

**Board of Education**  
**Public Meeting Agenda**

**Wednesday, December 11, 2024 – 7:00 pm**  
**1st Floor Boardroom**

[https://sd38.zoom.us/webinar/register/WN\\_7CguB0ITS0O\\_l1tUeXHAog](https://sd38.zoom.us/webinar/register/WN_7CguB0ITS0O_l1tUeXHAog)

*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.

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**1. Recognition of Visitors, Announcements and Trustees' Updates**

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

**2. Adoption of Agenda**

**3. Presentations, Briefs, Special Recognition**

- (a) Presentations
  - Blair Elementary School Choir Performance
- (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, November 20, 2024.
- (b) Organizational meeting of the board held Wednesday, November 20, 2024 for approval.
- (c) Regular meeting of the board held Wednesday, November 20, 2024 for approval.
- (d) Record of a in-camera special meeting of the board held Thursday, December 5, 2024

**7. Business Arising from Prior Minutes**

- (a) **Strategic Plan – Quarterly Update Strategic Priority 1 & 2**  
Report from Assistant Superintendents Brautigam, Laing, Naser and Thompson attached.

**8. New Business**

Nil.

**9. Questions from the Public**

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

**10. Standing Committee Reports**

- (a) **Audit Committee**  
*Chairperson: David Yang*  
*Vice Chairperson: Rod Belleza*

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

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

The next meeting is scheduled for Wednesday, January 15, 2025, at 6:00 pm.

- (c) **Facilities and Building Committee**  
*Chairperson: Ken Hamaguchi*  
*Vice Chairperson: Heather Larson*

- (i) Minutes of the meeting held on November 6, 2024, are attached for information.

A meeting was held on Wednesday, December 4, 2024. The next meeting is scheduled for Wednesday, January 8, 2025, at 4:30 pm.

- (d) **Finance and Legal Committee**  
*Chairperson: Donna Sargent*  
*Vice Chairperson: Debbie Tablotney*

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) **RECOMMENDATION:** Policy 101/101-R: Strategic Planning Report from the Committee Chairperson attached.

- (ii) **RECOMMENDATION:** Policy 102: Diversity and Inclusion Report from the Committee Chairperson attached.

- (iii) Minutes of the meeting held on November 12, 2024, are attached for information.

A meeting was held on Monday, December 2, 2024. The next meeting is scheduled for Monday, January 13, 2025, at 11:00 am.

## 11. Board Committee and Representative Reports

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

A meeting was held on November 6, 2024. The next meeting will be held in January 2025.

- (b) **BCSTA**

Trustee Academy was held on November 21-23, 2024 at the Westin Bayshore, Vancouver.

- (c) **BCPSEA**

Annual General Meeting is scheduled for January 30-31, 2025 – Trustee Representative has been registered.

## 12. Correspondence

- (a) For action:

Nil.

- (b) For information:

Nil.

## 13. Adjournment

## Board of Education

Telephone 604 668 6000

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**The next meeting is scheduled for Wednesday, January 22, 2025**

### 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**

	<b>Audit</b>	<b>Education</b>	<b>Facilities and Building</b>	<b>Finance and Legal</b>	<b>Policy</b>	
<b>Chairperson</b>	David Yang	Heather Larson	Ken Hamaguchi	Donna Sargent	Debbie Tablotney	
<b>Vice Chairperson</b>	Rod Belleza	David Yang	Heather Larson	Debbie Tablotney	David Yang	
<b>Member</b>	Alice Wong	Donna Sargent	Rod Belleza	Ken Hamaguchi	Alice Wong	
<b>Alternate</b>	Donna Sargent	Alice Wong	David Yang	Alice Wong	Heather Larson	
<b>District Staff Rep</b>	Cindy Wang	Maryam Naser	Cindy Wang	Cindy Wang	Chris Usih	
	<b>DEI Advisory</b>	<b>Indigenous Ed. Advisory</b>	<b>SOGI Advisory</b>			
<b>Representative</b>	Donna Sargent/David Yang	Ken Hamaguchi/ Debbie Tablotney	Heather Larson/Donna Sargent			
<b>Alternate</b>	Alice Wong	Alice Wong	Ken Hamaguchi			
<b>District Staff Rep</b>	Christel Brautigam	Liz Hayes-Brown	Rav Johal			
<b>Reports To</b>	Board of Education	Board of Education	Board of Education			
	<b>Council/Board Liaison</b>	<b>BCPSEA Provincial Rep</b>	<b>BCSTA Provincial Council</b>			
<b>Representative</b>	Heather Larson/ Donna Sargent	Debbie Tablotney	Heather Larson			
<b>Alternate</b>	Debbie Tablotney	Rod Belleza	Alice Wong			
<b>District Staff Rep</b>	Chris Usih/Cindy Wang	Tanya Major	Chris Usih			
<b>Reports To</b>	Board of Education	Board of Education	Board of Education			
	<b>Cambie Coordinating</b>	<b>Child Care Development Advisory</b>	<b>ELL Consortium</b>	<b>Richmond Sister City Advisory</b>	<b>Richmond Sustainability Action</b>	<b>Vancouver Coastal Health Authority</b>
<b>Representative</b>	Alice Wong	Heather Larson	David Yang	Alice Wong	Rod Belleza	Debbie Tablotney
<b>Alternate</b>	Rod Belleza	Rod Belleza	Donna Sargent	Ken Hamaguchi	David Yang	David Yang
<b>District Staff Rep</b>	Cindy Wang/Maryam Naser	Maryam Naser	Liz Hayes-Brown	Shaun Sephton	Cindy Wang/Maryam Naser	Chris Usih/Braunwyn Thompson/Christel Brautigam
<b>Reports To</b>	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:** December 11, 2024  
**From:** Cindy Wang, Secretary Treasurer  
**Subject:** **Record of an In-camera Board Meeting held November 20, 2024**

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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 November 20, 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**  
**Organizational Meeting Minutes**

**Wednesday, November 20, 2024 – 7:00 pm**  
**1<sup>st</sup> 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	M. Naser
Assistant Superintendent	B. Thompson
Executive Director, Human Resources	T. Major
Director, Communications & Marketing	D. Sadler
Executive Assistant (Recording Secretary)	T. Lee

In accordance with Board Policy the first meeting in November is the Annual Organizational meeting of the Board. The Chairperson called the meeting to order at 7:03 pm and the gallery was welcomed to the meeting.

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. Adoption of Agenda**

The Chairperson noted an addition to the agenda as item 2 – “Motion for Remote Voting” to include a motion permitting a trustee attending the organizational meeting via Zoom to vote remotely during the meeting.

**163/2024 MOVED BY D. SARGENT AND SECONDED BY K. HAMAGUCHI:**

**THAT** the Wednesday, November 20, 2024 Organizational Meeting agenda of the Board of Education be adopted as amended.

**CARRIED**

**2. Motion for Remote Voting**

The Secretary Treasurer highlighted Board Policy 201 Bylaw Operations requires nominations and elections for Chair, Vice Chair, BCSTA Representative, and BCPSEA Representative to be conducted by ballot. She noted with increased trustee participation via Zoom, it is recommended that the Board approve remote voting for trustees attending the November 20, 2024, organizational meeting.

**164/2024 MOVED BY D. TABLOTNEY AND SECONDED BY A. WONG:**

**THAT** the Board of Education approve a trustee participating in the organizational meeting via Zoom to cast their votes remotely for any elections required during this organizational meeting on November 20, 2024.

**CARRIED**

**3. The Year in Review**

The Chairperson highlighted accomplishments from the past year, noting that the report would be presented in sections throughout the organizational meeting.

As we approach the end of 2024, I want to take a moment to reflect on the meaningful work we've achieved together in support of our students, families, and staff here in Richmond. It's been a year filled with collaboration, dedication, and shared purpose. Working hand-in-hand with our partners, we've made strides that truly reflect our shared commitment to creating a welcoming and inspiring place for everyone in our community.

This year, we've responded to the growing need for more classroom space in our schools. Building additions at Brighthouse and Cook Elementary have increased our capacity to welcome more families in these communities. These new classrooms are part of our commitment to providing accessible, high-quality education for every student, ensuring they have the space and resources to learn and grow.

**4. Appointment of Returning Officer and Scrutineer**

At this point, Chairperson Larson turned the Chair over to the Superintendent of Schools. The Superintendent assumed the Chair and recommended the Secretary Treasurer be appointed Returning Officer and Assistant Superintendent Laing be appointed Scrutineer for the election of the four positions.

**165/2024 MOVED BY D. SARGENT AND SECONDED BY H. LARSON:**

**THAT** Secretary Treasurer Wang be appointed Returning Officer and Assistant Superintendent Laing be appointed as Scrutineer for the election of the Board Chairperson, Board Vice Chairperson, BCSTA Provincial Representative and BCPSEA Provincial Representative.

**CARRIED**



#### 4. Election of Officers

##### (a) Board Chairperson

The Superintendent called for nominations, by ballot, for the Office of Chairperson of the Board.

Ballot forms were distributed. The Scrutineer collected the ballots, and he and the Returning Officer left the Boardroom to examine the ballots.

Trustee Larson continued The Year in Review report.

We completed new modular childcare facilities at Maple Lane, Manoah Steves, and James Whiteside Elementary to support our communities growing childcare needs. By adding these childcare spaces within our schools, we're helping parents and caregivers access quality childcare in their own communities, directly supporting Richmond families with safe and nurturing environments for their children.

We've also made significant strides in enhancing the structural safety of our schools. Seismic upgrades were successfully completed at James Whiteside and William Bridge Elementary. Alongside these completed upgrades, we began new seismic projects at Howard DeBeck, Alfred B. Dixon Elementary and John G. Diefenbaker Elementary School. These ongoing projects represent the next phase in our commitment to ensuring safe and secure learning environments for all.

This summer, we focused on upgrades that improve our schools' efficiency and comfort. We enhanced our electrical infrastructure, improved ventilation, added efficient lighting, and introduced new safety features — all helping to create spaces where students and staff can thrive in a healthier environment.

And I would be remiss to say that advocating for the needs of our students, families, and schools has been at the heart of our work this year. We know that a strong, well-supported public education system is essential for our community to thrive, and we are passionate about securing the resources our schools need now and into the future. With this commitment in mind, we shared our community's unique priorities with the Ministry of Education, the City of Richmond, and our local MLAs, emphasizing the urgent need for new schools in our rapidly growing city centre. These conversations have been an opportunity to ensure that our voices are heard and that our community's needs are understood. Together, we are working toward a bright, supportive future for everyone in Richmond's public education system.

As we look back on these achievements, I am profoundly grateful for the support of our partner groups, students, staff, families, and the broader Richmond community. Thank you all for the hard work you bring to this district every day. It's a privilege to work alongside each of you as we look forward to 2025.

*Thank you,  
Heather Larson, Board Chair*

Upon their return, the Returning Officer announced that Trustee Hamaguchi and Trustee Larson were nominated for the position of Chairperson. Trustee Hamaguchi accepted the nomination and Trustee Larson rejected the nomination. The Returning Officer then declared Trustee Hamaguchi as Chairperson of the Board by acclamation for a one-year term.

Trustee Hamaguchi then assumed the Chair and thanked fellow trustees for their trust and support to serve the Board as Chairperson.

**(b) Board Vice Chairperson**

The Chairperson called for nominations, by ballot, for the office of Vice-Chairperson of the Board.

Ballot forms were distributed. The Scrutineer collected the ballots, and he and the Returning Officer left the Boardroom to examine the ballots.

Upon their return, the Returning Officer announced that Trustees Yang, Sargent and Tablotney had been nominated for the office of Vice-Chairperson of the Board. Trustee Yang accepted the nomination and Trustees Sargent and Tablotney rejected the nomination. The Returning Officer then declared Trustee Yang as Vice Chairperson of the Board by acclamation for a one-year term.

**5. Election – BC School Trustees Association Provincial Council Representative (BCSTA Provincial Council Representative)**

The Chairperson called for a show of interest for the positions of BCSTA representative to the Provincial Council as well as the alternate representative. Trustees Larson and Wong expressed interest in the position of BCSTA Provincial Council representative.

Election ballot forms were distributed. The Scrutineer collected the ballots, and he and the Returning Officer left the Boardroom to examine the ballots. Upon their return, the Returning Officer declared Trustee Larson received majority of the votes and was elected as BCSTA Provincial Council representative for a one-year term. Trustee Wong will serve as the alternate representative.

**6. Election – BC Public Schools Employers' Association Representative (BCPSEA Representative)**

The Chairperson called for a show of interest for the positions of BCPSEA representative as well as the alternate representative. Trustee Tablotney expressed interest in the position of BCPSEA representative. There was no show of interest in the position of alternate representative. Trustee Tablotney was declared as BCPSEA representative for a one-year term.

**7. Destruction of Ballots**

**166/2024 MOVED BY A. WONG AND SECONDED BY D. TABLOTNEY:**

**THAT** the ballots for the offices of Chairperson of the Board, Vice-Chairperson of the Board, BCSTA Provincial Representative and BCPSEA Representative be destroyed.

**CARRIED**

**8. Committee Appointments**

Trustees were asked to indicate to the Chairperson by November 30, 2024 as to which committees they would be willing to serve on. The appointments will be announced in December 2024, and the committee members will assume their duties for one year.

**9. Authorized Signatories**

**167/2024 MOVED BY A. WONG AND SECONDED BY H. LARSON:**

**THAT** the Board of Education of School District No. 38 (Richmond) approve the following signing authorities effective immediately and until they are so changed, shall be the Board Chairperson and Secretary Treasurer except for the issuance of cheques when the required signatures shall be:

**Any** one of:

Board Chairperson  
Board Vice-Chairperson  
Superintendent

**And** any one of:

Secretary Treasurer  
Assistant Secretary Treasurer  
Manager Financial Services

Such signatures may be affixed by hand, or by cheque-writing facsimile machine in accordance with established Board policy.

**CARRIED**

**10. School Liaison Trustee Assignments**

The Chairperson will assign each trustee a group of secondary and elementary schools at the first meeting in December. The assignment shall be one year's duration unless otherwise determined by the Board. Discussion then ensued regarding the duration of trustee assignments.

**11. Adjournment**

**168/2024 MOVED BY D. SARGENT AND SECONDED BY R. BELLEZA:**

**THAT** the Wednesday, November 20, 2024 Organizational Meeting of the Board of Education be adjourned at 7:29 pm.

**CARRIED**

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K. HAMAGUCHI  
Chairperson

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C. WANG  
Secretary Treasurer

DRAFT

**Board of Education**  
**Public Meeting Minutes**

**Wednesday, November 20, 2024 – 7:00 pm**  
**1<sup>st</sup> Floor Boardroom and via Zoom**

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**Present:**

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

The Chairperson called the meeting to order at 7:29 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 Sargent:** December 5 is dedicated to recognizing the incredible efforts of our leadership and management staff, we want to extend our heartfelt gratitude to each of you. Your unwavering commitment to our school district and the well-being of our students is truly inspiring.

Every day, you navigate the complexities of our educational system with grace and determination. Your leadership not only shapes the future of our schools but also impacts the lives of countless students, employees, and families. Your ability to foster a positive and inclusive environment is commendable.

Thank you for your dedication, hard work, and the countless hours you invest in making our school district a better place. Your leadership is the cornerstone of our success, and we are incredibly fortunate to have such a talented and passionate team guiding us.

**Trustee Tablotney:** Briefs regarding the 2025/26 Annual Budget will be accepted without prior notice at the December 11, 2024 regular meeting of the Board, as well as at the January 22, 2025, February 19, 2025 and March 12, 2025 regular meetings of the Board.

Please note that budget updates will be made available on the District's Budget website. All budget feedback will be considered by the Board as part of the budget process which is anticipated to be completed by April 23, 2025.

**(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**

**169/2024 MOVED BY D. SARGENT AND SECONDED R. BELLEZA:**

**THAT** the Wednesday, November 20, 2024 regular agenda of the Board of Education be adopted as circulated.

**CARRIED**

**3. Presentations, Briefs, Special Recognition**

**(a) Presentations**

Nil

**(b) Briefs**

Nil.

**(c) Special Recognition**

Nil.

**4. Questions from the Public**

There were no questions from the public.

**5. Executive**

The Superintendent shared that the current Strategic Plan is nearing the end of its cycle and acknowledged the progress and accomplishments of the Board’s work, alongside parents, staff, and the community. He noted that the development of the next strategic plan is in progress, with collaboration from the ministry and a consultant, and provided a timeline for the process.

Assistant Superintendent Laing highlighted Richmond Virtual School (RVS), noting the program’s alignment with Strategic Priorities 1, 2, and 3. He emphasized that RVS offers personalized, inquiry-based learning, flexible courses, schedules, and online experiences. The program provides equitable, inclusive opportunities, supports individual needs, and offers access to courses not available at home schools, integrating technology and Applied Design, Skills and Technologies (ADST). He then introduced students from RVS to share their experiences with the program. The RVS teachers concluded by highlighting the program's key features.

Trustees thanked the students for sharing their experiences and expressed appreciation to the staff for their work in the program and support of the students. The students and teachers then answered various questions from trustees regarding RVS.

**6. Approval of Minutes of Prior Meetings**

- (a) A record of an in-camera meeting of the board held Wednesday, October 23, 2024 was included for information.
- (b) Regular meeting of the board held Wednesday, October 23, 2024

**170/2024 MOVED BY D. SARGENT AND SECONDED BY H. LARSON:**

**THAT** the Board of Education approve the Minutes of Wednesday, October 23, 2024, regular meeting as circulated.

**CARRIED**

- (c) A record of an in-camera special meeting of the board held Tuesday, October 29, 2024 was included for information.

**7. Business Arising from Prior Minutes**

Nil.

**8. New Business**

- (a) **R.C. Talmey Elementary School Improvements Straddling Property Lines Covenant Bylaw 2024**

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

**There was unanimous consensus that three readings of the R.C. Talmey Elementary School Improvements Straddling Property Lines Covenant Bylaw 2024 take place.**

The Chairperson then read the first reading of the Covenant Bylaw in full:

**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”.

**171/2024 FIRST READING MOVED BY D. SARGENT AND SECONDED BY D. TABLOTNEY:**

**CARRIED**

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

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

This Bylaw is for the Board to enter into 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. The Board has determined and confirms that the granting of the Covenant will not conflict with the educational needs of the school district.

**172/2024 SECOND READING MOVED BY H. LARSON AND SECONDED BY A. WONG:**

**CARRIED**

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

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

This Bylaw is for the Board to enter into 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. The Board has determined and confirms that the granting of the Covenant will not conflict with the educational needs of the school district.

**173/2024 THIRD AND FINAL READING MOVED BY D. YANG AND SECONDED BY H. LARSON:**

**CARRIED**

The R.C. Talmey Elementary School Improvements Straddling Property Lines Covenant Bylaw 2024 having been read a first, second and third time, is passed and adopted this 20<sup>th</sup> day of November 2024.

**9. Questions from the Public**

The Superintendent of Schools and trustees responded to a question from a member of the public regarding the upcoming iteration of the Strategic Plan and the recent appointment of the new Minister of Education and Child Care.

**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 October 16, 2024, were 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, were 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.

The Committee Chairperson highlighted the report that is included in the agenda package.

**174/2024      MOVED BY D. SARGENT AND SECONDED BY R. BELLEZA:**

**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.

**CARRIED**

- (ii) Minutes of the meeting held on October 16, 2024, were 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) A Notice of Motion for the December 11, 2024 Public Board Meeting regarding Policy 101/101-R: Strategic Planning was attached for information.

A trustee suggested that the policy committee review the motion on remote voting following the November 20, 2024 Organizational Meeting.

- (ii) Minutes of the meeting held on October 15, 2024, were 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.

Trustee Yang highlighted the Provincial Council meeting held in October, focusing on the Capital Working Group.

(c) **BCPSEA**

BCPSEA Annual General Meeting is scheduled for January 30-31, 2025 – Trustee Representative is registered. Trustee Tablotney highlighted the BCPSEA Symposium held on November 7-8, 2024 on the topic “Insight and Opportunities, Human Resources in Education.”

**12. Correspondence**

(a) For action:

Nil.

(b) For information:

Nil.

**13. Adjournment**

**175/2024 MOVED BY R. BELLEZA AND SECONDED BY H. LARSON:**

**THAT** the regular meeting of Wednesday, November 20, 2024 of the Board of Education be adjourned at 8:40 pm.

**CARRIED**

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K. HAMAGUCHI  
Chairperson

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C. WANG  
Secretary Treasurer

**Date:** December 11, 2024  
**From:** Cindy Wang, Secretary Treasurer  
**Subject:** **Record of an In-camera Board Meeting held December 5, 2024**

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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 December 5, 2024.

- |     |   |                                      |
|-----|---|--------------------------------------|
| (a) | Briefs and Presentations:                   | Nil.                                 |
| (b) | Executive:                                  | Nil.                                 |
| (c) | Business Arising out of Minutes:            | Administrative items were discussed. |
| (d) | New Business:                               | Nil.                                 |
| (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:** December 5, 2024

**From:** Christel Brautigam, Assistant Superintendent  
Maryam Naser, Assistant Superintendent  
Rob Laing, Assistant Superintendent  
Braunwyn Thompson, Assistant Superintendent

**Subject:** **Strategic Plan- Quarterly Update Strategic Priority 1 and 2**

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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 on progress made towards the goals of Strategic Priority 1 and 2 by highlighting examples of actions in progress.

### **BACKGROUND**

At its December 2020 Public meeting, the Board of Education approved the strategic priorities, goals and objectives contained in the [2020-2025 Strategic Plan](#). Operational plans outlining the annual areas of focus for each strategic priority were then developed by senior staff. As part of the Strategic Plan reporting cycle, it was agreed that quarterly reports focusing on specific strategic priorities will be provided to the Board each December, March and June and an Annual Report summarizing progress on all five strategic priorities will be provided each June.

**STRATEGIC PLAN – UPDATE ON AREAS OF FOCUS SEPTEMBER 2024 – DECEMBER 2024**

**STRATEGIC PRIORITY ONE - INSPIRED LEARNERS**

**Goal One:** Learners have increased capacity to adapt and thrive in an ever-changing world

**Examples of Actions that Support Goal 1:**

**Inquiry Grants:**

- This year 116 grants were submitted in 12 areas that support Strategic Priorities 1 and 2 and include approximately 200 educators. Examples of focus areas include Library Learning Commons, Planning for Instruction, Literacy, Numeracy, and Outdoor Learning.

**Professional learning:**

- There are a number of professional learning opportunities planned throughout the school year. To date, the following opportunities have been offered:
  - September 20: Individualized support provided to school teams throughout the district in a number of areas.
  - November 25: Elementary mini conferences held at Spul'u'kwuks and Tomsett Elementary with keynotes Hannah Beach & Destine Lord.
  - November 25: Individualized school-based support.
  - November 25: POPARD workshop with a focus on de-escalating behaviour for all Educational Assistants.
  - After school series: Numeracy Bursts, Secondary Assessment, Book Clubs, Lunch and Learns.
- Each of our Teacher consultants supports a group of schools. This provides access to side-by-side support at each of our schools. An area of particular focus this year is to support the Classroom Enhancement Fund projects which are focussed on literacy and numeracy.
- Ongoing professional learning opportunities are promoted through RichNet.

**Resources to support teaching**

- A wide variety of resources are available on Learn38. These include SPARK videos, reporting guidelines, Pillars of Literacy, Numeracy Foundations, and 20 Days of Teaching and Learning.
- Resources are updated in response to staff feedback and needs.

**Assessment**

- Guidelines and implementation supports for the Ministry of Education and Child Care's Learning Update Order are ongoing.
- A Reporting Guidelines Handbook is available on Learn38.
- November 14: Reporting guidelines learning session held for secondary teachers.
- District staff continue to provide ongoing support to assist in the use of proficiency indicators.

#### Continuing Education

- The implementation of recommendations from the program review is underway, which includes evaluating current staffing and providing professional learning opportunities for staff in the areas of assessment, diversity, equity, and inclusion.

#### School Stories

- Assistant Superintendent school visits include a focus on school story development including attention to the district's Data Dashboard to shape the school's focus and actions.

#### Program Options Review

- Findings from program review are being shared with all partner groups to ensure transparency and alignment.
- Efforts to increase communication include parent information sessions, Late French Immersion school visits, and video and brochure development.
- Evaluation how recommendations related to program location align with the Long-Range Facilities Plan.
- Actively assessing professional learning needs of staff teaching within specialty programs.

#### Acceptable Use of Student Personal Digital Device Guidelines

- Schools were supported with implementing the Acceptable Use of Student Personal Digital Device Guidelines. Communication was shared with staff, parents and students and reinforced through the school start-up processes. Posters were created for classrooms and a FAQ document was created for staff to provide clarity and to support consistent implementation. Schools has reported that these guidelines have made a positive impact on student engagement and focused learning environments.

### **Goal Two:** The district fosters resilient and healthy life-long learners

#### **Examples of Actions that Support Goal 2:**

##### Mental Health and Well-being

- Professional learning opportunities for both secondary and elementary school staff are ongoing and have included Everyday Anxiety for Educators (EASE), social emotional learning and classroom strategies, mindfulness classroom strategies, and social responsibility classroom and school supports.
- Early Learning Childhood Educators completed Everyday Anxiety Strategies for Early Years (EASEY) training this fall.
- Refreshed ERASE website now linked on all school website toolbars for efficient access by staff, students, and families.

##### Data Collection

- Administration of the Middle Years Index (MDI) student survey will occur in our schools for Grade 5 and Grade 8 students in early 2025.

##### Promotion of Community Events, Programs and Services

- Ongoing opportunities in collaboration with City of Richmond shared through district communication channels, including the GO program, school swimming programs, and the Active Recreation and Sport Fund.
- Collaboration with Family Smart to promote and provide space for community learning sessions this fall.



- Parent Education Series for the 2024-25 school year features four virtual evenings of learning with Safer Schools Together, Hannah Beach, and Tianna Sharifi with a focus on healthy digital habits and safety.
- Community Pop up Services: Early Learning Programs will be represented at Richmond’s Community Services Pop Up at Brighthouse Library three times over the year to share info about offerings for families with children aged 0 to 5

**Goal Three:** Indigenous People’s history, perspectives, and learning approaches are embedded within district planning and practices

**Examples of Actions that Support Goal 3:**

Professional Learning

- The First Peoples Principles of Learning will be the focus of this year’s non-instructional day. Keynote speakers are booked for this event including the Superintendent and Assistant Superintendent of Indigenous Education from MECC.
- Ongoing professional learning includes sessions offered on building Indigenous resource collections.
- 9 schools are participating in Inquiry Grants this year focused on Truth and Reconciliation.
- Indigenous resource selection criteria has been developed and shared with all schools

Resources

- Métis Family Connections Program Navigator – Early Years visiting all sites November 2024 to explore the Métis Cultural Resource Kit and the Métis Early Learning & Child Care Framework that all centres received 2024 (from the Métis Nation BC, under the MoECC). Visits are also to inform teachers and families about the latest updates, programs, and services that can positively impact our community.

Indigenous People’s Collection Initiative (IPC)

- This initiative involves revising cataloguing systems to support decolonization and reorganization of physical library spaces. This work is led by the District Library Coordinator, Indigenous Curriculum and Pedagogy Consultants and the DEI Consultant.
- IPC initiative featured at Teacher Librarian Conference in September.
- IPC has been implemented in 8 schools, with plans to expand the initiative to additional schools throughout the school year. Teacher Librarians will receive dedicated support time to assist with this work.

Library Learning Commons Collections

- All schools have completed Equity Audits which include reviewing, weeding, and curating library learning commons collections to ensure diverse representation.
- Following the May 2024 Professional Development session, supported by SFU staff, a number of school-based Coast Salish Weave Art Kits have been developed for individual school use.

Indigenous Focused Graduation Requirement

- All secondary schools are currently offering English First Peoples 12 and BC First Peoples 12.

- Ongoing support for teachers includes providing funds to support resource acquisition, professional development, and continued support from Teacher Consultants.

**Goal Four:** The district builds literacy, numeracy, and digital literacy through innovation and a commonly held vision

**Examples of Actions that Support Goal 4:**

Literacy & Numeracy

- Ongoing support for Pillars of Literacy and Numeracy Foundations including developing resources to be shared on Learn38.
- Ongoing professional development including class visits to Grauer Studio, formative assessment support, Lunch and Learns, and co-planning & co-teaching assistance.
- Literacy Consultant in Residence Program has been launched to provide support at two elementary sites.
- Classroom Enhancement Fund Projects (CEF)
  - 17 Elementary projects launched with many schools engaged in multiple projects.
  - All projects receive release time and dedicated support from Teacher Consultants.
  - September 25 & November 7: secondary CEF projects were provided two full days of professional development time.
  - Secondary projects are supported through school-based Literacy/Numeracy Facilitators who have been given release time to collaborate with colleagues.

Digital Literacy

- Over 80 classrooms have been supported this term by teacher consultants in areas such as using digital portfolios, coding, artificial intelligence (AI), classroom apps, apple id, various iPad apps, and Microsoft tools.
- Professional learning sessions included those for Teacher Librarians as technology leaders on AI, digital literacy and library databases; additional opportunities for educators have included sessions on AI and classroom use, the digital portfolios, classroom apps and coding at both Lunch and Learns and on Pro-D days.
- The digital literacy framework is in its final draft. The framework will be shared on Learn38, accessible to all staff, and implementation will be supported through professional learning sessions.

**STRATEGIC PRIORITY TWO - EQUITY AND INCLUSION**

**Goal One:** District learning environments are equitable and inclusive

**Examples of actions to support Goal 1:**

Developing Connection, Belonging, Positive Personal and Cultural Identity

- A district data gathering tool (electronic survey and focus group questions) focused on student sense of belonging is in development for K-12 and is expected to be ready for implementation in January 2025.
- November intermediate mini conference included opportunities to learn about how to strengthen identity and belonging for students.

- The four Indigenous Gathering Spaces operate as a place for Indigenous students to find community as well as to receive support with academic pursuits. Furniture, artwork and formal ceremonies serve to further Indigenize the gathering spaces.
- Student voice is incorporated into competency based individual education plans meaningfully by students having a voice in their academic and social goals.
- A project to update resources for ELL learners to diversify and ensure representation of identity and diversity of students is present in resource collections is set to launch in January.

#### Student Voice

- Keynote speaker secured for February Student Voice Forum focused on identity and belonging through story.
- Student voice through scanning and questionnaires in schools support data gathering practices related to student wellbeing and is used to shape activities in schools that promote resiliency.
- Focus on belonging in student voice groups including Table 38, Presidents Council and the Student Voice Forum. Students collaborate to create the content of each meeting and event, focused on the overall theme of belonging.

#### Program Review Implementation

- Conversations around program and curriculum design at Aspen are robust and ongoing. Weekly team meetings take place with the Director of instruction, Equity and Inclusive Learning, around Program design, function, and intention and how best to refine best practice strategies already in place.
- Implementation of recommendations from the Alternate Program Review continue with specific program information now available for all staff on RichNet and for the public on the SD38 district website, quarterly meetings and professional learning opportunities for secondary alternate program staff, and a centralized referral process through District Based Team.

#### Inclusive Learning

- Kingswood and Tomsett now have accessible architectural signage in place.
- The accessible playground at Aspen is complete and has been in use since September.
- Collaboration with the Facilities Department has a review of all elevators underway for upgrades or replacement where needed to ensure availability and accessibility for students' current needs.
- Training for staff includes in-service provided in September and throughout the school year for school teams of Principals and Vice Principals (P/VPs) and Resource Teachers. Ongoing collaboration with P/VP and Resource Teachers includes school visits and P/VPs information sessions and Inclusive Education updates at monthly P/VP meetings.
- Every third Wednesday, resource teachers meet online to understand policies and procedures and to deepen their practice. Topics include Inclusive reporting, IEP writing and programming support.
- Keynote speaker at primary and secondary mini conference topic was about the effects of anxiety on student behaviour
- Inclusive education updates at monthly elementary P/VP meetings and Secondary Inclusive Learning Network are ongoing.

- District-Wide Inclusive Learning Scan was completed June 2024. Identified areas for continued growth include identification of targeted supports and implementation of those targeted supports for identified students. This includes ongoing collaboration between Classroom Teachers and Resource Teachers to ensure alignment of practice and the optimal use of best practice strategies.
- To garner student voice, an English Language Learner (ELL) student survey has been developed by the Inclusion Team to receive feedback and perspectives from ELL students around school experiences and access to opportunities. The survey will close on December 18<sup>th</sup>. Findings will drive forward planning around supporting ELL students based on their shared experiences.
- Ongoing support for schools is provided by school visits from teacher consultants, district administrators, directors of instruction and assistant superintendents to support and facilitate inclusive educational practices.

#### Technology

- Professional learning opportunities are being hosted throughout the year to build greater staff capacity and skills with various hardware tools and software applications
- 14 Schools purchased expired lease equipment totalling 218 devices, and all schools were provided with the opportunity to lease additional technology assets to supplement the core technology provided by the district. 7 schools have placed orders totalling 165 devices.

**Goal Two:** The district actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation and socio-economic status

#### **Examples of actions that support Goal 2:**

##### Professional Learning

- Focus in professional learning on proactive strategies and building ways to provide professional learning to teachers, support staff, and administrative staff through lunch and learns, large scale conferences and smaller workshops and book clubs. This year's non-instructional day for all employees will focus on the First Peoples Principles of Learning.
- Continuation of the antiracism consultant position to support the work of adults in all departments through presentations and small group consultations related to specific issues.

##### Communication

- Regular communications such as the Reconciliation, Equity, Diversity and Inclusion (REDI) newsletter, the Multifaith Calendar and Learn38 resources continue to be distributed.

##### Equity In Action

- The first meeting of the Indigenous Education Advisory Committee for 2024/25 was in November.
- The November Indigenous Community Night in November was attended by 175 Indigenous students and family members.
- Focused conversations at each secondary school in fall 2024 with school and district staff to discuss supports specific to Indigenous students attending each school.

#### Indigenous Gathering Spaces

- Indigenous Gathering Spaces are now operating at all four Board approved sites; MacNeill, Grauer, Kidd and Boyd.
- Indigenous Gathering Spaces are used for cultural programs, elder talks, gatherings, parent connections, student drop in, academic support, with the purpose of building community for urban Indigenous students.
- Indigenization of the spaces continues with artifacts, culturally relevant materials, artwork and cultural experiences.

#### Advisory Committees

- The Diversity, Equity and Inclusion (DEI) Advisory Committee met regularly in 2023/2024 and will continue to do so in 2024/2025 to review actions underway in relation to the priorities of the DEI advisory. This year the DEI Advisory will be focused on the priority; ensure that clear reporting guidelines for incidents causing harm, such as discrimination, racism, and sexual harassment are implemented, including measures to make reporting safer, and to provide clarity regarding all steps that will be followed in the process, as this need was highlighted in last year's student and employee survey. A draft document is being reviewed by the advisory committee.
- The Indigenous Education Advisory Committee will meet regularly in 2024/25 and is in its second year of implementation. A focus will be Bill 40 legislation including the implementation of an Indigenous Education Council, as well as monitoring the effectiveness of a graduation coach pilot at McNair to support improving Indigenous graduation rates. This pilot will expand based on data collected throughout this academic year.
- The Sexual Orientation and Gender Identity (SOGI) Advisory Committee continues to meet regularly and has four meetings scheduled for this school year. The focus continues to be on implementation of Policy 106 through education, capacity building, and resource sharing. This September, the committee published a "Sexual Orientation and Gender Identity (SOGI): Information for Parents and Guardians" document in multiple languages on the district website.

**Facilities and Building Committee**  
**Public Meeting Minutes**

**Wednesday, November 6, 2024 - 4:30 pm**  
**Via Zoom**

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**Present:**

Chairperson	K. Hamaguchi
Vice Chairperson	D. Tablotney*
Trustee Member	H. Larson
Trustee	A. Wong
Superintendent of Schools	C. Usih
Secretary Treasurer	C. Wang
Director, Facilities Services	K. Wilkins
Manager, Facilities Planning	U. Olcay
Assistant Manager, Facilities Planning	J. Balderston
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

The meeting was called to order at 4:29 pm.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hənqəmihəm 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 October 2, 2024 meeting was approved as circulated.

**3. Facilities Planning Update (standing item)**

The Manager, Facilities Planning noted the report is included in the agenda package. There were no further questions or comments.

**4. Capital Projects Update (standing item)**

The Director, Facilities Services noted the report from the Director, Richmond Project Team is

included in the agenda package. There were no further questions or comments.

*Trustee Tablotney joined the meeting at 4:32 pm.*

**5. Facilities Services Update (standing item)**

The Director, Facilities Services spoke to his report as included in the agenda package and highlighted the completion of the HVAC Department boiler upgrade project at Boyd Secondary and the Conseil scolaire francophone de la Colombie-Britannique (CSF) site at Kilgour. He then addressed trustee questions regarding the current use of the Sea Island building, sources of heating at McMath Secondary, and installation of security cameras at McMath and other secondary schools.

He then responded questions from the President, Richmond Teachers' Association regarding heat recovery ventilators, gaga ball pits, and pest control and prevention.

**6. Minutes for Information**

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

Minutes of Meeting held September 4, 2024 were attached for information.

**7. Next Meeting Date – December 4, 2024 at 4:30 pm**

**8. Adjournment**

The meeting adjourned at 4:41 pm.

*Respectfully Submitted,*

*Ken Hamaguchi  
Chairperson, Facilities and Building Committee*

## Report to the Board of Education (Public)

**Date:** December 11, 2024  
**From:** Debbie Tablotney, Trustee, Chairperson of Policy Committee  
**Subject:** **Policy 101/101-R: Strategic Planning**

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### RECOMMENDATION:

THAT the Board of Education approve revised **Policy 101/101-R: Strategic Planning**, in accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*.

### BACKGROUND:

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.

**PROPOSED TIMELINE:**

<b>Dates</b>	<b>Meeting</b>	<b>Comments</b>
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. Draft Revised Policy 101 and 101-R: Strategic Planning*
- 2. Provincial Government Document: Terminology in Indigenous content*
- 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.

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.

## 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

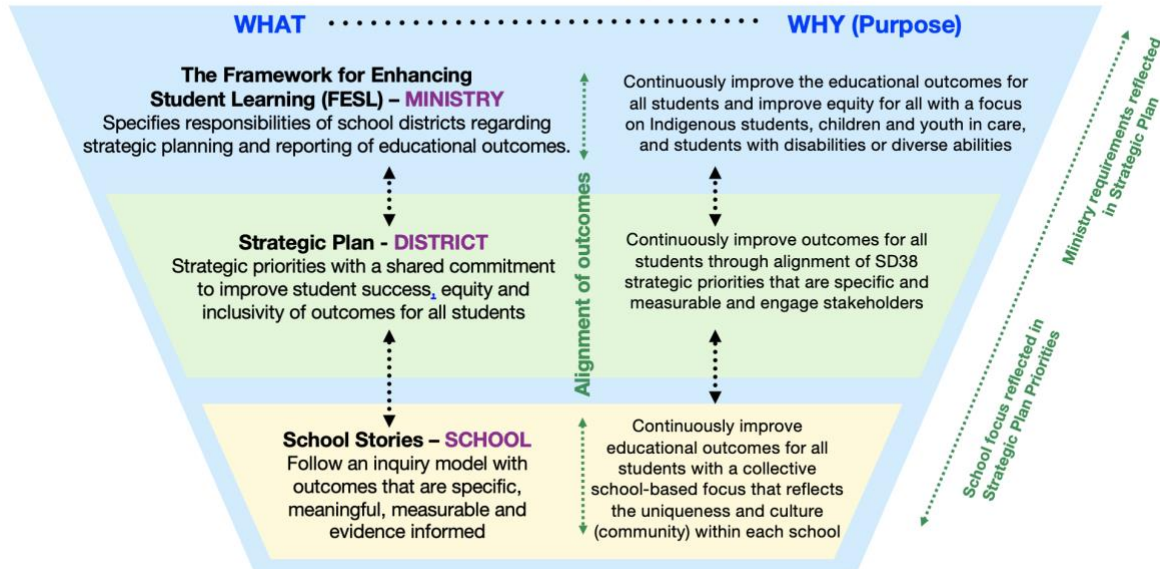
The Board of Education will, on a five-year cycle, develop and support the implementation of a strategic plan that identifies the higher-level strategic priorities of the district as well as more specific goals and objectives that support each strategic priority. The plan will be based on feedback obtained 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 30<sup>th</sup> 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"> <li>• title</li> <li>• number</li> <li>• purpose of the policy, regulation or guideline</li> <li>• implementation procedures</li> </ul>			
This policy, regulation or guideline has text features such as; <ul style="list-style-type: none"> <li>• headings</li> <li>• flow charts</li> <li>• bullet points</li> <li>• 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</li> </ul>			
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			

<b>Policy, Regulations and Guidelines Content</b>			
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 <a href="#">Strategic Priority 2</a>			
The policy, regulation or guideline is aligned with <a href="#">DRIPA</a> (Declaration on the Rights of Indigenous Peoples Act) and <a href="#">TRC</a> (Truth and Reconciliation Commission) Calls to Action			
The policy, regulation or guideline is aligned with the District's <a href="#">strategic priorities</a>			
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 <a href="#">Policy 204-R</a> 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.

## Report to the Board of Education (Public)

**Date:** December 11, 2024

**From:** Debbie Tablotney, Trustee, Chairperson of Policy Committee

**Subject:** **Policy 102: Diversity and Inclusion**

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### RECOMMENDATION:

THAT the Policy Committee recommends to the Board of Education that revised **Policy 102: Diversity and Inclusion** be referred to Partner Group Review Process for the period of December 12, 2024 to February 28, 2025.

### BACKGROUND:

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

### POLICY CONSIDERATIONS:

These draft revisions are focused on the Board’s commitment to Strategic Priority 2: Equity and Inclusion.

Policy 102 Diversity and Inclusion was adopted on December 7, 2009. Over the course of time, and in our present context, the current policy requires updating to be in alignment with the Board’s Strategic Plan, in particular Strategic Priority 2: Equity and Inclusion.

The draft policy revisions are attached. An original copy, a clean copy and a copy with tracked changes is included for ease of reference. Alignment with the DEI Checklist has been taken into account with the revisions. A revised timeline is provided below.

### 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
November 12, 2024	Policy Committee (In-camera)	Report submitted to Policy Committee (In-camera) with draft policy revisions attached. Opportunity for trustee review and feedback.



December 2, 2024	Policy Committee (Public)	Draft revised policy incorporating trustee feedback submitted to Policy Committee (Public). Recommendation to place into Partner Group Review Process from December 12, 2024, to February 28, 2025
December 11, 2024	Board of Education (Public)	Possible Board approval for entry into Partner Group Review process from December 12, 2024, to February 28, 2025.
December 12, 2024 to February 28, 2025		Partner Group Review process
April 14, 2025	Policy Committee (Public)	Updated draft policy incorporating partner group input brought to Policy Committee (Public). Possible Notice of Motion for approval at April Board meeting.
April 23, 2025	Board of Education (Public)	Possible Notice of Motion for final approval of revised policy at May Board meeting.
May 21, 2025	Board of Education (Public)	Possible Board approval of revised policy.

*Respectfully submitted,*

*Debbie Tablotney  
Trustee, Chairperson of Policy Committee*

*Attachments:*

1. *Revised draft Policy 102 (track changes)*
2. *Revised draft Policy 102 (clean)*
3. *Current version of Policy 102*

## DISTRICT PHILOSOPHY

## Policy 102

### Diversity, Equity, and Inclusion

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

The Richmond School District is committed to the principles of diversity, equity and inclusion, and is on a path toward reconciliation, decolonization, and anti-oppression. The Richmond Board of Education recognizes the uniqueness of Indigenous rights holders, students, their families, and employees.

The Board of Education upholds the values and objectives contained in the [Canadian Charter of Rights and Freedoms](#), in particular [Subsections 15\(1\) and \(2\)](#), the [Canadian Human Rights Act](#), the [Truth and Reconciliation Commission Calls to Action](#), and all other applicable laws and legislation. See appendix below.

The documents referenced and linked above, and in the appendix below, guide all interactions and decisions so that all members of the school district community work and learn together to develop a deep appreciation of all people.

Specifically, the Richmond School District will:

- a. Include the principles of diversity, equity, and inclusion in the District's policies, procedures, and relations with employees, students, parents, and the greater community.
- b. Advance the Truth and Reconciliation Calls to Action by working collaboratively with the District's partner groups and students to increase learning and understanding by implementing the First People's Principles of Learning.
- c. Increase awareness of, and appreciation for the racial, cultural, spiritual, religious, and linguistic diversity of our diverse communities.
- d. Incorporate policies, operating and hiring practices, procedures, and structures, free of all forms of discrimination, inequities, and racial bias, that support an inclusive and equitable working and learning environment.
- e. Ensure every student, employee, volunteer, and partner group understands their responsibility for creating a climate where all members of the school district community feel they are welcome and that they belong.
- f. Seek to identify, remove, and prevent barriers that inhibit the ability of students to participate fully in their learning.

#### Definitions:

**Anti-oppression** Seeks to minimize and/or eliminate the harm from oppression and equalize power imbalances. **Oppression** is when a dominant group holds power and privilege that combine to bring about discrimination. **Oppression** results in unjust experiences and discrimination across a society. **Oppression** can be

**Deleted:** letter and spirit of the Canadian Charter of Rights and Freedoms shall be observed, supported, and enforced so that all

**Deleted:** community may

**Deleted:** together in an atmosphere of celebration and respect for individual differences.

**Deleted:** is the unjust treatment of, or exercise of power over, a group of individuals based on a marginalized identity in relation to classifications set by society. Oppression may be overt or covert, depending on how it is practiced. ...

Adopted: 07 December 2009  
Revised:

present in systems or institutions, such as in the media, medical systems, or education systems. Oppression leads to certain groups controlling and having power over others, which reinforces inequity.

Decolonization In the Canadian context, a process by which non-Indigenous people recognize and accept the reality of a colonial history, accept how that history impacted Indigenous Peoples, and how it continues to subjugate Indigenous Peoples. The process of decolonization must include Indigenous and non-Indigenous people working together toward a future that includes all.

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Diversity Legally protected differences such as race, age, disability, sexual orientation and gender identity and expression. Diversity also includes such 'non-visible' qualities as diversity in thought, perspectives, education, socio-economic status and life experiences.

Equity The fair treatment of all people, so that the norms, practices, and policies in place ensure identity is not predictive of opportunities or outcomes. While equality assumes that all people should be treated the same, equity takes into consideration a person's unique circumstances, so that the end result is equal. This means the Board of Education will adjust and address imbalances in ways that acknowledges the context and conditions of the individual, including those rooted in historical and contemporary injustices and disadvantages.

Inclusion The affirmation and appreciation of all identities and the intersectionality of those identities to the extent that all experience a true sense of belonging.

Intersectionality The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups.

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.

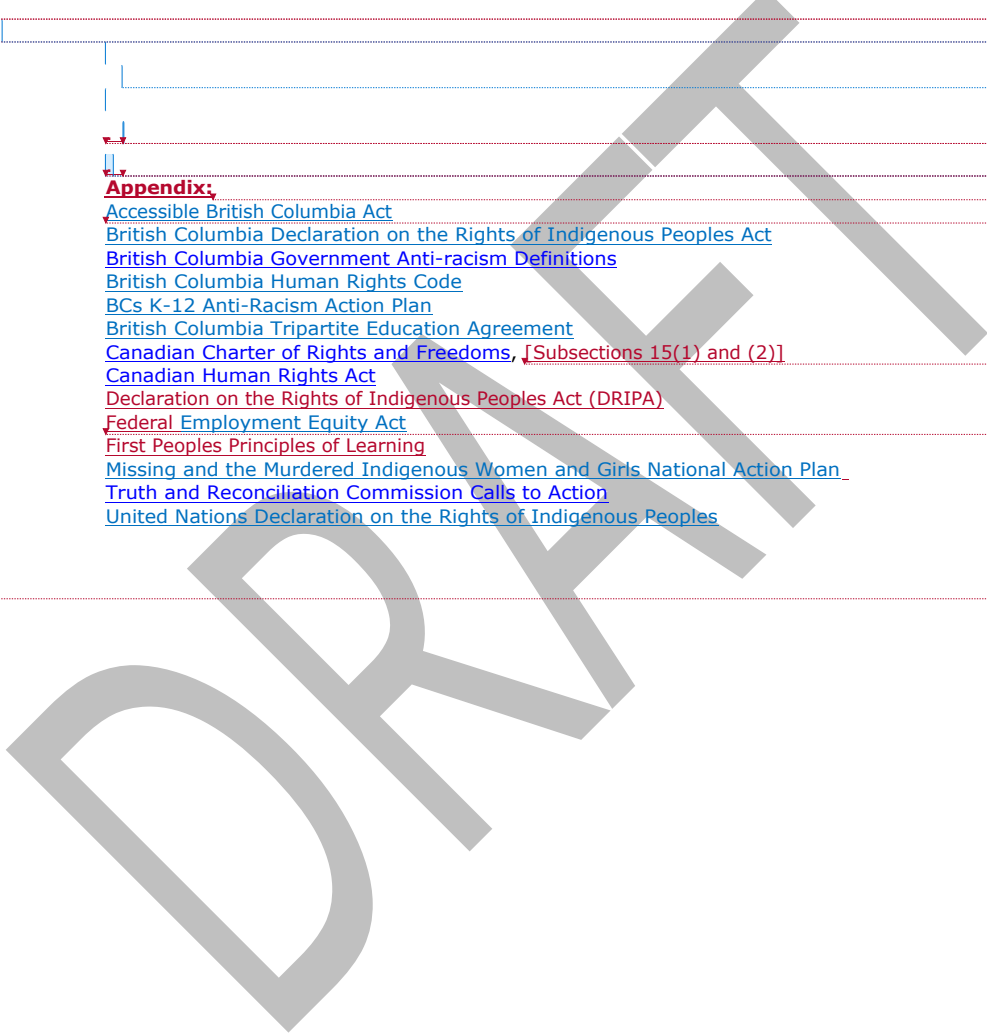
Reconciliation Establishing and maintaining a mutually respectful relationship between Indigenous and non-Indigenous people in Canada by building awareness of the past, acknowledgement of the harm that has been inflicted, and atonement for the causes and action with a commitment to change.

Adopted: 07 December 2009  
Revised:

Systemic Barriers Policies, practices or procedures that result in some people receiving unequal access or being excluded by perpetuating inequities.

**Appendix:**

- [Accessible British Columbia Act](#)
- [British Columbia Declaration on the Rights of Indigenous Peoples Act](#)
- [British Columbia Government Anti-racism Definitions](#)
- [British Columbia Human Rights Code](#)
- [BCs K-12 Anti-Racism Action Plan](#)
- [British Columbia Tripartite Education Agreement](#)
- [Canadian Charter of Rights and Freedoms, \[Subsections 15\(1\) and \(2\)\]](#)
- [Canadian Human Rights Act](#)
- [Declaration on the Rights of Indigenous Peoples Act \(DRIPA\)](#)
- [Federal Employment Equity Act](#)
- [First Peoples Principles of Learning](#)
- [Missing and the Murdered Indigenous Women and Girls National Action Plan](#)
- [Truth and Reconciliation Commission Calls to Action](#)
- [United Nations Declaration on the Rights of Indigenous Peoples](#)



Adopted: 07 December 2009  
Revised:

**Deleted:** ¶  
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**<object>**A policy of nondiscrimination, as defined under the Canadian Charter of Rights and Freedoms, shall prevail in all matters of employment, promotion and assignment of staff, and in provision of facilities and access for those with disabilities.

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**Commented [CB2]:** Deleted because the spirit of this statement is included above

**Deleted:** The Board of Education (Richmond) is committed to providing an inclusive environment that is safe and supportive for all students and staff.¶

**Commented [CB3]:** Deleted because this information is contained in Policy 505.7

**Deleted:** The Board also recognizes the diverse cultural, linguistic and ethnic nature of the Richmond community. Consequently, it supports inter-cultural education for staff and students, and will promote cultural celebration and respect for human rights and freedoms through its educational programs

**Deleted:** The Board will encourage student leadership in the promotion of mutual knowledge and respect amongst members of the school community and the development of an inclusive culture in schools.

**Commented [CB5]:** Deleted because this information is contained in Policy 103-R (A)

**Deleted:** The Board is committed to partnership with parents and to effective communication with parents and community members. Consequently, it will encourage educational staff to actively support two-way communication(... [1])

**Deleted:** When necessary, appropriate and possible, the Board will provide interpretation or translation services.

**Deleted:** ¶  
¶

**Deleted:** [Supportive Documents](#)¶

**Deleted:** [\[Subsections 15\(1\) and \(2\)\]](#)

**Deleted:** [Federal](#)

**Deleted:** [Canadian Charter of Rights and Freedoms Employment Standards Act](#)¶ (... [2])

## DISTRICT PHILOSOPHY

## Policy 102

### Diversity, Equity, and Inclusion

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

The Richmond School District is committed to the principles of diversity, equity and inclusion, and is on a path toward reconciliation, decolonization, and anti-oppression. The Richmond Board of Education recognizes the uniqueness of Indigenous rights holders, students, their families, and employees.

The Board of Education upholds the values and objectives contained in the [Canadian Charter of Rights and Freedoms](#), in particular [Subsections 15\(1\) and \(2\)](#), [the Canadian Human Rights Act](#), [the Truth and Reconciliation Commission Calls to Action](#), and all other applicable laws and legislation. See appendix below.

The documents referenced and linked above, and in the appendix below, guide all interactions and decisions so that all members of the school district community work and learn together to develop a deep appreciation of all people.

Specifically, the Richmond School District will:

- a. Include the principles of diversity, equity, and inclusion in the District's policies, procedures, and relations with employees, students, parents, and the greater community.
- b. Advance the Truth and Reconciliation Calls to Action by working collaboratively with the District's partner groups and students to increase learning and understanding by implementing the [First People's Principles of Learning](#).
- c. Increase awareness of, and appreciation for the racial, cultural, spiritual, religious, and linguistic diversity of our diverse communities.
- d. Incorporate policies, operating and hiring practices, procedures, and structures, free of all forms of discrimination, inequities, and racial bias, that support an inclusive and equitable working and learning environment.
- e. Ensure every student, employee, volunteer, and partner group understands their responsibility for creating a climate where all members of the school district community feel they are welcome and that they belong.
- f. Seek to identify, remove, and prevent barriers that inhibit the ability of students to participate fully in their learning.

**Definitions:**

- Anti-oppression** Seeks to minimize and/or eliminate the harm from oppression and equalize power imbalances. Oppression is when a dominant group holds power and privilege that combine to bring about discrimination. Oppression results in unjust experiences and discrimination across a society. Oppression can be present in systems or institutions, such as in the media, medical systems, or education systems. Oppression leads to certain groups controlling and having power over others, which reinforces inequity.
- Decolonization** In the Canadian context, a process by which non-Indigenous people recognize and accept the reality of a colonial history, accept how that history impacted Indigenous Peoples, and how it continues to subjugate Indigenous Peoples. The process of decolonization must include Indigenous and non-Indigenous people working together toward a future that includes all.
- Diversity** Legally protected differences such as race, age, disability, sexual orientation and gender identity and expression. Diversity also includes such 'non-visible' qualities as diversity in thought, perspectives, education, socio-economic status and life experiences.
- Equity** The fair treatment of all people, so that the norms, practices, and policies in place ensure identity is not predictive of opportunities or outcomes. While equality assumes that all people should be treated the same, equity takes into consideration a person's unique circumstances, so that the end result is equal. This means the Board of Education will adjust and address imbalances in ways that acknowledges the context and conditions of the individual, including those rooted in historical and contemporary injustices and disadvantages.
- Inclusion** The affirmation and appreciation of all identities and the intersectionality of those identities to the extent that all experience a true sense of belonging.
- Intersectionality** The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups.
- 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

Adopted: 07 December 2009  
Revised:

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.

**Reconciliation** Establishing and maintaining a mutually respectful relationship between Indigenous and non-Indigenous people in Canada by building awareness of the past, acknowledgement of the harm that has been inflicted, and atonement for the causes and action with a commitment to change.

**Systemic Barriers** Policies, practices or procedures that result in some people receiving unequal access or being excluded by perpetuating inequities.

**Appendix:**

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[British Columbia Tripartite Education Agreement](#)

[Canadian Charter of Rights and Freedoms](#), [Subsections 15(1) and (2)]

[Canadian Human Rights Act](#)

[Declaration on the Rights of Indigenous Peoples Act \(DRIPA\)](#)

[Federal Employment Equity Act](#)

[First Peoples Principles of Learning](#)

[Missing and the Murdered Indigenous Women and Girls National Action Plan](#)

[Truth and Reconciliation Commission Calls to Action](#)

[United Nations Declaration on the Rights of Indigenous Peoples](#)

**DISTRICT PHILOSOPHY**

**Policy 102**

**Diversity and Inclusion**

The letter and spirit of the Canadian Charter of Rights and Freedoms shall be observed, supported, and enforced so that all members of the school community may work and learn together in an atmosphere of celebration and respect for individual differences.

**Employment Practices**

A policy of nondiscrimination, as defined under the Canadian Charter of Rights and Freedoms, shall prevail in all matters of employment, promotion and assignment of staff, and in provision of facilities and access for those with disabilities.

**Educational Practices**

The Board of Education (Richmond) is committed to providing an inclusive environment that is safe and supportive for all students and staff.

The Board recognizes the diverse needs, abilities, experiences and personal circumstances of its students. Consequently, it will provide a continuum of learning services, beginning with inclusive classroom practices and including English as a Second Language (ESL) support, that is intended to enable all students to achieve their personal potential with respect to the curriculum. It will also establish policies and practices that ensure that no student is excluded for financial reasons from curricular programs required to graduate and that support, wherever possible, the participation of students experiencing financial hardship in all curricular and extra-curricular programs and activities.

The Board also recognizes the diverse cultural, linguistic and ethnic nature of the Richmond community. Consequently, it supports inter-cultural education for staff and students, and will promote cultural celebration and respect for human rights and freedoms through its educational programs. The Board will encourage student leadership in the promotion of mutual knowledge and respect amongst members of the school community and the development of an inclusive culture in schools.

The Board is committed to working in partnership with parents and to effective communication with parents and community members. Consequently, it will encourage educational staff to actively support two-way communication with parents and will seek the assistance of individuals and groups within the community who can enhance school and district communication. When necessary, appropriate and possible, the Board will provide interpretation or translation services.

**Supportive Documents**

- [Canadian Charter of Rights and Freedoms](#)
- [Employment Standards Act](#)
- [Human Rights Code](#)
- [District Position Paper: Learning Services Framework](#)
- [District Discussion Paper: Inclusion: What Constitutes Support?](#)
- [District Discussion Paper: Supporting Diversity - Strategies for Inventing a New Future](#)
- [District Discussion Paper: Role of the Educational Assistant](#)
- [Parent Handbook: Learning Matters](#)

Adopted: 07 December 2009



**Policy Committee**  
**Public Meeting Minutes**

**Tuesday, November 12, 2024 – 11:00 am**  
**Via Zoom**

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**Present:**

Chairperson	D. Tablotney
Trustee Alternate	H. Larson
Trustee	A. Wong
Superintendent	C. Usih
Assistant Superintendent	R. Laing
1 <sup>st</sup> Vice President, Richmond Teachers' Association	S. Wenglowski
2 <sup>nd</sup> Vice President, Richmond Teachers' Association	F. Marsic
3 <sup>rd</sup> Vice President, Richmond Teachers' Association	J. Cho
President, Richmond Association of School Administrators	N. Widdess
President, Canadian Union of Public Employees 716	S. Robinson
President, Richmond District Parents Association	C. Huang
Vice President, Richmond District Parents Association	A. Gong
Executive Assistant (Recording Secretary)	J. Coronel

**Regrets:**

Vice Chairperson	D. Yang
Trustee Member	R. Belleza

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the 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 October 15, 2024 were approved as circulated.

**3. Verbal Update - Policy 103 Bylaw: Complaints by Students, Parents and the Public**

Assistant Superintendent Laing shared an update on the review status of Policy 103 Bylaw. He highlighted that a rewritten Bylaw is recommended to better align with best practices and to provide greater clarity for students, parents, staff and the public on the complaints process and

appeals process. The rewritten Bylaw will be presented at an upcoming Policy Committee meeting for further discussion.

**4. Policy Refresh to align with DEI checklist (standing item):  
Policy 101/101-R: Strategic Planning**

The Superintendent spoke to his report as included in the agenda package and thanked partner groups for their feedback on the definition of “partner groups” as stated in Policy 101-R. The Vice President of Richmond District Parents Association (RDPA) expressed her appreciation for the inclusion of RDPA in the definition of “partner groups”.

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 November 20, 2024, public meeting that a recommendation for the board’s consideration will be presented at the December 11, 2024, public meeting to approve minor revisions to Policy 101 and 101-R: Strategic Planning.

**5. Status of Current and Anticipated Items**

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

**6. Next Meeting Date – Monday, December 2, 2024 at 11:00 am.**

**7. Adjournment**

The meeting adjourned at 11:13 am.

*Respectfully Submitted,*

*Debbie Tablotney  
Chairperson, Policy Committee*