

Board of Education
Public Meeting Agenda

Wednesday, January 22, 2025 – 7:00 pm
1st Floor Boardroom

https://sd38.zoom.us/webinar/register/WN_L3xejPdBR_C9phg_UwEnUQ

After registering, you will receive a confirmation email containing information about joining the webinar.

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

1. Recognition of Visitors, Announcements and Trustees' Updates

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

2. Adoption of Agenda

3. Presentations, Briefs, Special Recognition

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

4. Questions from the Public

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

5. Executive

6. Approval of Minutes of Prior Meetings

- (a) Record of an in-camera meeting of the board held Wednesday, December 11, 2024.
- (b) Regular meeting of the board held Wednesday, December 11, 2024 for approval.
- (c) Record of an in-camera special meeting of the board held Wednesday, December 23, 2024.

7. Business Arising from Prior Minutes

Nil.

8. New Business

- (a) **Strategic Plan Engagement Timelines – Shaping the Next Five Years, Together**
Report from the Superintendent of Schools attached.
- (b) **2025/26 Annual Budget Consultation**
Report from the Secretary Treasurer attached.

9. Questions from the Public

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

10. Standing Committee Reports

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

A meeting was held on Tuesday, January 7, 2025. The next meeting is scheduled for Tuesday, March 4, 2025.

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

- (i) **RECOMMENDATION:** Board Authority Authorized (BAA) Courses.
Report from the Committee Chairperson attached.

- (ii) Minutes of the meeting held on November 13, 2024, are attached for information.

A meeting was held on Wednesday, January 15, 2025. The next meeting is scheduled for Wednesday, February 12, 2025, at 6:00 pm.

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

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

A meeting was held on Wednesday, January 8, 2025. The next meeting is scheduled for Wednesday, February 5, 2025, at 4:30 pm.

(d) **Finance and Legal Committee**

Chairperson: Donna Sargent

Vice Chairperson: Debbie Tablotney

- (i) **RECOMMENDATION:** Trustee Expenses for 3 Months Ended December 31, 2024.
Report from the Committee Chairperson attached.

- (ii) **RECOMMENDATION:** 2025/26 Facility Rental Rates.
Report from the Committee Chairperson attached.

- (iii) Minutes of the meeting held on November 13, 2024, are attached for information.

A meeting was held on Wednesday, January 15, 2025. The next meeting is scheduled for Wednesday, February 12, 2025, at 10:00 am.

(e) **Policy Committee**

Chairperson: Debbie Tablotney

Vice Chairperson: David Yang

- (i) **RECOMMENDATION:** Policy 103 Bylaw: Complaints by Students, Parents & the Public.
Report from the Committee Chairperson attached.

- (ii) **NOTICE OF MOTION:** Policy 103: Collaboration and Community, Policy 103-R (A): Foundations for Learning, and Policy 103-R (B): Complaints and Appeals by Staff.
Report from the Committee Chairperson attached.

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

A meeting was held on Monday, January 13, 2025. The next meeting is scheduled for Monday, February 10, 2025, at 11:00 am.

11. Board Committee and Representative Reports

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

Nil.

(b) **BCSTA**

Nil.

(c) **BCPSEA**

Nil.

12. Correspondence

(a) For action:

Nil.

(b) For information:

Nil.

13. Adjournment

Board of Education

Telephone 604 668 6000

www.sd38.bc.ca

The next meeting is scheduled for Wednesday, February 19, 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

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

Note:

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

Board of Education
Public Meeting Minutes

Wednesday, December 11, 2024 – 7:00 pm
1st Floor Boardroom and via Zoom

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 6:58 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 Larson: Briefs regarding the 2025/26 Annual Budget will be accepted without prior notice at the January 22, 2025 regular meeting of the Board, as well as at the 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

Prior to adoption of the agenda, Trustee Tablotney congratulated Trustee Hamaguchi and Trustee Yang on their appointments as Chairperson and Vice Chairperson of the board, respectively. She also expressed gratitude to Trustee Larson, the past Chairperson, for her leadership and contributions to the board during the previous year.

The Chairperson proposed to add "Richmond Teachers' Association (RTA) Statement of Support for SOGI" as Item 12 (b) under Correspondence.

184/2024 MOVED BY D. SARGENT AND SECONDED D. YANG:

THAT the Wednesday, December 11, 2024 regular agenda of the Board of Education be adopted as amended.

CARRIED

3. Presentations, Briefs, Special Recognition

(a) Presentations

The Chairperson introduced two classes from Blair Elementary, Division 5, a Grade 3/4 class, and Division 6, a Grade 2/3 class, to perform three songs – "Little Black Dog," "Child of the World," and "Hot Chocolate."

Trustees and the Superintendent expressed their gratitude to the students for their performance and to the staff for their efforts in organizing the performance.

(b) Briefs

Nil.

(c) Special Recognition

Nil.

4. Questions from the Public

There were no questions from the public.

5. Executive

The Superintendent expressed gratitude to the Richmond community, families, education partners, and staff for their collaboration and support for students throughout the year. He thanked trustees for their advocacy on behalf of students and families and acknowledged progress on the 2020-2025 Strategic Plan, which would be discussed later in the agenda. Looking ahead to 2025, the Superintendent emphasized the significant undertaking of developing a new Strategic Plan for 2025-2030 and engaging with the Richmond community throughout the process. He concluded by wishing everyone a happy holiday season.

Assistant Superintendent Naser then introduced Mitchell Elementary School to share their numeracy work, which aligns with Strategic Priority 1 – Inspired Learners. Director of Instruction Brooke Douglas then introduced the educators and students from Mitchell Elementary and their numeracy inquiry project. The students engaged in a numeracy activity and shared math games with trustees, allowing them to participate and experience the learning firsthand.

Trustees then asked the students various questions, expressed their appreciation for the opportunity to learn the games, and extended gratitude to the students, staff, and parents for their hard work and support.

6. Approval of Minutes of Prior Meetings

- (a) A record of an in-camera meeting of the board held Wednesday, November 20, 2024 was included for information.
- (b) Organizational meeting of the board held Wednesday, November 20, 2024

185/2024 MOVED BY D. SARGENT AND SECONDED BY D. YANG:

THAT the Board of Education approve the Minutes of Wednesday, November 20, 2024, Organizational Meeting as circulated.

CARRIED

- (c) Regular meeting of the board held Wednesday, November 20, 2024

186/2024 MOVED BY H. LARSON AND SECONDED BY A. WONG:

THAT the Board of Education approve the Minutes of Wednesday, November 20, 2024, regular meeting as circulated.

CARRIED

- (d) A record of an in-camera special meeting of the board held Thursday, December 5, 2024 was included for information.

7. Business Arising from Prior Minutes

(a) Strategic Plan – Quarterly Update Strategic Priority 1 & 2

The Assistant Superintendents presented their report on Strategic Priorities 1 and 2, along with examples of actions taken within the Strategic Priorities to support each goal.

Trustees expressed appreciation to staff for their work. Staff then responded to various questions from trustees regarding the two strategic priorities.

The Superintendent commended the staff's dedication and collaboration with education partner groups.

8. New Business

Nil.

9. Questions from the Public

Liz Baverstock, President, RTA emphasized the importance of collaboration as education partners. She referenced the "Statement from the Board of Education and Superintendent: Support for SOGI" and inquired whether the board and partner groups could issue a joint statement, as outlined in the RTA letter, "Statement of Support for SOGI".

Trustees clarified that the letter of support from the Board Chairperson and Superintendent was issued on behalf of the entire board. The Chairperson then noted that the RTA letter would be referred to staff.

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, were 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

The Committee Chairperson spoke to the report as included in the agenda package and responded to questions from trustees regarding the revisions.

187/2024 MOVED BY D. TABLOTNEY AND SECONDED BY H. LARSON:

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

CARRIED

- (ii) **RECOMMENDATION:** Policy 102: Diversity and Inclusion

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

188/2024 MOVED BY D. TABLOTNEY AND SECONDED BY D. YANG:

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.

CARRIED

- (iii) Minutes of the meeting held on November 12, 2024, were 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**

The next meeting will be held on January 29, 2025 at 9:30 am.

(b) **BCSTA**

Trustee Academy was held on November 21-23, 2024 at the Westin Bayshore, Vancouver. Trustee Larson highlighted the learning and seminars from the Trustee Academy, noting that the event was well organized.

(c) **BCPSEA**

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

12. Correspondence

(a) For action:

Richmond Teachers' Association (RTA) Statement of Support for SOGI

The Chairperson noted that the letter has been posted on the district website and will be referred to staff.

Trustees expressed gratitude to RTA for the letter and emphasized the importance of ensuring that all communities feel respected, safe, and that spaces remain inclusive.

189/2024 MOVED BY D. TABLOTNEY AND SECONDED BY D. YANG:

THAT the Board of Education refer the Richmond Teachers' Association (RTA) Statement of Support for SOGI to staff.

CARRIED

(b) For information:

Nil.

13. Adjournment

As this is the final board meeting of the calendar year, trustees shared their comments and extended holiday wishes.

Chairperson: As we approach the winter break, the Board of Education wishes to extend its warmest wishes to our students, families and staff for a peaceful and joyous winter holiday season.

We are deeply fortunate to have such dedicated and passionate students, supportive families, and exceptional staff who contribute to the vibrancy of our educational community. May this holiday season bring you all the joy, relaxation, and quality time spent with loved ones that you deserve.

190/2024 MOVED BY H. LARSON AND SECONDED BY A. WONG:

THAT the regular meeting of Wednesday, December 11, 2024 of the Board of Education be adjourned at 8:44 pm.

CARRIED

K. HAMAGUCHI
Chairperson

C. WANG
Secretary Treasurer

DRAFT

Date: January 22, 2025
From: Cindy Wang, Secretary Treasurer
Subject: **Record of an In-camera Board Meeting held December 11, 2024**

The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at an in-camera meeting of the Board held December 11, 2024.

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

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

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

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

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

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

Date: January 22, 2025
From: Cindy Wang, Secretary Treasurer
Subject: **Record of an In-camera Special Board Meeting held December 23, 2024**

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

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- 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: January 22, 2025
From: Christopher Usih, Superintendent of Schools
Subject: **Strategic Plan Engagement Timelines – Shaping the Next Five Years, Together**

This report is provided for the board’s consideration.

RECOMMENDATION

THAT the Board of Education (Richmond) approves the 2025-2030 Strategic Plan Engagement Timelines outlined in Appendix A.

INTRODUCTION

This report provides an overview of the processes and timelines for engaging with the Richmond School District community and educational partners, including students, employees, families, partner groups, and the public, to gather their input for the Richmond Board of Education’s 2025-2030 Strategic Plan.

BOARD POLICY REFERENCE

Policy 101-R states: “The Board of Education shall develop and implement a strategic plan every five years. This plan will identify the district's key strategic priorities alongside specific goals and objectives that support each priority, all within a culture of care.”

BACKGROUND

The board's current strategic plan, which has been in effect since 2020, has effectively guided the school district. Staff provide regular updates to the board through quarterly reports at public meetings, highlighting progress in each priority area. Evidence is collected and shared to demonstrate the effectiveness of the strategies and actions associated with these priorities.

Additionally, the Framework for Enhancing Student Learning ([FESL](#)) annual report provides valuable insights into our students' academic performance and well-being. We are pleased to see that students in our district continue to achieve high levels of success, with strong graduation rates. However, we recognize that there are learning and achievement gaps for specific student populations, including Indigenous students, children and youth in care, and learners with disabilities or diverse abilities. We are committed to addressing these gaps by fostering partnerships with Indigenous rights holders, as required by [Bill 40](#), families, and community organizations to ensure equity and success for all learners.

We are also aware of the impact on achievement that the COVID-19 pandemic has had on a particular cohort of students, especially in literacy, numeracy and mathematics. Addressing gaps in learning and achievement will remain a focus of the new strategic plan. At the same time, we will continue to prioritize well-being and students' sense of belonging, as these are essential conditions for effective learning.

The board has secured the services of a consultant to collaborate with senior staff in developing the next strategic plan. As detailed in Appendix A, this work is set to begin by the end of this month. Consultations will take place from February to June 2025, to finalize the 2025-2030 Strategic Plan by December 2025. Engaging our community and gathering feedback is essential for creating a strategic plan that will effectively guide our district over the next five years. Opportunities for gathering voices will include an online survey, focus groups, scheduled in-person evening gatherings, and a virtual session. Dates and times for all activities will be communicated widely and posted on our district's website.

Together, we will shape the next five years by actively seeking input from students, staff, parents, caregivers, partner groups, social and community organizations, and members of the public. In the Richmond School District, "partner groups" include our Indigenous rights holders and all officially recognized education partner representatives, such as the Canadian Union of Public Employees (CUPE) 716, the Richmond Association of School Administrators (RASA), the Richmond District Parents Association (RDPA), the Richmond Management and Professional Staff (RMAPS), and the Richmond Teachers' Association (RTA).

Aligned with our vision, mission and values, we aim to prepare students to be future-ready. With rapid changes in technology and innovation, alongside the advanced 21st-century knowledge and skills required to succeed in an increasingly global society, the new strategic plan will incorporate strategies to enhance digital literacy skills across the curriculum. We are already witnessing the impact of Artificial Intelligence (AI) in every aspect of daily life and are developing effective processes and guidelines to support the implementation of AI tools in teaching, learning and organizational effectiveness.

As we engage in this crucial dialogue with our community, we invite all to reflect on an important question: When our students finish secondary school and transition to post-secondary education or the workforce, what do we want them to know, think, care about, and aspire to become? We believe that finding answers to these questions are essential for creating the right conditions for success.

A comprehensive communication plan has been developed to ensure the success of this initiative by maintaining transparency, encouraging participation, and keeping all partners informed at every stage. This plan is designed to provide clear and consistent updates, outline opportunities for engagement, and emphasize the importance of collaboration. By effectively communicating the initiative's purpose and process, the plan will help build a shared understanding among students, staff, parents, caregivers, and community partners, ensuring their input is meaningfully integrated into shaping the district's strategic plan.

CONCLUSION

The strategic plan acts as a dynamic framework designed to enhance our collaborative efforts in providing the best education for every student, ensuring they thrive and become engaged citizens both locally and globally. By gathering input from students, staff, parents, caregivers, partner organizations, and community groups, we aim to shape the next five years together. Our goal is to create a plan that builds on the successes of the current one and prepares students for future achievements in the 21st century.

As outlined in Appendix A, we recommend that the Board of Education approve the 2025-2030 Strategic Plan Engagement Timelines. This approval is essential to ensure we meet the outlined milestones and develop a shared vision for the future of education in the Richmond School District.

Respectfully submitted,

Christopher Usih
Superintendent of Schools

APPENDIX A

2025-2030 STRATEGIC PLAN ENGAGEMENT TIMELINES

| ACTIVITY | TIMELINE January – December 2025 |
|---|-------------------------------------|
| 1. Communication Plan (with translations): <ul style="list-style-type: none"> • Video - (English and Chinese) • All employees and partner groups • Parents/guardians • External partners, including post-secondary institutions, municipal, social agencies, and community organizations • Website and social media • Local media | By January 30, 2025 |
| 2. Facilitated Dialogue: Trustees, Senior Team, and Partner Groups | January 28, 2025 |
| 3. Launch Online Survey (open to all) | By February 3, 2025 |
| 4. Analyze Key Themes from the Survey | By February 28, 2025 |
| 5. Gather Student Voice: <ul style="list-style-type: none"> • School-Facilitated Sessions • Feb 5 Student Voice Forum • Table 38 Secondary School Student Leadership Group • Student Focus Group (see below) | February - March 2025 |
| 6. Distinct Focus Group Sessions: <ul style="list-style-type: none"> • Students • Indigenous rights holders • Trustees • Partner groups representing employees and parents/guardians • Senior Team | March - April 2025 |

| | |
|--|-------------------------|
| 7. Public Engagement - Four in-person sessions and one virtual session | March - April 2025 |
| 8. "What We Heard" Report. | May 2025 |
| 9. Draft Strategic Plan | June 2025 |
| 10. Review and Revise Plan | September- October 2025 |
| 11. Finalize Plan for Board Approval | December 2025 |

Report to the Board of Education (Public)

Date: January 22, 2025
From: Cindy Wang, Secretary Treasurer
Subject: 2025/26 Annual Budget Consultation

This report to the Board of Education (the Board) is for information only. No further action on the part of the Board is required at this time.

BACKGROUND

The District operates under the authority of the *School Act*, which requires the Board to approve a balanced budget for the upcoming school year and submit it to the Ministry of Education and Childcare before June 30.

At the November 20, 2024 public board meeting, the Board approved the 2025/26 annual budget process and timeline. The budget cycle includes preparing a preliminary budget in the spring based on projected enrolments and revising the amended budget in the fall once actual enrolment numbers are confirmed.

BUDGET CONSULTATION

The District aligns its fiscal plan with the strategic priorities and goals outlined in the Strategic Plan. The annual budget consultation process offers education partner groups and the public opportunities to help shape the budget for the upcoming school year. Community members are encouraged to provide feedback and submit questions via email at sd38budgetfeedback@sd38.bc.ca.

The Budget Advisory Working Group (BAWG) serves as a key forum for education partners to provide input during the budget development process. The BAWG includes the Board of Education and representatives from key education partner groups, such as the Richmond Teachers' Association, Canadian Union of Public Employees Local 716, Richmond Association of School Administrators, Richmond District Parents Association, and Richmond Management and Professional Staff. BAWG meetings have been scheduled to provide budget updates and collect feedback from partner groups.

CONCLUSION

The District adopts a collaborative approach to budget development, seeking input and feedback from education partner groups and the public.

Respectfully submitted,

Cindy Wang, MSc, CPA-CA
Secretary Treasurer

Report to the Board of Education (Public)

Date: January 22, 2025
From: Heather Larson, Trustee, Chairperson of Education Committee
Subject: Board Authority Authorized (BAA) Courses

RECOMMENDATION:

THAT the Richmond Board of Education approve the attached newly developed Board Authority Authorized Courses for implementation in the 2025/26 school year.

BACKGROUND

Board Authority Authorized Courses (BAA) are locally developed and allow Boards of Education to offer courses relevant to the community’s needs and student interests. These courses must be authorized by Boards of Education in accordance with Ministry of Education requirements. Below is a summary of proposed courses for the 2025/2026 school year. Detailed course descriptions are attached.

| Course | Grade(s) | Description |
|---------------------------------|-----------------|---|
| ELL 4 Writing and Literature | 10-12 | This course is designed for intermediate or advanced English Language Learners (ELL) seeking to develop and enhance their academic writing skills. The course prepares students for the written components of the Provincial Literacy Assessment and equips them with the proficiency needed for success in curricular courses. |
| Applied Learning Strategies | 10, 11, 12 | These courses support students with diverse abilities and disabilities, as well as those needing Tier 2 support. They provide direct instruction to help students build self-management and competency in key skills. Progress is consistently monitored to ensure growth in self-management abilities. |
| Introduction to Medical Science | 11 | This full-year course enables students to complete their Canadian Red Cross Standard First Aid (SFA), CPR C HCP, and First Responders (FR) certifications. The course offers training in advanced first aid and pre-hospital care. |
| Recreational Leadership | 10 | This course is designed for students interested in recreational activities and athletics. It covers various aspects of event organization, including tournament management, officiating, mentoring, presentation skills, field trip development, fundraising, time management, goal setting, and community volunteering. |

The proposed courses meet the requirements outlined by the Ministry of Education and Child Care. Specifically, these courses:

- are within the Grade 10 - 12 range
- are not currently available through BC Ministry of Education and Child Care curriculum
- are not modified, adapted or remedial courses
- include the required components for BAA courses, such as synopsis, goals, organizational structure and recommended instructional and assessment components

CONCLUSION

The proposed BAA courses respond to the local needs of our community while providing choice and flexibility for students.

Respectfully submitted,

*Heather Larson,
Trustee, Chairperson of Education Committee*

Education Committee
Public Meeting Minutes

Wednesday, November 13, 2024 – 6:00 pm
Via Zoom

Present:

| | |
|--|----------------|
| Chairperson | H. Larson |
| Trustee Member | A. Wong |
| Trustee Alternate | D. Tablotney |
| Trustee | K. Hamaguchi |
| Superintendent | C. Usih |
| Assistant Superintendent | M. Naser |
| Director of Instruction | B. Douglas |
| District Administrator | L. Chau |
| District Administrator | C. Jule |
| Program Coordinator | D. Miller |
| Student | Sophie |
| Student | Arianna |
| President, CUPE716 | S. Robinson |
| 1 st Vice President, CUPE716 | N. Williams |
| Representative, Richmond Association of School Administrators | A. Pikkarainen |
| Representative, Richmond Association of School Administrators | L. Leung |
| President, Richmond Teachers' Association | L. Baverstock |
| 3 rd Vice President, Richmond Teachers' Association | J. Cho |
| Representative, Richmond Management and Professional Staff | S. Glanzmann |
| President, Richmond District Parents' Association | C. Huang |
| Executive Assistant (Recording Secretary) | J. Coronel |

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

Trustee Alternate D. Tablotney joined the meeting at 6:06pm*

Trustee K. Hamaguchi joined the meeting at 6:08pm*

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

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

The minutes of the public meeting held Wednesday, October 16, 2024, were approved as circulated.

3. French Immersion & International Baccalaureate Student Presentation

Assistant Superintendent Maryam Naser introduced District Administrator Linda Chau, who provided a brief introduction to two Richmond School District Students Arianna and Sophie. The students spoke about experiences in French Immersion (FI) and International Baccalaureate (IB). The students shared their positive experiences in the French Immersion (FI) and International Baccalaureate (IB) programs and provided feedback to the committee.

Trustees and partner groups expressed their gratitude and thanked students for their presentation.

4. Program Options Review

Assistant Superintendent Maryam Naser gave a brief overview of the program options review, and informed the committee that the review was conducted by external consultant, Nancy Brenan in the 2023/24 school year. Discussed were the 4 common themes found amongst the recommendations which were: communication, supporting student transitions in secondary programs, professional learning opportunities and staffing, equitable distribution of resources. The next steps are to share the findings with our partner groups, gather additional information on the suggested recommendations, and develop action plans as necessary.

Director of Instruction Brooke Douglas provided an update on the work the district is currently doing for the 2024/25 school year, based on the recommendations from the review. Areas of focus are communication and staff supports.

Partner groups raised concerns regarding specialty staffing required for program options. Trustees requested that staff ensure that information about program options be made accessible on the district website.

5. Next Meeting Date – January 15, 2025

6. Adjournment

The meeting adjourned at 6:56 pm.

Respectfully Submitted,

*Heather Larson
Chairperson, Education Committee*

Facilities and Building Committee
Public Meeting Minutes

Wednesday, December 4, 2024 - 4:30 pm
Via Zoom

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, Richmond Project Team | S. Ahluwalia |
| Director, Facilities Services | K. Wilkins |
| Assistant Manager, Facilities Planning | J. Balderston |
| 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 4:30 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. Approval of Agenda

The agenda was adopted as circulated.

2. Approval of Minutes

Minutes from the November 6, 2024 meeting was approved as circulated.

Trustee Tablotney joined the meeting at 4:31 pm.

3. Facilities Planning Update (standing item)

The Director, Richmond Project Team spoke to his report as included in the agenda package.

The trustees expressed their appreciation to the facilities team for their hard work. In response to a trustee's question, the Assistant Manager, Facilities Planning noted that, according to the 1701 Report for the 2024/25 school year, the total K-12 domestic enrolment is 22,385.

4. Capital Projects Update (standing item)

The Director, Richmond Project Team highlighted the major and minor capital projects outlined in the report included in the agenda package.

The Director, Richmond Project Team then responded to a trustee's question regarding the current staffing levels for the projects and the potential impact on employment for future projects.

Following a question from the President, Richmond District Parents Association, the Director, Richmond Project Team highlighted potential upcoming childcare facilities in the district, which are pending provincial approval.

5. Facilities Services Update (standing item)

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

6. Minutes for Information

(a) Child Care Development Advisory Committee Meeting

Minutes of Meeting held October 2, 2024 were attached for information.

7. Next Meeting Date – January 8, 2025 at 4:30 pm

8. Adjournment

Prior to adjournment, the Chairperson noted that the Director of the Richmond Project Team is leaving the district, and this would be his last meeting. The Chairperson invited him to say a few words.

The meeting adjourned at 4:50 pm.

Respectfully Submitted,

*Ken Hamaguchi
Chairperson, Facilities and Building Committee*

Report to the Board of Education (Public)

Date: January 22, 2025
From: Donna Sargent, Trustee, Chairperson of Finance and Legal Committee
Subject: **Trustees' Expenses for the Three Months Ending Dec 31, 2024**

RECOMMENDATION

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

BE IT RESOLVED that in accordance with the *School Act*, the Board of Education of School District No. 38 (Richmond) approves Trustees' expenses paid during the three-month period ended December 31, 2024, in the amount of \$5,473.42.

BACKGROUND

In accordance with the provisions outlined in the *School Act*, the board is required to approve trustee expenses through a formal board resolution. This requirement ensures transparency and accountability of the use of funds.

During the three-month period ended December 31, 2024, the Trustees incurred a total of \$5,473.42 in expenses associated with their roles and responsibilities. These expenses were reimbursed to trustees to carry out their duties and responsibilities.

CONCLUSION

In compliance with the provisions of the *School Act*, Finance and Legal Committee recommends the Board's approval of Trustees' expenses for the three months ended December 31, 2024.

Respectfully submitted,

Donna Sargent
Trustee, Chairperson of Finance and Legal Committee

TRUSTEES EXPENSES

| DATE | DESCRIPTION | R. BELLEZA | K. HAMAGUCHI | H. LARSON | D. SARGENT | D. TABLOTNEY | A. WONG | D. YANG | TOTAL |
|------------|--|---------------|---------------|-----------------|---------------|---------------|-----------------|---------------|-----------------|
| 2024-10-09 | Cell phone reimbursement - Oct 2024 | | 50.00 | 50.00 | | 50.00 | 11.20 | 50.00 | 211.20 |
| 2024-11-06 | Cell phone reimbursement - Nov 2024 | | 50.00 | 50.00 | | 50.00 | 11.20 | 50.00 | 211.20 |
| 2024-12-04 | Cell phone reimbursement - Dec 2024 | | 50.00 | 50.00 | | 50.00 | 11.20 | 50.00 | 211.20 |
| 2024-11-06 | RSSC 35th Anniversary Fundraising Gala-Oct 27 | | | | | | | 88.00 | 88.00 |
| 2024-11-06 | Pathways Clubhouse Fundraising Dinner-Nov 2 | | 65.00 | 65.00 | | 65.00 | 65.00 | | 260.00 |
| 2024-12-04 | RSSC 35th Anniversary Fundraising Gala-Oct 27 | | | | | | 88.00 | | 88.00 |
| 2024-12-04 | BCSTA Trustee Academy-Nov 21-23 - mileage | | | | | | 23.80 | | 23.80 |
| 2024-12-04 | BCSTA Trustee Academy-Nov 21-23 - mileage and parking | 84.00 | | | | | | | 84.00 |
| 2024-12-04 | BCSTA Trustee Academy-Nov 21-23 - transportation | | | 64.46 | | | | | 64.46 |
| 2024-12-04 | BCSTA Trustee Academy-Nov 21-23 - trustee dinner | 75.26 | 75.26 | 75.26 | 75.26 | 75.26 | 75.26 | | 451.56 |
| 2024-12-13 | 2024 Symposium: Insight and Opportunities:HR in Education-Nov 7-8, 2024-Registration - Cancelled | | | | | (630.00) | | | (630.00) |
| 2024-12-18 | BCSTA Trustee Academy-Nov 21-23 - pre-registration and registration fee | 761.25 | 603.75 | 761.25 | 761.25 | 761.25 | 761.25 | | 4,410.00 |
| | TOTALS PAID: Oct 1 to Dec 31, 2024 | 920.51 | 894.01 | 1,115.97 | 836.51 | 421.51 | 1,046.91 | 238.00 | 5,473.42 |

Report to the Board of Education (Public)

Date: January 22, 2025
From: Donna Sargent, Trustee, Chairperson of Finance and Legal Committee
Subject: 2025/26 Facility Rental Rates

RECOMMENDATION

THAT the Board of Education approve the non-commercial (not-for-profit) and commercial (for profit) facility rental rates, reflecting a five per cent increase for the 2025/26 school year, as presented herein.

POLICY CONSIDERATIONS

In accordance with District Policy 804.4, Fees for Use of School Facilities and Administrative Guideline and 804.4-G, Schedule of Charges for Use of School Facilities.

BACKGROUND

In accordance with board policies, the schedule of charges for the use of school facilities shall be set and reviewed by the board on an annual basis. The district rental charges are determined on a cost recovery basis, ensuring that fees do not exceed the direct costs incurred or anticipated by the district in maintaining the rental spaces.

Following the independent review of the Operations & Rentals Department completed in 2021 which recommended that the district reviews the rental rates, in the report to the Finance & Legal Committee January 19, 2022, staff recommended a five per cent annual increase on rates and custodial services for the next three years, until 2025 to offset increasing cost in utilities and building maintenance. The increases over the past three years were in line with the Consumer Price Index (CPI) for British Columbia, which were 3.6% in 2024, 4.7% in 2023 and 6.4% in 2022, and labour cost increases.

ANALYSIS

The Facilities Department has projected a significant increase in the cost of maintaining school facility spaces for the next school year. These cost increases are primarily driven by rate increases from utilities and service providers, including BC Hydro, Fortis BC, Metro Vancouver and the City of Richmond.

BC Hydro and Fortis BC are projecting significant rate increases for 2025, with Fortis BC forecasting a 17.5 per cent increase and BC Hydro planning an annual increase of 2.3 per cent over the next five years. The district is anticipating a 6.4 per cent increase in water charges and a 33.2 per cent increase in sewage charges, driven by the rate adjustments by the City of Richmond and Metro Vancouver region as well as the addition of a 9.8 per cent increase of the Flood Protection levy. Manpower costs are also projected to increase due to increased substitute costs and employee benefit expenses.

District Policy 804.4 provides childcare rate for the upcoming school year, which is reviewed annually as well. Due to the same significant increases in utility and labour costs, it is recommended that the hourly rate for childcare operations be increased by five per cent for the 2025/26 school year. The proposed

rate of \$10.50 per hour reflects the projected costs of operating and maintaining these spaces.

CONCLUSION

To align with projected cost increases for maintaining school spaces, it is recommended that the rental rates be increased by five per cent for the 2025/26 school year on a cost recovery basis. Rental contracts are prepared through March and April for the upcoming school year, making the timing of this approval consistent with the contracting schedule for the next school year. Please find attached the proposed Schedule of Charges for School Use of Facilities, effective July, 1 2025 to June 30, 2026.

Respectfully submitted,

*Donna Sargent
Trustee, Chairperson of Finance and Legal Committee*

Schedule of Charges for Use of School Facilities

July 1, 2025 to June 30, 2026

1. School facilities shall be provided free of charge to Richmond school/parent groups, and to Richmond organizations and community groups meeting for the purpose of holding municipal or civic meetings.
2. Facilities will be provided free of charge for Richmond School District employees' unions and associations for meetings and social events on the understanding that custodial services will be paid for by those groups.
3. Non-commercial rates apply to Richmond non-profit and non-commercial groups and organizations. Not included in Clauses 1 or 2 above, e.g., Richmond religious organizations, Richmond groups offering educational services and Richmond sporting or community organizations not booking through the City of Richmond Community Services Division.
4. Commercial rates apply to commercial groups and organizations, non-Richmond based groups and organizations using school facilities for social and other type of events. Family orientated booking requests may qualify for non-commercial rates only if Richmond based.
5. Bookings are for a minimum of one hour, on the hour by the hour is encouraged to provide maximum opportunity for bookings. Any requested spaces must be booked for the full duration of time rented.
6. Rental charges for all childcares shall not exceed the direct and indirect costs incurred and to be incurred by the Board in making the board property available to the childcare operator. A rate of \$10.50 per hour of occupancy per facility shall be charged. This applies to the usage of the following areas: dedicated childcare facility, classroom, multi-purpose room, kitchen, and gymnasium only.
7. Where the services of a rental custodian are required, there is a 3-hour minimum for weekdays and 4-hour minimum for weekend.
8. Additional service fees may apply, e.g., damage caused, trade personnel callout, etc.
9. All charges are subject to 5% GST.

2025/2026 Rental Rates (Proposed):

| Space | Non-commercial | Commercial |
|--|----------------|------------|
| Hourly Rates | | |
| Gymnasium (Secondary) | \$60.50 | \$166.50 |
| Large Foyer/Rotunda (Secondary) | \$54.00 | \$124.50 |
| Gymnasium (Elementary) | \$54.00 | \$124.50 |
| Multipurpose Room/Library (Elementary) | \$54.00 | \$124.50 |
| Cafeteria without Teaching Kitchen | \$54.00 | \$124.50 |
| Change Room/Showers | \$54.00 | \$67.00 |
| Classroom/Small Foyer | \$26.50 | \$47.50 |
| Kitchen | \$26.50 | \$47.50 |

| Space | Non-commercial | Commercial |
|--------------------------|----------------|------------|
| Daily Rates | | |
| Parking Lot (Daily Rate) | \$522.00 | \$1,157.50 |
| Movie Shoot - Exterior | N/A | \$1,449.00 |
| Movie Shoot - Interior | N/A | \$4,053.00 |

Custodial Charges:

| Hourly | Rate |
|---------------------------------|---------|
| Rental Custodian – Daycares | \$34.00 |
| Rental Custodian – Other Groups | \$42.00 |

Other Services:

| Space | Non-commercial | Commercial |
|------------------------------------|----------------|------------|
| Chair Rental (each, daily rate) | \$1.50 | \$1.50 |
| Table Rental (each, daily rate) | \$8.50 | \$8.50 |
| Table & Chair Delivery (Flat Rate) | \$115.50 | \$157.50 |

Finance and Legal Committee

Public Meeting Minutes

Wednesday, November 13, 2024 – 10:00 am
Via Zoom

Present:

| | |
|---|---------------|
| Chairperson | D. Sargent |
| Vice Chairperson | K. Hamaguchi |
| Trustee Alternate | A. Wong |
| Superintendent of Schools | C. Usih |
| Secretary Treasurer | C. Wang |
| President, Richmond Teachers' Association | L. Baverstock |
| 2nd Vice President, Richmond Teachers' Association | F. Marsic |
| President, Richmond District Parents Association | C. Huang |
| Vice President, Richmond Association of School Administrators | A. Goulas |
| Representative, Richmond Management and Professional Staff | R. Corbin |
| Executive Assistant (Recording Secretary) | T. Lee |

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

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

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

The minutes of the public meeting held Wednesday, October 16, 2024, were approved as circulated.

3. Human Resources Update

The Secretary Treasurer noted that she would present the report on behalf of the Executive Director, Human Resources (HR), who was unable to attend the meeting due to a scheduling conflict. She highlighted the district's employee wellness initiatives and thanked HR for their efforts in promoting these programs.

A discussion followed regarding Immunize, specifically the clinic's offering of flu and COVID-19 immunizations.

4. 2025/26 Annual Budget Process Timelines

The Secretary Treasurer spoke to her report as included in the agenda package, noting that the previous year was the first year of implementing the new timeline and process. She highlighted that, based on feedback from educational partners, the new approach has been effective in aligning with the staffing process and fulfilling contractual obligations within the required timeline.

The President of Richmond Teachers' Association and trustees expressed their appreciation to the Secretary Treasurer and her team for establishing a budget process and timeline that allows education partners sufficient time to provide feedback and support the hiring process.

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

THAT the Chairperson of the Finance and Legal Committee recommend to the Board of Education (the Board) in its November 20, 2024 public meeting that 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.

5. Next Meeting Date – Wednesday, January 15, 2025 at 10:00 am

6. Adjournment

The meeting adjourned at 10:12 am.

Respectfully Submitted,

*Donna Sargent
Chairperson, Finance and Legal Committee*

Report to the Board of Education (Public)

Date: January 22, 2025

From: Debbie Tablotney, Trustee, Chairperson of Policy Committee

Subject: **Policy 103 Bylaw: Complaints and Appeals by Students, Parents and the Public**

RECOMMENDATION:

THAT the Policy Committee recommends to the Board of Education that the draft rewrite of **Policy 103 Bylaw: Complaints and Appeals by Students, Parents and the Public** be referred to the Partner Group Review process from January 23, 2025, to March 23, 2025.

BACKGROUND:

From time to time, Policy Committee will bring forward a rewrite to an existing policy and/or regulation for the board’s consideration. Ultimately, all policy development, rewrites, or revisions require the support of Policy Committee and approval at a public meeting of the Board of Education.

Staff have conducted a review of Complaints and Appeals Policies from a number of metro districts and other jurisdiction, and supporting information from the Ministry of Education and Child Care. Also, the Office of the Ombudsperson has developed a guide to assist public sector organizations with policy development in this area.

POLICY CONSIDERATIONS:

The draft rewrite to Policy 103 Bylaw: Complaints and Appeals by Students, Parents and the Public is guided by the need to provide greater clarity to the public, staff, and trustees regarding the distinction between district complaints procedures versus appeal procedures.

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) | Initial discussion with Policy Committee for trustee guidance and input. |
| December 2, 2024 | Policy Committee (In-camera) | Report submitted to Policy Committee (In-camera) with draft policy revisions attached. Opportunity for trustee review and feedback. |

| | | |
|-------------------------------------|-----------------------------|---|
| January 13, 2025 | Policy Committee (Public) | Draft revised policy incorporating trustee feedback submitted to Policy Committee (Public). Recommendation to place into Partner Group Review Process from January 23, 2025, to March 23, 2025. |
| January 22, 2025 | Board of Education (Public) | Possible Board approval for entry into Partner Group Review process from January 23, 2025, to March 23, 2025. |
| January 23, 2025, to March 23, 2025 | | Partner Group Review process |
| April 14, 2025 | Policy Committee (Public) | Final revisions based on Partner Group Review process. Possible Notice of Motion for approval at the April Board of Education (Public) meeting. |
| April 23, 2025 | Board of Education (Public) | Possible Notice of Motion to April Board of Education (Public) meeting for final approval at May board meeting |
| May 21, 2025 | Board of Education (Public) | Recommendation for board approval of revised policy. |

Respectfully submitted,

*Debbie Tablotney
Trustee, Chairperson of Policy Committee*

Attachments:

- 1. Draft rewrite of Policy 103 Bylaw*
- 2. Policy 103 Bylaw – Current version*

DISTRICT PHILOSOPHY

Policy 103 Bylaw

BYLAW: Complaints and Appeals by Students, Parents/Guardians, and the Public

This Bylaw describes procedures to be used by students, parents/guardians, and members of the public to make a complaint, or appeal a staff decision in accordance with [Section 11 of the School Act](#). Policy and procedures designed to hear complaints or appeals will be communicated annually to students and parents/guardians at each school and published on the district website.

The Board of Education believes that employee decisions relating to individual students must be guided by a student-centered approach, incorporating the principles of fairness, confidentiality, and acting in a timely manner.

Notwithstanding genuine best efforts to communicate openly and seek collaboration in all aspects of school and district life, disagreements will arise from time to time.

Definitions

Complaint

A complaint is an expression of dissatisfaction with an aspect of the organization's programs, services, employees, decisions, and/or responsiveness.

Appeal

Decisions made by public sector employees can significantly impact an individual or group's rights or interests. Those individuals or groups who receive a decision they believe is unfair, unreasonable, or incorrect may wish to appeal the decision. The right to appeal a decision will vary depending on the nature of the decision, and the organization's governing statutes.

Complaints

The board believes that complaints are best dealt with at the point closest to where the concern first arises and encourage all parties involved to understand the interests of the other parties and make good faith efforts to resolve complaints to mutual satisfaction.

Complaints resolution should be guided by Policy 103: Collaboration and Community, and Policy 105: District Code of Conduct, which reinforce the board's expectations for open, respectful, caring, courteous, and collaborative interactions at all times with a focus on maintaining positive relationships.

Students and/or parents/guardians may be supported by an advocate, support person, or interpreter/translator throughout the resolution processes outlined in this Bylaw.

Best efforts will be made to respond to a written complaint within 5 school days.

Staff will only respond to anonymous complaints in exceptional circumstances and then only

when it can establish firsthand evidence that will permit due and fair process.

Complaints Procedure

When no procedure is provided in legislation, collective agreement, or elsewhere in board policy, the steps outlined below should be followed to resolve a complaint:

Step 1: Employee

Concerned parties should discuss the matter with the employee directly involved. If the employee is the principal, proceed to Step 2. Employees are committed to communicating with parents/guardians about their children. Concerns are often resolved at this step. The board believes issues are most effectively dealt with in a timely manner between the individuals involved. Thus, to resolve a difference, the concerned individual(s) should first contact or meet with the employee who is most closely connected with the issue of concern.

In circumstances where a resolution has not been achieved between the parties, or where the individual(s) feel unable to safely approach the other, proceed to *Step 2: Principal or Designate*.

Employees against whom a complaint is made will be informed of the complaint when appropriate and have the opportunity to respond and to participate in attempts to resolve the concern.

Step 2: Principal or Designate

Discuss the complaint with the school principal or designate. Principals are committed to providing a safe and welcoming learning environment for all students, parents/guardians, staff, and community members. The principal or designate will work toward a resolution by participating in the discussion to mediate and advise both parties. The principal will ensure that concerned parties are made aware of Policy 103 Bylaw.

In circumstances where a resolution has not been achieved between the parties, or where one individual feels unable to safely approach the other, proceed to Step 3: Assistant Superintendent.

Step 3: Assistant Superintendent

Provide your complaint, in writing, to the assistant superintendent responsible for your school (contact information can be found on the district website). The student and/or parent(s)/guardian(s) may meet with the assistant superintendent. The assistant superintendent will work towards a resolution and provide a written response of their review of the matter.

In circumstances where a resolution has not been achieved between the parties, or where one individual feels unable to safely approach the other, proceed to Step 4: Superintendent of Schools.

Step 4: Superintendent of Schools

Provide your complaint, in writing, to the superintendent (contact information can be found on the district website). The student and/or parent(s)/guardian(s) may meet with the superintendent. The superintendent will review the matter and provide a written final decision to the complaint.

Appeals

Where there is no successful complaints resolution, and in cases where a decision (or failure to make a decision) of an employee of the board may significantly affect the education, health or safety of a student, the student and/or parent(s)/guardian(s) may give written Notice of Appeal to the Board of Education as outlined in this Bylaw and in accordance with Section 11 of the School Act.

Procedures for hearing an appeal will be applied as outlined in this Bylaw. The board may, in its absolute discretion, refuse to hear an appeal where the student and/or parent(s)/guardian(s) did not first follow the Complaints Procedure.

Notice of Appeal and Time Limits

An appeal must be started within fifteen (15) business days of the completion of the Complaints Procedure, unless good reasons are shown why the time should be extended.

An appeal is started by completing a Notice of Appeal form and by delivering it by mail, email or personal delivery to the Office of the Secretary Treasurer.

The Notice of Appeal must include:

- a) the name, home address, and school placement of any student(s) involved (including, where appropriate, grade level, and homeroom teacher);
- b) the name and address of the individual(s) making the appeal - if a student under 19 years of age initiates the appeal, the parent(s)/guardian(s) will receive a copy of the appeal;
- c) the complaint decision that is being appealed;
- d) the date on which the student and/or parent(s)/guardian(s) were informed of the decision;
- e) the name of the employee(s) who made the decision being appealed;
- f) the grounds for the appeal and the action requested or relief sought;
- g) a statement, if applicable, of the effect the decision being appealed has on the student's education, health, or safety;
- h) a summary of the steps taken by the student and/or parent(s)/guardian(s) to resolve the matter;
- i) whether the individual(s) making the appeal wishes to present at an appeal hearing in person; and
- j) whether the individual(s) making the appeal require any special accommodation(s) in order to proceed with an appeal.

An employee may assist the individual(s) making the appeal in completing the Notice of Appeal form if requested.

The secretary treasurer (or designate) will:

- 1) Receive and review the Notice of Appeal for timeliness and completeness.
- 2) Review the Notice of Appeal with the superintendent for a preliminary determination of the matter of significance, specifically a decision (or failure to make a decision) that significantly affects the education, health or safety of a student.

- 2) Communicate with the individual(s) making the appeal and others on matters related to the Notice of Appeal as needed.
- 3) Provide copies of the Notice of Appeal to the employee(s) whose decision is being questioned and to other individuals involved in the Complaints Procedure as appropriate, and invite their written responses.
- 4) Receive and distribute relevant documents.
- 5) Ensure that other pertinent policies are considered and that complaints related to employees are dealt with in accordance with any relevant legislation, collective agreement, or elsewhere in board policy.
- 6) Prepare a report outlining the issue(s) and the steps taken to resolve the complaint for the board's consideration and distribute the report and supporting documents to the individual(s) making the appeal, the superintendent, and employee(s) involved as appropriate.
- 7) Schedule necessary meetings.

The board will normally consider the secretary treasurer's report at its next board meeting and determine if the concerns outlined meet the criteria necessary to be considered in the Appeal Procedure.

The board recognizes that whether a decision (or failure to make a decision) significantly affects a student's education, health, or safety is a matter for individual consideration. The following examples will typically be grounds for appeal:

- exclusion from school due to a medical condition that endangers others
- suspension from an educational program for more than five (5) school days where resolution has not been achieved by the parties
- transfer of a student from one school to another for disciplinary reasons
- suspension from an educational program where no other program is made available
- requirement to complete a program by distributed learning if there is space in the school or district as part of a disciplinary matter
- placement in an educational program (but not a specific class or course)
- grade promotion or graduation
- failure to provide or consult regarding a student's individual education plan under certain circumstances
- being the recipient of threats of violence, bullying, intimidation, harassment or acts of racism and/or hate by another student
- any other decision the board determines should be considered as an appeal

If the Board of Education in its absolute discretion, is concerned that a decision (or failure to make a decision) of an employee of the board may be significantly affecting the education, health or safety of a student, then the issue will be considered an appeal and dealt with under the terms of this Appeal Procedure.

Appeal Procedure

School Act Section 11 appeals are confidential. Appeals and decisions on appeals will be held in-camera. Information and documents about an appeal may only be disclosed in accordance with the School Act, Freedom of Information and Protection of Privacy Act, and applicable board policy.

1. The board will initiate the Appeal Procedure in a timely manner and decide the appeal within 45 days of first receipt of the Notice of Appeal. The individual(s) and any employee(s) whose decision is being appealed will be notified of all meetings.
2. The board will consider the matter at one or more meetings based on written presentations and/or it may hear oral presentations.

The board may invite additional written submissions from the individual(s) making the appeal and any of the other participant(s) as deemed necessary. It may establish a committee to investigate the matter further and may call any witness or follow any other line of inquiry it feels appropriate.

No staff member(s) who was involved in making the decision being appealed or has investigated or mediated the issue will assist the board with its deliberations on the appeal.

No trustee will decide on an appeal unless they have attended all meetings called to consider or hear the appeal.

3. Where the board considers it desirable to receive oral submissions, the board will set a mutually convenient time, date, and place for this purpose and will invite the individual(s) making the appeal, and superintendent to present their evidence.

If either the board or individual(s) making the appeal wishes to have legal representation or have an audio record of the hearing, they must notify the other party at least 7 days prior to the hearing date.

The secretary treasurer will provide all relevant district reports and supporting documents to the individual(s) making the appeal no later than 96 hours before the meeting. All documents that the individual(s) making the appeal intends to rely on must be provided to the Office of the Secretary Treasurer no later than 48 hours before the hearing date.

The unwillingness of one party to attend or present at a hearing will not negate the right of other parties to attend or present.

In person appeal hearings will be held as outlined in this Bylaw.

4. Where the board decides to consider written presentations only, all parties will be informed of the meeting date and asked to submit their documents with the same timeline as for an oral hearing. The secretary treasurer will assemble documents and assist the board.
5. The board may make any interim decision it considers necessary pending the final decision of the appeal.
6. The board will make a decision as soon as possible after all the information is gathered and will promptly notify the individual(s) making the appeal and the staff involved of its decision.

As soon as possible thereafter, the board will approve a written communication to the individual(s) making the appeal confirming the process followed, noting applicable policies, the evidence considered, and confirming its decision and the reasons for its decision.

Included in the communication to the individual(s) making the appeal will be notification of the right to appeal to the Ministry of Education and Child Care - Superintendent of Appeals under [Section 11.1 of the School Act](#).

7. A board may make any decision that it considers appropriate in respect of the matter that is appealed under Section 11 of the School Act and, subject to Section 11.1 (1), the decision of the board is final.
8. If, after a Section 11.1 Appeal, the Superintendent of Appeals refers the matter back to the board for reconsideration, with or without direction, the board will begin the process of reconsideration as set out in this Bylaw (Appeal Procedure).

HEARING PROCESS FOR AN APPEAL

The agenda for an appeal hearing will be conducted by the Board Chairperson at an in-camera meeting and will be organized as follows:

- Introductions
- Confirmation of the purpose of the meeting and timelines
- Confirmation that each party has all documents submitted
- Presentation by the individual(s) making the appeal
- Presentation by the superintendent
- Recess: All but trustees and the secretary treasurer leave the hearing room, and trustees formulate questions
- Reconvene: The chairperson asks questions of the parties; parties respond
- Recess and reconvene as needed to formulate additional questions
- Response and summation by the superintendent
- Response and summation by the individual(s) making the appeal
- Participants are informed of the next steps, thanked and excused
- Trustees deliberate as a committee of the whole

All participants will be informed that each is expected to behave respectfully and that retaliation in any form will not be tolerated.

Each party invited to present evidence at the appeal hearing will be provided up to 20 minutes to do so, and up to an additional 10 minutes for summation.

At any time, the board may request further information from the individual(s) making the appeal or the superintendent and may adjourn in order that such information may be obtained.

If the board is satisfied with the information provided, a vote to uphold, deny, or alter the staff decision will be conducted. The secretary treasurer records the minutes of the appeal hearing.

Trustees in a committee of the whole contribute to notes to be used to prepare a letter to the individual(s) making the appeal.

Recess to another date. The chairperson notifies the individual(s) making the appeal of the decision and prepares, with the secretary treasurer, a draft letter to the individual(s) making the appeal.

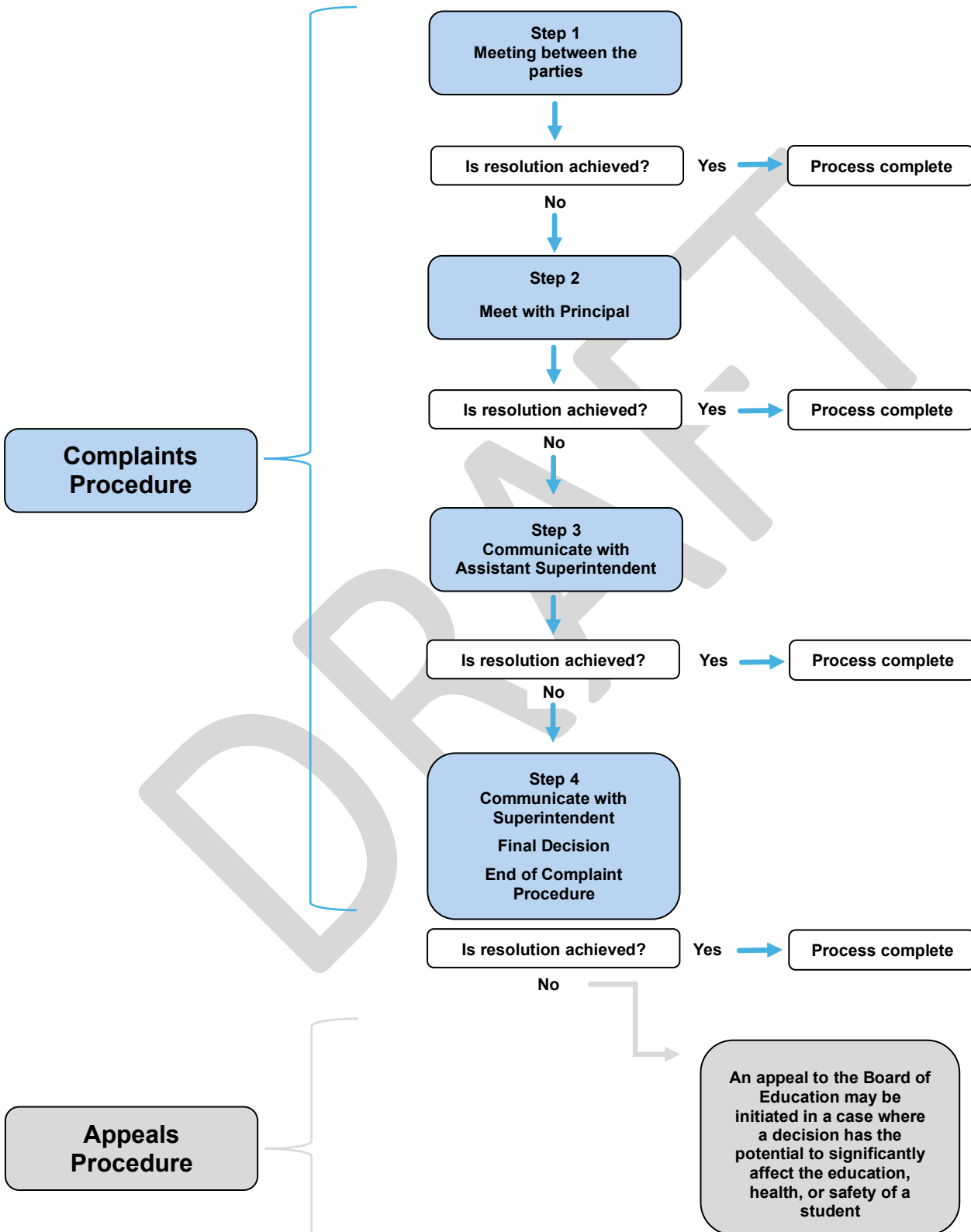
Reconvene, vote on resolutions to accept or amend the letter to the individual(s) making the

As soon as possible, the parties to the complaint will be issued written notification of the board's decision regarding the appeal.

Adjourn.

DRAFT

Complaints and Appeals Procedure Flowchart



DISTRICT PHILOSOPHY

Policy 103 Bylaw

BYLAW: Complaints and Appeals by Students, Parents and the Public

Notwithstanding genuine best efforts to communicate openly and seek collaboration in all aspects of school and district life, differences will exist and concerns and conflicts can be expected to arise from time to time.

This bylaw describes procedures that may be used by students, parents and members of the public to raise a concern, make a complaint or appeal a staff decision. Policy and procedures designed to hear concerns, complaints or appeals of staff decisions will be communicated annually to parents and students at each school and published on the District website.

The Board will only respond to anonymous complaints in exceptional circumstances and then only when it can establish first hand evidence that will permit due and fair process.

Concerns, complaints or disputes that arise concerning related to schools, personnel, staff decisions, programs or procedures will be processed as follows:

Step 1. Resolution Between the Parties

The Board believes issues are most effectively dealt with in a timely manner between the individuals involved.

Thus, in order to resolve a difference, a person should first contact or meet with the employee who made the decision in question or who is most closely connected with the issue of concern.

Issues should be dealt with in a fair and mutually respectful manner that is courteous and constructive and aims to both resolve the concern and maintain relationships.

A person may be supported by an advocate, support person or interpreter/translator throughout the resolution process and should notify all those involved, in advance, should s/he be so accompanied.

Step 2. School and District Mediation

When resolution cannot be achieved between the individuals or where one individual feels unable to safely approach the other, the principal or designate will, on request, facilitate resolution by participating in the discussion to mediate and advise both parties.

If, after genuine best efforts, the matter is still not resolved, or if the concern involves the principal directly, the Area Superintendent responsible for the school will participate in order to assist resolution.

Personnel against whom a complaint is made will be informed of the complaint when appropriate and have the opportunity to respond and to participate in attempts to resolve the concern.

The Superintendent of Schools will not normally engage in the resolution process until Step 4 or 5.

Step 3. Board of Education Determines Next Steps

If a concern remains unresolved after Step 2, an individual or group may apply to have their complaint considered by The Board of Education.

The complainant must complete a Notice of Complaint or Appeal and present it to the Secretary Treasurer within 15 school days of being informed of the final decision at Step 2. If the complaint involves the Secretary Treasurer as a supervisor, or his/her decision, another District staff member will be designated.

The Notice of Complaint or Appeal shall state:

- a) the name and address of the complainant(s);
- b) the concern or decision which is in dispute;
- c) the name, address, and school placement of the any student involved (including, where appropriate, grade level and homeroom teacher);
- d) the date on which the complainant was informed of the final decision at Step 2;
- e) the name of the Board employee(s) who made the final decision at Step 2;
- f) the grounds for the complaint or appeal and the action requested or relief sought;
- g) a statement, if applicable, of the effect the decision in dispute has on the student's education, health or safety;
- h) a summary of the steps taken by the student and/or parent complainant to resolve the matter;
- i) whether the complainant wishes to present their complaint in person.

An employee of the Board may assist complainants in completing the Notice of Complaint or Appeal if requested.

The Secretary Treasurer (or designate) will:

- 1) Review the Notice for timeliness and completeness.
- 2) Communicate with the complainant and others on matters related to the Notice as needed.
- 3) Provide copies of the Notice to the employee whose decision is being questioned and to other individuals involved in Step 2 as appropriate, and invite their written responses.
- 4) Receive and distribute relevant documents.
- 5) Ensure that other pertinent policies are considered and that complaints related to personnel are dealt with in accordance with the appropriate collective agreement or contract.
- 6) Prepare a report outlining the issue and the steps taken to resolve it for the Board's consideration, and distribute the report and supporting documents to the complainant, the Superintendent, and employees involved as appropriate.
- 7) Schedule necessary meetings.

The Board will normally consider the Secretary Treasurer's report at its next Board meeting and determine whether the matter should continue in the Complaint Procedure (Step 5) or if it meets the criteria necessary to be considered in the Appeal Procedure (Step 4). At the same meeting the Board will also determine the specific process to be used in either procedure.

At all times trustees hearing either a complaint or appeal will exercise independent judgment when deciding matters before them.

All participants will be informed that each is expected to behave respectfully and that retaliation in any form will not be tolerated.

Step 4. Appeal Procedure

If the Board of Education finds that the issue involves a decision (or failure to make a decision) of an employee of the Board that significantly affects the education, health or safety of a student, then the issue will be considered an appeal and dealt with under the terms of this Appeal Procedure. ~

Examples of grounds for appeal include, but are not limited to, those listed in [the Appeals Regulation 24/08; Section 11 of the School Act](#) and summarized as follows:

- exclusion from school
- suspension from school or from a program if none other is provided
- requirement to complete a program by distributed learning if there is space in the school or district
- grade promotion or graduation
- placement in an educational program (but not a specific class or course)
- failure to provide or consult regarding a student's individual education plan under certain circumstances
- threats of violence, bullying or harassment between students
- any other decision the board determines should be considered as an appeal

If a student under the age of 19 years initiates the appeal, a copy of the appeal will be sent to his/her parents.

1. The Board will initiate the Appeal Procedure in a timely manner and decide the appeal within 45 days of first receipt of the Notice of Complaint or Appeal. The appellant and any employee whose decision is being appealed will be notified of all meetings.

2. The Board will consider the matter at one or more meetings based on written presentations and/or it may hear oral presentations. Such meetings will be conducted as In Camera meetings of the Board.

The Board may invite additional written submissions from the appellant and any of the other participants as necessary. It may establish a committee to investigate the matter further and may call any witness or follow any other line of inquiry it feels appropriate.

No officer of the Board who was involved in making the decision being appealed or has investigated or mediated the issue shall assist the Board with its deliberations on the appeal.

No trustee will decide on an appeal unless they have attended all meetings called to consider or hear the appeal.

3. Where the Board considers it desirable to receive oral submissions, the Board shall set a mutually convenient time, date and place for this purpose and shall invite the appellant and Superintendent to present their evidence.

If either the Board or appellant wishes to have legal representation or have an audio record of the hearing, they must notify the other party at least 7 days prior to the hearing date.

Adopted: 03 November 2008
Revised: 05 May 2014

District reports and supporting documents must be provided to the appellant no later than 96 hours before the meeting date and all documents that the appellant intends to rely on must be provided to the office of the Secretary Treasurer no later than 48 hours before the hearing date.

The unwillingness of one party to attend or present at a hearing will not negate the right of other parties to attend or present.

In person appeal hearings will be held as outlined in this Bylaw.

4. Where the Board decides to consider written presentations only, all parties will be informed of the meeting date and asked to submit their documents with the same timeline as for an oral hearing. The Secretary Treasurer will assemble documents and assist the Board.

5. The Board may make any interim decision it considers necessary pending the disposition of the appeal.

6. The Board shall make a decision as soon as practicable after all the information is gathered and shall promptly notify the appellant and the staff involved of its decision.

As soon as possible thereafter the Board will approve a written communication to the appellant confirming the process followed, noting applicable policies and the evidence considered, and confirming its decision and the reasons for its decision.

Included in the communication to the appellant will be notification of the right to appeal to the Superintendent of Achievement under Section 11.1 of the School Act.

7. The Board may refuse to hear an appeal if the complainant has not followed the processes and time limits set out in Steps 1, 2 and 3 of this Bylaw.

8. If, after a Section 11.1 Appeal, the Superintendent of Achievement refers the matter back to the Board for reconsideration, with or without direction, the Board will begin the process of reconsideration at (2) of this Appeal Procedure.

HEARING PROCESS FOR AN APPEAL

The agenda for an appeal hearing will be conducted by the chairperson at an In Camera meeting and will be organized as follows:

Introductions

Confirmation of the purpose of the meeting and timelines

Confirmation that each party has all documents submitted

Presentation by the appellant

Presentation by the Superintendent

Recess: all but trustees leave and trustees formulate questions

Reconvene: the chairperson asks questions of the parties; parties answer

Recess/reconvene as needed to formulate additional questions

Response/Summation by Superintendent

Response/Summation by appellant

Participants are informed of the next steps, thanked and excused

Adopted: 03 November 2008

Revised: 05 May 2014

Trustees deliberate as a committee of the whole

The Board votes to uphold, deny or alter the staff decision; Secretary Treasurer records the minutes.

Trustees in committee of the whole contribute to notes to be used to prepare a letter to the appellant.

Recess to another date. The chairperson notifies the appellant of the decision and prepares, with the Secretary Treasurer, a draft letter to the appellant.

Reconvene, vote on resolutions to accept or amend the letter to the appellant.

Adjourn

Each party invited to present their evidence at a Complaint or Appeal Procedure hearing will be given up to 20 minutes to do so and up to an additional 10 minutes for summation.

Though it is expected that any recommendations and rationale will be arrived at by discussion leading to consensus, the resolutions must ultimately be decided by vote of the Board.

As soon as practicable the parties to the complaint will be notified in writing of the Board's decision regarding the complaint.

Step 5. Complaint Procedure

The Board will consider any issue that does not meet the criteria for an Appeal (see Step 4), as a complaint. An appeal must involve a student but a complaint need not.

A complaint may be considered:

at a meeting of the full Board;

by the Personnel and Finance Committee;

by an ad hoc Complaint Committee of trustees;

or the Board may establish any alternate method to resolve the matter that it considers appropriate.

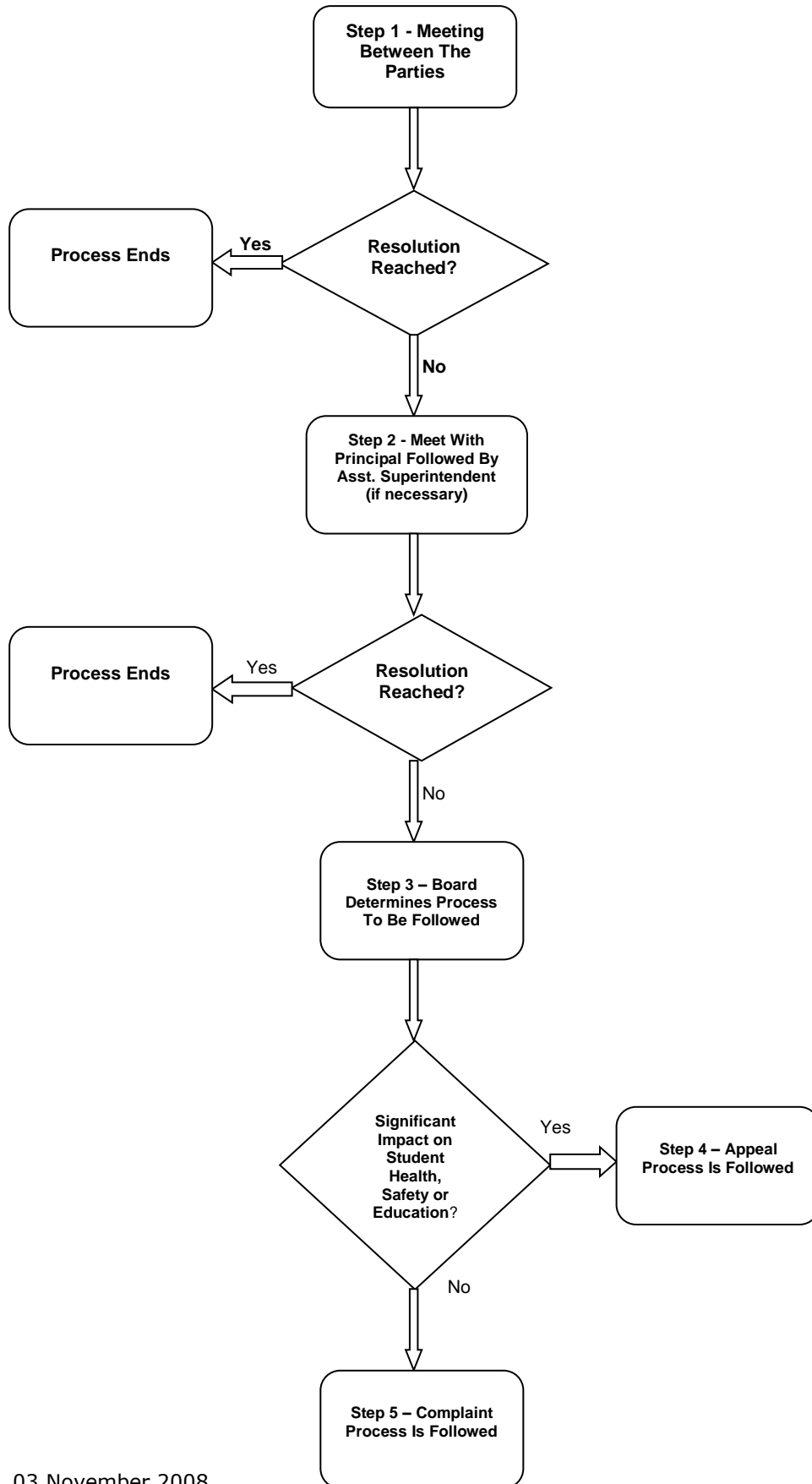
If an ad hoc Complaint Committee is appointed it will convene within two weeks of its appointment. It will be composed of three trustees appointed by the Board Chairperson as voting members and be supported in its efforts by a district administrator and recording secretary. The first trustee appointed will chair the committee.

If a committee or alternate method is chosen to complete the complaint procedure, a report with recommendations will be presented by the committee for the Board's consideration and decision as to resolution of the issue. The Board will seek to resolve a complaint within 60 days of its submission. The parties will be notified in writing of the resolution and rationale as soon as possible thereafter.

Complaints addressed through the Step 5 Procedure are not subject to further appeal to the Superintendent of Achievement and the Board's decision is considered final. It is possible that in the process of hearing a complaint, it becomes evident that the matter should be considered through a Step 4 Appeal Procedure, in which case it will be referred back to the Board.

Adopted: 03 November 2008

Revised: 05 May 2014



Adopted: 03 November 2008
Revised: 05 May 2014

Report to the Board of Education (Public)

Date: January 22, 2025

From: Debbie Tablotney, Trustee, Chairperson of Policy Committee

Subject: **Policy 103: Collaboration and Community**
Policy 103-R(A): Foundations for Learning
Policy 103-R(B): Complaints and Appeals by Staff

NOTICE OF MOTION TO FEBRUARY 19, 2025 MEETING OF THE BOARD OF EDUCATION

This is a Notice of Motion that a RECOMMENDATION will be presented at the February 19, 2025 Public meeting of the Board of Education to approve minor revisions to ***Policy 103: Collaboration and Community, Policy 103-R (A): Foundations for Learning, and Policy 103-R (B): Complaints and Appeals by Staff.***

BACKGROUND:

It is anticipated that 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 103 and 103-R (A) & (B) 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, gender neutral language, capitalization, spacing, spelling, hyphenation, district job title modifications, and Ministry of Education and Child Care changes over time.

Per Board Policy 204-R, it is recommended not to place the policy revisions into the partner group review process, as the proposed revisions are minor in nature.

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 |
|-------------------|------------------------------|--|
| December 2, 2024 | Policy Committee (In-camera) | Report submitted to Policy Committee (In-camera) with draft minor policy revisions attached. Opportunity for trustee review and feedback. |
| January 13, 2025 | Policy Committee (Public) | Draft revised policy incorporating trustee feedback submitted to Policy Committee (Public). Possible Notice of Motion for approval at the January Board of Education (Public) Meeting. |
| January 22, 2025 | Board of Education (Public) | Possible Notice of Motion to the January Board of Education (Public) Meeting for final approval at the February board meeting. |
| February 19, 2025 | Board of Education (Public) | Recommendation for board approval of revised policy. |

Respectfully submitted,

*Debbie Tablotney
Trustee, Chairperson of Policy Committee*

Attachments:

- 1. Policy 103 and 103-R (A) & (B) with proposed minor revisions (track changes & clean versions)*
- 2. Provincial Government Document: Terminology in Indigenous context*
- 3. Checklist for Policy, Regulations and Guidelines Revision and Development*

Revised – Changes tracked

DISTRICT PHILOSOPHY

Policy 103

Collaboration and Community

Open, respectful communication and collaborative decision-making ~~is shall be~~ encouraged in order to promote a sense of common purpose and community amongst trustees, administrators, teachers, support staff, parents/guardians, and students. A common-interest, solution-oriented approach to problem solving shall be encouraged in all aspects of school district activity, and complaint and appeal ~~procedures are mechanisms shall be~~ provided that ensure fairness when collaborative problem solving is not successful.

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DISTRICT PHILOSOPHY

Policy 103

Collaboration and Community

Open, respectful communication and collaborative decision making is encouraged in order to promote a sense of common purpose and community amongst trustees, administrators, teachers, support staff, parents/guardians, and students. A common-interest, solution-oriented approach to problem solving shall be encouraged in all aspects of school district activity, and complaint and appeal procedures are provided that ensure fairness when collaborative problem solving is not successful.

DRAFT

Revised – Changes tracked

DISTRICT PHILOSOPHY

Policy 103-R (A)

Foundations for Learning

Staff ~~will~~shall invite and support a partnership with parents/guardians and students in order to better enable all learners and uphold the district statement of philosophy.

Each school will develop brief statements that outline how it will address key issues of common concern to staff, parents/guardians, and students. – These issues will include, but not be limited to, attendance, homework, assessment, reporting, communication, conduct, dress, health promotion, emergency procedures, and school closure due to emergent conditions. The statements will be developed collaboratively by staff and parents/guardians, and in secondary schools with the involvement of students. –They will be reviewed and communicated at least annually to all members of the school community.

Early in the school year (or for secondary schools organized by semester, early in each semester), teachers will provide students and their parents/guardians with a preview of the intended educational program, including curriculum, instruction, homework, assessment, reporting, student conduct, and communication.

Teachers will also seek information about the background, abilities, and interests of students. Parents/guardians will be invited to share information that may assist the teacher in better understanding their child students and supporting their learning.

Revised – Clean

DISTRICT PHILOSOPHY

Policy 103-R (A)

Foundations for Learning

Staff will invite and support a partnership with parents/guardians and students in order to better enable all learners and uphold the district statement of philosophy.

Each school will develop brief statements that outline how it will address key issues of common concern to staff, parents/guardians, and students. These issues will include, but not be limited to, attendance, homework, assessment, reporting, communication, conduct, dress, health promotion, emergency procedures, and school closure due to emergent conditions. The statements will be developed collaboratively by staff and parents/guardians, and in secondary schools with the involvement of students. They will be reviewed and communicated at least annually to all members of the school community.

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Teachers will also seek information about the background, abilities, and interests of students. Parents/guardians will be invited to share information that may assist the teacher in better understanding their child and supporting their learning.

Revised – Changes tracked

DISTRICT PHILOSOPHY

Policy 103-R (B)

Complaints and Appeals by Staff

All staff are expected to think critically and exercise independent judgment in order to best contribute to the quality of decision making in the district. -At the same time, they are expected to respect both the consensus of colleagues and authority of their supervisors.

Decision making processes will generally include opportunities for discussion amongst those most directly involved in the matter at hand or the implementation of the decision. -The broadest consultation possible under the circumstances is encouraged. -It is within this consultative process that dissenting opinions should be expressed and duly considered.

Staff are encouraged to seek the advice of their uUnion representative when making a complaint to ensure that the matter is not contractual, in which case it would be dealt with through a grievance procedure as provided for in the relevant cCollective aAgreement.

At each step of a complaint or appeal procedure, the matter is to be resolved as quickly as is reasonably possible. -Except under exceptional circumstances, there should be a response within two weeks and a resolution within two months.

Complaints

When a decision causes concern for a staff member, that concern should be verbally expressed directly to the person responsible for the decision. -Dissent will be expressed and received respectfully. -Retaliation in any form will not be tolerated. -Disagreement, however, does not justify disregard for authority.

Under exceptional circumstances in which a staff member believes that a decision has the potential to place themselves, other individuals, or the organization at significant risk, or is significantly at odds with the dDistrict's purpose or values, the staff member may register an official written complaint with the immediate supervisor. -Health and safety risks should be reported verbally immediately with subsequent written report or complaint as necessary.

The supervisor:

1. Will acknowledge receipt of the complaint in writing;
2. May seek additional information;
3. Will meet with the concerned staff membercomplainant, and an advocate if desired, provide the staff membercomplainant with any additional information that has been acquired, respond to the complaint, and entertain questions and further discussion as necessary for clear understanding; and
4. Will provide a written statement of the response after the meeting.

While a complaint process is underway, staff must continue to respect direction provided by

Adopted: 20 April 2009
Revised:

the supervisor.

Appeals

If ~~athe~~ staff member remains significantly concerned despite the written response, ~~s/he~~ they may appeal to the next supervisor in the line of authority as follows:

1. Advise the supervisor whose decision is being appealed of the intention to appeal; and
2. Provide the next supervisor in the line of authority with a written statement of appeal based on the previous written complaint and the response, and simultaneously provide a copy of the statement to the supervisor whose decision is being appealed.

This will result in a meeting and response as described above under Complaints.

This process may be repeated up the line of authority in similar fashion if the concerned staff member~~appellant~~ remains unsatisfied with the response.

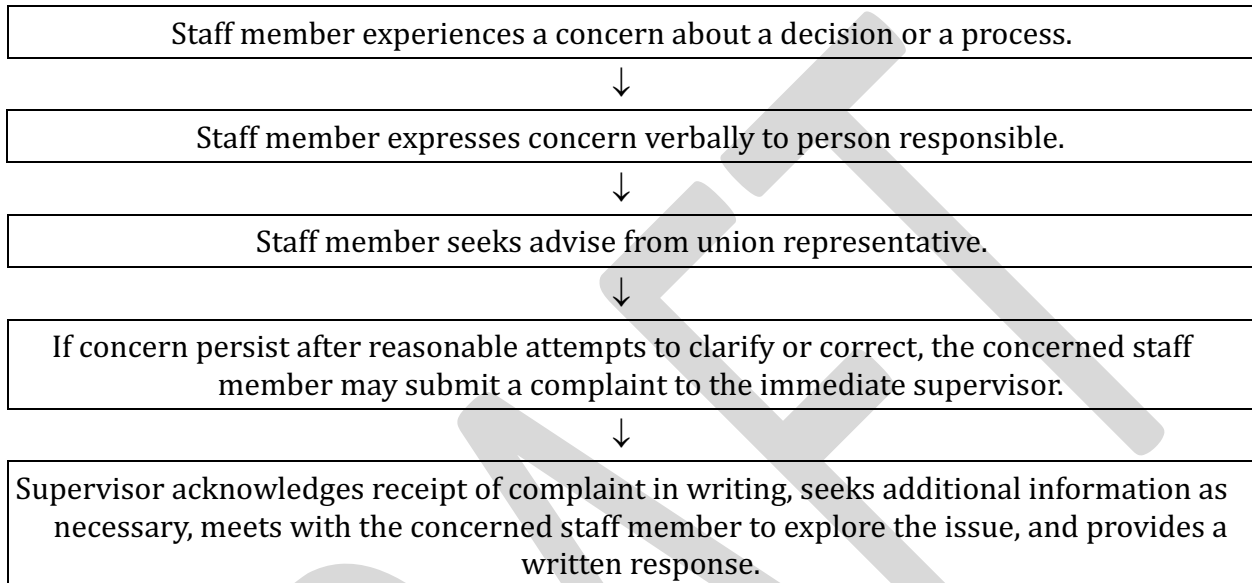
Written complaints and appeals will be submitted in confidence and not copied to other parties. However, a staff member may seek the counsel of others, including union representatives, ~~in so doing~~ and may provide a confidential copy of the complaint or appeal to such an individual.

At any point in the complaint or appeal process, a staff member may have the support of an advocate of their ~~his/her~~ choice at meetings, and the supervisor may also have an advocate present. All parties will be informed in advance of such intention.

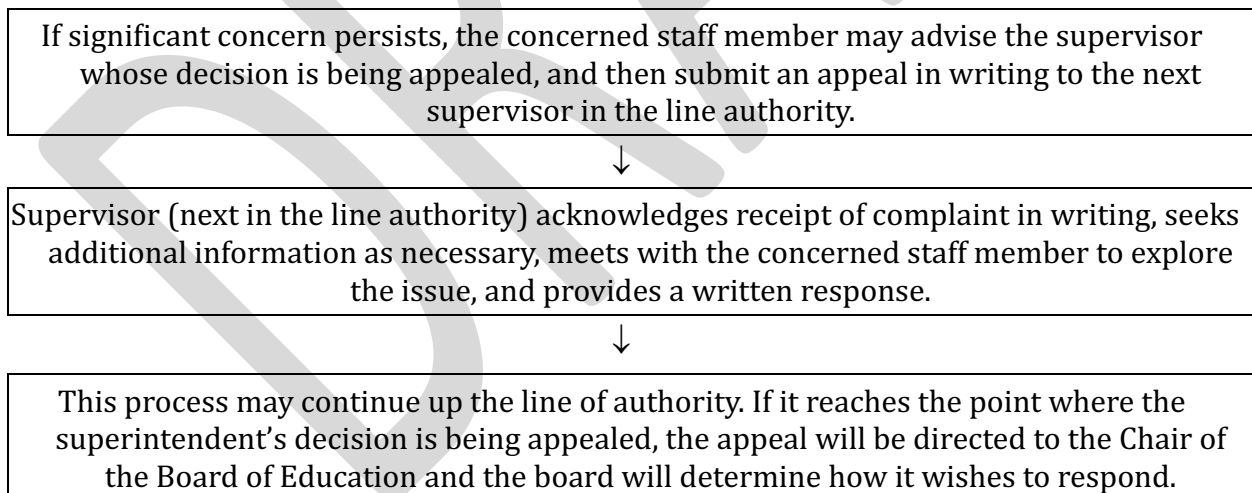
Should an appeal concern the actions of the sSuperintendent, it will be addressed to the Chair of the Board.- The cChair will advise the bBoard, and the bBoard will determine how best to respond.

Process Flow for Complaints and Appeals by Staff

Complaints



Appeals



Revised – Clean

DISTRICT PHILOSOPHY

Policy 103-R (B)

Complaints and Appeals by Staff

All staff are expected to think critically and exercise independent judgment in order to best contribute to the quality of decision making in the district. At the same time, they are expected to respect both the consensus of colleagues and authority of their supervisors.

Decision making processes will generally include opportunities for discussion amongst those most directly involved in the matter at hand or the implementation of the decision. The broadest consultation possible under the circumstances is encouraged. It is within this consultative process that dissenting opinions should be expressed and duly considered.

Staff are encouraged to seek the advice of their union representative when making a complaint to ensure that the matter is not contractual, in which case it would be dealt with through a grievance procedure as provided for in the relevant collective agreement.

At each step of a complaint or appeal procedure, the matter is to be resolved as quickly as is reasonably possible. Except under exceptional circumstances, there should be a response within two weeks and a resolution within two months.

Complaints

When a decision causes concern for a staff member, that concern should be verbally expressed directly to the person responsible for the decision. Dissent will be expressed and received respectfully. Retaliation in any form will not be tolerated. Disagreement, however, does not justify disregard for authority.

Under exceptional circumstances in which a staff member believes that a decision has the potential to place themselves, other individuals, or the organization at significant risk, or is significantly at odds with the district's purpose or values, the staff member may register an official written complaint with the immediate supervisor. Health and safety risks should be reported verbally immediately with subsequent written report or complaint as necessary.

The supervisor:

1. Will acknowledge receipt of the complaint in writing;
2. May seek additional information;
3. Will meet with the concerned staff member, and an advocate if desired, provide the staff member with any additional information that has been acquired, respond to the complaint, and entertain questions and further discussion as necessary for clear understanding; and
4. Will provide a written statement of the response after the meeting.

While a complaint process is underway, staff must continue to respect direction provided by the supervisor.

Adopted: 20 April 2009
Revised:

Appeals

If a staff member remains significantly concerned despite the written response, they may appeal to the next supervisor in the line of authority as follows:

1. Advise the supervisor whose decision is being appealed of the intention to appeal; and
2. Provide the next supervisor in the line of authority with a written statement of appeal based on the previous written complaint and the response, and simultaneously provide a copy of the statement to the supervisor whose decision is being appealed.

This will result in a meeting and response as described above under Complaints.

This process may be repeated up the line of authority in similar fashion if the concerned staff member remains unsatisfied with the response.

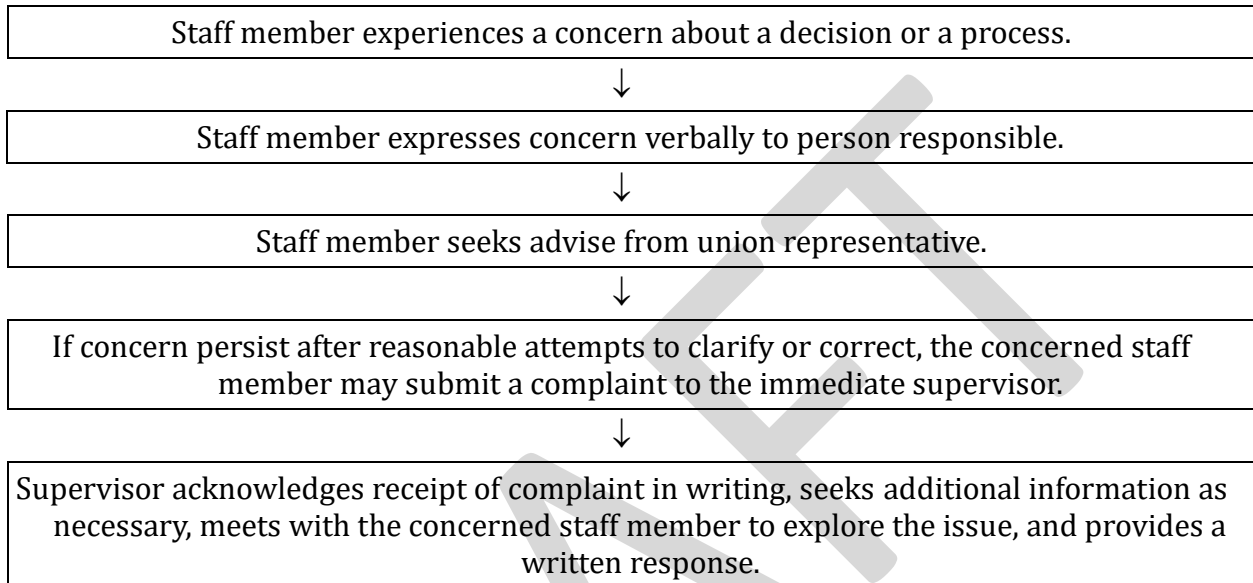
Written complaints and appeals will be submitted in confidence and not copied to other parties. However, a staff member may seek the counsel of others, including union representatives, and may provide a confidential copy of the complaint or appeal to such an individual.

At any point in the complaint or appeal process, a staff member may have the support of an advocate of their choice at meetings, and the supervisor may also have an advocate present. All parties will be informed in advance of such intention.

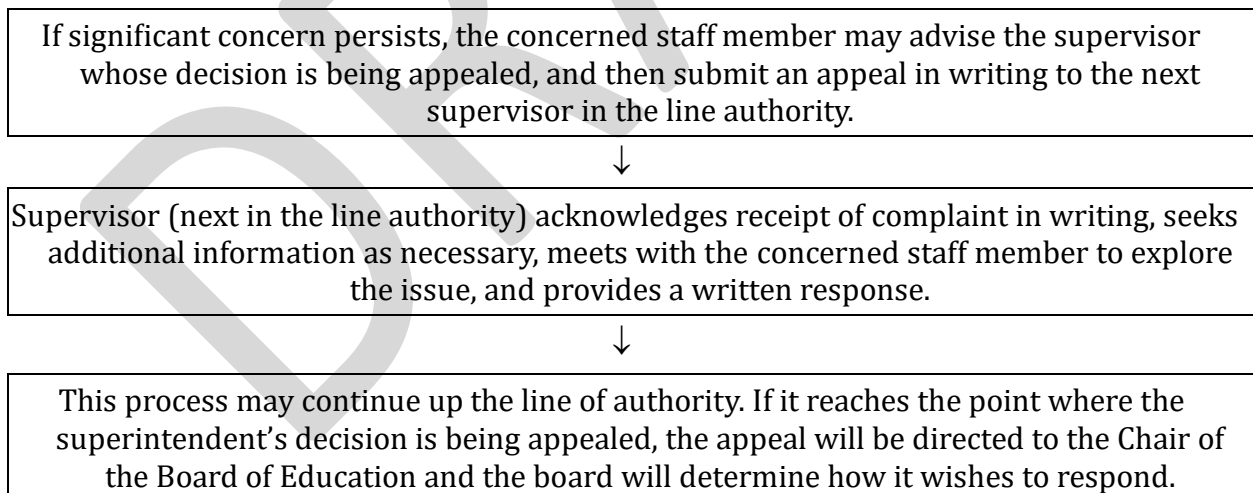
Should an appeal concern the actions of the superintendent, it will be addressed to the Chair of the Board. The chair will advise the board, and the board will determine how best to respond.

Process Flow for Complaints and Appeals by Staff

Complaints



Appeals



Terminology in Indigenous content

(taken from the [Ministry's Website](#))

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

Last updated: **October 6, 2023**

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'

Checklist for Policy, Regulations and Guidelines Revision and Development

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

Policy, Regulations and Guidelines Structure and Organization

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

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

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

Policy Committee
Public Meeting Minutes

Monday, December 2, 2024 – 11:00 am
Via Zoom

Present:

| | |
|--|---------------|
| Chairperson | D. Tablotney |
| Trustee Member | R. Belleza |
| Trustee Alternate | H. Larson |
| Trustee | A. Wong |
| Superintendent | C. Usih |
| Assistant Superintendent | C. Brautigam |
| 1 st Vice President, Richmond Teachers' Association | S. Wenglowski |
| 2 nd Vice President, Richmond Teachers' Association | F. Marsic |
| 3 rd Vice President, Richmond Teachers' Association | J. Cho |
| President, Richmond Association of School Administrators | N. Widdess |
| President, Canadian Union of Public Employees 716 | S. Robinson |
| Chair, Richmond Management and Administrative Professionals | K. Gibson* |
| President, Richmond District Parents Association | C. Huang* |
| Representative, Richmond District Parents Association | D. Billings |
| Executive Assistant (Recording Secretary) | J. Coronel |

Regrets:

| | |
|------------------|---------|
| Vice Chairperson | D. Yang |
|------------------|---------|

*Present for a portion of the meeting

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

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

3. Policy 102: Diversity and Inclusion

Assistant Superintendent Brautigam spoke to her report as included in the agenda package. She noted that the revised draft policy is designed to highlight the board's commitment to diversity, equity, and inclusion.

In response to questions from trustees, she clarified definitions of some terms in the revised draft policy and noted possible refinements to the language in the policy. She also addressed questions on the scope of the application of the revised draft policy to other district policies.

The 1st Vice President of Richmond Teachers' Association expressed his appreciation for the addition of references to *Canadian Charter of Rights and Freedoms*, noting its significance to the work of teachers. He also commented on the concept of "Inclusion" within the context of learning resource programs.

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

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

K. Gibson joined the meeting at 11:08 am.

C. Huang joined the meeting at 11:15 am.

4. Status of Current and Anticipated Items

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

5. Next Meeting Date – Monday, January 13, 2025 at 11:00 am.

6. Adjournment

The meeting adjourned at 11:25 am.

Respectfully Submitted,

*Debbie Tablotney
Chairperson, Policy Committee*