

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

**Wednesday, June 18, 2025 – 7:00 pm**  
**1st Floor Boardroom**

[https://sd38.zoom.us/webinar/register/WN\\_VdYHT99YQIOausCSsEUZRQ](https://sd38.zoom.us/webinar/register/WN_VdYHT99YQIOausCSsEUZRQ)

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

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

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

**2. Adoption of Agenda**

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

- (a) Presentations
  - (i) Spul'u'kwuks Choir
  - (ii) Rotary Club of Richmond Sunset
- (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, May 21, 2025.
- (b) Regular meeting of the board held Wednesday, May 21, 2025 for approval.

**7. Business Arising from Prior Minutes**

- (a) **Strategic Plan Update – Priority 3**  
Report from the Secretary Treasurer and Assistant Superintendent Laing attached.
- (b) **Sexual Orientation and Gender Identity (SOGI) Annual Report**  
Report from the Director of Instruction, Student Services attached.
- (c) **Feeding Futures School Food Programs Fund**  
Report from the Director of Instruction, Student Services and Manager, Feeding Futures attached.
- (d) **2024 Charitable Donations Report**  
Report from the Assistant Secretary Treasurer attached.
- (e) **RECOMMENDATION – 2026/27 Five Year Capital Plan (Major Capital)**  
Report from the Secretary Treasurer attached.
- (f) **RECOMMENDATION – 2025/26 Eligible School Site Proposal**  
Report from the Secretary Treasurer attached.
- (g) **RECOMMENDATION – School Charges for the 2025/26 School Year**  
Report from the Superintendent of Schools attached.
- (h) **Diversity, Equity, and Inclusion Advisory Committee Annual Update**  
Report from Assistant Superintendent Brautigam attached.

**8. New Business**

- (a) **2024 Climate Change Accountability Report Summary**  
Report from the Secretary Treasurer and the Director, Facilities Services attached.
- (b) **RECOMMENDATION – Richmond International Education Tuition Fee Increase Effective 2026/27 School Year**  
Report from the Director, Richmond International Education 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*

The next meeting is scheduled for September 16, 2025.

### (b) **Education Committee**

*Chairperson: Heather Larson*

*Vice Chairperson: David Yang*

- (i) Minutes of the meeting held on May 14, 2025, are attached for information.

A meeting was held on Wednesday, June 11, 2025. The next meeting is scheduled for Wednesday, September 17, 2025, at 6:00 pm.

### (c) **Facilities and Building Committee**

*Chairperson: Ken Hamaguchi*

*Vice Chairperson: Heather Larson*

- (i) Minutes of the meeting held on May 7, 2025, are attached for information.

A meeting was held on Wednesday, June 4, 2025. The next meeting is scheduled for Wednesday, September 3, 2025, at 4:30 pm.

### (d) **Finance and Legal Committee**

*Chairperson: Donna Sargent*

*Vice Chairperson: Debbie Tablotney*

- (i) Minutes of the meeting held on May 14, 2025, are attached for information.

A meeting was held on Wednesday, June 11, 2025. The next meeting is scheduled for Wednesday, September 17, 2025, at 10:00 am.

### (e) **Policy Committee**

*Chairperson: Debbie Tablotney*

*Vice Chairperson: David Yang*

- (i) **RECOMMENDATION:** Policy 201 Bylaw: Board Operations  
Report from the Committee Chairperson attached.
- (ii) **NOTICE OF MOTION:** Policy 311/311-R: Freedom of Information and Protection of Privacy  
Report from the Committee Chairperson attached.
- (iii) Minutes of the meeting held on May 12, 2025, are attached for information.

A meeting was held on Monday, June 9, 2025. The next meeting is scheduled for Monday, September 15, 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:

Letters from the Board of Education to the Richmond Members of Parliament dated May 30, 2025.

**13. Adjournment**

**Board of Education**

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[www.sd38.bc.ca](http://www.sd38.bc.ca)

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**The next meeting is scheduled for Wednesday, September 24, 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.

**Date:** June 18, 2025  
**From:** Cindy Wang, Secretary Treasurer  
**Subject:** **Record of an In-camera Board Meeting held May 21, 2025**

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The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at an in-camera meeting of the Board held May 21, 2025.

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

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

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

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

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

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

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

**Wednesday, May 21, 2025 – 7:00 pm**  
**1<sup>st</sup> Floor Boardroom and via Zoom**

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**Present:**

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

The Chairperson called the meeting to order at 7:02 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:** During the month of June, we celebrate National Indigenous History Month to honour the history, heritage, and diversity of Indigenous Peoples in Canada. This month is a time to learn about, appreciate, and acknowledge the significant contributions that First Nations, Inuit, and Métis Peoples have made in shaping our country.

In addition, we recognize and honour National Indigenous Peoples Day on June 21, which coincides with the summer solstice. This day serves as an annual reminder to celebrate the



rich heritage, diverse cultures, and outstanding contributions of Indigenous Peoples across Canada.

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

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

**Trustee Wong:** As noted in the board's strategic plan, the district actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation and socioeconomic status.

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

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

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

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

**2. Adoption of Agenda**

**094/2025 MOVED BY R. BELLEZA AND SECONDED D. YANG:**

**THAT** the Wednesday, May 21, 2025 regular agenda of the Board of Education be adopted as circulated.

**CARRIED**

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

**(a) Presentations**

Richmond Secondary, McRoberts Secondary, and Palmer Secondary

Assistant Superintendent Thompson welcomed students from Richmond, McRoberts, and Palmer Secondary Schools to present on Student Voices in Mental Health, aligning with Strategic Plan Priority 1 – Inspired Learners. She then invited Connie Easton, the District Coordinator for Mental Health, Social and Emotional Learning (SEL), and Counselling, to introduce the students and present their projects on mental health, including Beyond the Blues, Here4Peers, and Agenda Gap.

Trustees thanked the students for their presentation. The students then responded to various questions from trustees regarding their presentation.

(b) **Briefs**

Nil.

(c) **Special Recognition**

Nil.

**4. Questions from the Public**

The Superintendent and Assistant Superintendent Thompson responded to a question from a member of the public about supporting student mental health and related initiatives.

**5. Executive**

The Superintendent highlighted the following:

- The unveiling of a mural at Tomsett Elementary, designed by Richmond alumnus Laura in collaboration with students and staff;
- The district Indigenous Learning Day on May 16, 2025; and
- Appreciation for colleagues, district-wide, as the end of the school year approaches, recognizing their efforts in supporting student success and collaboration.

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

- (a) A record of an in-camera meeting of the board held Wednesday, April 23, 2025 was included for information.
- (b) Regular meeting of the board held Wednesday, April 23, 2025

**095/2025 MOVED BY A. WONG AND SECONDED BY D. SARGENT:**

**THAT** the Board of Education approve the Minutes of Wednesday, April 23, 2025 regular meeting as circulated.

**CARRIED**

- (c) A record of an in-camera special meeting of the board held Wednesday, May 7, 2025 was included for information.

- (d) A record of an in-camera special meeting of the board held Monday, May 12, 2025 was included for information.

## **7. Business Arising from Prior Minutes**

### **(a) 2025/26 Annual Budget Bylaw – Three Readings**

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

In response to a trustee's question, the Secretary Treasurer clarified the reported deficit is a non-cash capital amortization item, not an operating shortfall, and the operating budget is balanced.

**There was unanimous consensus that three readings of the 2025/26 Annual Budget Bylaw take place.**

The Chairperson then read the first reading of the 2025/26 Annual Budget Bylaw in full:

#### **ANNUAL BUDGET BYLAW**

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 38 (RICHMOND) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2025/2026 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 38 (Richmond) Annual Budget Bylaw for fiscal year 2025/2026.
3. The attached Statement 2 showing the estimated revenue and expense for the 2025/2026 fiscal year and the total budget bylaw amount of \$371,871,761 for the 2025/2026 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2025/2026.

**096/2025 FIRST READING MOVED BY D. TABLOTNEY AND SECONDED BY A. WONG:**

**CARRIED**

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

The Annual Budget Bylaw has been prepared in accordance with the School Act, Ministerial Orders, and Ministry policies. The total budget for the 2025/2026 fiscal year amounts to \$371,871,761. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2025/2026.

**097/2025 SECOND READING MOVED BY H. LARSON AND SECONDED BY D. SARGENT:**

**CARRIED**

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

The Annual Budget Bylaw has been prepared in accordance with the School Act, Ministerial Orders, and Ministry policies. The total budget for the 2025/2026 fiscal year amounts to \$371,871,761. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2025/2026.

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

**098/2025 THIRD AND FINAL READING MOVED BY R. BELLEZA AND SECONDED BY D. TABLOTNEY:**

**CARRIED**

The 2025/26 Annual Budget Bylaw having been read a first, second and third time, is passed and adopted this 21<sup>st</sup> day of May 2025.

The Chairperson then read the motion to approve authorized signatories for the 2025/26 Annual Budget Bylaw.

**099/2025 MOVED BY H. LARSON AND SECONDED BY A. WONG:**

**FURTHER THAT** the Board authorize the Chairperson of the Board, Superintendent and Secretary Treasurer to sign and submit the 2025/26 Annual Budget to the Ministry of Education and Child Care before June 30, 2025.

**CARRIED**

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

## 8. New Business

### (a) Advocacy to Members of Parliament regarding federal programs

Trustee Yang noted Richmond's two new Members of Parliament (MPs) following last month's federal election and emphasized the importance of advocating for students, families, and community needs, stressing the need for federal support of local public education.

**100/2025 MOVED BY D. YANG AND SECONDED BY D. TABLOTNEY:**

**THAT** the Board of Education write a letter to Richmond Members of Parliament to highlight education priorities of the Richmond School District.

**AND FURTHER THAT** the letter requests support for issues and programs that relate to the federal government, including:

- Settlement Workers in Schools (SWIS);
- National School Food Program; and
- Early learning and child care.

Trustee Yang provided rationale for the motion. Following discussion, including a request to meet with the MPs, trustees proceeded to vote on the motion.

**CARRIED**

## 9. Questions from the Public

There were no questions from the public.

## 10. Standing Committee Reports

### (a) Audit Committee

*Chairperson: David Yang*

*Vice Chairperson: Rod Belleza*

A meeting was held on Tuesday, May 6, 2025. The next meeting is scheduled for September 2025.

### (b) Education Committee

*Chairperson: Heather Larson*

*Vice Chairperson: David Yang*

- (i) Minutes of the meeting held on April 16, 2025, were attached for information.

A meeting was held on Wednesday, May 14, 2025. The next meeting is scheduled for Wednesday, June 11, 2025, at 6:00 pm.

(c) **Facilities and Building Committee**

*Chairperson: Ken Hamaguchi*

*Vice Chairperson: Heather Larson*

- (i) Minutes of the meeting held on April 2, 2025, were attached for information.

A meeting was held on Wednesday, May 7, 2025. The next meeting is scheduled for Wednesday, June 4, 2025, at 4:30 pm.

(d) **Finance and Legal Committee**

*Chairperson: Donna Sargent*

*Vice Chairperson: Debbie Tablotney*

- (i) Minutes of the meeting held on April 16, 2025, are attached for information.

A meeting was held on Wednesday, May 14, 2025. The next meeting is scheduled for Wednesday, June 11, 2025, at 10:00 am.

(e) **Policy Committee**

*Chairperson: Debbie Tablotney*

*Vice Chairperson: David Yang*

- (i) **RECOMMENDATION:** Policy 102 Diversity and Inclusion.

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

Trustees expressed appreciation to staff for their work on revising the policy.

**101/2025      MOVED BY D. TABLOTNEY AND SECONDED BY A. WONG:**

**THAT** the Board of Education approve revised ***Policy 102: Diversity and Inclusion***, in accordance with Board Policy 204: Creation and Revision of Policy and Regulations.

**CARRIED**

- (ii) **RECOMMENDATION:** Policy 103 Bylaw: Complaints and Appeals by Students, Parents and the Public.

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

A trustee commented on the distribution of the policy to better guide students and families.

**102/2025      MOVED BY D. TABLOTNEY AND SECONDED BY D. YANG:**

**THAT** the Board of Education approve revised ***Policy 103 Bylaw: Complaints and Appeals by Students, Parents and the Public***, in

accordance with Board Policy 204: Creation and Revision of Policy and Regulations.

**CARRIED**

- (iii) A Notice of Motion for the June 18, 2025 Public Board Meeting regarding Policy 201 Bylaw: Board Operations was attached for information.
- (iv) Minutes of the meeting held on April 14, 2025, were attached for information.

A meeting was held on Monday, May 12, 2025. The next meeting is scheduled for Monday, June 9, 2025, at 11:00 am.

#### **11. Board Committee and Representative Reports**

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

A meeting was held on April 30, 2025. The next meeting is scheduled for September 2025.

- (b) **BCSTA**

BCSTA Annual General Meeting was held on April 24-26, 2025.

- (c) **BCPSEA**

Nil.

#### **12. Correspondence**

- (a) For action:

Nil.

- (b) For information:

- (i) Letter from the Board of Education to the Minister of Immigration, Citizenship, and Refugees regarding LINC Program dated May 14, 2025.

#### **13. Adjournment**

**103/2025 MOVED BY D. YANG AND SECONDED BY H. LARSON:**

**THAT** the regular meeting of Wednesday, May 21, 2025 of the Board of Education be adjourned at 8:42 pm.

**CARRIED**

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K. HAMAGUCHI  
Chairperson

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C. WANG  
Secretary Treasurer



## Report to the Board of Education (Public)

**Date:** June 18, 2025  
**From:** Rob Laing, Assistant Superintendent  
**Subject:** Strategic Plan Quarterly Update – Strategic Priority 3, Goal 1

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

### INTRODUCTION

The purpose of this report is to provide an update on progress made towards Strategic Priority 3, Goal 1.

### BACKGROUND

At its December 2020 Public meeting, the Board of Education approved the strategic priorities, goals and objectives contained in the [2020-2025 Strategic Plan](#).

Operational plans outlining the annual areas of focus for each strategic priority were then developed by senior staff. As part of the strategic plan reporting cycle, it was agreed that quarterly reports focusing on specific strategic priorities will be provided to the board each December, March and June and an Annual Report summarizing progress on all five strategic priorities will be provided each September. The following summarizes progress made on each of the goal areas that were scheduled to be addressed during the 2024/25 school year.

### STRATEGY PRIORITY 3, GOAL 1 UPDATE

## STRATEGIC PLAN PRIORITY THREE HIGHLIGHTS for 2024/25

### STRATEGIC PRIORITY THREE – OPTIMIZED FACILITIES & TECHNOLOGY

#### Goal One- *The district's technology infrastructure is stable, secure and relevant to support learning.*

##### Objective Two: Increase access to technology hardware and software, and ensure they are reliable and relevant for their intended purpose.

- Increased access to technology devices for student use has been accomplished through the allocation of district lending carts and school funded leases. Schools are trialing windows-based laptops to assess suitability for student and staff use, and feedback will guide future hardware procurement decisions.
- Reviewed and analyzed the district's technology lease model, focusing on device performance, cost efficiency, and lifecycle. Findings showed that laptops and iPads remain functional for at least 4–5 years. As a result, the district bought out devices at lease-end to extend use for an additional 1-2 years to maximize our return on investment. New leases are set at 4- to 5-year terms, depending on device type and use case, supporting greater efficiency, financial prudence, and long-term planning.
- Completed evaluation of the Print Management RFP and awarded the contract. Implementation of the new fleet is underway, including the phased installation of multifunction devices across schools and district sites. Training and onboarding materials have been developed to support a smooth transition for staff.
- Collaborated with the Coordinator for Libraries and Information Services to audit the District Digital Catalogue, identifying tools that are actively used. Updated subscriptions to reflect current needs.
- Identified end-of-life timelines for all hardware. Provided schools with reports of all devices that will be reaching their end-of-life in the next two years. This proactive communication enables schools to plan and budget for their hardware replacement.
- Retired 1,243 aging devices that reached end-of-life and provided schools with lease or purchase replacement options.
- Expanded use of data analytics dashboards to support decision-making in areas such as Enrolment Insights, SPARK data, Belonging Survey, Report Card Analytics, the Student Learning Survey, and Ministry assessments. Provided professional learning workshops for staff to increase effective use of dashboards.
- Reviewed, updated, and completed additional Privacy Impact Assessments (PIA) for software applications.

**Objective Three: Expand learning opportunities to support the integration of technology.**

- Created guiding principles for acceptable use of generative AI in classrooms, aligned with curricular goals and digital citizenship standards. Facilitated pilot projects in schools and classrooms with education-specific AI applications and have collected feedback from users. Offered professional learning workshops for staff.
- Developed and distributed digital literacy kits that include instructional guides and age-appropriate books to support students' understanding of digital citizenship, online safety, and critical thinking.
- One on one, small group and large group in-person and virtual workshops have been offered throughout the year by members of the LBT team as well as the Digital Literacy Teacher Consultants. Sessions were offered during Pro-D days and outside of school time to focus on a variety of topics: Microsoft Teams, Microsoft 365, Forms, iPad use, accessibility features, MyEd BC Reporting, 3D Printing, TinkerCad, OneNote, SpacesEDU, Secondary and Elementary Class Teams, Learning Apps, and Artificial Intelligence. Introduced targeted sessions for educators exploring responsible and ethical classroom use of generative AI, featuring use-case examples, district guidelines, and hands-on activities with tools like MagicSchool AI and SchoolAI.
- Learning and Business Technology news items were posted on RichNet throughout the year to share information with staff. Technology support resources on RichNet have been updated to reflect technology advancements. Resources have been reorganized to improve user staff access.
- Analytics on RichNet are proving that staff are accessing the resources and are finding value in them. Technology Services consistently trends in the top three most visited areas on RichNet.
- Designed and delivered professional learning sessions focused on integrating technology into instructional design, including workshops on digital assessment tools, blended learning strategies, and inclusive tech supports (e.g., text-to-speech, differentiation, and translation extensions).

**Objective Four: Implement and support the use of a common collaboration platform (Microsoft 365 and Teams) that enhances communication, learning and community.**

- Usage of Microsoft 365 tools continues to rise steadily, with increased adoption by both education and business staff for communication, collaboration, and file management. Central office teams and school staff report improved workflow efficiency and accessibility of shared documents and resources.
- OneDrive usage has expanded significantly, with approximately 80TB of data stored and a steady increase in file activity.

- This growth is supported by initiatives such as the “Tech Time Tune-Up” sessions, where computer service technicians and help desk analysts visited each school to provide training and support. These sessions received overwhelmingly positive feedback and contributed to increased confidence and usage among staff.
- The use of Microsoft Teams has seen consistent growth across the district, particularly in secondary schools, where teachers are using it as a digital classroom space to facilitate discussions, share resources, and manage assignments. The total number of Teams created for staff and students has continued to increase year over year.
- Teams Chat usage also demonstrates high engagement, with messaging activity peaking at 6,000 chats in a single day, supporting timely communication and collaboration between staff.

**Objective Five: Strengthen the security of our network data, software, systems, and practices.**

**Objective Seven: Enhance wireless access and network stability in all district facilities.**

- Completed investigation of Network Access Control (NAC) and included NAC requirements in the Wireless Network Infrastructure RFP. Preparations are underway for NAC installation beginning in Summer 2025. This adds a critical layer of cybersecurity by ensuring only authorized users and devices can access district resources, reducing the risk of malware, rogue devices, and data breaches. Configuring a NAC enhances visibility, allowing IT staff to monitor, isolate, and/or block suspicious devices in real time.
- In the final process of formalizing a data retention policy that defines timelines and procedures for storing, archiving, and securely disposing of student, staff, and administrative data. The policy aligns with FOIPPA and BC Ministry guidelines.
- Reviewed, updated, and completed additional Privacy Impact Assessments (PIA) for software applications.
- Developed a district-wide Privacy and FIPPA awareness initiative focused on responsible data handling, phishing prevention, and secure sharing practices. This initiative will roll-out later this year.
- Ongoing progress with design and installation of video surveillance project for all 10 secondary schools, Rideau Park Resource Centre and the Facilities Service Centre. Project will be completed in August 2025.
- Established a Cyber Incident Response Plan outlining steps for staff to follow in the event of a suspected data breach or cybersecurity threat, with a dedicated reporting channel and escalation procedures to Tech Services and Senior Leadership. Undergoing review of architecture and incident response exercises to practice and roll play scenarios.

- Continuous maintenance and scheduled firmware updates and patches are completed on our firewalls to manage network traffic. These actions increase security and remove any outdated rules. Geo-blocking restrictions have been implemented, restricting inbound and outbound traffic from restricted regions.
- Created and implemented Acceptable Use Guidelines for use of Student Digital Devices, providing a consistent framework for technology use across schools. The guidelines emphasize balanced use, responsible digital citizenship, and support for learning. Communicated guidelines to parents, staff, and students to ensure shared understanding and consistent implementation.
- Restricted access to specific social media sites (non-educational use) on the district network to reduce distractions and enhance student safety online. This change was supported by feedback from staff and students, including reports from the Secondary Student Forum, noting fewer classroom disruptions and improved focus during instructional time.
- Reconfiguration of wireless networks to separate district-managed devices from personal devices, reducing security risks and improving management of network access.
- Implemented network traffic prioritization rules to ensure critical education and administrative platforms maintain performance during peak usage.
- Increased security protocols on the district-managed network, including stronger password policies and authentication settings, to further safeguard sensitive systems and data.

**Objective Six: Increase cybersecurity education to enhance awareness and proactivity.**

- Launched 8 cybersecurity awareness and education modules that were sent to all employees. Communicated information on cyber breaches and/or attacks on other organizations to increase awareness and education on cyber-attacks, and to demonstrate the importance of all staff remaining vigilant. Staff report these modules are informative and helpful in better equipping them with cybersecurity awareness and knowledge, and many report sharing the learning with other family members.
- Implemented multi-stage phishing simulations, progressing from basic scams to advanced spear-phishing scenarios that mimic real-world threats (e.g., impersonation of district staff).
- Integrated phishing education into cybersecurity training, including interactive exercises and real-world examples to improve staff detection and reporting skills.

## **CONCLUSION**

Significant progress continues to be made on all strategic priority three, goal one objectives. Many of the objectives have components that extend beyond this school year and will remain a priority next year. Additionally, new action items will begin in the 2025/26 school year that will further advance the district towards achieving the goal of a technology infrastructure that is stable, secure, and relevant to support learning.

*Respectfully Submitted by:*

Rob Laing  
*Assistant Superintendent*

## Report to the Board of Education (Public)

**Date:** June 18, 2025

**From:** Cindy Wang, Secretary Treasurer  
Jonathan Ho, Director, Richmond Project Team  
Kristopher Wilkins, Director, Facilities Services

**Subject:** Strategic Plan Quarterly Update – Strategic Priority 3, Goals 2 and 3

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

### STRATEGIC PLAN REFERENCES

Strategic Priority 3: Optimized Facilities & Technology

- ✓ Goal 2: The district's facilities are well-maintained, equitable, safe, and conducive to learning
- ✓ Goal 3: The district fosters energy efficient and environmentally sustainable facilities and practices

### BACKGROUND

At its December 2020 Public Meeting, the Board of Education approved the strategic priorities, goals and objectives contained in the 2020-2025 Strategic Plan. Operational plans outlining the annual areas of focus for each strategic priority were then developed by senior staff. As part of the strategic plan reporting cycle, it was agreed that quarterly reports focusing on specific strategic priorities will be provided to the board each December, March and June and an Annual Report summarizing progress on all five strategic priorities will be provided each September. Attachment to this report is a summary of the current status of the goals and objectives under the responsibility of the Facilities Services Branch.

### CONCLUSION

Significant progress has been made on all Strategic Priority 3, Goals 2 and 3 objectives scheduled for the current school year. Many of the objectives have components that extend beyond this school year and will remain priority next year and beyond.

*Cindy Wang*  
Secretary Treasurer

*Jonathan Ho*  
Director, Richmond Project Team

*Kristopher Wilkins*  
Director, Facilities Services

## STRATEGIC PLAN 2020-2025: PRIORITY 3, GOAL 2 &3, AREAS OF FOCUS 2023/2024

### STRATEGIC PRIORITY THREE – OPTIMIZED FACILITIES & TECHNOLOGY

#### *Goal 2: The district's facilities are well-maintained, equitable, safe, and conducive to learning*

##### **Objective 1: Provide equitable learning environments through effective and efficient facilities planning, management and resource allocation**

- Establish cross-departmental management teams to ensure that facilities planning, management and resource allocation supports the provision of equitable learning environments
- Work with Educational Leadership Team to ensure that sustainable cohort management is maintained and comprehensive program and boundary reviews are conducted to help improve equity in learning environments throughout the District
- Develop and pilot a climate risk assessment project at 10 district sites

- ✓ **All key actions completed by October 2022. Continue to review our processes to look for improvements and ways to optimize service delivery.**
- ✓ **2025 Long Range Facilities Plan included updated discussion and analysis of comprehensive program location and boundary review.**
- ✓ **For 2024/25, climate risk actions implemented in capital project requirements and new design conditions for maintenance projects.**

##### **Objective 2: Provide clean, healthy and safe facilities**

- Conduct Operations Department review, including custodial governance, staffing, procedures and practices to improve delivery of cleaning services in schools
- Develop Facilities Renewal Program (FRP) - a multi-year strategy to optimize available Annual Facility Grant, School Enhancement Program funding and local capital funding in the maintenance of our buildings and grounds, thus enhancing health and safety of occupants
- Develop and implement post-COVID-19 facilities operations plan for custodial services and transportation, based on updated Provincial Health & Safety Guidelines

- ✓ **All key actions completed between September 2021 and April 2022, with recommendations already implemented.**



✓ **Continue to review our processes for continuous improvements and ways to optimize service delivery.**

**Objective 3: Implement the 2020 Maintenance Review recommendations to optimize service delivery and improve the quality and timeliness of maintenance to our facilities**

- Consolidate and reorganize maintenance, operations, transportation, planning and development functions into new Facilities Services Branch
- Identify and replace the existing work order system with a new, comprehensive Enterprise Asset Management (EAM) system to improve communications, accountability and overall service to our clients

✓ **All key actions completed by September 2021. Continue to review our processes for continuous improvements and ways to optimize service delivery.**

**Objective 4: Implement strategic recommendations in the Long Range Facilities Plan**

- Update September 2019 Long Range Facilities Plan (LRFP) to account for actions already completed, demographic changes and other adjustments as per Board direction
- Complete the Comprehensive Boundary Review: District Choice Programs review, including locations review; report recommending re-starting Phases II and III boundary reviews in 2023
- Develop and update plan for expansion of elementary school capacity, including exploring opportunities for site acquisition, in the North Central Region starting in 2023
- Establish new childcare operations at existing school sites
- In collaboration with Facilities Services management, update Five-Year Capital Plan, including list of capital projects, costing and timing, obtain necessary Board approvals and submit to Ministry by each calendar year's deadline
- Identify opportunities to address space and operational deficiencies of non-school functions; develop business cases for approval and implement projects

✓ **Completed the 2025 update to the SD38 LRFP, approved by the Board in March 2025 and implemented some of the strategies contained therein, including:**

- **Establishment of two new childcare facilities at Garden City and Spul'u'kwuks Elementary Schools, completion in Summer 2025.**
- **Ministry approved building additions at Talmey and Tomsett Elementary Schools, with completion in September 2025.**
- **Updating the Five-Year Capital Plan annually, current update to be presented in the June 18, 2025 board meeting.**

**Objective 5: Work collaboratively with the Ministry of Education to accelerate seismic upgrading of our schools**

- ✓ Identify and develop defensible business cases for, and deliver cost and time effective seismic upgrade projects in Richmond
- ✓ Identify opportunities where two or more under-utilized schools in need of seismic upgrading can be replaced with fewer upgraded schools
- ✓ **Ministry supported seismic upgrading of:**
  - **DeBeck Elementary in response to 2022/23 Capital Plan has Ministry approval with completion estimated December 2025.**
  - **Dixon Elementary in response to 2022/23 Capital Plan has Ministry approval with completion estimated April 2026.**
  - **Diefenbaker Elementary in response to 2023/24 Capital Plan has Ministry approval with completion estimated September 2028.**
- ✓ **Continue to advocate for Ministry of Infrastructure support for additional seismic upgrades per the Five-Year Capital Plan.**

**Objective 6: Create learning environments that are flexible and support inclusive educational practices**

- Research and collaborate with Project Managers, Maintenance Managers and Educational Leaders to identify and create flexible learning environments
- Establish space flexibility in schools whereby classrooms and multipurpose rooms share space with childcare operators
- ✓ **Numerous outdoor learning spaces have been created or expanded; several school library renovations to make them a more modular space underway or completed. Continue to work with schools to support their vision of flexible and inclusive spaces.**

**Goal 3: The district fosters energy efficient and environmentally sustainable facilities and practices**

**Objective 1: Develop and implement a five-year Sustainability and Climate Action Plan**

- Complete baseline research, data collection and stakeholder consultation required to inform and complete the District Sustainability and Climate Action Plan (DSCAP)
- Implement the DSCAP
- Ensure that the DSCAP is integrated with the current LRFP and future updates
- ✓ **Completed the DSCAP, fully integrated with the LRFP and approved by the Board in December 2021. For the final year of the DSCAP:**
  - **3 of 9 pillars have met targets; 3 of 9 pillars are on track to meet targets; 3 of 9 pillars will miss targets and will be a focus of the next DSCAP.**
  - **DSCAP Renewal to align with 2025-2030 Strategic Plan in progress.**
  - **See Objective 3 for progress summary of DSCAP goals.**

**Objective 2: Improve energy efficiency, climate resiliency and sustainability of all facilities through capital improvements**

- ✓ Develop and implement standard operating procedures for better incorporating energy efficiency and sustainability improvements into designs of major capital projects (building upgrades, additions, replacements, etc.)
- ✓ Integrate sustainability and climate resiliency initiatives in Project Request Fact Sheets, Concept Plans and Project Definition Reports submitted to the Ministry for major capital projects
- ✓ Monitor and measure the results of the various initiatives and track improvements
- ✓ **Developed regular schedule of Continuous Optimization projects for all District facilities.**
- ✓ **Errington, Cook, Brighthouse, Talmey, Tomsett Modular Additions, Garden City and Spu'u'kwuks Modular Child Cares equipped with heat pumps.**
- ✓ **Kingswood Elementary rooftop units being replaced with dual fuel heat pumps Summer 2025.**
- ✓ **Diefenbaker Elementary Replacement Project designed with dual-fuel heat pumps.**

**Objective 3: Implement sustainable practices and programs to improve waste diversion rates, reduce waste generation, reduce greenhouse gas emissions, conserve water and promote climate action**

- Implement Zero Waste Strategy
- Develop and implement plan to reduce greenhouse gas emissions by 50% (buildings) and by 40% (fleet) by 2030 (against a 2007 baseline, per Clean BC)
- Develop and implement water consumption and sewage reduction plan
- Actively promote climate action to district students, staff and stakeholders: part of our Energy Wise obligations and our internal Eco-Wise teams, on behaviour change

✓ **DSCAP progress for 2024/2025 school year:**

Target (compared to 2007 baseline)	Target Year	Progress (June 2025)
50% Reduction in Building GHG Emissions	2030	29% Reduction
40% Reduction in Fleet GHG Emissions	2030	19% Reduction
10% Net Electricity Reduction	2026	17% Reduction
25% Natural Gas Reduction	2026	13% Reduction
Corporate Average Fuel Economy Increase by 27%	2026	32% Increase
15% Reduction in Water Use per Capita	2026	9% Increase
70%/75% Waste Diversion	2023/2026	50% Diversion

- Electricity reductions driven by Continuous Optimization (C-Op) of building HVAC systems and LED upgrades at several schools. For 2024/25, 10 schools were implemented with Continuous Optimization projects at Garden City, Grauer, Ferris, Homma, Kingswood, Maple Lane, McKay, and Steves. Meanwhile, LED upgrades were implemented at Palmer, Brighthouse, and Blundell.
- Fleet emission reductions driven by our 2 x Type C electric buses, and the replacement of aging vehicles with more fuel-efficient versions. Moreover, two additional electric buses were purchased and delivered in June 2025.
- 2024 reporting to the Climate Action Secretariat on GHG emissions shows a 10% reduction compared to calendar year 2022, driven by the two Type C electric buses, as well as reduction in natural gas consumption through HVAC upgrades for high efficiency boilers at several schools.
- Collaborated with Learning Services to provide support to Green and Eco Teams for behavioural change campaigns and school-specific data for curriculum use in Sciences and Math at Grades 6 and up.

**Objective 4: Increase sustainability education and awareness training and learning opportunities for staff and students**

- Work with Assistant Superintendent to provide training to staff and develop programs / initiatives for students
- Develop business case for Teacher-Consultant focused on sustainability for students
- Once Teacher-Consultant in place, synchronize with Energy Wise and Eco Wise for increased sustainability training and awareness

✓ **Initiatives implemented in 2024/2025 include:**

- **Worked with Teacher-Consultant, Science and Sustainability to provide updates on DSCAP initiatives and receive feedback from staff and students.**
- **Energy Wise Network campaign, “BURr Days”, educates students and staff about how to save energy by reducing HVAC (or at home, furnace) set points by 2 degrees but maintain thermal comfort through strategies such as layering clothing.**
- **Held regular meetings of the Richmond Sustainability Advisory Committee and Eco Cafes.**
- **Monthly meetings with City of Richmond Green Ambassadors (secondary student volunteers).**

## Report to the Board of Education (Public)

**Date:** June 18, 2025  
**From:** Ravinder Johal – Director of Instruction  
**Subject:** Sexual Orientation and Gender Identity (SOGI) Annual Report

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

### INTRODUCTION

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

### STRATEGIC PLAN REFERENCE: PRIORITY 2 – EQUITY AND INCLUSION

- Strategic Priority Two, Goal One: *District learning environments are equitable and inclusive.*
- Strategic Priority Two, Goal Two: *The district actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation and socio-economic status.*

### BACKGROUND

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

### POLICY IMPLEMENTATION

Since the policy was approved, implementation steps continue to be taken at both the district and school levels. The approach to implementation is measured and thoughtful with the overarching goal to build as well as sustain a safe environment for all students, staff, and families, including those who identify as 2SLGBTQ+. There is a commitment to create understanding in order to bring schools and community together in supporting all students.

#### *SOGI Advisory Committee*

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

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

- Richmond District Parents Association
- City of Richmond
- Richmond RCMP
- Vancouver Coastal Health

Four in-person SOGI Advisory Committee meetings were held during the 2024-2025 school year. In addition, to support ongoing implementation of the four goals of the Advisory Committee, 'goal subcommittees' met on a regular basis throughout the school year. Subcommittee updates were regularly reported back to the Advisory Committee.

#### *Advisory Committee Goals*

The committee continued to work towards fulfilling actions related to specific goals and objectives identified by the Advisory Committee and in accordance with policy. Many of the actions below, while highlighted within a single goal area, are intertwined and impact other goal areas as well.

#### **GOAL ONE:**

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

Progress has been made on a number of objectives for this goal area in the current year. Highlights include:

- *Continued opportunities for students to regularly connect.* District SOGI leads and school-based adult SOGI leads regularly provide opportunities for student connection. These include Diversity Clubs in elementary schools open to students in Grades 3 to 7 to learn about and appreciate diverse, vibrant school communities. Gay-Straight Alliances (GSAs) are established at each secondary school, supported by staff sponsors. In addition, Rainbow Cafés were held four times during the current school year with students from secondary schools across the district in attendance. These opportunities continue to provide safe environments, ignite student voice, and create leadership opportunities for students.
- *Student leadership and student voice.* The SOGI Advisory Committee regularly welcomes student representatives from across the district to participate in established meetings. The district is also committed to eliciting student voice regarding the experiences of students who identify as 2SLGBTQ+. This occurs through a range of initiatives including Table 38 for secondary students, the administration of a belonging survey in Grades 3 through 12, as well as the annual Student Voice Forum. Information about community leadership opportunities related to SOGI are also shared with school-based SOGI leads and school counsellors to share with students.
- *Rainbow Installations.* As the SOGI policy affirms the importance of valuing diversity within school communities, the district continues to support requests for crosswalk and mural installations, utilizing guidelines established by the Advisory.

#### **GOAL TWO:**

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

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

- *Supporting SOGI Leads.* Throughout the school year, District SOGI Leads regularly connect with school-based SOGI Leads, providing updates and opportunities for learning. In October, school-

based SOGI Leads attended the 2024 BC SOGI Educator Summit hosted by SOGI 123. The theme for this year's Summit was *Unity and Connection*, with a focus on bringing together allies and those with lived experiences.

- *Professional Learning*. To build capacity and educate through professional development, District SOGI Leads continue to support school staff with workshops on SOGI-Inclusive Education.
- *Rainbow Network for District Employees*. A district-wide event was hosted in May and was open to any employee that identify as 2SLGBTQ+, as an ally, or as wanting to learn more about SOGI. The focus of this session was to build capacity and learn together with the aim of supporting Richmond colleagues and 2SLGBTQ+ students.

#### **GOAL THREE:**

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

Progress has been made on a number of objectives for this goal area this year. Highlights include:

- *SOGI Information for Parents and Guardians*. This document focused on SOGI-inclusive education, including Frequently Asked Questions (FAQs) as well as Myths and Truths, was launched in the fall to support conversations at the school and district level. The document is also available in multiple languages.
- *Community Opportunities*. District staff have relayed SOGI-related community opportunities regularly through bulletins to schools.

#### **GOAL FOUR:**

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

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

- *Communication Plan*. The SOGI newsletter entitled '*Ask the Kids*' was published four times this year, focusing on a variety of topics designed to support staff in their work through a SOGI-inclusive perspective. Each newsletter provides a summary of the work of the Advisory Committee, direct access to the policy, regulations, and guidelines, tips from 2SLGBTQ+ students, links to resources, as well as highlights SOGI-related work at schools around the district.
- *Ongoing Initiatives*. As part of the Advisory Committee, partner groups continue to share updates as well as community resources available to students, staff, and families.

#### **CONCLUSION**

The district appreciates the ongoing commitment of all members of the SOGI Advisory Committee to the work of implementing Policy 106. Gratitude is also extended to the Board of Education for their support of the work entailed in this report. Recognizing the Strategic Priority of Equity and Inclusion, supporting students who are part of the LGBTQ2S+ community through an intersectional lens contributes to the district's nurturing of safe and caring school communities.

*Respectfully submitted:*

*Ravinder Johal*  
*Director of Instruction, Student Services*

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



## **DISTRICT PHILOSOPHY**

## **Policy 106**

### **Sexual Orientation and Gender Identity**

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

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

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

## DISTRICT PHILOSOPHY

## Policy 106-G

### Sexual Orientation and Gender Identity

**The Richmond School District accepts the responsibility to create safe and caring environments and believes that...**

- the LGBTQ+ community has a right to be recognized and affirmed by school district personnel and to have equal access to services;
- homophobic and gender-based comments, discrimination and bullying undermine the safety of any learning or working environment, and these forms of harassment and discrimination are prohibited under the BC Human Rights Code;
- any language or behaviour that deliberately degrades; denigrates; or incites hatred, prejudice, discrimination, or harassment on the basis of sexual orientation or gender identification or expression will not be tolerated, and schools shall include the prohibition of such language and behaviour in their student codes of conduct; and
- all staff have an obligation to intervene in any interaction that involves the use of homophobic or gender-based insults and slurs, and staff will convey to those using such language that such comments are against Board policy and will not be tolerated in the educational community.

**The members of the LGBTQ+ community within the Richmond School District have a right to...**

- be free from harassment, discrimination and violence;
- be treated fairly, equitably and with dignity;
- be able to self-identify and be able to freely express themselves;
- be included, represented and affirmed in a positive and respectful manner;
- have avenues of recourse (without fear of reprisal) available when they are the victims of harassment, discrimination and violence; and
- have their families and communities valued and affirmed.

### Privacy and Confidentiality

All persons have the right to privacy, including the right to have one's assigned gender at birth and gender decisions remain private at school or work. Disclosing information without permission may violate privacy laws, such as the *Freedom of Information and the Protection of Privacy Act* (FOIPPA).

The District will ensure that all medical information relating to students and staff is kept confidential in accordance with the applicable district, municipal, provincial and federal laws. Staff will not disclose information that may reveal sexual orientation or gender identity unless legally required to do so or unless permission has been obtained from the student or a parent or adult who has been authorized to give such permission through the use of district information and privacy procedures.

## **Self-Identification**

Every member of our district community has the right to be addressed by the name or pronoun that corresponds to their gender identity. A court-ordered name or gender change is not required, and official records do not need to be changed. The district will develop record-keeping processes to ensure that the preferred name or pronoun is appropriately documented to support this right.

## **Washroom, Locker and Changing Rooms**

All students and staff have the right to safe and private washroom and changing facilities. They have the right to access washrooms and changing facilities that correspond to their gender identity. School staff will work with students and their families to ensure that appropriate washroom and changing facilities are available to all students. Schools will continue to maintain separate washrooms and changing facilities for male and female students. All schools will also designate facilities designed for use by one person at a time as accessible to all persons and will increase the availability of these single-person facilities through renovation and new construction.

## **Physical Education Classes and Curricular and Extra-Curricular Activities**

All students have the right to participate in physical education classes and curricular and extra-curricular sports/activities in a manner that respects and embraces their gender identity. Activities will be designed to be as inclusive and gender-neutral as possible. However, if an issue of inclusivity arises, students will be given options for activities they feel comfortable with. Requests may come directly from the student or from a parent or guardian. It is the school administrator's responsibility to make the requested arrangements for these students to participate in school and extra-curricular activities and physical education. All requests, meetings and decisions must be documented and maintained in a confidential file.

## **Other Gender-Based Activities, Rules and Practices**

School and district personnel are required to evaluate all procedures, forms, routines, activities, rules and ceremonies to ensure gender inclusive language and purpose. Newly written guidelines must be communicated to all staff, parents and students. Students have the right to expect that all policies, procedures, programs and communications are appropriate, and respectful, taking into consideration all aspects of their identities. Students will be authorized by the school district to participate in activities consistent with their gender identity.

## **Billeting and Overnight Field Trips**

Every student has the right to feel safe in a billeting or overnight field trip situation. Billeting plans for sports teams and overnight school-based activities must provide for each student accommodations where they feel safe and accepted. The school administrator or teacher in charge of the event will be supported in every effort to make adjustments to support the student. Regarding stays with billet families, there will be a discussion with the student and their parent or guardian about whether the student requires the billet family to be informed of their sexual orientation or gender identity. Wherever appropriate, and in agreement with a member of staff, the student should have the option to billet with a member of staff should this help to further ensure their feelings of safety.

## **Information Privacy**

Protecting the privacy of LGBTQ+ students and members of the district community is the top priority. All medical information is kept strictly confidential. Any violation of the confidentiality of this information contravenes this administrative procedure and the privacy law *Freedom of Information and the Protection of Privacy Act* (FOIPPA). All communication with respect to the sexual orientation or gender identity or expression of a student will be considered private and confidential. In accordance with Federal and Provincial legislative privacy requirements, all communications will be guided by what is considered to be in the best interest of the student.

## **Student Counselling and Support**

School District No. 38 (Richmond) is committed to maintaining a safe learning and working environment that actively provides counselling and support to students who identify as part of the LGBTQ+ community. School counsellors and the Adolescent Support Team are often the first point of contact for students seeking emotional support and will be specifically trained in culturally safe responses to LGBTQ+ issues. School administrators have the primary responsibility of ensuring that all school staff, Parent Advisory Committees and students are familiar with and understand the content of this policy and these procedures. The Board of Education is responsible for ensuring that employees who represent the district in other areas are equally as informed. Students can report incidents of harassment, bullying, intimidation and discrimination through the ERASE Bullying website at <https://www.erasebullying.ca/>. Information regarding the website is available from the school administration.

The District will facilitate efforts to form SOGI clubs or groups whenever students or staff come forward to request this opportunity. Schools shall appoint members of staff as safe contacts for students who identify themselves as part of the LGBTQ+ community. School administrators will inform students and staff about the location and availability of these contacts.

## **Staff Development and Education**

Education is the primary purpose of the district. Educational programs will include curricular topics and learning resources that reaffirm the inclusion of all members of our community, regardless of sexual orientation or gender identity and expression. In addition, resources and training will be available to staff to help teach and support safe, caring and inclusive values in the district. Schools will conduct annual staff training for all staff members, including teachers, educational assistants, administrators, counsellors, youth and family workers, and other staff as deemed necessary, outlining their responsibilities under the applicable laws, policies and administrative procedures. Information regarding this administrative procedure shall be incorporated into information sessions for new school employees. All staff share the collective responsibility of creating a safe, supportive and inclusive learning environment for the LGBTQ+ community.

All staff share the collective responsibility of creating safe, supportive and inclusive learning environments for the LGBTQ+ community.

## **Educators and school support staff will be expected to...**

- be familiar with and know where to access the SOGI policy and prevention procedures;
- have a general understanding of definitions relating to sexual orientation and gender identity and expression;
- develop appropriate communication strategies to interact with our LGBTQ+ community;
- fully understand the concept of the protection of privacy for students and families;
- be aware of the strategies and procedures for intervening with issues such as bullying, harassment, intimidation and discrimination; and
- model and teach inclusive practices that honour and support all sexual orientations and gender identities and expressions.

Educators play an important role in teaching and modelling respect for gender diversity. It is expected that teachers will create classrooms where students can see the commitment to creating a safe, caring, inclusive and discrimination-free environment. Students need to see that all educators are striving to value and support the diversity of gender identity and expression within our schools through the sharing of knowledge in a positive and non-judgemental manner, exemplified by:

- addressing the class in non-gendered ways (using inclusive language);
- seating and lining up students in non-gendered groupings;
- creating mixed-gender groups/teams;
- displaying signs, posters, safe-place stickers and books that depict a range of gender representations;
- acknowledging national and international days and events that raise awareness about gender identity;
- teaching students how to be supportive of each other and modelling appropriate supportive behaviour toward all gender identities; and
- providing balanced health education that is factual and supportive of gender diversity.

## **District SOGI Advisory Committee**

A representative school district stakeholder advisory committee will be established that includes, but is not limited to, adult and student LGBTQ+ representatives. This committee will act in an advisory capacity for the implementation of this policy and its goals and objectives and will develop terms of reference.

## **Employment Equity**

The Board believes in equitable treatment for all individuals regardless of race, colour, ancestry, ethnic origin, socio-economic status, gender, sexual orientation, gender identity or expression, physical or mental ability, or political beliefs. The letter and spirit of the *Canadian Charter of Rights and Freedoms*, the *B.C. Human Rights Acts* and the Board's *Collective Agreements* shall be carefully observed, enforced and supported so that all members of the educational school community can work together in an atmosphere of respect and acceptance of individual differences.

The Board will ensure the confidentiality of employees who are lesbian, gay, bisexual, transgender, or transitioning to another gender and will give them the support they require to do their work in a safe and respectful environment.

## **School Community Involvement**

The Board is committed to ongoing, constructive and open dialogue with the LGBTQ+ community.

The Board will support community partnerships that enhance the Board's commitment to the LGBTQ+ community.

The Board will encourage Parent Advisory Councils to acknowledge and support the diversity of our school community. The Board will acknowledge, through communication to students, staff and the community, that some children live in LGBTQ+ families and need to be positively recognized. Parent Advisory Councils and students will be encouraged to engage in dialogue with openly identified LGBTQ+ youth and their organizations.

## **Appropriate Intervention/Responding to Incident**

All members of the School District No. 38 (Richmond) community have the right to expect a respectful and culturally safe environment free of discrimination, harassment and bullying. In 2007, the Ministry of Education mandated that school districts establish procedures that align with the Ministerial Order M276/07. Each school must, in consultation with staff, parents and students, establish its own code of conduct based on the ministerial order and guidelines. Appropriate interventions are included in the Code of Conduct administrative procedures. School district personnel may also refer to the School District No. 38 (Richmond) ERASE Bullying Strategies as guidelines in making intervention decisions.

## **Complaint Process**

The District will take all concerns and complaints seriously. Students and parents should expect that concerns and complaints regarding SOGI discrimination at the school level will be supported by teachers and the school administration. Students are encouraged to share their concerns with teachers, counsellors, principals or vice-principals. Concerns and complaints can also be directly communicated to principals or vice-principals.

Students can also report SOGI discrimination and bullying to the ERASE on-line website at <https://www.erasebullying.ca/>. This information will be used by the school district to take action against the concern.

If an incident occurs at a school site, the complaint will be managed by the school administrator. If a complaint is against an administrator, the complaint should be referred to the Office of the Superintendent.

A thorough investigation will be conducted.

The complaint process shall be communicated to all schools, partner groups, and contracted services. District administration is responsible for ensuring that employees and contract providers are aware of the process.

## **Appeal Process**

The Board of Education recognizes and respects that students and parents or guardians may disagree with decisions made by employers. Section 11 of the *School Act* of British Columbia gives parents or guardians and students (with parental consent) the right to express concerns or appeal certain decisions.

The right of appeal applies to decisions that significantly affect the health, education or welfare of students. Information regarding the Board's appeal procedure and the formal appeal bylaw can be accessed on the district's website. Prior to an appeal, it is expected that school administration, students and parents or guardians will try to resolve concerns at the school level.

## **RESOURCES**

### **SOGI 1 2 3**

SOGI 1 2 3 provides proven SOGI-inclusive tools and resources in the areas of policy and procedures, inclusive environments and curriculum resources.

<http://www.sogieducation.org>

### **BC Teachers Federation**

The BCTF offers to teachers a variety of free workshops that aim to develop skills to interrupt, address, and challenge homophobia and transphobia within our classrooms and school communities.

<https://bctf.ca/SocialJustice.aspx?id=17988>

### **Education Resource Acquisition Consortium (ERAC)**

ERAC provides a range of services, including the evaluation, licensing and acquisition of print, software, and digital learning resources. ERAC offers a curated catalogue of SOGI resources (see LGBTQ+ collection).

<http://www.bcerac.ca/index.aspx>

### **Out in Schools**

Out in Schools presentations and Learning Hub provide youth with opportunities not only to learn but also to do. The presentations offer a chance to foster participation in and creation of Queer–Straight Alliances across the province. The Rise Against Homophobia Video Contest offers youth the chance to make media as a vehicle not only for personal expression but also to shape more inclusive school communities.

<http://outinschools.com/about/>

### **QMUNITY - BC's Queer Resource Centre**

QMUNITY is a non-profit organization based in Vancouver, B.C., that works to improve queer and trans lives. The organization provides a safe space for LGBTQ/2S people and their allies to fully self-express while feeling welcome and included.

<http://qmunity.ca/> <https://qmunity.ca/resources/queer-glossary/>

### **Egale Canada Human Rights Trust**

Founded in 1995, Egale Canada Human Rights Trust is Canada's only national charity promoting lesbian, gay, bisexual and trans (LGBT) human rights through research, education and community engagement.

<http://egale.ca/>

## **MyGSA**

MyGSA.ca is Canada's website for safer and inclusive schools for the lesbian, gay, bisexual, trans, queer and questioning (LGBTQ) community.

<http://mygsa.ca>

## **Trans Care BC**

The Trans Care BC program aims to enhance the coordination of trans health and support across the province, bringing gender-affirming care closer to home wherever possible.

<http://www.phsa.ca/our-services/programs-services/trans-care-bc>

## **Gay, Lesbian and Straight Education Network (GLSEN)**

GLSEN is a leading US-based education organization focused on ensuring safe and affirming schools for LGBTQ students.

<http://www.glsen.org/>

## **Parents, Families and Friends of Lesbians and Gays (PFLAG)**

PFLAG Canada is a national charitable organization founded by parents who wished to help themselves and their family members understand and accept their non-heterosexual children.

<http://pflagcanada.ca/>

## **Pride Education Network**

The Pride Education Network of teachers, administrators, support staff, youth and parents strives to make the B.C. school system more welcoming and equitable for LGBTQ students and staff or their queer families.

<http://pridenet.ca/>



## Report to the Board of Education (Public)

**Date:** June 18, 2025

**From:** Ravinder Johal, Director of Instruction  
Ian Lai, Manager, Feeding Futures

**Subject:** Feeding Futures School Food Programs Fund

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This report is provided to the Committee for information purposes. No further action on behalf of the Committee is required.

### INTRODUCTION

The purpose of this report is to provide an update regarding the Ministry of Education and Child Care's Feeding Futures School Food Programs Fund, currently in Year 2 of three year confirmed funding. This fund continues to provide significant augmented support in the development of nutritional programs for students facing food insecurity.

### BACKGROUND

In April 2023, the Ministry announced the establishment of the Feeding Futures School Food Programs Fund, focused specifically on expanding nutrition programs and creating new opportunities for students facing food insecurity. Richmond's allocation is \$2.37 million per year for each of the three years.

Funding use includes, but is not limited to:

- Increasing and enhancing nutritional opportunities for students throughout the day (i.e. breakfast programs, lunch supports, snack cupboards)
- Maintaining current programs and supporting development of new programs
- Supporting long-term agreements and partnerships with non-profit organizations, local catering companies and food suppliers/distributors

The fund also allowed for the hiring of a new position of Manager, Feeding Futures, to support implementation of this fund. In addition, all schools have an allocation of funds to support existing food programs at each site, based on school population and Social Services Index data.

### DISCUSSION

Consultation and communication with partner groups began in Fall, 2023, including meetings with district staff, Richmond Teacher's Association, Richmond Association of School Administrators, students and Richmond District Parent Association, among others. Feedback was also requested from Indigenous rights holders including Musqueam First Nation and Métis Nation BC.

Information about accessing Feeding Futures funds is shared through school communication processes such as newsletters and website posts, and district-wide through the SD 38 website. A key priority in sharing and receiving information from families continues to be a focus on confidentiality and honouring the privacy of those reaching out for support.

Community fridges at each school are being utilized daily, with consistent restocking once supplies are depleted. Secondary schools are receiving a broader variety of nutritionally dense foods and proteins, with offerings tailored to suit a wider range of palates. There is a noticeable shift toward fresh items over packaged goods, with nine schools currently piloting weekly fruit deliveries.

Community partnerships continue to grow, focusing on improved service delivery. This includes piloting SPUD's weekly fruit delivery—an increase from the previous monthly schedule—to ensure fridges remain fully stocked. Novex has also been brought on to deliver breakfasts and lunches to schools four days a week. This provides the program manager with an ability to focus on overall district coordination, as well as opportunities to review and improve processes to ensure appropriate student nutrition supports are in place.

In collaboration with Facilities, efforts are underway to execute deliverables under the Food Infrastructure Program (FIP). This involves visiting schools to assess and enhance infrastructure and equipment, improving food service capacity in elementary and secondary schools. These improvements provide enhanced support to school staff who dedicate time to participate in and run food programs, helping ensure their continued success and sustainability.

#### **ADDITIONAL FUNDING SOURCES**

In March 2025, the B.C. Government entered into an agreement with the Government of Canada through the National School Food Program (NSFP), providing approximately \$39 million to the province over three years in additional school food program funding to complement Feeding Futures. Richmond School District's allocation for 2024/25 is \$39 097. These funds augment support beyond current district resources in supporting nutritional programs for students facing food insecurity.

Year 1 NSFP Funding is based on the enrolment in each school within a district for which the SES is below the provincial average and how that school compares to the provincial average. Districts that have schools with SES below the provincial average will receive NSFP funding in 2024/25. Allocation methodology for Year 2 (2025/26) and Year 3 (2026/27) is currently in development with the federal government. Utilizing Ministry data and reviewing current school food programs supported by Feeding Futures, twelve schools in the Richmond School District have been identified to receive NSFP funding in 2024/25.

In addition, Feed-U-Cate 38 continues to receive funding through community donations and is available to specific district programs. These funds can be accessed by the Indigenous Success Team, district alternate programs, children and youth supported by Integrated Child and Youth teams, as well as students participating in Community Schools programs.

#### **CONCLUSION**

Informed by data and through collaboration with community partners, the district continues to take a multi-faceted approach to develop student nutrition supports. The Feeding Futures School Food Programs Fund allows the district to provide significantly enhanced nutrition support and services to students across the district. This also provides support aligned with Goal 1 of the Board's Strategic Plan Priority 2, Equity and Inclusion, to support equitable and inclusive learning environments for all learners.

*Respectfully Submitted,*

*Ravinder Johal*  
*Director of Instruction, Student Services*

*Ian Lai*  
*Manager, Feeding Futures*

## Report to the Board of Education (Public)

**Date:** June 18, 2025  
**From:** Maria Fu, Assistant Secretary Treasurer  
**Subject:** 2024 Charitable Donations Report

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The following report to the Board of Education (the board) is for information only. No further action is required from the board at this time.

### BACKGROUND

Please find attached a list of donations made to the Board for 2024, covering the period January 1 to December 31, 2024, along with the comparison to 2023.

For 2024, the total amount donated during this period was \$377,639.16. Of this amount, \$375,607.65 comprises cash; the remainder of \$2,031.51 constitutes in-kind donations of tangible goods. The in-kind donations are comprised of \$1,050.00 in electric bike, \$581.51 in teaching materials, \$300.00 in automotive tools and \$100.00 in speakers.

Respectfully submitted,

*Maria Fu*  
*Assistant Secretary Treasurer*

**School District #38 (Richmond) Donations 2023 & 2024 (Comparative)**

Site/Initiative Name	CASH		IN-KIND		TOTAL	
	2023	2024	2023	2024	2023	2024
Anderson Elementary	4,475.00	571.00	-	-	4,475.00	571.00
Blair Elementary	1,640.00	120.00	-	-	1,640.00	120.00
Blundell Elementary	1,100.00	1,200.00	-	-	1,100.00	1,200.00
Boyd Secondary	3,320.00	2,500.00	-	-	3,320.00	2,500.00
Bridge Elementary	655.00	10,020.00	-	-	655.00	10,020.00
Brighthouse Elementary	230.00	11,670.00	-	-	230.00	11,670.00
Burnett Secondary	5,113.00	15,310.00	1,000.00	1,150.00	6,113.00	16,460.00
Byng Elementary	-	450.00	-	-	-	450.00
Cambie Secondary	35,420.00	36,100.00	1,940.00	-	37,360.00	36,100.00
Cook Elementary	1,515.00	4,715.00	-	-	1,515.00	4,715.00
DeBeck Elementary	10,050.00	3,150.00	-	-	10,050.00	3,150.00
Diefenbaker Elementary	6,679.00	5,260.00	-	-	6,679.00	5,260.00
District Donations	-	-	200.00	-	200.00	-
District Scholarship Fund	133,516.00	134,141.15	-	-	133,516.00	134,141.15
Dixon Elementary	520.00	1,020.00	-	-	520.00	1,020.00
Errington Elementary	479.00	465.00	-	-	479.00	465.00
FEED-U-CATE 38	29,337.00	44,310.00	-	-	29,337.00	44,310.00
Ferris Elementary	2,130.00	5,020.00	-	-	2,130.00	5,020.00
Garden City Elementary	1,503.00	-	-	-	1,503.00	-
General Currie Elementary	-	-	-	-	-	-
Gilmore Elementary	500.00	500.00	-	-	500.00	500.00
Grauer Elementary	100.00	100.00	-	-	100.00	100.00
Hamilton Elementary	3,915.00	3,375.00	-	-	3,915.00	3,375.00
Homma Elementary	-	100.00	-	-	-	100.00
Horizons	-	-	-	-	-	-
Kidd Elementary	350.00	100.00	-	-	350.00	100.00
Kingswood Elementary	-	-	8,500.00	-	8,500.00	-
Lee Elementary	4,660.00	4,745.00	-	581.51	4,660.00	5,326.51
MacNeill Secondary	4,160.00	6,435.00	-	-	4,160.00	6,435.00
Maple Lane Elementary	20.00	50.00	-	-	20.00	50.00
McKay Elementary	50.00	2.00	-	-	50.00	2.00
McKinney Elementary	7,695.00	3,760.00	-	-	7,695.00	3,760.00
McMath Secondary	3,972.00	6,170.00	-	-	3,972.00	6,170.00
McNair Secondary	9,905.00	19,324.00	-	-	9,905.00	19,324.00
McNeely Elementary	5,050.00	3,061.50	120.00	-	5,170.00	3,061.50
McRoberts Secondary	12,005.00	15,254.00	199.00	-	12,204.00	15,254.00
Mitchell Elementary	342.49	-	-	-	342.49	-
Palmer Secondary	5,270.00	9,920.00	-	-	5,270.00	9,920.00
Quilchena Elementary	129.00	720.00	-	-	129.00	720.00
Richmond Secondary	5,898.00	6,270.00	-	300.00	5,898.00	6,570.00
Richmond Virtual School	-	-	-	-	-	-
Station Stretch	5,000.00	-	-	-	5,000.00	-
Spul'u'kwuks Elementary	5,350.00	2,919.00	-	-	5,350.00	2,919.00
Steves Elementary	1,000.00	50.00	-	-	1,000.00	50.00
Steveston-London Secondary	15,914.00	12,735.00	850.00	-	16,764.00	12,735.00
Tait Elementary	70.00	-	-	-	70.00	-
Talmei Elementary	250.00	30.00	-	-	250.00	30.00
Thompson Elementary	2,130.00	2,210.00	-	-	2,130.00	2,210.00
Tomsett Elementary	150.00	330.00	-	-	150.00	330.00
Westwind Elementary	10,400.00	500.00	-	-	10,400.00	500.00
Whiteside Elementary	1,335.00	575.00	-	-	1,335.00	575.00
Woodward Elementary	11,350.00	200.00	-	-	11,350.00	200.00
Wowk Elementary	-	150.00	-	-	-	150.00
<b>Grand Total</b>	<b>354,652.49</b>	<b>375,607.65</b>	<b>12,809.00</b>	<b>2,031.51</b>	<b>367,461.49</b>	<b>377,639.16</b>

**School District #38 (Richmond) Donations In Kind 2023 & 2024 (Comparative)**  
**Detail by Site**

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

Site	Amount	Item Listing
Burnett Secondary	1,000.00	French Horns
Cambie Secondary	1,620.00	Televisions
Cambie Secondary	120.00	Bar Fridge
Cambie Secondary	200.00	Sound Bar
District Donations	200.00	Saxophone
Kingswood Elementary	8,500.00	Piano
McNeely Elementary	120.00	Cushions
McRoberts Secondary	199.00	Roland HP-3000 Piano
Steveston-London Secondary	850.00	Microscope
<b>TOTAL (2023)</b>	<b>12,809.00</b>	

## Report to the Board of Education (Public)

**Date:** June 18, 2025

**From:** Cindy Wang, Secretary Treasurer  
Jonathan Ho, Director, Richmond Project Team  
Kristopher Wilkins, Director, Facilities Services

**Subject:** **2026/27 Five-Year Capital Plan (Major Capital)**

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### RECOMMENDATION

**THAT** the Board of Education of School District No. 38 (Richmond) approve the 2026/27 Five-Year Capital Plan through the adoption of the board resolutions for submission to the Ministry of Infrastructure.

### STRATEGIC PLAN REFERENCES

Strategic Priority 3: Optimized Facilities & Technology

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

### POLICY CONSIDERATIONS

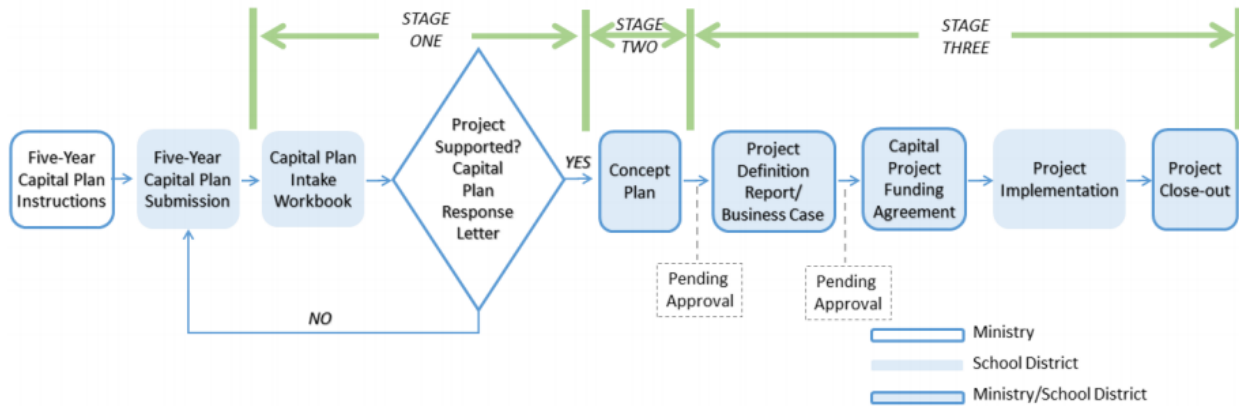
Submitted in accordance with Board Policy 701 and Regulation 701-R - Facilities Planning and Development.

### BACKGROUND

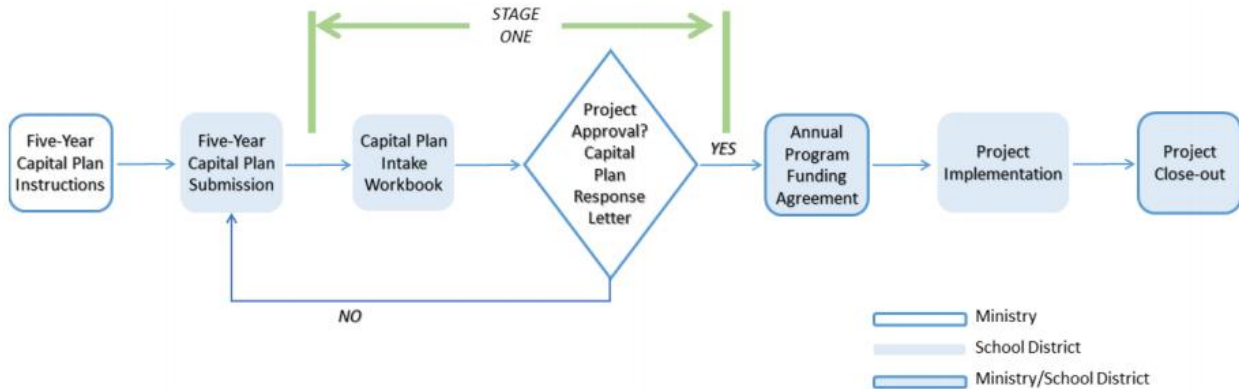
Annual Five-Year Capital Plan submissions from Boards of Education are used by the Ministry of Infrastructure to determine which priority capital projects may be supported in the ministry's Capital Plan for the following fiscal year. The capital plan submissions provide the ministry with important insight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

In accordance with legislation, a board of education must approve the capital plan by board resolution. Ultimately, the Minister has the authority to either: approve, approve with modifications, or reject a capital plan, as submitted by the board to the ministry. The ministry's capital plan is subject to annual capital funding approval by the Treasury Board of the provincial government.

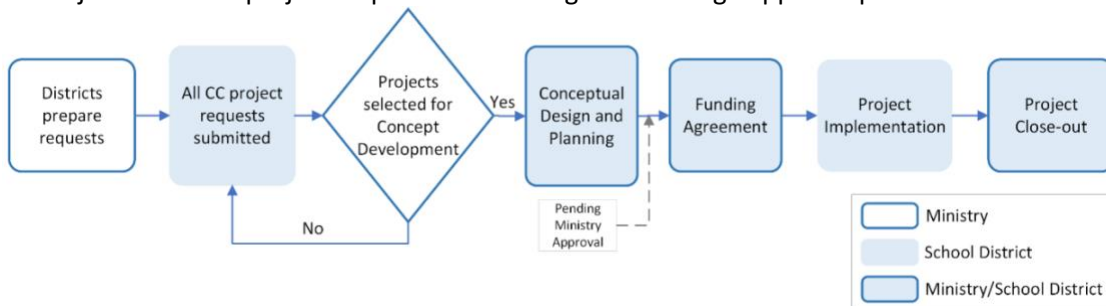
All requests for a Major Capital Program project (SMP, EXP, REP and RDP) or Building Envelope Program (BEP) project will undergo a more extensive three-stage process:



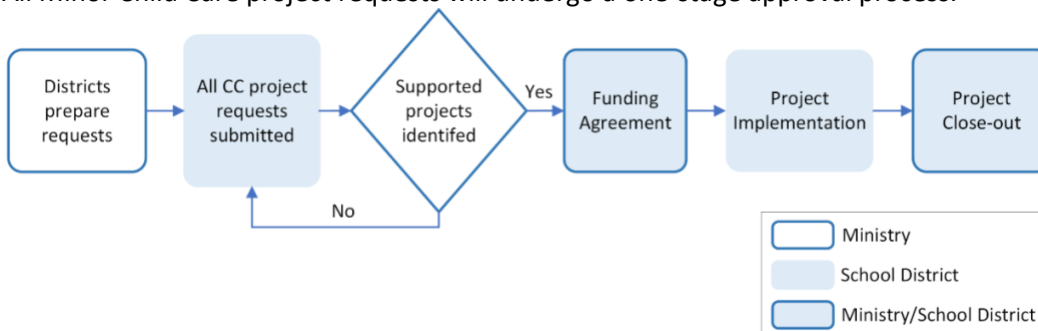
All requests made for a Minor Capital Program project (SEP, CNCP, BUS or PEP) will undergo a one-stage approval process:



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



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



## **ANALYSIS**

The 2026/27 Five-Year Capital Plan of the Richmond School District totals over \$1.06 billion and fall under the following categories:

### **A. Major Capital Programs**

#### **1. Seismic Mitigation Program (SMP)**

In keeping with the Richmond Project Team's project delivery mandate, a total of 22 projects have been included in the SMP. The projects listed have been prioritized in accordance with the formula established in the district's Long Range Facilities Plan, as well as the latest guidance from the ministry.

#### **2. School Expansion Program (EXP)**

Based on the latest enrolment projections the district requires building additions and new schools. One building addition in the Hamilton area and two new schools will be required in the Richmond City Centre Area.

#### **3. School Replacement Program (REP)**

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

#### **4. Rural Districts Program (RDP)**

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

### **B. Minor Capital Funding Programs**

The Ministry of Infrastructure has modified the calendar and deadlines for minor capital submissions. Minor capital plans are due September 30, 2025, and Food Infrastructure Program is due October 1, 2025, for the 2026/27 fiscal year. A separate report will be presented to the board for approval in September 2025.

#### **1. School Enhancement Program (SEP)**

SEP projects are investments that will contribute to the safety and function of a school and will extend the life of the existing asset. Current eligible SEP projects include electrical, energy, health and safety, mechanical, and roofing upgrades with budgets between \$100,000 and \$2 Million.

Up to five projects may be submitted annually, and for the capital plan, one dust extraction system replacement, one emergency generator, one boiler replacement, and two multi-site mechanical control systems are included.

#### **2. Carbon Neutral Capital Program (CNCP)**

The CNCP is an annual program that is available to provide capital funding specifically for energy efficiency projects that lower school districts' carbon emissions. Available funds are based on



the bank of carbon offsets collected annually by the Province from the district. Three lighting retrofits are included in the capital plan to convert existing lighting to LED (light-emitting diode).

3. Bus Acquisition Program (BUS)

School buses are considered capital assets and any new or replacement buses are funded as part of the school district's annual capital plan submission. For 2026/2027, the capital plan includes two buses that are eligible for replacement with zero emission electric vehicle buses.

4. Playground Equipment Program (PEP)

The PEP is an annual program that is available to provide funding to purchase and install new or replacement playground equipment. Up to three projects may be submitted annually for provincial funding consideration.

5. School Food Infrastructure Program (FIP)

The FIP is a program to assist Boards of Education with creating, improving, or expanding infrastructure for Feeding Future Funds across all communities in British Columbia.

6. Building Envelope Program (BEP)

There are four schools eligible for the Provincial Building Envelope Program. These will be submitted within the Capital Plan and prioritized based on the assessments, provincial prioritization, and synergies with other approved capital projects.

**C. Child Care Capital Planning (CC)**

Project requests fall into four categories: New Space Integrated (Major), New Space (Major), Conversion (Major), and Conversion (Minor). These projects are classified by dollar value, integration with major capital, creation of new space, or utilization of existing space. The ministry does not require a separate board resolution for childcare projects. Instead, projects are submitted through the ministry's MYCAPS system and prioritized based on community needs and synergies with other approved capital projects.

The ministry has not released opening dates and submission deadlines related to calls for submission for 2026/27 child care capital plans. These dates are anticipated to be confirmed by the ministry at a later time.

**CONCLUSION**

The 2026/27 Five-Year Capital Plan is built upon the district's Long Range Facilities Plan. It is in alignment with the district strategic priorities and goals, reflecting the priorities of facility needs of Richmond's learning community.

*Respectfully submitted,*

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

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

Attachments:

- Board Resolution – 2026/27 Five-Year Capital Plan (Major Capital)

June 18, 2025

Board Resolution

In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 38 (Richmond) hereby approves the proposed Five-Year Capital Plan (Major Capital) for 2026/2027 as provided on the Five-Year Capital Plan Summary (Major Capital) for 2026/27 submitted to the Ministry of Infrastructure.

I hereby certify this to be a true copy of the resolution for approval of the proposed Five-Year Capital Plan (Major Capital) for 2026/27 adopted by the Board of Education on this the 18<sup>th</sup> day of June, 2025.

Cindy Wang, MSc, CPA, CA  
Secretary-Treasurer

## 2026/27 Five-Year Capital Plan Summary (Major Capital)

### 2026/27 FIVE-YEAR CAPITAL PLAN Richmond School District #38

18 June 2025

SEISMIC MITIGATION PROGRAM (SMP) PROJECTS						
Priority	Facility Name	Project Description	Risk Rating	Year (Planning)	Total	Annual Total
1	R.C. Talmey Elementary	Structural Seismic Upgrade - Block 1 (H1) & Block 2 (H3), Substructure Upgrade - Both Blocks	H1	2026	\$43,000,000	\$177,223,000
2	Blundell Elementary	Structural Seismic Upgrade - Block 2 (H1) & Block 3 (H3), Substructure Upgrade - All 3 Blocks	H1	2026	\$31,178,000	
3	Matthew McNair Secondary	Structural Seismic Upgrade - Block 2 (H2) & Block 3 (H1)	H1	2026	\$47,224,000	
4	Westwind Elementary	Structural Seismic Upgrade - Blocks 1, 2, 3 & 4 (H1), Substructure Upgrade - All 5 Blocks	H1	2026	\$55,821,000	
5	Hugh McRoberts Secondary	Structural Seismic Upgrade - Block 1 (H1)	H1	2027	\$10,838,000	\$147,204,000
6	Steveston-London Secondary	Structural Seismic Upgrade - Block 1 (H1) & Block 3 (H3)	H2	2027	\$83,380,000	
7	John T. Errington Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1), Substructure Upgrade - All 3 Blocks	H1	2027	\$52,986,000	
8	James Gilmore Elementary	Structural Seismic Replacement - All 4 Blocks	H1	2028	\$77,950,000	\$151,119,000
	R.M. Grauer Elementary	Structural Seismic Upgrade - Block 2 (H1) & Block 3 (H3), Substructure Upgrade - All 3 Blocks	H1	2028	\$53,660,000	
	Quilchena Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1)	H1	2028	\$19,509,000	
11	Jessie Wowk Elementary	Structural Seismic Upgrade (H3) & Substructure Upgrade	H1	2029	\$35,426,000	\$138,615,000
12	Donald E. McKay Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1)	H1	2029	\$19,698,000	
13	Walter Lee Elementary	Structural Seismic Upgrade - Blocks 1 & 3 (H1) & Block 2 (H3)	H1	2029	\$28,039,000	
14	James Thompson Elementary	Structural Seismic Upgrade - Blocks 1, 3, 6, 7 & 8 (H1), Block 2 (H3) & Blocks 4 & 5 (H2), Substructure Upgrade - All 9 Blocks	H1	2029	\$55,452,000	
15	R.C. Palmer Secondary	Structural Seismic Upgrade - Block 2 (H1)	H1	2030	\$13,430,000	\$127,330,000
16	Thomas Kidd Elementary	Structural Seismic Upgrade - Block 1 (H1), Substructure Upgrade - Both Blocks	H1	2030	\$40,410,000	
	Daniel Woodward Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1), Substructure Upgrade - All 3 Blocks	H1	2030	\$47,594,000	
	Kingswood Elementary	Structural Seismic Upgrade - Blocks 1 & 3 (H3)	H3	2030	\$25,896,000	
19	Alexander Kilgour Elementary	Structural Seismic Upgrade - Block 1 (H1) & Block 4 (H2)	H1	2031	\$14,906,000	\$153,262,000
20	Tomekichi Homma Elementary	Structural Seismic Upgrade - Block 1 (H2), Substructure Upgrade - Both Blocks	H2	2031	\$59,546,000	
21	Kathleen McNeely Elementary	Structural Seismic Upgrade - Block 1 (H3), Substructure Upgrade - Both Blocks	H3	2031	\$49,516,000	
22	Sea Island Elementary	Structural Seismic Upgrade - Block 1 (H2), Substructure Upgrade - Both Blocks	H1	2031	\$29,294,000	

**2026/27 FIVE-YEAR CAPITAL PLAN**  
**Richmond School District #38**

18 June 2025

EXPANSION PROGRAM (EXP) PROJECTS					
Priority	Facility Name	Project Description	Year (Planning)	Total (Capital Plan)	Program Total
New Schools/Additions to Schools					
1	City Centre East Elementary	New 40K/300E Elementary School - City Centre Area population growth (City Centre East)	2026	\$54,170,000	\$166,003,000
2	Hamilton Elementary	0K/150E Addition (80K/500E total) - Hamilton Area population growth	2026	\$24,423,000	
3	City Centre West Elementary	New 60K/525E Elementary School - City Centre Area population growth (City Centre West)	2029	\$87,410,000	
Site Acquisitions					
1	City Centre East Elementary Site	2.5 Hectare Parcel - City Centre Area (City Centre East)	2026	\$60,000,000 Refer to ESSP	
2	City Centre West Elementary Site	0.9 Hectare Parcel - City Centre Area (City Centre West)	2028	\$30,000,000 Refer to ESSP	

## Report to the Board of Education (Public)

**Date:** June 18, 2025

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

**Subject:** 2025/26 Eligible School Site Proposal (ESSP)

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### RECOMMENDATION

**THAT** the Board of Education of School District No. 38 (Richmond) approve the 2025/26 Eligible School Site Proposal (ESSP) through adoption of the 2025/26 ESSP Resolution.

### POLICY CONSIDERATIONS

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

### BACKGROUND

Pursuant to the school site acquisition provisions of the Local Government Act, a 2025/26 Eligible School Site Proposal (ESSP) has been drafted in consultation with local government and developer stakeholders. The district's 10-year residential unit projections are based on information provided by City of Richmond. District planning staff continually consult with developer stakeholders to estimate potential timing of planned residential development as this impacts the enrolment projections for schools.

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

### REVIEW AND ANALYSIS

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

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

construction of two new schools. Recent Ministry-approval of expansions at all four elementary schools in the City Centre Area – Brighthouse, Cook, Talmey and Tomsett maximize the utilization of existing sites, however, they do not fully address the long-term space needs.

The 2025/26 ESSP report proposes two new elementary school sites in the City Centre. This first is in City Centre East and is targeted to open in September 2027. The second site is in City Centre West and is targeted to open by September 2032. A third City Centre Elementary school site may be required beyond 10 years in the Lansdowne Village Area as a result of significant level of ongoing high-density development.

District staff are consulting extensively with the City of Richmond and development community to explore opportunities to locate a new school site east of No. 3 Road to accommodate a new City Centre East elementary school. City Centre East is currently undergoing significant urban development with approximately 3,300 recently approved high-density residential units and 8,200 proposed units under construction. Enrolment growth is estimated to support a new school with a nominal capacity of 40 Kindergarten and 275 elementary students by 2027.

District planning staff are also collaborating with City staff to locate a new school site west of No. 3 Road to accommodate a new City Centre West elementary school. Approximately 40% of the City Centre's recently approved and large number of active housing developments are in City Centre West and are estimated to support a new school with a nominal capacity of 60 Kindergarten and 525 Elementary students by 2032.

Schedule B to this report anticipates the two eligible school sites will require a combined total of approximately 3.4 hectares at an estimated combined total cost of approximately \$90,000,000.

## **SUMMARY**

This report recommends the 2025/26 Eligible School Site Proposal (ESSP) be approved by the Board of Education through adoption of the attached resolution in accordance with the requirements of the *Local Government Act*.

Following the approval of the 2025/26 ESSP, a certified copy of the Board's resolution will be submitted to the City of Richmond and Metro Vancouver Regional District for acceptance pursuant to the *Local Government Act*. The eligible school site values will be included in the 2026/27 Five-Year Capital Plan.

*Respectfully submitted,*

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

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

#### Attachments

- Board Resolution – 2025/26 Eligible School Site Proposal
- Schedule A – 2025-2034 Projections: Eligible Development and Student Yield (School Age Children)
- Schedule B – 2025/26 Eligible School Site Proposal



June 18, 2025

**Board Resolution – 2025/26 Eligible School Site Proposal**

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

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

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

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

IT IS RESOLVED THAT:

- 1) Based on information received from City of Richmond, the Board of Education of School District 38 (Richmond) estimates that there will be 15,700 new development units constructed in the School District over the next 10 years (Schedule A);
- 2) These 15,700 new development units will be home to an estimated 1,640 school age children (Schedule A);
- 3) The Board of Education expects two (2) new school sites will be required in the City Centre Area over the next 10 year period as well as approved expansions to a number of schools to accommodate student growth resulting from new residential development within the School District;
- 4) According to Ministry of Infrastructure site standards presented in Schedule B, and consultation with the City of Richmond the eligible school sites will require a combined total of approximately 3.4 hectares in the City Centre Area. Both sites are expected to be purchased within 10 years and are estimated to cost a combined total of approximately \$90,000,000; and
- 5) The Eligible School Site Proposal be incorporated into the 2026/2027 Five-Year Capital Plan and submitted to the Ministry of Infrastructure.

I hereby certify this to be a true copy of the resolution for approval of the 2025/2026 Eligible School Site Proposal adopted by the Board of Education the 18th day of June, 2025.

Cindy Wang, MSc, CPA, CA  
Secretary-Treasurer

## SCHEDULE 'A' 2025-2034 Projections - Eligible Development Units and Student Yield (School Age Children)

**Table 1 - SCHOOL DISTRICT 38 - ELIGIBLE DEVELOPMENT UNITS (Annual estimate of new units by housing type (10 Year Estimates 2025-2034 based on growth forecasts by City of Richmond))**

Form of Housing \ Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	10 Year Total
Single Detached	89	89	89	89	89	89	89	89	89	89	890
Row Houses	182	182	182	182	182	182	182	182	182	182	1,820
Low Rise Apartments	181	181	181	181	181	181	181	181	181	181	1,810
High Rise Apartments	1,118	1,118	1,118	1,118	1,118	1,118	1,118	1,118	1,118	1,118	11,180
<b>Total Units</b>	<b>1,570</b>	<b>1,570</b>	<b>1,570</b>	<b>1,570</b>	<b>1,570</b>	<b>1,570</b>	<b>1,570</b>	<b>1,570</b>	<b>1,570</b>	<b>1,570</b>	<b>15,700</b>

**Table 2 - PROJECTED SCHOOL AGE YIELD (Age 5-17 population yield estimated from projected Eligible Development Units (EDU students by housing type 2025-2034))**

Form of Housing \ Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	10 Year Total
Single Detached	58	58	58	58	58	58	58	58	58	58	579
Row Houses	62	62	62	62	62	62	62	62	62	62	619
Low Rise Apartments	16	16	16	16	16	16	16	16	16	16	163
High Rise Apartments	28	28	28	28	28	28	28	28	28	28	280
<b>Total EDU Students</b>	<b>164</b>	<b>164</b>	<b>164</b>	<b>164</b>	<b>164</b>	<b>164</b>	<b>164</b>	<b>164</b>	<b>164</b>	<b>164</b>	<b>1,640</b>

**Table 3 - ESTIMATED AVERAGE NEW K-12 STUDENT YIELD RATE FROM NEW HOUSING 2025-2034**

Form of Housing \ Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Average Yield
Single Detached	0.65	0.65	0.65	0.65	0.65	0.65	0.65	0.65	0.65	0.65	0.65
Row Houses	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.34
Low Rise Apartments	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09
High Rise Apartments	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025

## SCHEDULE B: 2025/26 Eligible School Site Proposal (ESSP)

Proposed new school sites to be included in the 2026/27 Five-Year Capital Plan

### SCHEDULE 'B' - 2025/26 ELIGIBLE SCHOOL SITE PROPOSAL (ESSP) -

Proposed new school sites to be included in the 2026/27 Five Year Capital Plan

SITE - General Location	City Centre East Area	City Centre West Area	TOTALS
Basis of Cost	Estimate	Estimate	
Type of Expansion	New Elementary School	New Elementary School	
Existing Capacity	0	0	0
Long Term Capacity	585 Nominal / 546 Operating	585 Nominal / 546 Operating	1170 Nominal / 1092 Operating
Site Area (Ha)	2.5	0.9	3.4
Site Area (Acres)	6.3	2.2	8.4
Existing Site Area	0	0	0
<b>Estimated Cost of Land</b>	<b>\$60,000,000</b>	<b>\$30,000,000</b>	<b>\$90,000,000</b>

#### Notes:

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

-Eligible school site acquisition completions since the inception of the original ESSP include a site acquisition for MacNeill Secondary which opened as a new school in 2003.

-A third City Centre Elementary school site may be required beyond 10 years in the Lansdowne Village area.

## Report to the Board of Education (Public)

**Date:** June 18, 2025  
**From:** Christopher Usih, Superintendent  
**Subject:** School Charges for the 2025/26 School Year

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### RECOMMENDATION

THAT the Board of Education (Richmond) approves the 2025/26 Schedule of School Charges for Elementary and Secondary Schools in accordance with the School Act.

### INTRODUCTION

The purpose of this report is to provide background information on the school charges for the 2025/26 school year and to confirm that all fees charged within School District No.38 (Richmond) comply with both the School Act and Board Policy.

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

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

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

- a) Costs related to operating specialty academies, or costs that are additional to those of providing a standard educational program;
- b) The purchase or rental of a musical instrument for the student's personal use applies to a student participating in a music class, course or program, or a fine arts class, course, or program that includes a music component as part of an educational program;
- c) The purchase or rental of tools, materials, or equipment for a student's personal use in training or apprenticeship programs in trades;
- d) Costs for materials used in goods that students intend to take home for personal use or as gifts; and
- e) Other school supplies and equipment for a student's personal use.

## **POLICY CONSIDERATIONS BACKGROUND**

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

### **a) Policy 102 Diversity, Equity and Inclusion**

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

**Adopted: 07 December 2009**

**Revised: 21 May 2025**

### **b) Policy 602 Charges for Goods and Services**

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

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

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

**Adopted: 07 December 2009**

## **CONSULTATION**

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

## **ORGANIZATIONAL IMPACT**

### **ELEMENTARY SCHOOLS**

- Optional school supplies (which are not a fee but a school supply service for parents) have been noted each year for Trustees' information. Given the convenience and low cost of supplies purchased centrally by the district, the vast majority of parents choose the district's basic school supplies option. As always, parents have the choice to purchase their own school supplies if they prefer. The

elementary school supplies fee has increased by \$2, from the previous year, to \$35 to reflect an alignment with metro school districts.

- The Optional Kindergarten Cooking/Snack Program serves as a convenience for parents by providing snacks for recess and breaks, while also offering a learning opportunity for students in nutrition, food preparation and essential living skills. Differences in costs per school are primarily due to the cooking aspect of the program - more cooking activities lead to higher costs per student. This fee is optional and is simply offered as a service to families.
- Most of our elementary schools also provide Student Agendas which are purchased through the district's purchasing department, offering significant cost savings to families. Additionally, schools can customize the school planners with information and artwork. Therefore, the pricing differences are noted below.

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

School	School Supplies Fee	Agenda Fee	Cooking Fee
Anderson	\$35.00	\$6.00	\$20.00
Blair	\$35.00	\$7.00	\$20.00
Blundell	\$35.00	\$6.00	\$20.00
Bridge	\$35.00	\$6.00	\$15.00
Brighthouse	\$35.00	\$6.00	\$20.00
Byng	\$35.00	\$7.00	-
Cook	\$35.00	\$6.00	\$15.00
Currie	\$35.00	\$6.00	-
DeBeck	\$35.00	\$7.00	-
Diefenbaker	\$35.00	\$5.00	\$15.00
Dixon	\$35.00	\$6.00	\$20.00
Errington	\$35.00	\$6.00	\$15.00
Ferris	\$35.00	\$6.00	\$20.00
Garden City	\$35.00	\$6.00	\$20.00
Gilmore	\$35.00	\$6.00	\$10.00
Grauer	\$35.00	\$6.00	\$15.00
Hamilton	\$35.00	\$6.00	\$10.00
Homma	\$35.00	\$6.00	-
Kidd	\$3.00	\$6.00	-
Kingswood	\$35.00	\$6.00	\$15.00
Lee	\$35.00	\$6.00	\$20.00
Maple Lane	\$35.00	\$7.00	\$25.00
McKay	\$35.00	\$6.00	-

McKinney	\$35.00	\$6.00	\$20.00
McNeely	\$35.00	\$6.00	\$10.00
Mitchell	\$35.00	Paid by PAC	\$20.00
Quilchena	\$35.00	\$6.00	\$15.00
Spul'u'kwuks	\$35.00	\$6.00	\$20.00
Steves	\$35.00	\$6.00	-
Tait	\$35.00	\$6.00	\$20.00
Talmey	\$35.00	\$6.00	-
Thompson	\$35.00	\$6.00	\$10.00
Tomsett	\$35.00	\$6.00	\$20.00
Westwind	\$35.00	\$7.25	\$20.00
Whiteside	\$35.00	\$6.00	\$20.00
Woodward	\$35.00	\$7.00	\$15.00
Wowk	\$35.00	\$6.00	\$20.00

## SECONDARY SCHOOLS

### *Basic Fees:*

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

### *Advanced Placement Exams:*

All of our secondary schools, except for Richmond Secondary, offer a variety of Advanced Placement courses (AP). Graduation does not depend on these final exams. Therefore, students may choose to take AP final exams for a fee of \$175.00 per course.

### *International Baccalaureate (IB):*

Richmond Secondary is the only secondary school in the district that offers the IB Diploma and Certificate Programs for grades 11 & 12. They are currently in the process of updating IB fees. Effective for the 2025/2026 school year, IB fees are as follows:

- Grade 11 students enrolled in the IB Diploma Program will be charged a fee of \$1,150.00 in each year of the program (Year 1 and Year 2). Grade 11 students in the IB Certificate Program are charged a fee of \$275.00 per IB course, up to a maximum of \$1,150.00. Please note that these fees will be applicable for IB students in future years.
- For 2025/2026 only, Grade 12 students enrolled in the IB Diploma Program will be charged a fee of \$900.00 in Year 2 of the program. Grade 12 students in the IB Certificate Program are charged a fee of \$225.00 IB course, up to a maximum of \$900.00

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

School	Student Fee	AP Exam	AP Exam French & Mandarin	IB Diploma Program Fee	IB Course Fee (Certificate)
Boyd	\$28.00	\$175.00			
Burnett	\$28.00	\$175.00			
Cambie	\$28.00	\$175.00			
MacNeill	\$28.00	\$175.00			
McMath	\$28.00	\$175.00	\$175.00		
McNair	\$28.00	\$75.00			
McRoberts	\$28.00	\$175.00	\$175.00		
Palmer	\$28.00	\$175.00	\$175.00		
Richmond	\$28.00	-		Year 1 - \$1,150.00 Year 2 - \$900.00	Year 1 - \$275.00 Year 2 - \$225.00
SLSS	\$28.00	\$175.00			
Horizons & Station Stretch	-				

#### *Academies:*

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

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

#### **FINANCIAL IMPACT**

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



**PERSONNEL IMPACT**

There is no foreseeable impact on school personnel.

**SUSTAINABILITY CONSIDERATIONS**

There is no anticipated impact for the upcoming school year.

**ALTERNATIVES/OPTIONS (Other Considerations)**

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

**CONCLUSION**

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

*Christopher Usih*  
*Superintendent*

## Report to the Board of Education (Public)

**Date:** June 18, 2025

**From:** Christel Brautigam, Assistant Superintendent

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

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

### INTRODUCTION

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

### STRATEGIC PLAN REFERENCES

**Priority 1, Goal 3:** Indigenous Peoples history, perspectives, and learning approaches are embedded within district planning and practices.

**Priority 2, Goal 1:** District learning environments are equitable and inclusive.

**Priority 2, Goal 2:** Richmond School District actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation and socio-economic status.

**Priority 4, Goal 1:** Inclusion, equity, and diversity are foundational to employment at every level of the district.

**Priority 5, Goal 3:** Our students' voices and perspectives are valued, encouraged and embedded.

### BACKGROUND

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

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

The committee comprises representatives from Trustees, CUPE, RASA, RDPA, RMAPS, RTA, students, and district-based staff. It advises on priority implementation and reports annually to the Board and via the Strategic Plan update process.

#### **UPDATE ON ESTABLISHED PRIORITIES**

The following tables provide highlights about actions in each priority area. The DEI AC has provided input and feedback regarding the actions in progress to help inform the next steps needed in each priority area.

<b>Priority: Develop an Employee Focused DEI Implementation Strategy</b>
<b>Strategic Plan Connections</b>
Priority 2, Goal 2; Priority 4, Goal 1
<b>Examples of Actions in Progress</b>
<ul style="list-style-type: none"> <li>• Staff training examples from 2024/25 include: <ul style="list-style-type: none"> <li>○ Antiracism training for all Facilities Services staff (January 2025)</li> <li>○ Equity and anti-oppression training for all area and school counselors (Spring 2025)</li> <li>○ Onboarding antiracism and anti-bias training for all new TTOCs and new teacher hires</li> <li>○ Legal responsibilities and the Safe Schools Act for system leaders</li> </ul> </li> <li>• Professional development includes DEI-focused workshops, book clubs, and professional learning days for all employee groups offered throughout the school year.</li> <li>• Library and book room audits assess resource diversity through initiatives like Indigenous Peoples Collections and selecting ELL resources with a DEI lens.</li> <li>• Inquiry Grants in the areas of JEDI (Justice, Equity, Diversity and Inclusion), and Truth and Reconciliation are increasing in depth with focused guidance from teacher consultants.</li> <li>• Partnership with UBC to build capacity with existing leaders, new teacher leaders and beginning teachers through the development of an MEd Program in JEDI and the JEDI Teacher Education Cohort. The first cohort of MEd DEI cohort graduated from UBC this past April 2025.</li> </ul>
<b>Next Steps</b>
<ul style="list-style-type: none"> <li>• Implement the Responding to Incidents of Student Harm for Principals and Vice Principals framework by training PVPs and designated staff.</li> <li>• Expand training for support staff (e.g., custodial, clerical), emphasizing empathy and bias awareness and continue tailored learning, including onboarding and scaffolded supports for specific roles.</li> <li>• Analyze underrepresented topics and include them in staff learning opportunities.</li> <li>• Continue consultation with Indigenous rightsholders in responding to acts of anti-Indigenous racism.</li> <li>• Planning underway for 3<sup>rd</sup> annual district-wide Indigenous focused non-instructional day in May 2026.</li> <li>• Oversee implementation of updated Board Policy 102, Equity, Diversity and Inclusion.</li> </ul>
<b>Priority: Develop a Student Focused DEI Implementation Strategy</b>
<b>Strategic Plan Connections:</b>
Priority 2, Goal 2; Priority 5, Goal 3
<b>Examples of Actions in Progress</b>

<ul style="list-style-type: none"> <li>• Student voice about school experiences, identity, belonging and safety is captured through; <ul style="list-style-type: none"> <li>○ Table38 and Presidents' Council</li> <li>○ School-based student voice groups</li> <li>○ District Student Voice Forum (3<sup>rd</sup> annual, Feb 2025)</li> <li>○ Surveys such as the ELL Student Survey and District Belonging Survey resulting in student focus groups to examine student feedback more deeply</li> <li>○ Student representation on board advisory committees</li> </ul> </li> <li>• Support educators by: <ul style="list-style-type: none"> <li>○ Providing resources teachers can use to enhance student engagement in antiracism learning, understanding and language</li> <li>○ Encouraging learning about the diversity of celebrations in the local community and around the world</li> <li>○ Empowering and building teacher capacity through teacher consultant led workshops and resources to enhance teachers' abilities to teach with an equity lens</li> </ul> </li> <li>• Provide supports for classrooms from the DEI Teacher Consultant.</li> <li>• Inquiry grants that focus on building a sense of belonging for students.</li> </ul>
<b>Next Steps</b>
<ul style="list-style-type: none"> <li>• Further develop learning supports to; <ul style="list-style-type: none"> <li>○ Involve students in the development of learning processes around the definitions of discriminatory or harmful acts and the responsibility of bystanders.</li> <li>○ Continue to develop student understandings of what constitutes racism and its effects on the school and wider community.</li> <li>○ Involve learning about terminology related to DEI work and why accurate vocabulary use is important.</li> <li>○ Continue to develop historical understandings of systemic marginalization particularly within the local and national context.</li> </ul> </li> <li>• Support critical media literacy to help students navigate online narratives responsibly.</li> </ul>

<b>Priority: Increase Student Voice and Leadership in DEI Initiatives</b>
<b>Strategic Plan Connections</b>
Priority 2, Goals 1-2; Priority 5, Goal 3
<b>Examples of Actions in Progress</b>
<ul style="list-style-type: none"> <li>• Student voice elicited through several workshops and student voice groups for students to explore identity of self and others, to find commonality, and to learn about stories of others.</li> <li>• Student voice elicited through surveys (e.g. ELL, Belonging, strategic planning engagement).</li> <li>• Elementary focus groups based on the theme of belonging.</li> <li>• Table 38 24/25 year-long focus on Identity and belonging.</li> </ul>
<b>Next Steps</b>

- Conduct focus groups to involve students in co-constructing equity initiatives including collaboration with Integrated Child and Youth Teams (ICY) for student-led focus groups on schooling issues.
- Involve students in reducing discrimination and harm and increasing safety and belonging.
- Work with students to be active voices in the development of mental health supports and monitor if it is making a difference.
- Discuss data sources with students in a meaningful way to provide context for and a deeper understanding of the data available (from student learning surveys, belonging surveys, strategic plan engagement, inquiry grants).
- Student input factors heavily into student centred spaces such as the upcoming improvements to the Indigenous Gathering Space at Boyd.

### **Priority: Support All Schools and Facilities to be Safer and Braver Spaces**

#### **Strategic Plan Connections**

Mission, Values Statement (Respect, Equity)

#### **Examples of Actions in Progress**

- Student Voice Forum provided a safer and braver space for diverse youth to share their views in a supported environment.
- Student focus groups conducted with the theme of building belonging and build on conversations that began at the forum.
- Continue developing Justice, Equity, Diversity and Inclusion (JEDI) teams in schools to support and extend learning in all areas connected to justice, equity, diversity and inclusion and ensure the team includes membership from CUPE, RASA, RTA, parents, and students.
- Exploring affinity spaces and how they can be used to create safer/braver spaces for all.

#### **Next Steps**

- Incorporate feedback from all partner groups and continue to build on the Responding to Incidents of Student Harm for Principals and Vice Principals framework created in 2024/25 while creating an employee focused framework in 2025/26.
- Support students who report feeling excluded and use their voice to develop structures and processes that improve the feeling of belonging across all district spaces. This includes developing processes to determine the effectiveness of any changes made.
- Continue student voice forums and student focus groups and the creation of student-centred spaces such as Indigenous Gathering and JEDI spaces.
- Support effective dialogue strategies for teachers and student leaders so that conversations about local and global issues can take place safely, openly and with respect for all with an anti-oppression lens.

### **Priority: Ensure That Clear Reporting Guidelines for Incidents Causing Harm, such as Discrimination, Racism, and Sexual Harassment are Implemented, Including Measures to Make Reporting Safer, and to Provide Clarity Regarding All Steps That will be Followed in the Process**

#### **Strategic Plan Connections**

Mission; Priority 2, Goal 2

#### **Examples of Actions in Progress**

<ul style="list-style-type: none"> <li>Responding to Incidents of Student Harm for Principals and Vice Principals framework developed in 2024/25, reviewed three times by the DEI AC, aligned with MECC Racism Response Guidelines. Ready for implementation in September 2025.</li> </ul>
<b>Next Steps</b>
<ul style="list-style-type: none"> <li>Implement the protocols established in the Responding to Incidents of Student Harm for Principals and Vice Principals framework.</li> <li>Enhance transparency by sharing the protocols for responding to incidents with school communities with a focus on clear adherence to the code of conduct, restorative processes, and learning.</li> <li>Continue to build feelings of safety and belonging in schools through education and analysis of responses to surveys and student voice feedback (e.g. Strategic plan engagement, district belonging survey).</li> <li>Community consultation beginning June 2025 on anti-oppression primers to accompany the Responding to Incidents of Student Harm for Principals and Vice Principals framework.</li> <li>Develop, in consultation with HR, a Responding to Incidents of Harm protocol for employees.</li> </ul>

<b>Priority: Update and/or Develop District Policies and Regulations with Clearly Articulated DEI Principles and Consideration of the Intended Reading Audience</b>
<b>Strategic Plan Connections</b>
Priority 2, Goal 2
<b>Examples of Actions in Progress</b>
<ul style="list-style-type: none"> <li>All policies are reviewed using the DEI checklist.</li> <li>Board Policy 102 (Diversity, Equity, Inclusion), originally drafted in 2009, was revised in 2024-2025 with partner group input, reflecting current antiracism and anti-oppression principles. Adopted by the Board of Education, May 2025.</li> </ul>
<b>Next Steps</b>
<ul style="list-style-type: none"> <li>Update all existing policies to be aligned with the DEI Policy Checklist.</li> </ul>

<b>Priority: Engage in Decolonizing Practices as Part of the Board's Commitment to Truth and Reconciliation</b>
<b>Strategic Plan Connections</b>
Priority 1, Goal 3
<b>Examples of Actions in Progress</b>
<ul style="list-style-type: none"> <li>Indigenous graduation coach pilot concluded June 2025 following a very successful year at McNair Secondary. The Indigenous graduation coach model has been expanded to all secondary schools in the district with full implementation in September 2025.</li> <li>Implementation of Indigenous Education Council (IEC) as per Bill 40 legislation.</li> <li>Continue to seek more frequent engagement and collaboration opportunities with Musqueam. For example, on May 24, 2025, several SD38 staff engaged in an all-day learning opportunity on Musqueam reserve.</li> <li>Professional Learning: <ul style="list-style-type: none"> <li>Deepening staff understanding of decolonizing practice through learning in book club study groups focused on Indigeneity in Canada and to deepen understanding of reconciliation and decolonizing practices.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Examples of Indigenous education series for educators by teacher consultants include: Residential School System / 60's Scoop / Indigenous Languages, Story work, Governance, Worldviews, Pedagogy, Cultures and Traditions / Land Acknowledgements: Why and How.</li> <li>○ Several workshops offered in district and through First Nations Education Steering Committee (FNESC) for secondary teachers for implementation of Indigenous focused graduation requirement courses for secondary graduation.</li> <li>○ Second annual Indigenous focused district wide non-instructional day May 2025.</li> <li>● Indigenous Family events: <ul style="list-style-type: none"> <li>○ Community Night, - November 25, 2024, 180 Attendees</li> <li>○ Bannock and Jam-February 24, 2025, 200 Attendees</li> <li>○ Achievement Ceremony May 24, 2025, 200 Attendees, including all graduation coaches for 2025/26.</li> </ul> <p>Increased attendance was experienced at all events this year.</p> </li> <li>● Examples of decolonizing practices: <ul style="list-style-type: none"> <li>○ Each school in the district honours the tragic history of residential school in some way including the hanging of the "Every Child Matters Flag" in their school building where it can be seen / discussed by students and staff.</li> <li>○ Curate a list of Indigenous vendors, Elders, Knowledge Keepers, and performers for schools.</li> <li>○ Foster connection to place in district spaces including classroom learning, and land acknowledgements.</li> <li>○ Include healing and restorative practices when a harm is caused in schools.</li> <li>○ Incorporate visual artifacts of Indigenous art and presence in our district spaces. For example: <ul style="list-style-type: none"> <li>▪ A few schools have undertaken a thoughtful and collaborative process of engagement with their school communities and local Indigenous artists to adopt new monikers that reflect Indigenous imagery and stories.</li> <li>▪ Musqueam artist mural at McRoberts where students were part of the process through ideation and observation.</li> </ul> </li> <li>○ Indigenous Peoples collection project in library learning commons is now complete in 11 schools.</li> </ul> </li> </ul>
<b>Next Steps</b>
<ul style="list-style-type: none"> <li>● Further establish the Indigenous Education Council (IEC).</li> <li>● Support the new Indigenous graduation coaches in their work, and employ strategic use of supports to optimize positive outcomes for students, including improving graduation rates.</li> <li>● Continue to increase the number of inquiry grants in this area.</li> <li>● Design meetings of the Indigenous Education Advisory Committee with First Peoples' Principles centred.</li> </ul>

<b>Priority: Develop Inclusive Supports for the Parent/Caregiver Community Including Parent Advisory Councils</b>
<b>Strategic Plan Connections</b>
Priority 5, Goals 1, 4
<b>Examples of Actions in Progress</b>

- Richmond District Parent Association (RDPA) has representation on Board advisory committees.
- Schools incorporate the DEI Calendar of dates and acknowledgements in school communications to parents/caregivers to build understanding of the variety of equity, diversity and inclusion months and days as well as faith-based holidays and observances throughout the year to help schools and PACs plan mindfully with these events in mind.
- District staff is available to support parent education upon request from PACs.

#### Next Steps

- Explore additional communication strategies with the parent/caregiver community to build understanding of what is being taught in schools in relation to DEI, in addition to what is already shared via school and district websites and social media platforms.
- Continue to find ways to keep parents informed meaningfully and to help bridge understanding, with a particular focus on accessible vocabulary and language particularly for ELL caregivers.
- Communicate the Responding to Incidents of Student Harm for Principals and Vice Principals framework to families to increase transparency when resolving school-based incidents of racism or discrimination.

#### CONCLUSION

The DEI AC extends heartfelt gratitude to its dedicated members, the Board of Education, students, and partner groups (CUPE, RASA, RDPA, RMAPS, RTA) for their unwavering support. Their feedback shapes the ongoing work to create a more inclusive and equitable school district. The committee is committed to advancing these priorities in 2025/26, aligning with the district's vision for safe and equitable learning environments.

Respectfully submitted,

Christel Brautigam  
Assistant Superintendent



## Report to the Board of Education (Public)

**Date:** June 18, 2025

**From:** Kristopher Wilkins, Director, Facilities Services  
Sam Gu, Manager, Energy and Sustainability  
Travis Wong, Energy Specialist

**Subject:** **2024 Climate Change Accountability Report Summary**

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

### STRATEGIC PLAN REFERENCES

#### *Strategic Priority 3: Optimized Facilities & Technology*

- *Goal 3: The district fosters energy efficient and environmentally sustainable facilities and practices.*

#### *Objectives:*

- *1 – Develop and implement a five-year District Sustainability and Climate Action Plan*
- *2 – Improve energy efficiency, climate resiliency and sustainability of all facilities through capital improvements.*
- *3 – Implement sustainable practices and programs to improve waste diversion rates, reduce waste generation, reduce greenhouse gas emissions, conserve water, and promote climate action.*
- *4 – Increase sustainability education and awareness training and learning opportunities for staff and students*

### DISCUSSION

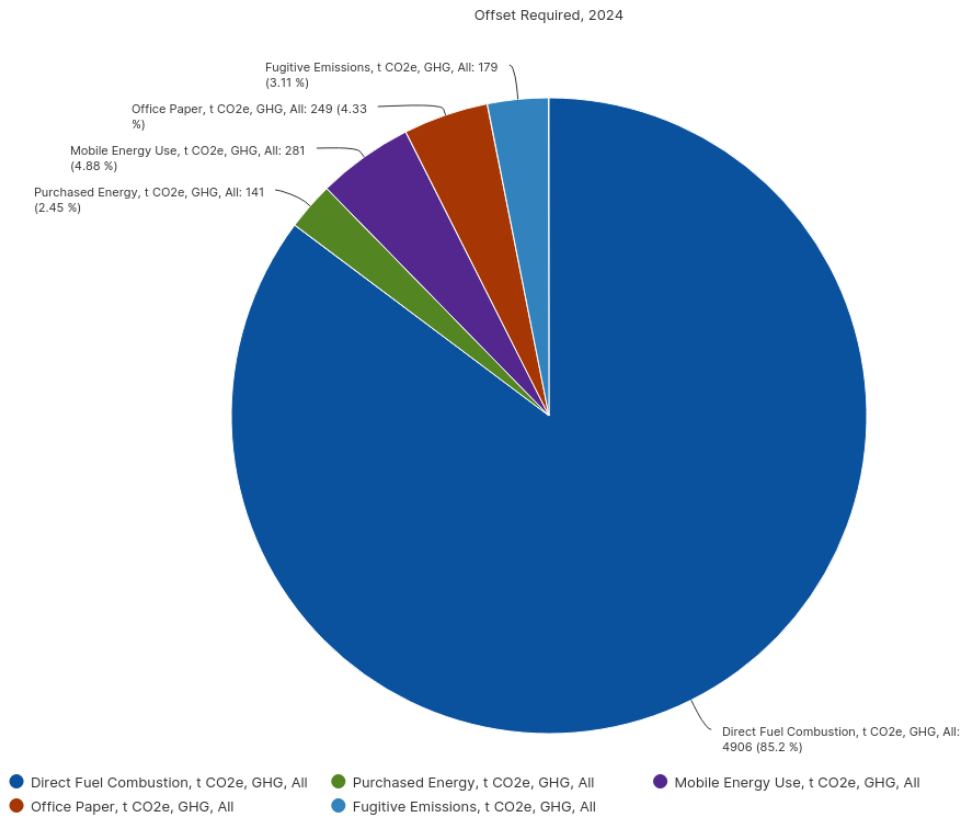
#### Introduction

All Public Sector Organizations are required by the Ministry of Environment and Climate Change (MECC) to report on its greenhouse gas emissions. These emissions are then converted into an equivalent tonnes of carbon dioxide (t CO<sub>2</sub>e), using a number of factors that convert any greenhouse gas into its carbon dioxide equivalent.

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

## 2024 Greenhouse Gas Emissions and Offsets Summary

In 2024, there were 5,764 t CO<sub>2</sub>e of GHG emissions that required offset by Richmond School District, of which 85.2% was from natural gas and propane (for portables) and diesel (for backup generators), 2.45% from electricity, 4.88% from fleet sources, 3.11% from fugitive emissions, and 4.33% from paper consumption.



**\$144,100** is the total amount of money that the District had to pay for 2024 carbon offset.

Richmond School District 38's 2024 GHG Emissions and Offsets Summary	
<b>GHG emissions for the period January 1 - December 31, 2024</b>	
Total BioCO <sub>2</sub>	35.2
Total Emissions (tCO <sub>2</sub> e)	5,954
Total Offsets (tCO <sub>2</sub> e)	5,764
<b>Adjustments to Offset Required GHG Emissions Reported in Prior Years</b>	

Total Offsets Adjustment (tCO <sub>2</sub> e)	0
<b>Grand Total Offsets for the 2024 Reporting Year</b>	
Grand Total Offsets to be Retired for 2024 Reporting Year (tCO <sub>2</sub> e)	5,764
Offset Investment (\$)	\$ 144,100

In 2024, we have achieved a total of **31% reduction in building** and a **17% reduction in fleet emissions from the baseline in 2007**, making progress in both metrics against our 2030 targets.

#### Richmond School District 38 (SD38) GHG Emissions [tonnes CO<sub>2</sub>e] Comparison in 2023 & 2024

Types of emissions	2023	2024	% Change
<b>A. Stationary Sources - Buildings [tCO<sub>2</sub>e]</b>	5,197	5,046	-2.90%
<b>B. Mobile Sources - Fleet [tCO<sub>2</sub>e]</b>	425	436	+2.55%
<b>C. Office Paper [tCO<sub>2</sub>e]</b>	247	249	+0.77%
<b>D. Fugitive Emissions <sup>1</sup>[tCO<sub>2</sub>e]</b>	/	179	/
<b>Total [tCO<sub>2</sub>e]</b>	<b>5,869</b>	<b>5,910</b>	<b>+0.70%</b>

In 2024, there was a 0.84% increase in total emissions, primarily due to SD38 starting to track fugitive emissions as per the new provincial requirement. Fugitive emissions accounted for 179 tCO<sub>2</sub>e, approximately 3.11% of the total emissions.

#### Richmond School District 38 (SD38) GHG Emissions [tonnes CO<sub>2</sub>e] Comparison in 2023 & 2024 (excluding Fugitive Emissions)

Types of emissions	2023	2024	% Change
<b>A. Stationary Sources - Buildings [tCO<sub>2</sub>e]</b>	5,197	5,046	-2.90%
<b>B. Mobile Sources - Fleet [tCO<sub>2</sub>e]</b>	425	436	+2.55%
<b>C. Office Paper [tCO<sub>2</sub>e]</b>	247	249	+0.77%
<b>Total [tCO<sub>2</sub>e]</b>	<b>5,869</b>	<b>5,731</b>	<b>-2.35%</b>

Excluding fugitive emissions, the total emissions for 2024 would be 5,731 tCO<sub>2</sub>e. SD38 is pleased to see a continuous reduction in stationary source emissions. The slight increase in mobile source and office paper emissions is mainly attributed to the addition of approximately 500 students, two modular classroom additions, and four new daycare facilities in 2024.

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

### Building Emissions

These emissions account for the vast majority of the District's overall emissions at (85.2%) in 2024.

Of the nine District Sustainability and Climate Action Plan (DSCAP) pillars, Energy Conservation presents the greatest opportunity for both GHG reductions and financial savings given that the largest proportion of the District's GHG emissions is from energy use in buildings. Thus, the largest proportion of our GHG reduction initiatives focus on energy conservation within our schools and administrative facilities. In 2024, activities included:

- Continuous Optimization (C-Op) projects were investigated and acted upon at 10 sites: Currie, DeBeck, Garden City, Grauer, Ferris, Homma, Kingswood, Maple Lane, McKay, and Steves.
- Boiler replacement projects for high-efficiency condensing boilers at Boyd Secondary and Kilgour Elementary Schools (578.16 GJ saved).
- Domestic Hot Water Heater replacement project at Brighthouse Elementary School (~100GJ saved).
- Direct Digital Control (DDC) upgrades at Errington, Kingswood, McNeely, Talmey, and Thompson Elementary Schools (energy saving numbers are under calculation).
- Energy-saving behavioural campaign on thermal comfort to reduce natural gas consumption in 20 schools (15 Elementary and 5 Secondary). SD38 intends to run the campaign again in 2025.
- LED upgrades at Blundell Elementary, Brighthouse Elementary, and Palmer Secondary (285,269 kWh electricity saved).
- 8 Dual Fuel Rooftop Units (RTUs) Replacement at Rideau Park IT Service Centre (2,030 GJ natural gas saved).

In 2023, the occupied floor area of the District slightly increased by 0.5% from 276,038 m<sup>2</sup> in 2023 to 277,530 m<sup>2</sup> in 2024 (two modular additions and four modular daycares). Despite this increase, there was 2,215 GJ of natural gas saved in 2024, mainly due to the DDC upgrades mentioned above and the commencement of the 8 Dual Fuel RTUs at Rideau Park Technology Resource Centre. Electricity consumption saw an increase of 65,395kWh, which was mainly due to numerous additions and the new RTU running primarily on electricity now instead of natural gas as the primary fuel. SD38 will continue to identify more electricity-saving opportunities for GHG emission reduction.

### Covid-19 Impact on GHG Emissions

Now that the province is managing Covid-19 as endemic, the District has updated its mechanical ventilation schedules to maintain the pre-occupancy flush in all buildings. This differs from the pre- and post-occupancy flushes that were in operation during the pandemic, and is a result of updated guidance from ASHRAE and best practice recommendations from the BC Centres for Disease Control. This adjustment not only supports continued indoor air quality improvements but also helps reduce ventilation-related energy use and associated GHG emissions.

### Fleet Emissions

The vehicle fleet accounted for 4.88% of the District's overall emissions in 2024. In order to reduce the fleet emissions, there was a two-pronged approach:

- Behavioural – providing training and planning resources to all employees that drive District vehicles on route planning and economic driving techniques.

- Technical – as existing vehicles reach a point where maintenance costs become greater than the cost of replacement, they will be retired in favour of electric vehicles where feasible, or with a more fuel-efficient version of the same.

In 2024, Richmond School District acquired 4 gasoline pickup trucks. Mobile emissions increased from 425 tCO<sub>2</sub>e in 2023 to 436 tCO<sub>2</sub>e in 2024. Due to higher student enrolment from 22,772 in 2023 to 23,307 in 2024 (a 2.35% increase), there was a corresponding increase in school bus services.

Although we have seen an increase in GHG emissions, the Richmond School District has achieved an increase in our Corporate Average Fuel Economy of 32%<sup>2</sup> (28% last year) compared to the baseline from 2011, through the retirement of less fuel-efficient vehicles.

#### Greenhouse Gas Reduction Planning for 2025/26

In 2025, we are continuing with the District's comprehensive energy conservation program and have a number of energy efficiency projects slated including:

- Boiler upgrade projects to high-efficiency condensing boilers at Richmond Secondary.
- We will continue to explore the energy savings from C-Op projects. The 10 sites selected for investigation in 2025 will be determined shortly.
- Direct Digital Control (DDC) upgrades at Palmer Secondary, Steveston-London Secondary, and Sea Island.
- LED lighting upgrade at 3 sites: Garden City Elementary, Quilchena Elementary, and Boyd Secondary.
- Rooftop Units (RTU) replacement project to Dual Fuel RTUs at Kingswood Elementary.
- The EV infrastructure upgrade at the Facilities Services Centre to support continued electrification of the fleet. The delivery of 2 new electric school buses is anticipated in June 2025.

## **CONCLUSION**

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

*Kristopher Wilkins, B.Eng.  
Director, Facilities Services*

*Travis Wong, MEL  
Energy Specialist*

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

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<sup>2</sup> The fuel economy is determined based on linear regression analysis, incorporating the growth of the student population.

## Report to the Board of Education (Public)

**DATE:** June 18, 2025

**FROM:** Shaun Sephton, Director of Richmond International Education

**SUBJECT:** **Richmond International Education Tuition Fee Increase Effective 2026/27 School Year**

### RECOMMENDATION:

**THAT** the Board of Education (Richmond) approve a tuition fee increase for students registered in Richmond International Education (RIE) from CAD\$16,000 (Sixteen Thousand Canadian Dollars) per year to CAD\$17,000 (Seventeen Thousand Canadian Dollars) per year, effective September 2026.

### POLICY CONSIDERATIONS:

The recommendation to increase the tuition fee follows guidelines outlined in Policy 611.3.

### BACKGROUND:

A review of 2026/27 program tuition fees for peer international education programs shows that Richmond RIE tuition fee will be at approximately the midpoint of other Metro Vancouver school districts. Our tuition fee requires an upward adjustment to reflect the quality of the program being delivered to international students and to remain competitive with our peer programs.

District	September 2026 Tuition
Coquitlam	\$18,500*
Delta	\$17,700*
West Vancouver	\$17,250
Vancouver	\$17,000
<b>Richmond (proposed)</b>	<b>\$17,000</b>
North Vancouver	\$17,000
Burnaby	\$16,750
Langley	\$16,500*
Surrey	\$16,325
New West	\$15,500

\*Programme Fee (tuition + medical insurance).

It is anticipated that the proposed tuition fee increase will have little to no impact on the marketability of the program given that many of our peer Metro Vancouver school districts have raised tuition fees for the 2025/26 school year, and others will do so for the 2026/27 school year. Therefore, RIE is recommending that the board keeps pace with the fee structures of Metro Vancouver school districts effective 2026/27 school year.

**CONSULTATION**

Discussions have taken place with senior staff, Finance, the International Education team, and education partners. Consultation regarding the recommendation to increase the tuition fee follows guidelines as outlined in Policy 611.3-R.

The recommendation should lead to stable international education program revenue, which will offset inflation pressures, market conditions, and further avail the board of greater flexibility in delivering educational programs to all Richmond students.

**CONCLUSION**

The international education program will remain a viable means of support for various initiatives of the school district. The proposed tuition fee adjustment will further serve to support the provision of educational programs within the district while continuing to position Richmond within the metro Vancouver region as a strong and desirable program.

While challenges remain, RIE staff hold a positive outlook for international education programs in Richmond for the next three year cycle. The RIE Department appreciate the continued support of the board as the program continues to evolve and thrive.

*Respectfully Submitted,*

*Shaun Sephton  
Director, Richmond International Education*

**Education Committee**  
**Public Meeting Minutes**

**Wednesday, May 14, 2025 – 6:00 pm**  
**Via Zoom**

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**Present:**

Vice Chairperson	D. Yang
Alternate Member	A. Wong
Trustee	D. Tablotney
Superintendent	C. Usih
Assistant Superintendent	M. Naser
District Administrator	L. Chau
Teacher Consultant	C. Russo
Teacher Consultant	J. Tang
Teacher Consultant	K. Canas
Teacher	S. Mills
Teacher	R. Yoo
Teacher	J. Leung
Teacher	R. Walliser
Representative, Richmond Association of School Administrators	K. Li
3 <sup>rd</sup> Vice President, Richmond Teachers' Association	J. Cho
President, Richmond District Parents' Association	C. Huang
Executive Assistant (Recording Secretary)	S. Khan

**Absent:**

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

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

Vice Chairperson David Yang informed the committee that Chairperson Heather Larson is unable to attend and chair the meeting today. He will be acting chairperson for the meeting.

**1. Adopt Agenda**

The agenda was adopted as circulated.

**2. Approve Minutes**

The minutes of the public meeting held Wednesday, April 16, 2025, were approved as circulated.



**3. Collaborative Inquiry: Inspiring Learners Across the District**

Assistant Superintendent Maryam Naser introduced District Administrator Linda Chau. She introduced the topic of Collaborative Inquiry and introduced teacher consultants Carolyn Russo, Jonathan Tang and Kristine Canas. The teacher consultants gave a presentation which highlighted the purpose of the inquiry grants and informed the committee that the district currently has over 100 inquiry grants this year spanning a diverse range of topics. Teachers from various schools in the district also participated in the presentation, sharing their perspectives and highlighting a range of inquiry grant projects that foster collaboration among students and staff.

Trustees requested additional details about some of the projects and expressed their appreciation for the innovative and collaborative work.

**4. Next Meeting Date – June 11, 2025 at 6:00pm.**

**5. Adjournment**

The meeting adjourned at 6:59 pm.

*Respectfully Submitted,*

*David Yang  
Vice Chairperson, Education Committee*

## **Facilities and Building Committee**

### **Public Meeting Minutes**

**Wednesday, May 7, 2025 - 4:30 pm**  
**Via Zoom**

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**Present:**

Chairperson	K. Hamaguchi
Vice Chairperson	H. Larson
Trustee	R. Belleza
Superintendent	C. Usih
Director, Richmond Project Team	J. Ho
Director, Facilities Services	K. Wilkins
President, Richmond Teachers' Association	L. Baverstock
3rd Vice President/Pro-D Chair, Richmond Teachers' Association	J. Cho
President, Richmond Association of School Administrators	N. Widdess
President, Richmond District Parents' Association	C. Huang
Executive Assistant (Recording Secretary)	S. Khan

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

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

**1. Approval of Agenda**

The agenda was adopted as circulated.

**2. Approval of Minutes**

Minutes from the April 2, 2025 meeting was approved as circulated.

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

The Director, Richmond Project Team noted that the report was included in the agenda package.

The Director, Richmond Project Team responded to partner groups' questions regarding growth in city centre.

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

The Director, Richmond Project Team noted that the report was included in the agenda package.

The Director, Richmond Project Team responded to partner groups' questions regarding furniture delivery for Tomsett Elementary, and childcare facilities at Garden City and Spul'u'Kwuks.

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

The Director, Facilities Services noted that the report was included in the agenda package.

Trustees asked questions regarding the district's five-year sustainability and climate action plan, and continuous optimization investigation. Partner groups asked questions about the ventilation systems in schools and the possibility of adding air conditioning. The Director, Facilities Services responded to these questions.

**6. Minutes for Information**

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

Minutes of Meeting held March 5, 2025 were attached for information.

**7. Next Meeting Date – June 4, 2025 at 4:30 pm**

**8. Adjournment**

The meeting adjourned at 5:04 pm.

*Respectfully Submitted,*

*Ken Hamaguchi*

*Chairperson, Facilities and Building Committee*

## Finance and Legal Committee

### Public Meeting Minutes

**Wednesday, May 14, 2025 – 10:00 am**  
**Via Zoom**

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**Present:**

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

**Regrets:**

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

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

**1. Adopt Agenda**

The agenda was adopted as circulated.

**2. Approve Minutes**

The minutes of the public meeting held Wednesday, April 16, 2025, were approved as circulated.

**3. Human Resources Update**

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

In response to questions from the President, Richmond District Parents Association, the Executive Director, HR clarified that the district does not limit student registration, and that staffing levels are determined based on schools' needs. She also highlighted that mentoring strategies are in place to support teacher candidates in the Montessori program.

The President, Richmond Teachers' Association raised concerns about challenges resulting from varying enrolment levels at secondary schools—some experiencing growth while others face declining enrolment. She also expressed appreciation for the district's ongoing recruitment efforts, particularly those focused on mentoring teacher candidates.

**4. Next Meeting Date – Wednesday, June 11, 2025 at 10:00 am**

**5. Adjournment**

The meeting adjourned at 10:13 am.

*Respectfully Submitted,*

*Debbie Tablotney  
Vice Chairperson, Finance and Legal Committee*

## Report to the Board of Education (Public)

**Date:** June 18, 2025

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

**Subject:** **Policy 201 Bylaw: Board Operations**

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### RECOMMENDATION:

THAT the Board of Education approve revised **Policy 201 Bylaw: Board Operations**, in accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*.

### BACKGROUND:

From time to time, Policy Committee will bring forward revisions 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 Board Operations Policies from a range of BC districts, including Coquitlam, Burnaby, Surrey, Victoria and Vancouver, as well as Calgary Board of Education.

### POLICY CONSIDERATIONS:

Draft revisions to Policy 201 Bylaw: Board Operations are guided by the need to provide greater clarity to the public, staff, and trustees regarding the processes and expectations for approval related to individuals or delegations requesting to present a brief to the board at a public meeting.

### LEGISLATIVE CONSIDERATIONS:

School Act - Section 85: Power and Capacity

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

### PROPOSED TIMELINE:

Dates	Meeting	Comments
February 10, 2025	Policy Committee (In-camera)	Report submitted to Policy Committee (In-camera) with draft revisions attached. Opportunity for trustee review and feedback.
April 14, 2025	Policy Committee (In-camera)	Re-submit report to Policy Committee (In-camera) with draft revisions incorporating trustee input and feedback.

May 12, 2025	Policy Committee (Public)	Draft revised policy incorporating trustee feedback submitted to Policy Committee (Public). Recommendation not to place into Partner Group Review process as this is a governance bylaw. Recommendation for Notice of Motion at the next Board of Education (Public) Meeting.
May 21, 2025	Board of Education (Public)	Possible Notice of Motion at the May Board of Education (Public) Meeting for final approval at June board meeting
June 18, 2025	Board of Education (Public)	Recommendation for board approval of revised policy.

*Respectfully submitted,*

*Debbie Tablotney*

*Trustee, Chairperson of Policy Committee*

*Attachment:*

*Revised Policy 201 Bylaw (clean version)*

## GOVERNANCE

## Policy 201 BYLAW

### Bylaw: Board Operations

#### 1. Inaugural Post Election Meeting

- 1.1 The secretary-treasurer will convene an inaugural meeting of the board on the second Wednesday in November of a school election year. The purpose of this meeting is for elected trustees to swear an oath, and to elect a board chairperson and vice-chairperson, and representatives and alternates to the British Columbia School Trustees' Association (BCSTA) Provincial Council, and to the British Columbia Public School Employers' Association (BCPSEA) for the ensuing year, as well as to invite trustee interest in membership on committees.
- 1.2 The secretary-treasurer will announce the results of trustee elections and administer the prescribed oath of office, or oath of solemn affirmation for each trustee present, as specified in the *Manual of School Law*. Alternate arrangements for swearing the oath/affirmation will be made for a trustee who does not attend the inaugural meeting or who is elected in a by-election, and the secretary-treasurer must confirm the oath has been taken before that trustee may act in the position.
- 1.3 The superintendent will appoint a returning officer and scrutineers, then call for nominations for a board chairperson by ballot, confirm acceptance of each person nominated and conduct a vote by ballot. The person receiving a clear majority will be elected board chairperson for the ensuing year. If no person receives a clear majority, further ballots will be taken until a majority is achieved. The secretary-treasurer or any trustee may then call for destruction of ballots.
- 1.4 The chairperson so elected will assume the chair.
- 1.5 The board will proceed to elect a vice-chairperson for the ensuing year in the same manner as the election of the chairperson.
- 1.6 The chairperson will call for a show of interest for the positions of BCSTA representative to Provincial Council as well as an alternate representative. If there is more than one trustee interested in being the representative and no concession as to who will be the representative and who will be the alternate, then the chairperson will conduct an election by ballot and the person receiving a majority of votes will be declared the representative. The runner-up will be appointed alternate.
- 1.7 The positions of BCPSEA representative and alternate will be chosen in the same manner as in 1.6.
- 1.8 The chairperson will request trustees declare their interest in membership on committees by mid-November and will announce committee appointments in December.
- 1.9 The board will authorize its signing authorities, as set out in Policy 612 and 612-R: *Authorized Signatures* for the ensuing year, at its inaugural or organizational meeting.

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Revised: 17 November 2008; 10 October 2018; 21 June 2023



1.10 The meeting will adjourn.

## **2. Annual Organizational Meeting**

- 2.1 An organizational meeting of the board will be held the fourth Wednesday in November each year in which there is no municipal election. The purpose of this meeting is to elect a board chairperson and vice-chairperson, and representatives and alternates to the BCSTA Provincial Council and to the BCPSEA for the ensuing year, as well as to invite trustee interest in membership on committees.
- 2.2 The current chairperson will call the meeting to order and may give an annual report.
- 2.3 The superintendent or designate will take the chair and proceed with the election of a chairperson according to the procedure in 1.3.
- 2.4 The chairperson so elected will assume the chair and proceed with the election of a vice-chairperson in the same manner as the election of the chairperson.
- 2.5 The chairperson will call for a show of interest for the positions of BCSTA Provincial Council representative and alternate in the same manner as in 1.6.
- 2.6 The positions of BCPSEA representative and alternate will be chosen in the same manner as for BCSTA.
- 2.7 The chairperson will request trustees declare their interest in membership on committees by mid-November and will announce committee appointments in December.
- 2.8 The board will authorize its signing authorities for the ensuing year as in 1.9.
- 2.9 The meeting will adjourn.

## **3. Regular Meetings**

- 3.1 The Board of Education will meet on the fourth Wednesday of each month unless otherwise determined by board resolution. Regular meetings of the Board of Education will be held not less than once in every three months. The first regular meeting in November will commence upon adjournment of the inaugural or organizational meeting. In-camera sessions will generally commence at 17:30 (5:30 pm) or at the call of the chair. The public session will begin at 19:00 (7:00 pm). If in-camera business is not completed by 18:50 (6:50 pm), the in-camera session will be recessed and reconvened upon adjournment of the public session. Commencement times of public meetings may be altered by board resolution.
- 3.2 A quorum of the board is a majority of the trustees holding office at the time of the meeting. If a quorum has not been made within one-half hour after the appointed time for a meeting, or if a quorum should cease during a meeting, the meeting will stand adjourned until the next regular meeting date or until another meeting is called by the chair.
- 3.3 The chairperson will develop the meeting agendas in consultation with the superintendent, vice-chair and secretary-treasurer.

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- 3.3.1 Written notice of each meeting, together with the proposed agenda must be given at least 48 hours in advance to each trustee. The package should include all supporting documents. Non-receipt by a trustee will not void the proceedings.
- 3.3.2 Public notice of regular meetings and proposed agendas will be posted on the district website, provided electronically to trustees and to presidents/chairpersons of partner groups<sup>1</sup> as soon as possible (and no later than 30 minutes prior to board office closing on the Friday prior to the regular board meeting). Persons or groups known to have particular interest in an agenda item may be alerted if possible. Supporting documents for the meeting will be posted on the district website and available at the district office no later than 30 minutes prior to the Friday office closing.
- 3.3.3 Requests by the public to have presentations and/or briefs placed on the agenda must be made by notifying the Office of the Secretary-Treasurer in writing by 09:00 (9:00 am) on the Thursday two-weeks prior to a meeting (see 5.1.1). Requests for presentations and/or briefs will be discussed at the agenda planning meeting as outlined in 3.3 of this bylaw, to determine whether placement on the agenda will be granted. Following the decision, the applicant(s) will be notified in writing. In the case of a denial, the applicant(s) will be provided the rationale for the decision. The applicant(s) may appeal to the board in writing.
- 3.3.4 Trustees may place items on the agenda by:
- Notice of Motion at the meeting prior to anticipated consideration;
  - Notifying the chairperson or Office of the Secretary-Treasurer by 09:00 (9:00 am) the Thursday prior to the meeting; or
  - A request to the chair immediately prior to approval of the agenda for emergent items.
- 3.3.5 Every effort should be made to ensure that items are entered on the agenda by the Thursday deadline. However, because issues that require board attention may arise after the agenda has been distributed, the chair will ask the superintendent and trustees at the meeting for additions to or deletions from the agenda prior to board approval of the agenda. Additions and deletions will be at the chair's discretion and are subject to challenge.
- 3.3.6 Trustees may request that an agenda item be moved from the in-camera to the public agenda, or the reverse.
- 3.3.7 Once an agenda is accepted, the meeting will be limited to items on the agenda.
- 3.4 The order of business at in-camera and public regular meetings will be:
- Recognition of visitors, announcements, trustees' updates
  - Adoption of agenda
  - Closure of the in-camera meeting in compliance with the School Act
  - Presentations, briefs, special recognition
  - Questions from the Public (public only)
  - Executive

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- Approval of minutes of prior meetings
- Business arising from prior minutes
- New business
- Questions from the Public (public only)
- Standing committee reports
- Board committee and representative reports
- Correspondence
- Adjournment

The board may call a short break prior to the first Questions from the Public session. Additional recesses may be permitted by the chair as requested by any trustee and agreed to by unanimous consent.

3.4.1 Changes to the order of business may be proposed by any trustee and will require unanimous consent or a two-thirds vote without debate.

3.4.2 Individuals or delegations making a presentation and/or brief will be allowed up to 10 minutes for their presentation.

3.4.3 The Questions from the Public portion of the agenda will be limited to 30 minutes.

3.4.4 The board may agree by vote to extend the time allotted for a presentation or Questions from the Public.

3.5 Minutes of the proceedings of all meetings will be recorded in a minute book and signed as correct by the secretary-treasurer and the chairperson or trustee presiding at the meeting recorded.

Public and in-camera minutes will include:

- The nature of the meeting (regular, special, in-camera, inaugural, organizational); the date, time, place, board members present and absent, staff members assisting, and the approval of the preceding meeting's or meetings' minutes.
- A record of all motions passed or defeated by the board, together with the names of trustees making and seconding the motions, as well as the names of those abstaining due to conflict, and those voting against a motion if so requested.
- A record of the disposition of all matters on which the board considered but did not take action, and a record of communications received by the board.
- A summary of the general nature of remarks or concerns raised by trustees, guests, and the public on agenda items.

3.6 In-camera minutes will be presented in the public minutes of the board meeting in the form of a general statement as to the nature of the matters discussed and the general nature of the decisions reached. Public minutes will be made available to any person by being posted on the district website.

3.7 All meetings will stand adjourned at four hours after their commencement unless a resolution has been passed by a two-thirds vote to extend the hour of adjournment.

3.8 The secretary-treasurer or designate must be present at all meetings of the board. The board may excuse its officials during discussion of any matter, but the secretary-

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treasurer or designate must record and be present at the time of each board decision.

- 3.9 It is the board's expectation, that all members of the public will act in accordance with Policy 105: District Code of Conduct. The chairperson presiding at a meeting may intervene at any point, if in the chairperson's judgement, a member of the public is not acting in accordance with the District Code of Conduct. The chairperson will remind the individual(s) of the behavioural expectations for the meeting. The chairperson can expel any person attending in-person or on-line, except a trustee who is acting improperly and disrupts the meeting. A majority of the trustees present at a meeting of the board may expel a trustee from the meeting for improper conduct.

#### 4. Special Meetings

- 4.1 A special meeting of the board may be called by the chairperson or, upon written request by a majority of the trustees, will be called by the secretary-treasurer. No business other than that for which the meeting was called will be conducted at the meeting.

- 4.2 Where possible, written notice of a special meeting, an agenda and supporting documents will be delivered to each trustee at least 48 hours in advance of the meeting.

When it is likely that trustees might not be reading email routinely, as on a weekend or holiday, or if a meeting must be held within 48 hours, trustees will also be notified by telephone.

- 4.3 Notice of a special public meeting will be posted on the district website and emailed to the presidents/chairpersons of partner groups and to persons or groups with particular interest in the item as soon as possible.

#### 5. Addressing The Board

The public is welcome to attend regular public board meetings and to address the board through the following processes:

- 1) **Presentations and/or Briefs** (see 5.1) are intended to provide members of the community with the opportunity to present to the board on matters relating to governance and/or budget.
- 2) **Questions from the Public** (see 5.2) provide members of the community, attending the meeting in-person or on-line, with the opportunity ask a question or make a brief statement regarding an item on the public agenda.

The board has an obligation to ensure that presentations and questions that may expose a person or group of persons to discriminatory conduct will not be permitted during the meeting. As such, when Presentations and/or Briefs, or Questions from the Public, (whichever comes first) appears on the agenda, the chairperson will remind the public of the behavioural expectations for the meeting as outlined in 3.9 and 5.1.4 of this bylaw.

- 5.1 **Presentations and/or Briefs:** An individual or a spokesperson for a delegation may make a presentation and/or present a brief to the board. Presentations and briefs are intended to provide members of the community with the opportunity to present to the board on matters relating to governance and/or budget. Complaints or concerns that identify an individual or deal with the purchase of land or with legal issues will not be

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heard during a public meeting and will be directed by the chairperson to the appropriate venue or process. Additionally, concerns relating to Policy 106, 106-R, and/or 106-G will only be accepted through written reports.

- 5.1.1 An individual or a spokesperson for a delegation wishing to present to the board, must submit a request to the Office of the Secretary-Treasurer in writing by 09:00 (9:00 am) the Thursday two-weeks prior to the board meeting at which they wish to appear. The written request must include their name(s), contact information, the public group they are representing, if any, the matter they wish to bring before the board, and a copy of the presentation and/or brief they intend to make.
- 5.1.2 Individuals and delegations will not be permitted to present on the same topic more than once.
- 5.1.3 Persons presenting to the board will be called to the presenters' table, asked to introduce themselves and members of their delegation if applicable, and the topic to be addressed, then given a maximum of 10 minutes total to make their presentation. The chairperson may limit the number of delegations and questions at a meeting unless otherwise directed by the board.
- 5.1.4 A speaker will address comments to the chairperson and use respectful language representative of addressing an elected official.
- 5.1.5 The board expects that presentations and/or briefs will be reasoned, meaningful, and address the subject matter submitted for consideration for placement on the agenda.
- 5.1.6 Trustees will listen to the presentation and may ask questions of the presenter regarding data, policy, board direction, or other relevant matters.
- 5.1.7 The board may refer the matter to staff or an appropriate committee for further discussion or to prepare a response.
- 5.1.8 The board will not provide a formal response to a presentation or brief at the meeting where it is presented. Individuals and/or delegations will be acknowledged in writing soon after the meeting and informed of any process whereby their presentation and/or brief may be considered further, and whether their attendance may be requested at subsequent committee meetings.
- 5.1.9 The chairperson in consultation with the superintendent will provide a response to the presentation and/or brief within 60 days of its presentation to the board.
- 5.2. **Questions from the Public:** Members of the public in attendance at the meeting may ask a question or make a brief statement during either of the two times allotted on the agenda for Questions from the Public. Questions or brief statements must be germane to the agenda items. Members of the public attending on-line may ask a question by emailing the School District Board Meetings email account in advance of the question periods.
  - 5.2.1 During the times allotted for Questions from the Public, the chairperson will request that individuals wishing to ask a question or make a brief statement,

declare their intent by raising their hand. The chairperson will call to the presenters' table, one at a time, those who have declared their intent to address the board. When a member of the public is called forward, they will introduce themselves and direct their question or make a brief statement to the chairperson of the board. Questions addressed to the School District Board Meeting email account will be monitored and addressed if received in advance of the agenda item Questions from the Public.

5.2.2 A speaker will use respectful language representative of addressing an elected official.

5.2.3 The board expects that questions or brief statements will be reasoned, meaningful, and respectful in accordance with the District Code of Conduct.

## **6. Chairperson And Vice-Chairperson**

6.1 A chairperson and vice-chairperson will be elected at the first meeting of the board in November according to the procedure outlined in 1.3.

6.2 The board entrusts to its chair primary responsibility for safeguarding the integrity of the board's processes and representing the board to the broader community. The chairperson will act as spokesperson for the board by stating positions consistent with board resolution and policies.

The chairperson's duties will include:

6.2.1 Presiding at meetings of the board and generally fulfilling the duties usually performed by a chairperson;

6.2.2 Regularly consulting with the superintendent to convey concerns or issues of trustees or arising in the community, and to learn of emerging issues and events within the district or province that may require board action;

6.2.3 Bringing to the board all matters requiring a corporate decision of the board;

6.2.4 Acting as ex-officio member of all board committees;

6.2.5 Acting as signing officer for the district;

6.2.6 Supplying trustees with a copy of all correspondence written on behalf of the board; and

6.2.7 Representing the board at official functions or designating another trustee to do so.

6.3 The chairperson may vacate the chair to enter debate or propose or second a motion, in which case the vice-chairperson will preside.

6.4 If the chairperson is absent or unable to act at a meeting, the vice-chairperson will preside. If the vice-chairperson is absent or unable to act, the trustees present will elect one of their members to preside at the meeting.

6.5 The chairperson has the same right to vote as any other trustee and must vote to break

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a tie.

- 6.6 The vice-chairperson will assist the chairperson in ensuring the board operates in accordance with its own policies and procedures, and in providing leadership and guidance to the board and will serve in the absence of the chairperson and otherwise will perform such duties as assigned by the chairperson or designated by resolution of the board.
- 6.7 Rulings of the chairperson can be challenged by motion and vote of trustees.
- 6.8 A majority of the board may elect a new chairperson or vice-chairperson at any time.

## **7. Rules Of Order**

- 7.1 The current edition of Robert's Rules of Order will govern, as far as applicable, in all cases not specifically provided herein or in the School Act.
- 7.2 All powers of the board will be exercised either by resolution or by bylaw, except where the School Act requires a bylaw.
- 7.3 A rule, other than the requirement for notice of meetings, may be suspended or an additional rule adopted temporarily for one or more meetings by unanimous consent or by a two-thirds vote of the trustees present.
- 7.4 Notwithstanding 7.3, the rules in this bylaw will be amended by bylaw only. A Notice of Motion stating the proposed amendment must be given at the previous meeting and in the notice of the meeting.
- 7.5 When a trustee raises a Point of Order or Point of Privilege, the chair will give it precedence over all other items of business.
- 7.6 Any decision of the chair is open to appeal by a trustee moving a motion to challenge the chair and giving the reasons for the challenge. If the motion is seconded, the vice-chair will preside and the chair, having stepped down, will then justify the decision. The vice-chair will ask the question "Will the chair be sustained?" and trustees will vote without further debate whether to sustain the chair. A majority or tie vote sustains the chair. A successful challenge does not necessarily set a precedent.
- 7.7 During a meeting the board may, by motion, resolve itself into a Committee of the Whole to discuss any matter on the agenda. A Committee of the Whole is designated for an allotted time and does not have to adhere to the formal Rules of Order. The chairperson may vacate the chair and the board may ask any person present to facilitate the ensuing discussion by acting as chairperson of the Whole. The discussion may involve anyone present the board wishes to include. Upon completion of the discussion (whose time allotted may be extended by vote of the board), the Committee of the Whole is said to Rise and Report, whereupon the facilitator or chairperson of the Whole reports on the findings of the Committee to the reassembled board for the minutes.

## **8. Bylaw Procedure**

- 8.1 Written Notice of Motion to propose or amend a bylaw will be given at the meeting prior to first reading and in the notice of the meeting where the bylaw or amendment is to be



proposed.

8.2 Every bylaw will be dealt with in the following stages:

- a) First reading: no debate or amendment;
- b) Second reading: discussion of the principle of the bylaw;
- c) Committee stage: if the second reading passes, the bylaw may be referred to a Committee of the Whole or to a standing committee for detailed consideration.
- d) Third reading: consideration of amendments made in committee, if any, and final decision.

8.3 When a bylaw has been amended in committee, it will be made available to the public before further action proceeds. This may be waived by a two-thirds vote.

8.4 The first reading must be read in full. Subsequent readings may consist of a description of the bylaw by its title and a summary of its contents, providing trustees and the public have a written copy of the bylaw and any amendments.

8.5 The board will not give a bylaw more than two readings at any one meeting unless trustees present unanimously agree to give the bylaw all three readings at that meeting.

8.6 A bylaw may be withdrawn at any stage with unanimous consent of the board.

## **9. Motions**

9.1 The board may only make decisions, give direction, or determine policy by voting in the majority on a motion presented by a trustee and seconded by another trustee. A motion is a stated proposal for action.

The bulk of board business will be conducted through the process of trustees posing a motion, debating the merits of the motion, then voting to defeat or pass (carry) the motion. However, when a report, brief, or presentation is presented to the board at a meeting, trustees may first ask questions to clarify understanding or may make brief statements to correct facts or state opinions. If a motion on an issue is moved, trustees may ask questions of clarification of the mover and staff before debate begins or during the debate.

9.2 A motion should be worded in a concise, unambiguous, and complete form and, if lengthy or complex, should be submitted in writing. A motion once moved should be stated by the chairperson to ensure it has been heard and understood. Once moved, seconded, and repeated by the chairperson, a motion belongs to the board and may only be altered, directed, or withdrawn by vote of the board.

9.3 The chairperson may divide a motion containing more than one subject, or a trustee may request such a division, and it will be voted on in the form in which it is divided.

9.4 A motion may be amended before the vote. An amendment is a motion to modify the wording of a pending motion. An amendment must be germane, that is, closely related to or having a bearing on the subject of the motion to be amended. A motion can be amended more than once. However, there can be only one amendment on the floor at a time and it will be voted on before another amendment is presented or the original motion is voted on. An amendment to an amendment must be germane to the first

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amendment and cannot be amended. If an amendment is acceptable to both the mover and seconder, the amendment will be accepted without formal vote.

9.5 A motion passed by a vote of the board becomes known as a resolution.

9.6 A resolution passed by the board will not be reconsidered during the year following its acceptance except by order of a two-thirds vote of the board, with the following exemption. Any question decided by the board at a meeting where a bare quorum was present may be reconsidered by order of a simple majority vote of the board.

9.6.1 A Notice of Motion must be given of an intention to reconsider a resolution passed by the board in the previous year.

9.6.2 Only a trustee who voted on the prevailing side when the resolution was first adopted may move to reconsider the resolution during the following year, except that any trustee who was not in office at the time a decision was reached on a resolution may move the reconsideration of any resolution dealt with by the board during the previous year.

9.6.3 A motion to reconsider may be seconded by any trustee.

9.6.4 A motion to reconsider is debatable if the motion proposed to be reconsidered is debatable and the debate can be on the merits of the original question. No question can be reconsidered twice.

9.6.5 A motion to reconsider cannot be applied to action that cannot be reversed, such as entering into a contract.

9.7 No motion (or motions so similar that they pose the same question) can be considered twice at the same meeting.

9.8 Consideration of a motion, provided it has been moved and seconded, may be postponed by a resolution to a specific time and date. A motion to postpone:

- requires a simple majority vote;
- precludes further discussion until the stated time and date;
- may be amended as to time and place; and
- is debatable only as to the advisability of the proposed delay.

9.9 A Notice of Motion must be given for presenting motions to adopt, amend, suspend, or rescind any bylaw, policy, or regulation.

## **10. Debate**

10.1 Debate will be strictly relevant to the motion under consideration. The chairperson will warn speakers who violate this rule.

10.2 In order to speak, a trustee must be recognized by the chairperson.

10.3 The mover of the motion will be given the first and last opportunity to speak on the motion.

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- 10.4 Each trustee has the right to speak twice on the same motion on the same day but cannot make a second speech so long as any trustee who has not spoken on that motion wishes to speak. No trustee will speak for more than ten minutes in total.
- 10.5 A statement raising a Point of Order (conduct of the meeting) or Privilege (dealing with the rights or interests of the board as a whole or of a trustee personally) may be made at any time and will be given precedence and dealt with immediately.
- 10.6 No trustee will interrupt another trustee who has the floor except to raise a Point of Order, a point of Privilege, or to disclose a conflict of interest.
- 10.7 It is the role of the chairperson to maintain the appearance of fairness and refrain from vigorous debate. However, once all trustees have spoken and before the mover closes debate, the chair may speak on the motion. The chair may also move a motion or engage more actively through the course of the debate by stepping down and having the vice-chair preside.
- 10.8 Debate may be closed by:
- the chair after all trustees have spoken twice, finishing with the mover;
  - a trustee calling the Question whereupon the chair asks if a trustee wishes to speak further and if not, conducting the vote; or
  - a motion to end debate, which is not debatable and requires a two-thirds vote.

## **11. Voting**

- 11.1 All trustees present at a meeting are required to vote. The chair has the right to vote and must vote if there is a tie.
- 11.2 Voting will be by show of hands except where a ballot is required by policy, bylaw, or the School Act. The chairperson will declare whether the motion was defeated or carried, and the names of negative voters if requested.
- 11.3 All questions will be decided by a majority of the votes of the trustees present and voting unless otherwise provided by policy, bylaw, or the School Act. In the case of a tie vote, the motion will be resolved in the negative.

## **12. Conflict Of Interest**

- 12.1 If a trustee has any pecuniary (financial/economic) interest in any matter as defined by the School Act, and is present at a meeting of the board at which the matter is considered, the trustee will:
- disclose their pecuniary interest and the general nature of the pecuniary interest at the meeting;
  - recuse themselves from the portion of the meeting during which the matter is being considered;
  - not take part in the discussion of or vote on any question in respect of the matter; and
  - not attempt in any way, whether before, during, or after the meeting, to influence the voting on any question in respect of the matter.

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"Pecuniary interest" will be taken to include an indirect pecuniary interest.

- 12.2 If the meeting is not open to the public, in addition to complying with requirements in 12.1 the trustee will immediately leave that part of the meeting during which the matter is considered.
- 12.3 If the pecuniary interest of a trustee is not disclosed as required above because the trustee is absent from the meeting, the trustee will disclose the pecuniary interest and otherwise comply with the requirements at the next meeting attended by the trustee.
- 12.4 A trustee is expected to be conversant with relevant sections of the School Act, to file disclosure forms under the Financial Disclosure Act, and to be responsible for declaring a personal conflict or a conflict of a spouse, parent, or child. A trustee who votes on an issue in which they are in conflict may lose office and may not be indemnified by the board.
- 12.5 Decisions of the board must be made with integrity and be procedurally fair. A trustee who votes on an issue with which they have a conflict may cause the decision of the board to be viewed as biased and place the board at risk of judicial review and the resulting legal and court costs.

Therefore, if a trustee is concerned, they may have a personal conflict with a matter about to come before the board, the trustee should:

- seek the advice of the superintendent or secretary-treasurer;
- consult with the chairperson; or
- seek advice from the BCSTA, or request that the chairperson or superintendent seek legal advice.

If a trustee is concerned that a fellow trustee is in conflict, they should speak with or ask the chairperson to speak with the trustee believed to have a conflict.

12.5.1 If the question is not resolved prior to the meeting at which the matter in conflict arises, and the trustee thought to be in conflict does not declare a conflict:

- the trustee may declare for the record, the reason they believe there is no conflict, and the discussion may proceed to a vote; or
- the board may resolve to postpone the discussion of the issue and seek legal advice.

12.5.2 If legal advice confirms there is a high probability a trustee has a disqualifying conflict:

- the board may resolve that the trustee be disqualified from voting with reasons given. In this case, the chairperson will then ask the trustee whether they intend to vote on the matter in conflict and if the trustee declares a continued intent to participate:
- the board may resolve to take legal proceedings to obtain a court declaration regarding the trustee's disqualification and that the matter be postponed, or
- the board may proceed to vote on the matter and then determine whether to censure the trustee for participation.

Such actions can be divisive and should be avoided in favour of more amicable resolution, provided liability to the district is minimized.

- 12.6 If a meeting is open to the public, every disclosure of pecuniary interest and the general nature of it will be recorded in the minutes of the meeting. If a meeting is not open to the public, the fact that a disclosure of pecuniary interest was made, but not the general nature of that interest, will be reported to and recorded in the minutes of the next meeting that is open to the public.

## **Board Established Committees**

The board will establish standing committees, and may establish advisory committees, and working groups. Each of these committee types provide the board with valuable

information and input from committee members, in support the board's governance responsibilities.

It is the board's expectation, that all members of the public participating in a Board Established Committee, will act in accordance with Policy 105: District Code of Conduct. The chairperson presiding at a committee meeting may intervene at any point, if in the chairperson's judgement, a member of the public is not acting in accordance with the District Code of Conduct. The chairperson will remind the individual(s) of the behavioural expectations for the meeting. The chairperson can expel any person attending in-person or on-line.

## **13. Standing Committees**

- 13.1 Standing committees exist to provide an opportunity to deliberate on issues of ongoing importance to the district in an open, prolonged, inclusive, and informal manner. The board will establish an Audit Committee, Education Committee, Facilities and Building Committee, Finance and Legal Committee, and a Policy Committee, and any other standing committees it deems appropriate for the routine conduct of its business.

13.1.1 Meetings may be public or, where warranted, in-camera.

13.1.2 A standing committee will consider matters referred to it by the board, and may consider items suggested by staff, committee representatives, or members of the community.

### **13.2 Terms of Reference**

13.2.1 *Audit Committee* will assist the board in fulfilling its governance and oversight responsibilities and may consider matters pertaining to:

- Financial reporting;
- Internal control, information systems and risk management;
- External audit; and
- Internal audit.

13.2.2 *Education Committee* may consider matters pertaining to:

- Provisions of educational programming for students, including curriculum instruction, and assessment;
- Teaching pedagogy;
- Student learning;

Adopted: 02 June 2008

Revised: 17 November 2008; 10 October 2018; 21 June 2023

- Learning resources;
- Research on teaching and learning;
- Showcasing district programs and effective educational practices; and
- Other matters referred to it by the board.

13.2.3 *Facilities and Building Committee* may consider matters pertaining to:

- Building purchase, construction and sale, maintenance and district facilities, transportation, and custodial services;
- Developing and recommending to the board long-term plans for accommodating the district's needs related to sites and buildings;
- Making recommendations to the board regarding the annual Capital Budget submission to the Ministry of Education;
- Community use of school facilities;
- Naming and renaming of board properties; and
- Other matters referred to it by the board.

13.2.4 *Finance and Legal Committee* will:

- Consider and make recommendations to the board on the district's operating, special purpose, and capital budgets;
- Consider and make recommendations to the board on the school district's business and accounting services;
- Provide advice and information to the board to support the efficient and effective fiscal management and operations of the school district;
- Where applicable to receive, consider, and discuss input from partner groups regarding finance and budget matters referred to the committee;
- Consider, recommend, and provide advice and information to the board on contracts, collective agreement negotiations/bargaining, and legal matters pertaining to school district's business and operations; and
- Consider such other matters as may be referred by the board and make recommendations thereon as required.

13.2.5 *Policy Committee* will:

- Periodically and systematically review board policies with the intent of ensuring policies remain useful, accessible, understandable, and up to date; and
- Present recommendations for new and revised policy for board approval.

## 13.3 Membership

In December of each year the chairperson of the board will appoint up to three trustees to each standing committee after consultation with trustees. The board will also appoint one alternate member for each standing committee. If an appointed trustee is absent from a committee meeting and the alternate is unavailable, the board chairperson may act as an alternate committee member.

The superintendent or designate will be a member of all standing committees. In addition, members of the board's staff may be invited to assist a committee with its business.

Only trustees, district staff, and invitees may attend in-camera sessions. Where there are public sessions of a standing committee, partner groups will be invited to appoint a representative.

Adopted: 02 June 2008

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Student representation may be invited as appropriate.

## 13.4 Conduct

- 13.4.1 The Trustee named first to a committee will preside as chairperson. In the absence of the chairperson, the second trustee named to the standing committee will preside.
- 13.4.2 No committee will meet when fewer than two appointed trustee committee members are present.
- 13.4.3 All committee members and attendees are able to participate fully in discussion. However, only trustees appointed to the committee will vote on recommendations to the board.
- 13.4.4 The dates, times, and places of public and in-camera committee meetings will be established at each committee's first regular meeting following the appointment of committee members in December.
- 13.4.5 Written notice of committee meetings and agendas will be available for all trustees and representative members at least three days before committee meeting dates.
- 13.4.6 The preparation of the agenda and minutes for a committee meeting will be the responsibility of the committee's chairperson in cooperation with staff named to assist that committee. Preference on the agenda will be given to items referred by the board.
- 13.4.7 Standing committees will report to the board, matters for action and information. Committee recommendations will be made in writing. In the event a committee recommendation is not unanimous, a trustee member of the committee may attach a minority report.

## 14. Advisory Committees

- 14.1 The board may establish advisory committees to study, provide guidance or advice, or report on specific matters.
- 14.2 The board will determine which standing committee the advisory committee will report to.
- 14.3 The purpose and terms of reference of an advisory committee will be defined in writing and approved by the board before members of the committee are named except when the board asks the committee to recommend its own terms of reference for board approval. The recommendations of an advisory committee will be confined to its terms of reference.
- 14.4 Membership on an advisory committee will be limited in number to a minority of trustees holding office at the time of the committee's appointment, and to members of the board's staff appointed to the committee by the chairperson of the board, in consultation with the superintendent. In addition, the board may invite partner groups to appoint a representative and may also include students or members of the community who, in the

Adopted: 02 June 2008

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board's judgment, may assist the committee in its work.

- 14.5 Generally, the senior staff member whose portfolio is most closely aligned with the primary focus of the advisory committee will be its chairperson. The chairperson will preside at all advisory committee meetings.
- 14.6 Dates, times, and places for meetings will be determined by members of the committee. Notice of meeting and agenda will be given to members at least three days prior to the meeting.
- 14.7 A record will be kept of items discussed and recommendations made and will be available to committee members and the board.

## **15. Working Groups**

- 15.1 The board may establish working groups to study, investigate, or provide advice on specific matters. Working groups will be time-limited in nature with a clearly defined task relating to a specific matter.
- 15.2 Working groups will report directly to the board. The board will determine a period within which a working group will provide updates and present a report to the board.
- 15.3 The purpose and terms of reference of a working group will be defined in writing and approved by the board before members of the committee are named, except when the board asks the working group to recommend its own terms of reference for board approval. The recommendations of a working group will be confined to its terms of reference.
- 15.4 Membership on a working group will be limited in number to a minority of trustees holding office at the time of the committee's appointment, and to members of the board's staff appointed to the committee by the chairperson of the board, in consultation with the superintendent. In addition, the board may invite partner groups to appoint a representative and may also include students or members of the community who, in the board's judgment, may assist the committee in its work.
- 15.5 The board will direct trustee members of the working group to report back to the board on a regular basis regarding the progress of the working group and, as necessary, to seek additional direction from the board.
- 15.6 Generally, the senior staff member whose portfolio is most closely aligned with the primary focus of the working group will be its chairperson. The chairperson will preside at all working group meetings.
- 15.7 Dates, times, and places for meetings will be determined by members of the working group. Notice of meeting and agenda will be given to members at least three days prior to the meeting.
- 15.8 A record will be kept of items discussed and recommendations made and will be available to working group members and the board.
- 15.9 Upon completion of the task assigned and the presentation of a final report to the board, the working group will be disbanded.

Adopted: 02 June 2008

Revised: 17 November 2008; 10 October 2018; 21 June 2023



## **16. School Liaison Trustees**

In order to enhance communication between the Board of Education and local schools, trustees will be assigned to liaise with specific schools.

The chairperson will assign each trustee a group of secondary and elementary schools at the first meeting in December each year. The assignment will be one year's duration unless otherwise determined by the board. Groups of schools will be rotated among trustees.

Assigning each trustee only a portion of the district's schools helps trustees manage their limited time and increases the likelihood that trustee visits will be effectively dispersed across the district's schools. The purpose of liaison assignments is to enable trustees to attend social functions at the schools, to experience in a focused manner, educators and children working and learning together over the school year, to connect with Parent Advisory Committees, and to become more familiar with schools and their operation. It is not intended that this bylaw will restrict trustees from participating in functions at any other schools in the district, or from visiting any other schools in the district. It is also recognized that trustees will visit when they are able, they are not obligated to attend on any routine basis. In order to ensure that mutually agreeable arrangements can be made, trustees will contact the school principal in advance of all school visits.

Consistent with the corporate and policy-making role of the board, the liaison trustee carries no administrative responsibility or board-delegated authority. It is not intended that trustees become involved in the internal operation of the schools, nor is it intended that trustees use this contact as an avenue for bringing routine administrative matters directly to the board.

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



## Report to the Board of Education (Public)

**Date:** June 18, 2025

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

**Subject:** **Policy 311/311-R: Freedom of Information and Protection of Privacy**

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### NOTICE OF MOTION TO SEPTEMBER 24, 2025 MEETING OF THE BOARD OF EDUCATION

This is a Notice of Motion that a RECOMMENDATION will be presented at the September 24, 2025 Public meeting of the Board of Education to approve minor revisions to ***Policy 311/311-R: Freedom of information and Protection of Privacy***.

#### 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 311 and 311-R, are guided by the need to align existing policies with new understandings through a DEI lens (see Checklist for Policy, Regulations and Guidelines Revision and Development). Proposed minor revisions for Policy 311-G Administrative Guidelines (A), (B), and (C) are attached for reference.

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. Draft revisions will be guided by Canadian journalistic grammar standards, primarily embodied by the Canadian Press Stylebook, emphasize clarity, accuracy, and precision. Key aspects include using plain language, avoiding jargon, etc. The stylebook also provides detailed rules for capitalization, punctuation, and other aspects of writing.

## 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
May 12, 2025	Policy Committee (In-camera)	Report submitted to Policy Committee (In-camera) with draft minor policy revisions attached. Opportunity for trustee review and feedback.
June 9, 2025	Policy Committee (Public)	Draft revised policy incorporating trustee feedback submitted to Policy Committee (Public). Possible Notice of Motion for approval at the June Board of Education (Public) Meeting.
June 18, 2025	Board of Education (Public)	Possible Notice of Motion to the June Board of Education (Public) Meeting for final approval at the September board meeting.
September 24, 2025	Board of Education (Public)	Recommendation for board approval of minor revisions to Policy 311 and 311-R.

*Respectfully submitted,*

*Debbie Tablotney*

*Trustee, Chairperson of Policy Committee*

## *Attachments:*

- 1. Policy 311 and 311-R, with proposed minor revisions (track changes & clean versions)*
- 2. Policy 311-G Administrative Guidelines (A), (B), (C) (track changes & clean versions)*
- 3. Provincial Government Document: Terminology in Indigenous context*
- 4. Checklist for Policy, Regulations and Guidelines Revision and Development*

Revised draft – with changes  
tracked

## ADMINISTRATION

## Policy 311

### Freedom of Information and Protection of Privacy

The Board of Education of School District No. 38 (Richmond) is committed to ensuring the privacy, confidentiality, and security of all personal information that it collects, uses, discloses, and maintains in connection with its programs and activities. The bBoard complies with the *School Act* and the *Freedom of Information and Protection of Privacy Act* in relation to the protection of privacy. This pPolicy sets out the bBoard's commitment, standards, and expectations regarding the appropriate practices for the collection, use, and protection of personal information.

## ADMINISTRATION

## Policy 311

### Freedom of Information and Protection of Privacy

The Board of Education of School District No. 38 (Richmond) is committed to ensuring the privacy, confidentiality, and security of all personal information that it collects, uses, discloses, and maintains in connection with its programs and activities. The board complies with the *School Act* and the *Freedom of Information and Protection of Privacy Act* in relation to the protection of privacy. This policy sets out the board's commitment, standards, and expectations regarding the appropriate practices for the collection, use, and protection of personal information.

## ADMINISTRATION

## Policy 311-R

### Freedom of Information and Protection of Privacy

#### 1. Principles

The Board of Education of School District No. 38 (Richmond) (~~the "dDistrict"~~), ~~t~~Trustees, and all ~~d~~District ~~e~~Employees shall uphold the privacy, confidentiality, and appropriate use of personal information in compliance with the *School Act*, *Freedom of Information and Protection of Privacy Act (FIPPA)*, and these ~~se~~ ~~g~~Guidelines, including by:

- being open and transparent about the purposes for which personal information may be collected and used by the ~~d~~District;
- collecting and using personal information only as necessary to carry out the ~~d~~District's authorized programs and activities;
- sharing personal information internally with ~~e~~Employees only on a need-to-know basis;
- sharing personal information with third parties with the knowledge and consent of affected individuals, unless otherwise authorized or required under *FIPPA*, the *School Act*, or other applicable laws;
- ensuring personal information is protected against unauthorized access, use, disclosure, loss, or destruction; and
- complying with *FIPPA* and all procedures for the accuracy, protection, use, disclosure, storage, retrieval, correction, and appropriate use of personal information.

#### 2. Transparency and Accountability

The ~~b~~Board strives to be open and transparent with the community about its programs and ~~activities, and~~ activities and has processes in place to support the timely response to access requests submitted under *FIPPA* and the proactive release of information of interest to the community.

#### 3. Responsibility

The ~~s~~Superintendent of ~~s~~Schools has been designated by the ~~b~~Board as the "~~h~~Head" of the ~~d~~District for the purposes of ~~FIPPA, and~~ *FIPPA* and has overarching responsibility for ensuring compliance with this ~~p~~Policy, *FIPPA*, and the requirements of the *School Act* pertaining to privacy management.

#### 4. Complaints

The ~~d~~District will respond to, and, where appropriate, investigate, all complaints that it receives under this ~~p~~Policy concerning its personal information management practices.

## 5. Definitions

- 5.1 **"Employees"** means all employees of the district. For purposes of this regulation, this also includes contractors<sub>z</sub> and volunteers of the dDistrict.
- 5.2 **"FIPPA"** means the *British Columbia Freedom of Information and Protection of Privacy Act*, and regulations ~~thereto.~~
- 5.3 **"Personal Information"** means recorded information about an identifiable individual, that is within the control of the dDistrict, ~~and~~ district and includes information about any student or any eEmployee of the dDistrict. Personal information does not include an individual's business contact information, such as business address, email address, and telephone number, that would allow a person to be contacted at work.
- 5.4 **"Guidelines"** means procedures enacted by the dDistrict under its pPolicy on Freedom of Information and Protection of Privacy.

## References

Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, c. Part 3  
School Act, R.S.B.C. 1996, c. 412 sections 9, 79(3)  
Student Records Disclosure Order (M14/91)

## ADMINISTRATION

## Policy 311-R

### Freedom of Information and Protection of Privacy

#### 1. Principles

The Board of Education of School District No. 38 (Richmond) (the district), trustees, and all district employees shall uphold the privacy, confidentiality, and appropriate use of personal information in compliance with the *School Act*, *Freedom of Information and Protection of Privacy Act (FIPPA)*, and these guidelines, including by:

- being open and transparent about the purposes for which personal information may be collected and used by the district;
- collecting and using personal information only as necessary to carry out the district's authorized programs and activities;
- sharing personal information internally with employees only on a need-to-know basis;
- sharing personal information with third parties with the knowledge and consent of affected individuals, unless otherwise authorized or required under *FIPPA*, the *School Act*, or other applicable laws;
- ensuring personal information is protected against unauthorized access, use, disclosure, loss, or destruction; and
- complying with *FIPPA* and all procedures for the accuracy, protection, use, disclosure, storage, retrieval, correction, and appropriate use of personal information.

#### 2. Transparency and Accountability

The board strives to be open and transparent with the community about its programs and activities and has processes in place to support the timely response to access requests submitted under *FIPPA* and the proactive release of information of interest to the community.

#### 3. Responsibility

The superintendent of schools has been designated by the board as the head of the district for the purposes of *FIPPA* and has overarching responsibility for ensuring compliance with this policy, *FIPPA*, and the requirements of the *School Act* pertaining to privacy management.

#### 4. Complaints

The district will respond to, and where appropriate, investigate all complaints that it receives under this policy concerning its personal information management practices.

## 5. Definitions

- 5.1 **Employees** means all employees of the district. For purposes of this regulation, this also includes contractors and volunteers of the district.
- 5.2 **FIPPA** means the *British Columbia Freedom of Information and Protection of Privacy Act*, and regulations.
- 5.3 **Personal Information** means recorded information about an identifiable individual, that is within the control of the district and includes information about any student or any employee of the district. Personal information does not include an individual's business contact information, such as business address, email address, and telephone number, that would allow a person to be contacted at work.
- 5.4 **Guidelines** means procedures enacted by the district under its policy on Freedom of Information and Protection of Privacy.

## References

Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, c. Part 3  
School Act, R.S.B.C. 1996, c. 412 sections 9, 79(3)  
Student Records Disclosure Order (M14/91)



## Privacy Impact Assessments

### Purpose

The Board of Education of School District No. 38 (Richmond) (~~the "dDistrict"~~) is responsible for ensuring that it protects the ~~p~~Personal ~~i~~nformation within its custody and control, including by complying with the provisions of the *Freedom of Information and Protection of Privacy Act* ("~~FIPPA~~"). ~~FIPPA~~ requires that the ~~d~~District conduct a Privacy Impact Assessment ("~~PIA~~") to ensure that all collection, use, disclosure, protection, and processing of ~~p~~Personal ~~i~~nformation by the ~~d~~District is compliant with *FIPPA*.

A Privacy Impact Assessment (PIA) is an in-depth review of any new or significantly revised initiative, project, activity, or program to ensure that it is compliant with the provisions of *FIPPA*, to identify and mitigate risks arising from the initiative and to ensure that the initiative appropriately protects the privacy of individuals.

The purpose of these ~~g~~Guidelines is to set out the ~~d~~District's process for conducting PIAs in accordance with the provisions of *FIPPA*.

### 1. Definitions

- 1.1 **Employees**~~(s)~~ means all employees of the district. For purposes of these guidelines, this also includes contractors, and volunteers of the ~~d~~District).~~.~~
- 1.2 **FIPPA** means the *British Columbia Freedom of Information and Protection of Privacy Act*, and regulations ~~thereto.~~
- 1.3 **Guidelines** means procedures enacted by the ~~d~~District under its ~~p~~Policy on Freedom of Information and Protection of Privacy.~~.~~
- 1.4 **Head** means the ~~s~~Superintendent of ~~s~~Schools or any person to whom the ~~s~~Superintendent has delegated (in writing) their powers under these ~~g~~Guidelines.~~.~~
- 1.5 **Initiative** means any enactment, system, project, program, or activity of the ~~d~~District;
- 1.6 **Personal ~~i~~nformation** means any recorded information about an identifiable individual that is within the control of the ~~d~~District ~~and~~ district and includes information about any student or any ~~e~~Employee of the ~~d~~District. Personal ~~i~~nformation does not include an individual's business contact information, such as business address, email address, and telephone number, that would allow a person to be contacted at work.~~.~~
- 1.7 **PIA** means a Privacy Impact Assessment performed in accordance with the requirements of *FIPPA*.~~.~~

# Administrative Guidelines

- 1.8 **Privacy Officer** means the ~~s~~Secretary-~~t~~Treasurer who has been designated by the ~~h~~Head as the ~~p~~Privacy ~~o~~fficer for the ~~d~~District.
- 1.9 **Responsible Employee** means the ~~d~~Department ~~h~~Head or other ~~e~~Employee who is responsible for overseeing an ~~i~~Initiative, and in the event of doubt, means the ~~e~~Employee designated in the PIA as the ~~r~~Responsible ~~e~~Employee.
- 1.10 **Supplemental Review** means an enhanced process for reviewing the privacy and data security measures in place to protect sensitive ~~p~~Personal ~~i~~Information in connection with an ~~i~~Initiative involving the storage of ~~p~~Personal ~~i~~Information outside of Canada.

## 2. Scope & Responsibility

- 2.1 These ~~g~~Guidelines apply to all new and significantly revised ~~i~~Initiatives of the ~~d~~District.
- 2.2 All ~~e~~Employees are expected to be aware of and follow these ~~g~~Guidelines in the event that they are involved in a new or significantly revised ~~i~~Initiative.
- 2.3 Departments and management employees are responsible to plan and implement new or significantly revised ~~i~~Initiatives in accordance with the requirements of these ~~g~~Guidelines.

## 3. District Responsibilities

- 3.1 The ~~s~~Superintendent of ~~s~~Schools is the ~~h~~"Head" of the ~~d~~District for all purposes under *FIPPA*.
- 3.2 The ~~s~~Superintendent of ~~s~~Schools has delegated the administration of these ~~g~~Guidelines to the ~~s~~Secretary-~~y~~--~~t~~Treasurer, who is the ~~p~~"Privacy ~~o~~fficer" of the ~~d~~District for all purposes under *FIPPA*.
- 3.3 The ~~p~~Privacy ~~o~~fficer is responsible to, in consultation with the ~~h~~Head, ensure that all PIAs and ~~s~~Supplemental ~~r~~Reviews are completed in accordance with the requirements of *FIPPA* and these ~~g~~Guidelines.

## 4. Responsibilities of All Employees

- 4.1 Any ~~e~~Employee responsible for developing or introducing a new or significantly revised ~~i~~Initiative that involve or may involve the collection, use, disclosure, or processing of ~~p~~Personal ~~i~~Information by the ~~d~~District must report that ~~i~~Initiative to the ~~p~~Privacy ~~o~~fficer at an early stage in its development.
- 4.2 All ~~e~~Employees involved in a new or significantly revised ~~i~~Initiative will cooperate with the ~~p~~Privacy ~~o~~fficer and provide all requested information needed to complete the PIA.
- 4.3 All ~~e~~Employees will, at the request of the ~~p~~Privacy ~~o~~fficer, cooperate with the ~~p~~Privacy ~~o~~fficer in the preparation of any other PIA that the ~~p~~Privacy ~~o~~fficer decides to perform.

## 5. The Role of the Responsible Employee

Responsible ~~e~~Employees are responsible for:

- 5.1 ensuring that new and significantly revised ~~i~~Initiatives for which they are the ~~r~~Responsible ~~e~~Employee are referred to the ~~p~~Privacy ~~o~~Officer for completion of a PIA;
- 5.2 supporting all required work necessary for the completion and approval of the PIA;
- 5.3 being familiar with ~~u~~ and ensuring that the ~~i~~Initiative is carried out in compliance with the PIA; and
- 5.4 requesting that the ~~p~~Privacy ~~o~~Officer make amendments to the PIA when needed and when significant changes to the ~~i~~Initiative are made.

## **6. Initiatives Involving the Storage of Personal Information Outside of Canada**

- 6.1 Employees may not engage in any new or significantly revised ~~i~~Initiative that involves the storage of ~~p~~Personal ~~i~~Information outside of Canada ~~u~~ until the ~~p~~Privacy ~~o~~Officer has completed and the ~~h~~Head has approved a PIA and any required ~~s~~Supplemental ~~r~~Review.
- 6.2 The ~~r~~Responsible ~~e~~Employee or ~~d~~Department may not enter into a binding commitment to participate in any ~~i~~Initiative that involves the storage of ~~p~~Personal ~~i~~Information outside of Canada ~~u~~ unless any required ~~s~~Supplemental ~~r~~Review has been completed and approved by the ~~h~~Head.
- 6.3 It is the responsibility of the ~~p~~Privacy ~~o~~Officer to determine whether a ~~s~~Supplemental ~~r~~Review is required in relation to any ~~i~~Initiative, and to ensure that the ~~s~~Supplemental ~~r~~Review is completed in accordance with the requirements of *FIPPA*.
- 6.4 The ~~p~~Privacy ~~o~~Officer is responsible for reviewing ~~u~~ and, if appropriate, approving all ~~s~~Supplemental ~~r~~Reviews ~~u~~ and in doing so must consider risk factors including:
  - 6.4.1 the likelihood that the ~~i~~Initiative will give rise to an unauthorized collection, use, disclosure ~~u~~ or storage of ~~p~~Personal ~~i~~Information;
  - 6.4.2 the impact to an individual of an unauthorized collection, use, disclosure or storage of ~~p~~Personal ~~i~~Information;
  - 6.4.3 whether the ~~p~~Personal ~~i~~Information is stored by a service provider;
  - 6.4.4 where the ~~p~~Personal ~~i~~Information is stored; and
  - 6.4.5 whether the ~~s~~Supplemental ~~r~~Review sets out mitigation strategies proportionate to the level of risk posed ~~ed ted~~ by the ~~i~~Initiative.

- 6.5 Approval of a ~~s~~Supplemental ~~r~~Review by the ~~h~~Head shall be documented in writing.

## **7. Inquiries**

7.1 Questions or comments about these **g**Guidelines may be addressed to the **p**Privacy Officer at [privacy@sd38.bc.ca](mailto:privacy@sd38.bc.ca). The **d**District will respond to all inquiries in writing.

## **Related Acts and Regulation**

*School Act*

*British Columbia Freedom of Information and Protection of Privacy Act (FIPPA)*

## **Supporting References, Policies, Procedures, and Forms**

Policy 311 Freedom of Information and Protection of Privacy

Policy 311-R Privacy Management

## ADMINISTRATION

## Policy 311-G (A)

### Privacy Impact Assessments

#### Purpose

The Board of Education of School District No. 38 (Richmond) (the district) is responsible for ensuring that it protects the personal information within its custody and control, including by complying with the provisions of the *Freedom of Information and Protection of Privacy Act (FIPPA)*. *FIPPA* requires that the district conduct a Privacy Impact Assessment (PIA) to ensure that all collection, use, disclosure, protection, and processing of personal information by the district is compliant with *FIPPA*.

A Privacy Impact Assessment (PIA) is an in-depth review of any new or significantly revised initiative, project, activity, or program to ensure that it is compliant with the provisions of *FIPPA*, to identify and mitigate risks arising from the initiative and to ensure that the initiative appropriately protects the privacy of individuals.

The purpose of these guidelines is to set out the district's process for conducting PIAs in accordance with the provisions of *FIPPA*.

#### 1. Definitions

- 1.1 **Employees** means all employees of the district. For purposes of these guidelines, this also includes contractors and volunteers of the district.
- 1.2 **FIPPA** means the *British Columbia Freedom of Information and Protection of Privacy Act*, and regulations.
- 1.3 **Guidelines** means procedures enacted by the district under its policy on Freedom of Information and Protection of Privacy.
- 1.4 **Head** means the superintendent of schools or any person to whom the superintendent has delegated (in writing) their powers under these guidelines.
- 1.5 **Initiative** means any enactment, system, project, program, or activity of the district;
- 1.6 **Personal Information** means any recorded information about an identifiable individual that is within the control of the district and includes information about any student or any employee of the district. Personal information does not include an individual's business contact information, such as business address, email address, and telephone number, that would allow a person to be contacted at work.
- 1.7 **PIA** means a Privacy Impact Assessment performed in accordance with the requirements of *FIPPA*.

# Administrative Guidelines

- 1.8 **Privacy Officer** means the secretary-treasurer who has been designated by the head as the privacy officer for the district.
- 1.9 **Responsible Employee** means the department head or other employee who is responsible for overseeing an initiative, and in the event of doubt, means the employee designated in the PIA as the responsible employee.
- 1.10 **Supplemental Review** means an enhanced process for reviewing the privacy and data security measures in place to protect sensitive personal information in connection with an initiative involving the storage of personal information outside of Canada.

## 2. Scope & Responsibility

- 2.1 These guidelines apply to all new and significantly revised initiatives of the district.
- 2.2 All employees are expected to be aware of and follow these guidelines in the event that they are involved in a new or significantly revised initiative.
- 2.3 Departments and management employees are responsible to plan and implement new or significantly revised initiatives in accordance with the requirements of these guidelines.

## 3. District Responsibilities

- 3.1 The superintendent of schools is the head of the district for all purposes under *FIPPA*.
- 3.2 The superintendent of schools has delegated the administration of these guidelines to the secretary-treasurer, who is the privacy officer of the district for all purposes under *FIPPA*.
- 3.3 The privacy officer is responsible to, in consultation with the head, ensure that all PIAs and supplemental reviews are completed in accordance with the requirements of *FIPPA* and these guidelines.

## 4. Responsibilities of All Employees

- 4.1 Any employee responsible for developing or introducing a new or significantly revised initiative that involve or may involve the collection, use, disclosure, or processing of personal information by the district must report that initiative to the privacy officer at an early stage in its development.
- 4.2 All employees involved in a new or significantly revised initiative will cooperate with the privacy officer and provide all requested information needed to complete the PIA.
- 4.3 All employees will, at the request of the privacy officer, cooperate with the privacy officer in the preparation of any other PIA that the privacy officer decides to perform.

## 5. The Role of the Responsible Employee

# Administrative Guidelines

Responsible employees are responsible for:

- 5.1 ensuring that new and significantly revised initiatives for which they are the responsible employee are referred to the privacy officer for completion of a PIA;
- 5.2 supporting all required work necessary for the completion and approval of the PIA;
- 5.3 being familiar with, and ensuring that the initiative is carried out in compliance with the PIA; and
- 5.4 requesting that the privacy officer make amendments to the PIA when needed and when significant changes to the initiative are made.

## **6. Initiatives Involving the Storage of Personal Information Outside of Canada**

- 6.1 Employees may not engage in any new or significantly revised initiative that involves the storage of personal information outside of Canada, until the privacy officer has completed and the head has approved a PIA and any required supplemental review.
- 6.2 The responsible employee or department may not enter into a binding commitment to participate in any initiative that involves the storage of personal information outside of Canada, unless any required supplemental review has been completed and approved by the head.
- 6.3 It is the responsibility of the privacy officer to determine whether a supplemental review is required in relation to any initiative, and to ensure that the supplemental review is completed in accordance with the requirements of *FIPPA*.
- 6.4 The privacy officer is responsible for reviewing, and if appropriate, approving all supplemental reviews, and in doing so must consider risk factors including:
  - 6.4.1 the likelihood that the initiative will give rise to an unauthorized collection, use, disclosure, or storage of personal information;
  - 6.4.2 the impact to an individual of an unauthorized collection, use, disclosure or storage of personal information;
  - 6.4.3 whether the personal information is stored by a service provider;
  - 6.4.4 where the personal information is stored; and
  - 6.4.5 whether the supplemental review sets out mitigation strategies proportionate to the level of risk posed by the initiative.

- 6.5 Approval of a supplemental review by the head shall be documented in writing.

## **7. Inquiries**

- 7.1 Questions or comments about these guidelines may be addressed to the privacy officer at [privacy@sd38.bc.ca](mailto:privacy@sd38.bc.ca). The district will respond to all inquiries in writing.

## **Related Acts and Regulation**

*School Act*

*British Columbia Freedom of Information and Protection of Privacy Act (FIPPA)*

## **Supporting References, Policies, Procedures, and Forms**

Policy 311 Freedom of Information and Protection of Privacy

Policy 311-R Privacy Management

DRAFT



## ADMINISTRATION

Revised draft – with  
changes tracked

## Policy 311-G (B)

### Critical Incident and Privacy Breach Procedure

#### 1. Purpose

The Board of Education of School District No. 38 (Richmond) (the dDistrict) is committed to ensuring the protection and security of all personal information within its control. – That commitment includes responding effectively and efficiently to privacy breach incidents that may occur.

The purpose of these gGuidelines is to set out the dDistrict's process for responding to significant privacy breaches and to complying with its notice and other obligations under the *Freedom of Information and Protection of Privacy Act (FIPPA)*.

#### 2. Scope & Responsibility

All eEmployees of the dDistrict are expected to be aware of and follow these gGuidelines in the event of a privacy breach. These gGuidelines apply to all eEmployees.

#### 3. District Responsibilities

- 3.1 The sSuperintendent of sSchools is the "hHead" of the dDistrict for all purposes under the *FIPPA*.
- 3.2 The sSuperintendent has delegated the administration of these gGuidelines under *FIPPA* to the sSecretary – tTreasurer, who is the "pPrivacy officer" of the dDistrict for all purposes under *FIPPA*.
- 3.3 The pPrivacy officer is responsible to, in consultation with the hHead, ensure that all procedures are completed to respond to a privacy breach in accordance with the requirements of *FIPPA* and these gGuidelines.

#### 4. Definitions

- 4.1 "**Employee(s)**" means the all employees of the district. For purposes of these guidelines, this also includes – contractors and volunteers of the dDistrict.;
- 4.2 "**FIPPA**" means the *British Columbia Freedom of Information and Protection of Privacy Act*, and regulations thereto.;
- 4.3 "**Guidelines**" means procedures enacted by the dDistrict under its pPolicy on Freedom of Information and Protection of Privacy.;

# Administrative Guidelines

- 4.4 **"Head"** means the ~~s~~Superintendent of ~~s~~Schools or any person to whom the ~~s~~Superintendent has delegated (in writing) their powers under these ~~g~~Guidelines.
- 4.5 **"Personal Information"** means any recorded information about an identifiable individual that is within the control of the ~~District, and district and~~ includes information about any student or any ~~e~~Employee of the ~~d~~District. Personal ~~i~~Information does not include an individual's business contact information, such as business address, email address and telephone number, that would allow a person to be contacted at work.
- 4.6 **"Privacy Breach"** means the theft or loss of or the collection, use or disclosure of ~~p~~Personal ~~i~~Information not authorized by *FIPPA*, and includes cyber and ransomware attacks and other situations where there are reasonable grounds to believe that any such unauthorized activities have taken place, or there is a reasonable belief that they will take place.
- 4.7 **"Privacy Officer"** means the ~~s~~Secretary ~~--t~~Treasurer who has been designated by the ~~h~~Head as ~~p~~Privacy ~~o~~Officer for the ~~d~~District.
- 4.8 **"Records"** means books, documents, maps, drawings, photographs, letters, vouchers, papers and any other thing on which information is recorded or stored by graphic, electronic, mechanical or other means, but does not include a computer program or other mechanism that produces records.

## 5. Responsibilities of Employees

- 5.1 All ~~e~~Employees must without delay report all actual, suspected or expected ~~p~~Privacy ~~b~~Breach incidents of which they become aware in accordance with these ~~g~~Guidelines. All ~~e~~Employees have a legal responsibility under *FIPPA* to report ~~p~~Privacy ~~b~~Breaches to the ~~h~~Head.
- 5.2 Privacy ~~b~~Breach reports may also be made to the ~~p~~Privacy ~~o~~Officer, who has delegated responsibility for receiving and responding to such reports.
- 5.3 If there is any question about whether an incident constitutes a ~~p~~Privacy ~~b~~Breach or whether the incident has occurred, ~~e~~Employees should consult with the ~~p~~Privacy ~~o~~Officer.
- 5.4 All ~~p~~Personnel must provide their full cooperation in any investigation or response to a ~~p~~Privacy ~~b~~Breach incident and comply with these ~~g~~Guidelines for responding to ~~p~~Privacy ~~b~~Breach incidents.
- 5.5 Any ~~e~~Employee who knowingly refuses or neglects to report a ~~p~~Privacy ~~b~~Breach in accordance with these ~~g~~Guidelines may be subject to discipline, up to and including dismissal.

## 6. Privacy Breach Response

### 6.1 Step One – Report and Contain

- 6.1.1 Upon discovering or learning of a ~~p~~Privacy ~~b~~Breach, all ~~e~~Employees shall:

1. Immediately report the pPrivacy bBreach to the pPrivacy officer.
  2. Take any immediately available actions to stop or contain the pPrivacy bBreach, such as by:
    - isolating or suspending the activity that led to the pPrivacy bBreach; and
    - taking steps to recover pPersonal information, rRecords, or affected equipment.
  3. Preserve any information or evidence related to the pPrivacy bBreach in order to support the district's incident response.
- 6.1.2 Upon being notified of a pPrivacy bBreach, the pPrivacy officer in consultation with the hHead, shall implement all available measures to stop or contain the pPrivacy bBreach. Containing the pPrivacy bBreach shall be the first priority of the pPrivacy bBreach response, and all employees are expected to provide their full cooperation with such initiatives.

## 6.2 Step Two – Assessment and Containment

- 6.2.1 The pPrivacy officer shall take steps to, in consultation with the hHead, contain the pPrivacy bBreach by making the following assessments:
1. the cause of the pPrivacy bBreach;
  2. if additional steps are required to contain the pPrivacy bBreach, and, if so, to implement such steps as necessary;
  3. identify the type and sensitivity of the pPersonal information involved in the pPrivacy bBreach, and any steps that have been taken or can be taken to minimize the harm arising from the pPrivacy bBreach;
  4. identify the individuals affected by the pPrivacy bBreach, or whose pPersonal information may have been involved in the pPrivacy bBreach;
  5. determine or estimate the number of affected individuals and compile a list of such individuals, if possible; and
  6. make preliminary assessments of the types of harm that may flow from the pPrivacy bBreach.
- 6.2.2 The pPrivacy officer, in consultation with the hHead, shall be responsible to, without delay, assess whether the pPrivacy bBreach could reasonably be expected to result in significant harm to individuals. ("Significant Harm"). That determination shall be made with consideration of the following categories of harm or potential harm:
1. bodily harm;

2. humiliation;
3. damage to reputation or relationships;
4. loss of employment, business, or professional opportunities;
5. financial loss;
6. negative impact on credit record;
7. damage to, or loss of, property;
8. the sensitivity of the **p**Personal **i**Information involved in the **p**Privacy **b**Breach; and
9. the risk of identity theft.

## 6.3 Step Three – Notification

- 6.3.1 If the **h**Head determines that the **p**Privacy **b**Breach could reasonably be expected to result in **s**Significant **h**Harm to individuals, then the **h**Head shall make arrangements to:
  1. report the **p**Privacy **b**Breach to the Office of the Information and Privacy Commissioner; and
  2. provide notice of the **p**Privacy **b**Breach to affected individuals, unless the **h**Head determines that providing such notice could reasonably be expected to result in grave or immediate harm to an individual's safety or physical or mental health or threaten another individual's safety or physical or mental health.
- 6.3.2 If the **h**Head determines that the **p**Privacy **b**Breach does not give rise to a reasonable expectation of **s**Significant **h**Harm, then the **h**Head may still proceed with notification to affected individual if the **h**Head determines that notification would be in the public interest, or if a failure to notify would be inconsistent with the **d**District's obligations or undermine public confidence in the **d**District.
- 6.3.3 Determinations about notification of a **p**Privacy **b**Breach shall be made without delay following the **p**Privacy **b**Breach, and notification shall be undertaken as soon as reasonably possible. If any law enforcement agencies are involved in the **p**Privacy **b**Breach incident, then notification may also be undertaken in consultation with such agencies.

## 6.4 Step 4 - Prevention

- 6.4.1 The **p**Privacy **o**Officer in consultation with the **h**Head, shall complete an investigation into the causes of each **b**Breach **i**Incident reported under these **g**Guidelines, and shall implement measures to prevent recurrences of similar incidents.

6.4.2 The **p**Privacy **o**fficer may suggest any necessary changes to operating procedures to prevent recurrence of similar **p**Privacy **b**Breach incidents in the future as instructed by the **h**Head.

## **7. Inquiries**

7.1 Questions or comments about these **g**Guidelines may be addressed to the **p**Privacy **o**fficer at [privacy@sd38.bc.ca](mailto:privacy@sd38.bc.ca). The **d**istrict will respond to all inquiries in writing.

### **Related Acts and Regulations:**

*School Act*

*British Columbia Freedom of Information and Protection of Privacy Act (FIPPA)*

### **Supporting References, Policies, Procedures and Forms**

Policy 311 Freedom of Information and Protection of Privacy

Policy 311-R Privacy Management

## Critical Incident and Privacy Breach Procedure

### 1. Purpose

The Board of Education of School District No. 38 (Richmond) (the district) is committed to ensuring the protection and security of all personal information within its control. That commitment includes responding effectively and efficiently to privacy breach incidents that may occur.

The purpose of these guidelines is to set out the district's process for responding to significant privacy breaches and to complying with its notice and other obligations under the *Freedom of Information and Protection of Privacy Act (FIPPA)*.

### 2. Scope & Responsibility

All employees of the district are expected to be aware of and follow these guidelines in the event of a privacy breach. These guidelines apply to all employees.

### 3. District Responsibilities

- 3.1 The superintendent of schools is the head of the district for all purposes under the *FIPPA*.
- 3.2 The superintendent has delegated the administration of these guidelines under *FIPPA* to the secretary-treasurer, who is the privacy officer of the district for all purposes under *FIPPA*.
- 3.3 The privacy officer is responsible to, in consultation with the head, ensure that all procedures are completed to respond to a privacy breach in accordance with the requirements of *FIPPA* and these guidelines.

### 4. Definitions

- 4.1 **Employees** means all employees of the district. For purposes of these guidelines, this also includes contractors and volunteers of the district.
- 4.2 **FIPPA** means the *British Columbia Freedom of Information and Protection of Privacy Act*, and regulations.
- 4.3 **Guidelines** means procedures enacted by the district under its policy on Freedom of Information and Protection of Privacy.
- 4.4 **Head** means the superintendent of schools or any person to whom the superintendent has delegated (in writing) their powers under these guidelines.

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- 4.5 **Personal Information** means any recorded information about an identifiable individual that is within the control of the district and includes information about any student or any employee of the district. Personal information does not include an individual's business contact information, such as business address, email address and telephone number, that would allow a person to be contacted at work.
- 4.6 **Privacy Breach** means the theft or loss of or the collection, use or disclosure of personal information not authorized by *FIPPA*, and includes cyber and ransomware attacks and other situations where there are reasonable grounds to believe that any such unauthorized activities have taken place, or there is a reasonable belief that they will take place.
- 4.7 **Privacy Officer** means the secretary-treasurer who has been designated by the head as privacy officer for the district.
- 4.8 **Records** means books, documents, maps, drawings, photographs, letters, vouchers, papers and any other thing on which information is recorded or stored by graphic, electronic, mechanical or other means, but does not include a computer program or other mechanism that produces records.

## 5. Responsibilities of Employees

- 5.1 All employees must without delay report all actual, suspected or expected privacy breach incidents of which they become aware in accordance with these guidelines. All employees have a legal responsibility under *FIPPA* to report privacy breaches to the head.
- 5.2 Privacy breach reports may also be made to the privacy officer, who has delegated responsibility for receiving and responding to such reports.
- 5.3 If there is any question about whether an incident constitutes a privacy breach or whether the incident has occurred, employees should consult with the privacy officer.
- 5.4 All personnel must provide their full cooperation in any investigation or response to a privacy breach incident and comply with these guidelines for responding to privacy breach incidents.
- 5.5 Any employee who knowingly refuses or neglects to report a privacy breach in accordance with these guidelines may be subject to discipline, up to and including dismissal.

## 6. Privacy Breach Response

### 6.1 Step One – Report and Contain

6.1.1 Upon discovering or learning of a privacy breach, all employees shall:

1. Immediately report the privacy breach to the privacy officer.
2. Take any immediately available actions to stop or contain the privacy breach, such as by:

# Administrative Guidelines

- isolating or suspending the activity that led to the privacy breach; and
  - taking steps to recover personal information, records, or affected equipment.
3. Preserve any information or evidence related to the privacy breach in order to support the district's incident response.

6.1.2 Upon being notified of a privacy breach, the privacy officer in consultation with the head, shall implement all available measures to stop or contain the privacy breach. Containing the privacy breach shall be the first priority of the privacy breach response, and all employees are expected to provide their full cooperation with such initiatives.

## **6.2 Step Two – Assessment and Containment**

6.2.1 The privacy officer shall take steps to, in consultation with the head, contain the privacy breach by making the following assessments:

1. the cause of the privacy breach;
2. if additional steps are required to contain the privacy breach, and, if so, to implement such steps as necessary;
3. identify the type and sensitivity of the personal information involved in the privacy breach, and any steps that have been taken or can be taken to minimize the harm arising from the privacy breach;
4. identify the individuals affected by the privacy breach, or whose personal information may have been involved in the privacy breach;
5. determine or estimate the number of affected individuals and compile a list of such individuals, if possible; and
6. make preliminary assessments of the types of harm that may flow from the privacy breach.

6.2.2 The privacy officer, in consultation with the head, shall be responsible to, without delay, assess whether the privacy breach could reasonably be expected to result in significant harm to individuals. That determination shall be made with consideration of the following categories of harm or potential harm:

1. bodily harm;
2. humiliation;
3. damage to reputation or relationships;
4. loss of employment, business, or professional opportunities;



5. financial loss;
6. negative impact on credit record;
7. damage to, or loss of property;
8. the sensitivity of the personal information involved in the privacy breach;  
and
9. the risk of identity theft.

## **6.3 Step Three – Notification**

- 6.3.1 If the head determines that the privacy breach could reasonably be expected to result in significant harm to individuals, then the head shall make arrangements to:
  1. report the [privacy breach](#) to the Office of the Information and Privacy Commissioner; and
  2. provide notice of the privacy breach to affected individuals, unless the head determines that providing such notice could reasonably be expected to result in grave or immediate harm to an individual's safety or physical or mental health or threaten another individual's safety or physical or mental health.
- 6.3.2 If the head determines that the privacy breach does not give rise to a reasonable expectation of significant harm, then the head may still proceed with notification to affected individual if the head determines that notification would be in the public interest, or if a failure to notify would be inconsistent with the district's obligations or undermine public confidence in the district.
- 6.3.3 Determinations about notification of a privacy breach shall be made without delay following the privacy breach, and notification shall be undertaken as soon as reasonably possible. If any law enforcement agencies are involved in the privacy breach incident, then notification may also be undertaken in consultation with such agencies.

## **6.4 Step 4 - Prevention**

- 6.4.1 The privacy officer in consultation with the head, shall complete an investigation into the causes of each breach incident reported under these guidelines, and shall implement measures to prevent recurrences of similar incidents.
- 6.4.2 The privacy officer may suggest any necessary changes to operating procedures to prevent recurrence of similar privacy breach incidents in the future as instructed by the head.

## **7. Inquiries**

- 7.1 Questions or comments about these guidelines may be addressed to the privacy officer at [privacy@sd38.bc.ca](mailto:privacy@sd38.bc.ca). The district will respond to all inquiries in writing.

**Related Acts and Regulations:**

*School Act*

*British Columbia Freedom of Information and Protection of Privacy Act (FIPPA)*

**Supporting References, Policies, Procedures and Forms**

Policy 311 Freedom of Information and Protection of Privacy

Policy 311-R Privacy Management

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## Personal Information Management Program

### Purpose

As a public body that is subject to the *British Columbia Freedom of Information and Protection of Privacy Act* (the “**Act**” or *FIPPA*”), the Board of Education of School District No. 38 (Richmond) (**the dDistrict**) is committed to upholding the principles of privacy, transparency, and accountability. This means that the **dDistrict** recognizes the fundamental importance of maintaining the privacy and security of the personal information that it collects, uses and discloses in the course of its operations and programs. The **dDistrict** also acknowledges and supports transparency with the community by facilitating access to **dDistrict** records and information in accordance with the requirements of the Act.

### 1. Definitions

- 1.1 “**Consent**” means express written consent to the collection, use or disclosure of personal information.
- 1.2 “**Employee(s)**” means ~~the all~~ employees of the district. For purposes of these guidelines, this also includes contractors and volunteers of the **dDistrict**.
- 1.3 “**FIPPA**” means the *British Columbia Freedom of Information and Protection of Privacy Act*, and regulations ~~thereto~~.
- 1.4 “**Head**” means the **sSuperintendent** of **sSchools**, or any person to whom the **sSuperintendent** has delegated (in writing) their powers under these **gGuidelines**.
- 1.5 “**Privacy Officer**” means the **sSecretary** ~~–tTreasurer~~ who has been designated by the **hHead** as the **pPrivacy** **oOfficer** for the **dDistrict**.
- 1.6 “**Personal Information**” means any recorded information about an identifiable individual that is within the control of the **dDistrict** and includes information about any student or any **eEmployee** of the **dDistrict**. Personal **iInformation** does not include an individual’s business contact information, such as business address, email address, and telephone number, that would allow a person to be contacted at work.
- 1.7 “**Guidelines**” means procedures enacted by the **dDistrict** under its **pPolicy** on Freedom of Information and Protection of Privacy.
- 1.8 “**Records**” means books, documents, maps, drawings, photographs, letters, vouchers, papers, and any other thing on which information is recorded or stored by graphic, electronic, mechanical, or other means, but does not include a computer program or other mechanism that produces records.

### 2. Principles

- 2.1 Employees are responsible for:

- making reasonable efforts to familiarize themselves with these **g**Guidelines and the requirements of *FIPPA*, including by participating in privacy training initiatives offered by the **d**District;
- following responsible information management practices to ensure that the **d**District collects, uses, and discloses **p**Personal **i**Information in compliance with *FIPPA* and other applicable laws;
- seeking at all times to protect **p**Personal **i**Information against unauthorized collection, use and disclosure, including by limiting the sharing of sensitive **p**Personal **i**Information on a need to know basis;
- cooperating with **d**District **g**Guidelines to facilitate the appropriate release of **r**Records within its custody or control in response to access requests received from members of the community under *FIPPA*;
- cooperating with **d**District **g**Guidelines for the completion of privacy impact assessments; and
- reporting privacy breaches to the **d**District in accordance with the **d**District's **g**Guidelines.

### 3. Accountability

- 3.1 The **s**Superintendent of **s**Schools is the **h**"Head" of the **d**District for all purposes under the *FIPPA*.
- 3.2 The **s**Superintendent has delegated the administration of these **g**Guidelines under *FIPPA* to the **s**Secretary ~~and~~ **t**Treasurer, who is the **p**"Privacy **o**fficer" of the **d**District for all purposes under *FIPPA*.
- 3.3 The **h**Head is responsible to appoint, oversee, and, if appropriate, delegate responsibility to the **p**Privacy **o**fficer for the **d**District to supervise its **p**Personal **i**Information management program.

### 4. Commitment to Privacy Protection

- 4.1 The **d**District protects the privacy of students, **e**Employees, and individuals whose **p**Personal **i**Information it collects, uses, shares, and retains, and expects all **e**Employees to follow responsible information management practices to ensure that the **d**District fully complies with its obligations under *FIPPA* and other applicable laws.
- 4.2 The **d**District and **e**Employees respect the privacy and confidentiality of **p**Personal **i**Information entrusted to them in the course of their duties, and collects, uses, and discloses **p**Personal **i**Information only where authorized by *FIPPA*.

### 5. Purposes for Collecting Personal Information

- 5.1 The **d**District communicates the purposes for which **p**Personal **i**Information is collected at or before the time the information is collected, unless otherwise permitted or required by *FIPPA*.

# Administrative Guidelines

5.2 In the ordinary course of carrying out its programs and activities, the dDistrict collects pPersonal iInformation of its students for purposes including:

- registration, enrollment, and transfer of students;
- to provide and deliver educational programs and services;
- to accommodate students with disabilities and diverse abilities~~special needs~~;
- to communicate with students and respond to inquiries or complaints;
- to prepare and provide assessments of student performance;
- to supervise and ensure the safety and security of the dDistrict (such as through the use of video surveillance);
- to investigate and respond to accidents, safety events, misconduct, and similar incidents;
- to ensure compliance with applicable dDistrict bylaws, policies, and other laws;
- to make all required reports and filings to the Ministry of Advanced Education; and
- for other purposes set out in these se gGuidelines or required under applicable laws.

5.3 In the ordinary course of carrying out its employment programs and activities, the dDistrict collects the pPersonal iInformation of prospective, current, and former eEmployees for purposes including:

- hiring and recruitment;
- to manage and administer the employment relationship;
- to communicate with authorized union representatives;
- to administer employment compensation and benefits;
- to evaluate performance and manage disciplinary incidents;
- to supervise and ensure the safety and security of the dDistrict (such as through the use of video surveillance);
- to investigate and respond to accidents, safety events, misconduct, and similar incidents;
- to ensure compliance with applicable dDistrict policies and other applicable laws; and
- for other purposes set out in these se gGuidelines or required under applicable laws.

## 6. Collection, Use and Disclosure Of Personal Information

6.1 The dDistrict limits the collecting of pPersonal iInformation ~~it collects to information~~ to what is related to and necessary in order to carry out its programs and activities or for other purposes authorized by *FIPPA*.

6.2 The dDistrict seeks to collect pPersonal iInformation by fair, lawful, and transparent means, including by collecting pPersonal iInformation directly from the individual, except where otherwise authorized by *FIPPA*.

6.3 The dDistrict seeks to inform individuals from whom it collects pPersonal iInformation, the purposes for which the information is being collected, the legal authority for collecting it, and the name and contact information of someone at the dDistrict who can answer questions about the collection and use of the information;

6.4 The dDistrict limits the internal and external use and sharing of pPersonal iInformation to what is required and authorized by *FIPPA* or consented to by the individual.

6.5 The dDistrict only uses or discloses pPersonal iInformation for the purpose for which it was collected, except with the individual's consent or as otherwise required or permitted by *FIPPA* or other laws.

## 7. Securing Personal Information

- 7.1 The ~~d~~District protects ~~p~~Personal ~~i~~Information by ensuring it has reasonable security safeguards in place which are appropriate to the sensitivity of the information. —Such security safeguards shall include consideration of physical security, organizational security, and electronic security.
- 7.2 All ~~e~~Employees have a duty to protect the privacy and security of ~~p~~Personal ~~i~~Information collected and used by them as part of their ongoing employment responsibilities, including by complying with the terms of these ~~g~~Guidelines, and all related ~~g~~Guidelines.
- 7.3 The ~~d~~District provides training to all ~~e~~Employees to ensure they have the requisite knowledge to ensure compliance with the terms of these ~~g~~Guidelines and the *FIPPA*.

## 8. Retention

- 8.1 The ~~d~~District does not seek to retain ~~p~~Personal ~~i~~Information longer than necessary to satisfy the ~~d~~District's applicable operational, instructional, financial, and legal needs.
- 8.2 Personal information that is no longer required for either administrative, operational, financial, legal, or historical purposes shall be securely destroyed in a confidential manner in accordance with ~~d~~District policies and approved record retention protocols.

## 9. Accuracy and Correction

- 9.1 The ~~d~~District shall make reasonable efforts to ensure the accuracy of the ~~p~~Personal ~~i~~Information that they collect and use in the course of performing their duties.
- 9.2 Individuals have the right to request the correction of their ~~p~~Personal ~~i~~Information, and the ~~d~~District will receive and respond to such requests in accordance with the *FIPPA* and ~~d~~District ~~g~~Guidelines.

## 10. Access to Information

- 10.1 The ~~d~~District supports appropriate transparency and accountability in its operations by making information available to the public as permitted or required under *FIPPA*.
- 10.2 The ~~h~~Head shall, on at least an annual basis, consider and designate categories of ~~r~~Records that will be made available to the public without the need to make a request in accordance with *FIPPA*.
- 10.3 The ~~d~~District recognizes that individuals may make requests for access to ~~r~~Records within the custody and control of the ~~d~~District, and the ~~d~~District will respond to such requests in accordance with *FIPPA* and these ~~g~~Guidelines.
- ~~10.4~~—The ~~d~~District recognizes that individuals have a right to access their own ~~p~~Personal ~~i~~Information within the custody and control of the ~~d~~District, and will facilitate such access in accordance with the requirements of *FIPPA*.

10.4

## 11. Inquiries

11.1 Questions or comments about these gGuidelines may be addressed to the pPrivacy officer at [privacy@sd38.bc.ca](mailto:privacy@sd38.bc.ca). The dDistrict will respond to all inquiries in writing.

### Related Acts and Regulations:

*School Act*

*British Columbia Freedom of Information and Protection of Privacy Act (FIPPA)*

### Supporting References, Policies, Procedures, and Forms

Policy 311 Freedom of Information and Protection of Privacy

Policy 311-R Privacy Management

## Personal Information Management Program

### Purpose

As a public body that is subject to the *British Columbia Freedom of Information and Protection of Privacy Act* (the Act or *FIPPA*), the Board of Education of School District No. 38 (Richmond) (the district) is committed to upholding the principles of privacy, transparency, and accountability. This means that the district recognizes the fundamental importance of maintaining the privacy and security of the personal information that it collects, uses and discloses in the course of its operations and programs. The district also acknowledges and supports transparency with the community by facilitating access to district records and information in accordance with the requirements of the Act.

### 1. Definitions

- 1.1 **Consent** means express written consent to the collection, use or disclosure of personal information.
- 1.2 **Employees** means all employees of the district. For purposes of these guidelines, this also includes contractors and volunteers of the district.
- 1.3 **FIPPA** means the *British Columbia Freedom of Information and Protection of Privacy Act*, and regulations.
- 1.4 **Head** means the superintendent of schools, or any person to whom the superintendent has delegated (in writing) their powers under these guidelines.
- 1.5 **Privacy Officer** means the secretary-treasurer who has been designated by the head as the privacy officer for the district.
- 1.6 **Personal Information** means any recorded information about an identifiable individual that is within the control of the district and includes information about any student or any employee of the district. Personal information does not include an individual's business contact information, such as business address, email address, and telephone number, that would allow a person to be contacted at work.
- 1.7 **Guidelines** means procedures enacted by the district under its policy on Freedom of Information and Protection of Privacy.
- 1.8 **Records** means books, documents, maps, drawings, photographs, letters, vouchers, papers, and any other thing on which information is recorded or stored by graphic, electronic, mechanical, or other means, but does not include a computer program or other mechanism that produces records.

### 2. Principles

- 2.1 Employees are responsible for:



# Administrative Guidelines

- making reasonable efforts to familiarize themselves with these guidelines and the requirements of *FIPPA*, including by participating in privacy training initiatives offered by the district;
- following responsible information management practices to ensure that the district collects, uses, and discloses personal information in compliance with *FIPPA* and other applicable laws;
- seeking at all times to protect personal information against unauthorized collection, use and disclosure, including by limiting the sharing of sensitive personal information on a need to know basis;
- cooperating with district guidelines to facilitate the appropriate release of records within its custody or control in response to access requests received from members of the community under *FIPPA*;
- cooperating with district guidelines for the completion of privacy impact assessments; and
- reporting privacy breaches to the district in accordance with the district's guidelines.

### **3. Accountability**

- 3.1 The superintendent of schools is the head of the district for all purposes under the *FIPPA*.
- 3.2 The superintendent has delegated the administration of these guidelines under *FIPPA* to the secretary-treasurer, who is the privacy officer of the district for all purposes under *FIPPA*.
- 3.3 The head is responsible to appoint, oversee, and if appropriate, delegate responsibility to the privacy officer for the district to supervise its personal information management program.

### **4. Commitment to Privacy Protection**

- 4.1 The district protects the privacy of students, employees, and individuals whose personal information it collects, uses, shares, and retains, and expects all employees to follow responsible information management practices to ensure that the district fully complies with its obligations under *FIPPA* and other applicable laws.
- 4.2 The district and employees respect the privacy and confidentiality of personal information entrusted to them in the course of their duties, and collects, uses, and discloses personal information only where authorized by *FIPPA*.

### **5. Purposes for Collecting Personal Information**

- 5.1 The district communicates the purposes for which personal information is collected at or before the time the information is collected, unless otherwise permitted or required by *FIPPA*.
- 5.2 In the ordinary course of carrying out its programs and activities, the district collects personal information of its students for purposes including:

- registration, enrollment, and transfer of students;
- to provide and deliver educational programs and services;
- to accommodate students with disabilities and diverse abilities;
- to communicate with students and respond to inquiries or complaints;
- to prepare and provide assessments of student performance;
- to supervise and ensure the safety and security of the district (such as through the use of video surveillance);
- to investigate and respond to accidents, safety events, misconduct, and similar incidents;
- to ensure compliance with applicable district bylaws, policies, and other laws;
- to make all required reports and filings to the Ministry of Advanced Education; and
- for other purposes set out in these guidelines or required under applicable laws.

5.3 In the ordinary course of carrying out its employment programs and activities, the district collects the personal information of prospective, current, and former employees for purposes including:

- hiring and recruitment;
- to manage and administer the employment relationship;
- to communicate with authorized union representatives;
- to administer employment compensation and benefits;
- to evaluate performance and manage disciplinary incidents;
- to supervise and ensure the safety and security of the district (such as through the use of video surveillance);
- to investigate and respond to accidents, safety events, misconduct, and similar incidents;
- to ensure compliance with applicable district policies and other applicable laws; and
- for other purposes set out in these guidelines or required under applicable laws.

## **6. Collection, Use and Disclosure Of Personal Information**

- 6.1 The district limits the collecting of personal information to what is related to and necessary in order to carry out its programs and activities or for other purposes authorized by *FIPPA*.
- 6.2 The district seeks to collect personal information by fair, lawful, and transparent means, including by collecting personal information directly from the individual, except where otherwise authorized by *FIPPA*.
- 6.3 The district seeks to inform individuals from whom it collects personal information, the purposes for which the information is being collected, the legal authority for collecting it, and the name and contact information of someone at the district who can answer questions about the collection and use of the information;
- 6.4 The district limits the internal and external use and sharing of personal information to what is required and authorized by *FIPPA* or consented to by the individual.
- 6.5 The district only uses or discloses personal information for the purpose for which it was collected, except with the individual's consent or as otherwise required or permitted by *FIPPA* or other laws.

## **7. Securing Personal Information**

- 7.1 The district protects personal information by ensuring it has reasonable security safeguards in place which are appropriate to the sensitivity of the information. Such security safeguards shall include consideration of physical security, organizational security, and electronic security.
- 7.2 All employees have a duty to protect the privacy and security of personal information collected and used by them as part of their ongoing employment responsibilities, including by complying with the terms of these guidelines, and all related guidelines.
- 7.3 The district provides training to all employees to ensure they have the requisite knowledge to ensure compliance with the terms of these guidelines and the *FIPPA*.

## **8. Retention**

- 8.1 The district does not seek to retain personal information longer than necessary to satisfy the district's applicable operational, instructional, financial, and legal needs.
- 8.2 Personal information that is no longer required for either administrative, operational, financial, legal, or historical purposes shall be securely destroyed in a confidential manner in accordance with district policies and approved record retention protocols.

## **9. Accuracy and Correction**

- 9.1 The district shall make reasonable efforts to ensure the accuracy of the personal information that they collect and use in the course of performing their duties.
- 9.2 Individuals have the right to request the correction of their personal information, and the district will receive and respond to such requests in accordance with the *FIPPA* and district guidelines.

## **10. Access to Information**

- 10.1 The district supports appropriate transparency and accountability in its operations by making information available to the public as permitted or required under *FIPPA*.
- 10.2 The head shall, on at least an annual basis, consider and designate categories of records that will be made available to the public without the need to make a request in accordance with *FIPPA*.
- 10.3 The district recognizes that individuals may make requests for access to records within the custody and control of the district, and the district will respond to such requests in accordance with *FIPPA* and these guidelines.
- 10.4 The district recognizes that individuals have a right to access their own personal information within the custody and control of the district, and will facilitate such access in accordance with the requirements of *FIPPA*.

## **11. Inquiries**

11.1 Questions or comments about these guidelines may be addressed to the privacy officer at [privacy@sd38.bc.ca](mailto:privacy@sd38.bc.ca). The district will respond to all inquiries in writing.

**Related Acts and Regulations:**

*[School Act](#)*

*[British Columbia Freedom of Information and Protection of Privacy Act \(FIPPA\)](#)*

**Supporting References, Policies, Procedures, and Forms**

Policy 311 Freedom of Information and Protection of Privacy

Policy 311-R Privacy Management

DRAFT

# 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**

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## Aboriginal

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

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## 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.

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## 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.'

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## 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.

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## 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"

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## 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.

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## Rights

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

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## 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.

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## 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.

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## **Territory**

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

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## **Treaty Settlement Lands**

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

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## **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.

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## **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.

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## 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'.

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## 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"> <li>• title</li> <li>• number</li> <li>• purpose of the policy, regulation or guideline</li> <li>• implementation procedures</li> </ul>			
This policy, regulation or guideline has text features such as; <ul style="list-style-type: none"> <li>• headings</li> <li>• flow charts</li> <li>• bullet points</li> <li>• other visuals that support its readability. If a visual is used it is prominent (ie near the top of the document rather than at the bottom), and includes links to relevant sections of the document</li> </ul>			
If other documents or policies are referenced, they are linked			
When an acronym is used, it is defined			
A link to accessibility features such as voiceover, and translation is provided			

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 <a href="#">Strategic Priority 2</a>			
The policy, regulation or guideline is aligned with <a href="#">DRIPA</a> (Declaration on the Rights of Indigenous Peoples Act) and <a href="#">TRC</a> (Truth and Reconciliation Commission) Calls to Action			
The policy, regulation or guideline is aligned with the District's <a href="#">strategic priorities</a>			
The policy, regulation or guideline is consistent with relevant legislation			
If the policy, regulation or guideline builds on other legislation, such as the School Act, Human Rights Code, etc. this is noted and linked			
The policy, regulation or guideline has gone through specific and equitable consultation processes with partner groups, and affected communities as applicable. A link to <a href="#">Policy 204-R</a> is provided regarding the feedback process			
It is clear who is responsible for implementing this policy, regulation or guideline			
A description of the process for implementation is included			

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

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

**Monday, May 12, 2025 – 11:00 am**  
**Via Zoom**

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**Present:**

Chairperson	D. Tablotney
Vice Chairperson	D. Yang
Trustee Member	A. Wong
Superintendent	C. Usih
Secretary Treasurer	C. Wang
President, Richmond Teachers' Association	L. Baverstock
3 <sup>rd</sup> Vice President, Richmond Teachers' Association	J. Cho
President, Canadian Union of Public Employees 716	S. Robinson*
Vice President, Richmond Association of School Administrators	A. Goulas
Chair, Richmond Management and Administrative Professionals	K. Gibson
President, Richmond District Parents Association	C. Huang*
Representative, Richmond District Parents Association	K. Ching
Executive Assistant (Recording Secretary)	J. Coronel

\*Present for a portion of the meeting

The Chairperson called the meeting to order at 11:01 am.

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

**1. Adopt Agenda**

The agenda was adopted as circulated.

**2. Approve Minutes**

Minutes of the meeting held April 14, 2025 were approved as circulated.

**3. Policy 201 Bylaw: Board Operations**

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

In response to a question from the President, Richmond Teachers' Association, the Secretary Treasurer clarified that the intent of the two-week notice period for presentations/briefs to be included in the agenda applies to requests submitted by members of the public. The existing process for requests submitted by partner groups remains unchanged.

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

THAT the Chairperson of the Policy Committee bring forward a Notice of Motion to the Board of Education at the May 21, 2025, public meeting that a recommendation for the board's consideration will be presented at the June 18, 2025, public meeting to approve the revisions of ***Policy 201 Bylaw: Board Operations***.

*S. Robinson joined the meeting at 11:06 am.*

*C. Huang joined the meeting at 11:14 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, June 9, 2025 at 11:00 am.**

**6. Adjournment**

The meeting adjourned at 11:23 am.

*Respectfully Submitted,*

*Debbie Tablotney  
Chairperson, Policy Committee*

May 30, 2025

Member of Parliament for Richmond Centre – Marpole  
165-7031 Westminster Highway  
Richmond, British Columbia  
V6X 1A3

Dear Mr. Chak Au, M.P.,

**Re: Education Priorities in the Richmond School District**

Congratulations on your recent election as Member of Parliament. On behalf of the Board of Education of the Richmond School District (No. 38), I extend our warmest wishes for your continued success.

We are reaching out to renew and strengthen the dialogue between our board and Members of Parliament, with the shared goal of supporting programs that benefit students and families in Richmond's diverse learning community.

We would like to bring to your attention several pressing concerns affecting the well-being of newcomer families and the ability of our schools to meet their needs. These challenges are growing and require coordinated support at the federal level. We respectfully seek your support in addressing these issues to ensure all students in Richmond can thrive.

**1. Settlement Workers in Schools (SWIS)**

Richmond has one of the highest concentrations of newcomer families in the region. As we know, student success relies not only on what happens in classrooms, but also on the strength and well-being of their families. The Settlement Workers in Schools (SWIS) program has been instrumental in helping newcomer families integrate into the school system and broader Canadian society. SWIS staff provide critical supports including one-on-one and family orientations, information workshops, referrals to community services, and engagement opportunities—all in multiple languages such as Mandarin, Cantonese, Arabic, Punjabi and more.

Recently, however, SWIS workers have been directed to limit their support strictly to school and education-related matters. This policy shift undermines the core function of the program: empowering families so students can thrive. By narrowing their scope, we are seeing serious consequences — growing waitlists for external referrals, increased stress on families and frustration among both staff and school personnel. Restricting SWIS support diminishes our collective ability to help children succeed. Supporting families is not ancillary to education — it is foundational to it.

In Richmond, only one federally funded agency (SUCCESS) provides general settlement support, making timely access to resources increasingly difficult. These changes have also strained the collaborative relationships between SWIS staff and school teams, as workers are no longer able to fully meet community needs or maintain their vital role within schools.

We are not alone in expressing concern — school districts across the region are reporting similar challenges. To address this, we respectfully call for:



- A broader, integrated SWIS service model that reflects the real and holistic needs of newcomer families;
- Increased federal investment to support a multi-faceted settlement service model; and
- Meaningful consultation with school districts in the design and delivery of settlement services.

## **2. National School Food Program**

On behalf of the Board of Education, we express our support for the federal government's recent announcement in the National School Food Program. This initiative marks a critical step toward addressing food insecurity among students across Canada.

While we welcome this important investment, we are concerned by the current funding allocation model, which relies primarily on socio-economic status (SES) indices. This approach does not reflect the complexity of student needs in diverse communities such as Richmond. SES alone is an insufficient proxy for identifying food insecurity, particularly among newcomer families, who often face overlapping challenges that are not captured in these indices. These include local cost of living pressures, language barriers, limited access to settlement services, and a lack of access to culturally appropriate foods.

The Richmond School District currently receives \$2.4 million in funding through the provincial Feeding Futures Program. By contrast, the newly announced federal funding allocation provides \$39,097 to our district, a reduction of 98.4 per cent in food security funding. This significant shortfall undermines our ability to meet the basic nutritional needs of our students and puts additional pressure on schools and communities.

We strongly urge the federal government to revisit the funding allocation model and engage in meaningful collaboration with local school districts to develop a more inclusive and effective approach. A holistic and community-informed model should reflect the realities of local context, including student population, local demographics, housing costs, settlement challenges and cultural diversity. This is essential to ensure that no student is left behind due to narrow or incomplete eligibility criteria.

## **3. Early Learning and Child Care**

We commend the federal government's support in early learning and childcare and respectfully call for sustained and expanded funding to improve access and affordability for families in Richmond. Targeted support for communities with high numbers of newcomer families is particularly important, as early learning services play a foundational role in successful integration and long-term educational outcome. Continued support is also needed to expand access to affordable, high-quality child care that meets the evolving needs of our growing community.

Lastly, the Board of Education would be pleased to host a meeting at your convenience to discuss these matters and explore how we can collaborate to ensure that federal programs and policies are meeting the needs of our diverse and growing community.

Thank you for your continued commitment to public education and to the well-being of children and families in Richmond.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ken H' with a stylized flourish at the end.

Ken Hamaguchi, Chairperson  
On behalf of the Board of Education (Richmond)

cc: Trustees, School District No. 38 Richmond  
Superintendent of Schools, School District No. 38 Richmond  
Secretary Treasurer, School District No. 38 Richmond

May 30, 2025

Member of Parliament for Richmond East – Steveston  
230-11331 Coppersmith Way  
Richmond, British Columbia  
V7A 5J9

Dear Mr. Parm Bains, M.P.,

**Re: Education Priorities in the Richmond School District**

Congratulations on your recent re-election as Member of Parliament. On behalf of the Board of Education of the Richmond School District (No. 38), I extend our warmest wishes for your continued success.

We are reaching out to renew and strengthen the dialogue between our board and Members of Parliament, with the shared goal of supporting programs that benefit students and families in Richmond's diverse learning community.

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On behalf of the Board of Education (Richmond)

cc: Trustees, School District No. 38 Richmond  
Superintendent of Schools, School District No. 38 Richmond  
Secretary Treasurer, School District No. 38 Richmond