the REAP program.

The President, Richmond District Parents Association thanked HR and education partner groups for their work. The Executive Director of Human Resources then responded to her question regarding unfilled non-enrolling positions transitioning into Learning Enhancement Teacher positions.

Discussion then ensued expressing gratitude to HR for exploring new approaches to recruitment and retention, and highlighting the value of collaborative relationships and working together.

4. Trustees' Expenses for the Three Months Ending September 30, 2024

The report was included in the agenda package. The Committee agreed to forward the following recommendation to the Board:

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

BE IT RESOLVED that in accordance with the *School Act*, the Board of Education of School District No. 38 (Richmond) approves Trustees' expenses paid during the three-month period ended September 30, 2024, in the amount of \$1,263.60.

5. Minutes for Information

(a) Cambie Coordinating Committee Meeting

Minutes of Meeting held May 15, 2024 were attached for information. The next meeting is scheduled on May 7, 2025 to be hosted by the School District.

The Secretary Treasurer provided information about the committee and Cambie Community Centre, highlighting the shared property and collaborative efforts between the City of Richmond and the school district in developing plans and program offerings for the community.

6. Next Meeting Date – Wednesday, November 13, 2024 at 10:00 am

7. Adjournment

The meeting adjourned at 10:29 am.

Respectfully Submitted,

*Donna Sargent
Chairperson, Finance and Legal Committee*

Report to the Board of Education (Public)

Date: November 20, 2024
From: Debbie Tablotney, Trustee, Chairperson of Policy Committee
Subject: **Policy 101/101-R: Strategic Planning**

NOTICE OF MOTION TO DECEMBER 11, 2024 MEETING OF THE BOARD OF EDUCATION

This is a Notice of Motion that a RECOMMENDATION will be presented at the December 11, 2024 Public meeting of the Board of Education to approve minor revisions to Policy 101/101-R: Strategic Planning.

BACKGROUND:

Starting this month and for the foreseeable future, the Policy Committee will be bringing to the board minor revisions to existing policies and/or regulations in accordance with Policy 204-R: Development and Revision of Policy and Regulation, and the Checklist for Policy, Regulations and Guidelines Revision and Development. Ultimately, all minor revisions supported by Policy Committee will require approval at a public meeting of the Board of Education.

POLICY CONSIDERATIONS:

The proposed minor revisions to Policy 101 & 101-R are guided by the need to align existing policies with new understandings through a DEI lens (see Checklist for Policy, Regulations and Guidelines Revision and Development).

A specific example of the type of language requiring attention throughout the Board's Policy Manual is the often used term, "stakeholder." The provincial government has developed and posted online a document titled *Terminology in Indigenous context* which articulates that the term "stakeholder" is a common cooperate term for partners which has negative connotations to many Indigenous Peoples." Policies are being aligned with the Ministry guidance, and the term "stakeholder" is being replaced with "partner group".

In addition, the necessity to review existing Board policies and regulations (described above) provides the opportunity for greater consistency regarding a range of items such as the use of jargon, capitalization, spacing, spelling, hyphenation, district job title modifications, and Ministry of Education and Child Care changes over time.

Proposed district definition of "partner group":

In the Richmond School District, the term partner groups include 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.

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.

PROCESS

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

PROPOSED TIMELINE:

Dates	Meeting	Comments
October 15, 2024	Policy Committee (In-camera)	Report submitted to Policy Committee (In-camera) with draft minor policy revisions attached. Opportunity for trustee review and feedback.
November 12, 2024	Policy Committee (Public)	Draft revised policy incorporating trustee feedback submitted to Policy Committee (Public). Recommendation for Notice of Motion at the next Board of Education (Public) Meeting.
November 20, 2024	Board of Education (Public)	Possible Notice of Motion for approval at the next Board of Education (Public) Meeting.
December 11, 2024	Board of Education (Public)	Recommendation for board approval of revised policy.

Respectfully submitted,

*Debbie Tablotney
Trustee, Chairperson of Policy Committee*

Attachments:

1. *Policy 101 & 101-R with proposed revisions (track changes & clean versions)*
2. *Provincial Government Document: Terminology in Indigenous context*
3. *Checklist for Policy, Regulations and Guidelines Revision and Development*

DISTRICT PHILOSOPHY

Policy 101

Strategic Planning

Foundational Statement

The Board of Education is committed to supporting the educational journey of every student in the Richmond School District. We recognize that the world is in a state of continual change, and we must therefore adapt our learning environments to ensure that every student can thrive and be successful.

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

The Board also recognizes the critical importance of taking a central and active role in Truth and Reconciliation and is fully committed to ensuring that Indigenous peoples, history, perspectives, and learning approaches are embedded within district planning and practices.

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Through thoughtful planning and deliberate action, we believe that we can inspire and support everyone in our educational community to be lifelong learners who understand their role as global citizens. Every aspect of the strategic planning process is designed to support these foundational principles. The Board of Education believes that alignment amongst provincial, district, and school level planning is crucial in order to ensure the continuous improvement of educational outcomes for all students.

Legislative Requirement

In accordance with the [Provincial Framework for Enhancing Student Learning \(FESL\) Policy](#), Boards of Education are required to set, create, and maintain a strategic plan, annually reporting on student outcomes. The strategic planning process provides the Board of Education and the district with a clear and evidence-based path forward that sets a plan in place to support student achievement. Effective planning ensures public resources entrusted to the Board of Education are used for optimal results in terms of student achievement.

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DISTRICT PHILOSOPHY

Policy 101

Strategic Planning

Foundational Statement

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The Board also recognizes the critical importance of taking a central and active role in Truth and Reconciliation and is fully committed to ensuring that Indigenous peoples history, perspectives, and learning approaches are embedded within district planning and practices.

Through thoughtful planning and deliberate action, we believe that we can inspire and support everyone in our educational community to be lifelong learners who understand their role as global citizens. Every aspect of the strategic planning process is designed to support these foundational principles. The Board of Education believes that alignment amongst provincial, district, and school level planning is crucial in order to ensure the continuous improvement of educational outcomes for all students.

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DISTRICT PHILOSOPHY

Policy 101-R

Strategic Planning

Strategic Plan Development

The Board of Education will, on a five-year cycle, develop and support the implementation of a strategic plan that identifies the higher-level strategic priorities of the district as well as more specific goals and objectives that support each strategic priority.

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Communication

Upon completion of the strategic planning process, the Superintendent will develop and implement a communications strategy advertising the strategic plan with members of the school district and the community. Part of that strategy will include making provisions for the distribution of the strategic plan and its placement on the district website.

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Consultation and Review

During the term of the strategic plan, the Board will periodically consult with partner groups to seek their input into adjustments to the plan that may need to be considered for the following school year. In the final year of the existing strategic plan, the Board will engage in a comprehensive review and consultation process with students, partner groups, and the community. Results of this process will form the basis of the next strategic plan.

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Definition of "partner group":

In the Richmond School District, the term partner groups include 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.

Operational Plans

Under the direction of the Superintendent, staff will create operational plans that reflect the five-year term of the strategic plan. Operational plans for each objective will include:

- a clear indication of the senior staff person responsible
- key actions to be taken to achieve each objective
- clear timelines for the achievement of each objective
- success indicators

Adopted: 24 May 2023

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Operational plans will reflect the fact that the objectives contained in the strategic plan are intended to be achieved over the five-year cycle of the plan.

Alignment of Planning

District level strategic planning will incorporate and be aligned with the **Provincial Framework for Enhancing Student Learning (FESL) Policy** and school level planning.

The **district will** have an annual planning cycle that links the FESL to the **district strategic plan**. The **strategic plan** is then linked to school stories. Areas of focus contained in school stories will be considered as part of the evidence gathered to inform the development and monitoring of the **district plan**. District operational plans and the distribution of resources (human, financial and technological) will be aligned with the outcomes set out in the **strategic plan**.

Provincial Level Planning

The **Provincial Framework for Enhancing Student Learning (FESL)** combines accountability with evidence-based decision making to support a system wide program of continuous improvement. It brings a formalized approach to the planning and reporting expectations for all school districts with a focus on improving student learning and enhancing the intellectual, social, and career development of all students in the K-12 public system.

District Level Planning

The Board of Education **will**, on a five-year cycle, develop and **support the implementation of** a strategic plan that identifies the higher-level strategic priorities of the district as well as more specific goals and objectives that support each strategic priority. The plan will be based on feedback obtained from students, **partner groups**, and **the community**.

School Level Planning

Under the direction of the Superintendent or **designate**, school principals **will**, on an annual basis, update the school story for their school. The school story will follow an **inquiry model** with outcomes that are specific, meaningful, measurable, and evidence informed. Throughout the year, each school will engage in a process to continuously monitor and revise its school story to demonstrate how the school community is working on improving learning outcomes for students by setting a focus to improve student achievement based on a continual cycle of inquiry.

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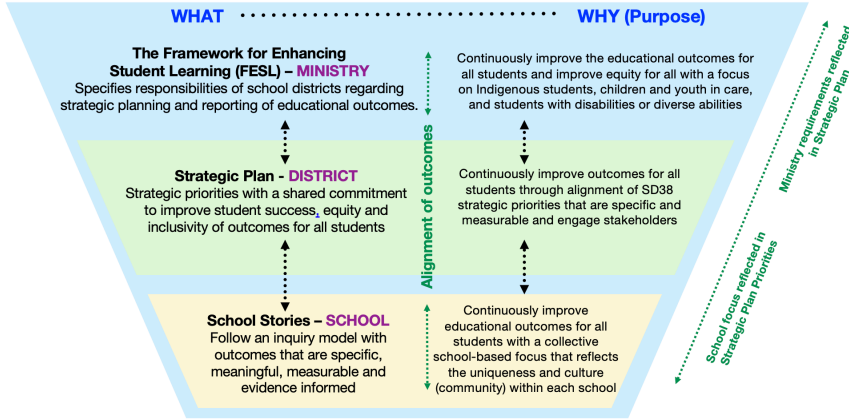
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Strategic Alignment - Connecting the Dots

How are we working to put systems in place that continuously improve the educational outcomes for all students?



Annual Reporting Cycle

Staff will report to the Board and **partner groups** using a variety of methods over the course of each school year:

Annual Report to the Board:

Each September, staff will provide the Board with an annual report that includes two components:

1. Progress made on items scheduled for focus *in the previous 12 months*:
 - a. This will contain specific reference to the actions, outputs, and success indicators relating to objectives scheduled to be focused on during the previous year.
2. Areas of focus *for the upcoming year*:
 - a. This will contain upcoming areas of focus identified by the Board within the existing **strategic priorities** and goals.

Quarterly Reports:

In addition to the Annual Report to the Board in September, staff will provide progress updates to the Board three times each year. Each strategic priority will be reported on once during each school year. These reports will be provided in public.

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Adopted: 24 May 2023

Standing Committee Updates:

As part of the usual workflow of standing committees, staff will provide reports and updates on a variety of topics. This will provide a venue for discussion and input amongst trustees, and where appropriate, partner groups.

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Annual Framework for Enhancing Student Learning (FESL) Report to the Minister of Education and Child Care:

In accordance with requirements contained in the [Enhancing Student Learning Reporting Order](#), districts are required to submit an annual report to the Minister of Education and Child Care which outlines progress made in relation to a number of predetermined student outcomes. This report must be submitted by September 30th of each year. The report will be shared with the Board prior to submission, and trustees and partner groups will have the opportunity to engage in discussion about the contents of the report at a public meeting of the Education Committee.

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Adopted: 24 May 2023

DISTRICT PHILOSOPHY

Policy 101-R

Strategic Planning

Strategic Plan Development

The Board of Education will, on a five-year cycle, develop and support the implementation of a strategic plan that identifies the higher-level strategic priorities of the district as well as more specific goals and objectives that support each strategic priority.

Communication

Upon completion of the strategic planning process, the Superintendent will develop and implement a communications strategy advertising the strategic plan with members of the school district and the community. Part of that strategy will include making provisions for the distribution of the strategic plan and its placement on the district website.

Consultation and Review

During the term of the strategic plan, the Board will periodically consult with partner groups to seek their input into adjustments to the plan that may need to be considered for the following school year. In the final year of the existing strategic plan, the Board will engage in a comprehensive review and consultation process with students, partner groups, and the community. Results of this process will form the basis of the next strategic plan.

Definition of “partner group”:

In the Richmond School District, the term partner groups include 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.

Operational Plans

Under the direction of the Superintendent, staff will create operational plans that reflect the five-year term of the strategic plan. Operational plans for each objective will include:

- a clear indication of the senior staff person responsible
- key actions to be taken to achieve each objective
- clear timelines for the achievement of each objective
- success indicators

Adopted: 24 May 2023
Revised:

Operational plans will reflect the fact that the objectives contained in the strategic plan are intended to be achieved over the five-year cycle of the plan.

Alignment of Planning

District level strategic planning will incorporate and be aligned with the [Provincial Framework for Enhancing Student Learning \(FESL\) Policy](#) and school level planning.

The district will have an annual planning cycle that links the FESL to the district strategic plan. The strategic plan is then linked to school stories. Areas of focus contained in school stories will be considered as part of the evidence gathered to inform the development and monitoring of the district plan. District operational plans and the distribution of resources (human, financial and technological) will be aligned with the outcomes set out in the strategic plan.

Provincial Level Planning

The Provincial Framework for Enhancing Student Learning (FESL) combines accountability with evidence-based decision making to support a system wide program of continuous improvement. It brings a formalized approach to the planning and reporting expectations for all school districts with a focus on improving student learning and enhancing the intellectual, social, and career development of all students in the K-12 public system.

District Level Planning

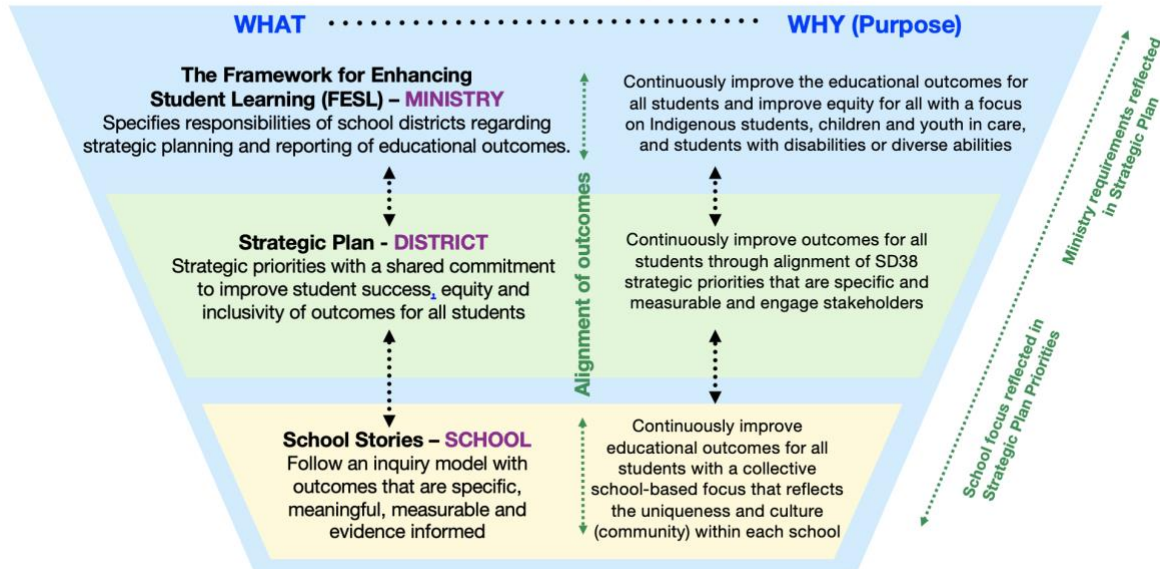
The Board of Education will, on a five-year cycle, develop and support the implementation of a strategic plan that identifies the higher-level strategic priorities of the district as well as more specific goals and objectives that support each strategic priority. The plan will be based on feedback obtained from students, partner groups, and the community.

School Level Planning

Under the direction of the Superintendent or designate, school principals will, on an annual basis, update the school story for their school. The school story will follow an inquiry model with outcomes that are specific, meaningful, measurable, and evidence informed. Throughout the year, each school will engage in a process to continuously monitor and revise its school story to demonstrate how the school community is working on improving learning outcomes for students by setting a focus to improve student achievement based on a continual cycle of inquiry.

Strategic Alignment - Connecting the Dots

How are we working to put systems in place that continuously improve the educational outcomes for all students?



Annual Reporting Cycle

Staff will report to the Board and partner groups using a variety of methods over the course of each school year:

Annual Report to the Board:

Each September, staff will provide the Board with an annual report that includes two components:

1. Progress made on items scheduled for focus *in the previous 12 months*
 - a. This will contain specific reference to the actions, outputs, and success indicators relating to objectives scheduled to be focused on during the previous year.
2. Areas of focus *for the upcoming year*
 - a. This will contain upcoming areas of focus identified by the Board within the existing strategic priorities and goals.

Quarterly Reports:

In addition to the Annual Report to the Board in September, staff will provide progress updates to the Board three times each year. Each strategic priority will be reported on once during each school year. These reports will be provided in public.

Adopted: 24 May 2023
Revised:

Standing Committee Updates:

As part of the usual workflow of standing committees, staff will provide reports and updates on a variety of topics. This will provide a venue for discussion and input amongst trustees, and where appropriate, partner groups.

Annual Framework for Enhancing Student Learning (FESL) Report to the Minister of Education and Child Care:

In accordance with requirements contained in the [Enhancing Student Learning Reporting Order](#), districts are required to submit an annual report to the Minister of Education and Child Care which outlines progress made in relation to a number of predetermined student outcomes. This report must be submitted by September 30th of each year. The report will be shared with the Board prior to submission, and trustees and partner groups will have the opportunity to engage in discussion about the contents of the report at a public meeting of the Education Committee.

DRAFT

Terminology in Indigenous content

Last updated on January 26, 2024

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

Aboriginal

Legal term in Canada when referring to Aboriginal rights under [s.35 of the Constitution Act, 1982](#).

Band Councils

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

British Columbians

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

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

First Nation(s)

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

Hereditary Chiefs

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

Indigenous

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

Inuit and Inuk

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

Métis

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

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

Reserve

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

Rights

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

Poles and Posts

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

Stakeholders

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

Territory

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

Treaty Settlement Lands

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

Two-spirit

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

UN Declaration on the Rights of Indigenous Peoples

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

Outdated terms to avoid

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

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

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

Be mindful of the words you're using

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

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

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

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

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

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

Many words can support a positive shift. For example:

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

(source: The Provincial Governments [website](#))

Checklist for Policy, Regulations and Guidelines Revision and Development

This checklist is designed to be used by those with responsibility for developing and revising School District 38 Policies, Regulations and Guidelines to ensure that all SD38 Policies, Regulations and Guidelines are written and revised with diversity, equity and inclusion principles in mind. The checklist is organized into two sections; Structure and Organization, and Content.

Policy, Regulations and Guidelines Structure and Organization

The Policy/Regulations/Guidelines include the following;	Yes	No	Notes (especially where yes/no is not clear)
The language is accessible to readers through use of plain language and a glossary of terms that is linked for ease of access			
If background information, or knowledge of another policy, regulation or guideline is required to understand it, it is linked			
The following is clear, identifiable and marked with a heading; <ul style="list-style-type: none"> • title • number • purpose of the policy, regulation or guideline • implementation procedures 			
This policy, regulation or guideline has text features such as; <ul style="list-style-type: none"> • headings • flow charts • bullet points • other visuals that support its readability. If a visual is used it is prominent (ie near the top of the document rather than at the bottom), and includes links to relevant sections of the document 			
If other documents or policies are referenced, they are linked			
When an acronym is used, it is defined			
A link to accessibility features such as voiceover, and translation is provided			

Policy, Regulations and Guidelines Content			
The Policy, Regulation or Guideline includes the following;	Yes	No	Notes (especially where yes/no is not clear)
The language uses inclusive terminology and is gender inclusive			
The intention is clear			
It is specific			
Applicable guidelines and regulations are linked throughout the document			
The policy, regulation or guideline promotes diversity, equity and inclusion as referenced in Strategic Priority 2			
The policy, regulation or guideline is aligned with DRIPA (Declaration on the Rights of Indigenous Peoples Act) and TRC (Truth and Reconciliation Commission) Calls to Action			
The policy, regulation or guideline is aligned with the District's strategic priorities			
The policy, regulation or guideline is consistent with relevant legislation			
If the policy, regulation or guideline builds on other legislation, such as the School Act, Human Rights Code, etc. this is noted and linked			
The policy, regulation or guideline has gone through specific and equitable consultation processes with partner groups, and affected communities as applicable. A link to Policy 204-R is provided regarding the feedback process			
It is clear who is responsible for implementing this policy, regulation or guideline			
A description of the process for implementation is included			

This checklist is to be reviewed on a periodic basis to ensure it stays current and relevant.

Policy Committee
Public Meeting Minutes

Tuesday, October 15, 2024 – 11:00 am
Via Zoom

Present:

Chairperson	D. Tablotney
Vice Chairperson	D. Yang
Trustee Member	R. Belleza
Trustee Alternate	H. Larson
Trustee	A. Wong
Superintendent	C. Usih
Assistant Superintendent	R. Laing
Director of Instruction, Learning and Business Technologies	W. Walker
President, Richmond Teachers' Association	L. Baverstock
2 nd Vice President, Richmond Teachers' Association	F. Marsic
President, Richmond Association of School Administrators	N. Widdess
Vice President, Richmond Association of School Administrators	A. Goulas
President, Canadian Union of Public Employees 716	S. Robinson
Chair, Richmond Management and Professional Staff	K. Gibson
President, Richmond District Parents Association	C. Huang
Vice President, Richmond District Parents Association	A. Gong
Executive Assistant (Recording Secretary)	J. Coronel

The Chairperson called the meeting to order at 11:03 am.

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

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

Minutes of the meeting held September 16, 2024 were approved as circulated.

3. Verbal Update on the Use of Artificial Intelligence (AI) in the District

Assistant Superintendent Laing shared an update on the use of Generative AI in the district, with the following highlights:

- Guidelines and Guiding Principles on the use of AI are currently being developed, which reflect the district's values and educational goals
- Staff will engage with partner groups throughout the policy development process
- Ongoing professional learning opportunities will be available to equip staff with knowledge and skills necessary to effectively implement Generative AI tools in their teaching practices and business operations.

The Director of Instruction, Learning and Business Technologies also emphasized that the district's AI usage principles will prioritize data privacy, student safety and transparency. Workshops, education modules, and hands-on sessions will be available to empower staff to leverage AI tools effectively in their daily work. She also added that feedback from partner group and students will play a key role in shaping the district's Guidelines on the use of AI.

In response to a trustee's question regarding the risks associated with the use of AI tools and the security of data collected by Generative AI tools, Assistant Superintendent Laing clarified that these concerns will be addressed within the Guidelines and Guiding Principles. They will also be discussed in professional learning opportunities for staff.

4. Status of Current and Anticipated Items

A Status of Current and Anticipated Items was attached to the agenda package.

5. Next Meeting Date – Tuesday, November 12, 2024 at 11:00 am.

6. Adjournment

The meeting adjourned at 11:33 am.

Respectfully Submitted,

*Debbie Tablotney
Chairperson, Policy Committee*