

Education Committee
Public Meeting Agenda

Wednesday, November 12, 2025 – 6:00 pm
via Zoom

<https://sd38.zoom.us/j/61012288618>

Passcode: 6000

The Richmond Board of Education acknowledges and thanks the First Peoples of the hən̓q̓əmi̓nəḥ̓ (hun-ki-meen-um) language group on whose traditional and unceded territories we teach, learn and live.

- 1. Adopt Agenda**
- 2. Approve Minutes**
Public minutes from meeting held October 15, 2025 attached.
- 3. Staff Presentations:**
 - 3.1 Community schools programming**
Report from Rav Johal, Director of Instruction is attached.
 - 3.2 English Language Learner Supports**
Liz Hayes-Brown, Director of Instruction
 - 3.3 Board Authority Authorized (BAA) Courses**
Christopher Loat, Curriculum Coordinator for Technology
Report from Maryam Naser, Assistant Superintendent is attached.
- 4. Next Meeting Date – Wednesday January 14, 2026 at 6:00 pm**
- 5. Adjournment**

Education Committee Public Meeting Minutes

Wednesday, October 15, 2025 – 6:00 pm
Via Zoom

Present:

Chairperson
Trustee Member
Alternate Member
Trustee
Superintendent
Assistant Superintendent
Director of Instruction
District Administrator
Principal, Boyd Secondary
Principal, Brighthouse Elementary
Principal, Byng Elementary
Vice Principal, Byng Elementary
Teacher, Byng Elementary
Principal, DeBeck Elementary
Vice Principal, De Beck Elementary
Representative, Richmond Association of School Administrators
President, Richmond Teachers' Association
Vice President, Richmond Teachers' Association
1st Vice-President, CUPE 716
President, Richmond District Parents' Association
Executive Assistant (Recording Secretary)

H. Larson
D. Sargent
A. Wong
D. Tablotney
C. Usih
M. Naser
B. Douglas
L. Chau
R. Poon
K. Pantaleo
L. Schulz
L. Ray
C. Wilkinson
L. Schwartz
C. Lang
L. Leung*
L. Baverstock
S. Boljuncic
N. Williams
C. Huang
J. Coronel

Regrets:

Vice-Chairperson

D. Yang

*Present for a portion of the meeting

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

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

The minutes of the public meeting held Wednesday, September 17, 2025, were approved as circulated.

3. Literacy Professional Learning Grants Update

Assistant Superintendent Maryam Naser introduced Director of Instruction Brooke Douglas who provided an update on the district's literacy plan in response to the Ministry's changes to the curriculum regarding mandatory literacy screening for kindergarten students. Highlights included:

- Use of screeners and assessment tools to support early identification and areas of growth
- Ongoing professional learning to build staff knowledge
- Ongoing school-based supports for literacy instruction
- Additional literacy resources placed in schools

There were no further questions or comments.

L. Leung joined the meeting at 6:12 pm.

4. Learning Services – School Learning Stories

Assistant Superintendent Naser provided background information on the Framework for Enhancing Student Learning (FESL). Under the FESL, the district reports to the Ministry on student outcomes on literacy, numeracy, and socio-emotional well-being, identifying strengths and areas requiring further support. The focus this year in schools is on either literacy or numeracy, depending on their individual school contexts and learners' needs.

Director of Instruction Douglas introduced school administrators and teaching staff from Byng, Boyd, Debeck, and Brighthouse who shared their respective school learning stories.

Byng:

- Identified need for support in numeracy, with a focus on computational fluency
- Used common visuals in the form of vocabulary cards of math concepts
- Next steps include specific math games and re-surveying students

Boyd:

- Focus on strengthening literacy skills
- Provided targeted instruction on identifying main idea and supporting ideas
- Goal is to increase graduation assessment proficiencies

DeBeck:

- Focus on numeracy based on data on Power BI, staff input, and student voice
- Actions taken: Sharing and goal setting, professional learning and capacity building, and resource support
- Next steps include continued meaningful staff collaboration, strengthening common math vocabulary, and developing school-wide math resources

Brighthouse:

- Focus on literacy
- Purchased Guiding Reading and Home Reading books for primary classes and Professional learning focus with Leyton Schnellert
- Next steps include revisiting student data, discussing class literacy goals in staff meetings, continuing Literacy Committee meetings to discuss progress and next steps

Trustees expressed appreciation for the important work happening in schools to improve literacy and numeracy outcomes. The President of Richmond Teachers' Association also expressed appreciation for the school stories and emphasized the importance of collaboration among teacher consultants and school administration in improving literacy and numeracy. She raised concerns about the impact of next year's budget on these initiatives.

In response to a question from the President of Richmond District Parents Association, the Superintendent clarified staff activities on professional development days.

D. Tablotney left the meeting at 6:24 pm.

5. Next Meeting Date – November 12, 2025 at 6:00pm

6. Adjournment

The meeting adjourned at 7:03 pm.

Respectfully Submitted,

Heather Larson

Chairperson, Education Committee

Report to Education Committee Public

Date: November 12, 2025

From: Rav Johal, Director of Instruction – Student Services

Subject: Community Schools

This report is provided to the Board for information purposes. No further action is required.

STRATEGIC PLAN REFERENCE

- Inspired Learners
 - The district fosters resilient and health life-long learners.
- Equity and Inclusion
 - District learning environments are equitable and inclusive.
- A Connected Learning Community
 - The district is an engaged and collaborative community partner.

INTRODUCTION:

Commencing in the 2021/22 school year, United Way BC provided initial grant funding to the district for three years to launch Community Schools programming. Through this grant funding, a Community Schools Coordinator was hired to support implementation. The primary aim of programming is to provide free or low-cost after-school opportunities to children and youth in elementary schools who may face barriers to accessing quality after-school programs in the community. The district has since taken on funding of Community Schools programs through the ongoing Community Schools Coordinator role.

BACKGROUND:

The Community Schools program collaborates with community agencies and partners to expand equitable access to high-quality recreational and physical activity programs. These programs are offered on school sites to minimize barriers to student accessibility, and increase protective factors that promote child and youth mental wellness. Such protective factors include social connection and belonging, play, safety, and participation.

Using a range of data, including the Middle Years Development Index (MDI) and Social Services Index, district staff identify school communities in Richmond that may benefit from additional supports through Community Schools programs. Provincial and district data indicate that there are students within the district who may experience barriers to access structured, organized, and quality after-school programs. These barriers may include:

- financial vulnerability

- limited access to transportation
- geographic location (i.e. not in close proximity to community centres)

District staff engage and collaborate with established community partners to develop partnerships that deliver a variety of after-school programming options for elementary students. A key priority is to engage students in structured activities that support and enhance physical health, social and emotional development, a sense of belonging, and well-being in a safe space outside regular school hours. Community Schools partners currently include:

- Cambie Community Centre
- Canada SCORES
- Night Hoops
- Richmond Addictions Services Society
- Richmond Arts Centre
- Richmond Youth Education Centre
- South Arm Community Centre
- Steveston Community Centre
- Touchstone Family Association
- YWCA Vancouver

Program options developed through Community Schools partnerships are open and offered to all students, though priority is given to internal referrals. Recognizing that some students may require additional supports with building connection and resilience, district staff work with school teams (i.e. school administrators, area counsellors, Indigenous Success Team, Settlement Workers in Schools) to help identify and refer students to these programs. The purpose of internal referrals is to identify students who would most benefit from social and emotional development, activities focused on physical health and well-being, connectedness, productive use of after-school time, and general exposure to school experiences.

With ongoing collaboration and a commitment to supporting vibrant after-school opportunities for students with local partner organizations, Community Schools programming has significantly expanded over the past 5 years. In 2021/22, there was programming in 6 elementary schools, while programming in the current school year is scheduled in 19 elementary schools.

CONCLUSION:

The Richmond School District is committed to supporting the continued implementation of Community Schools programming. There is recognition that these programs have an integrated focus on school success as well as child and youth development, which supports the growth of vibrant, healthy communities.

Respectfully Submitted,

Ravinder Johal

Director of Instruction – Student Services

Report to Education Committee Public

Date: November 12, 2025

From: Maryam Naser, Assistant Superintendent

Subject: Board Authority Authorized (BAA) Course

RECOMMENDATION

THAT the Education Committee recommends that the Board of Education approve the attached newly developed Board Authority Authorized Course for implementation in the 2026/27 school year.

STRATEGIC PLAN REFERENCE

Strategic Priority 1: Inspired Learners

Goal 1: Learners have increased capacity to adapt and thrive in an ever-changing world.

Strategic Priority 2: Equity and Inclusion

Goal 1: District learning environments are equitable and inclusive

BACKGROUND

Board Authority Authorized Courses (BAA) are locally developed and allow Boards of Education to offer courses relevant to the community's needs and student interests. These courses must be authorized by Boards of Education in accordance with Ministry of Education requirements. There is one course being proposed for the 2026/2027 school year. A detailed course description is attached.

Course	Grade(s)	Description
Digital Literacy/Agency for an AI Enabled World:	11	This course extends BC's Digital Literacy Framework into AI-enabled contexts, developing students' competencies across all six framework characteristics while building essential AI literacy skills. Students master essential AI technical skills (e.g. prompt engineering, lateral verification, ethical reasoning, and human-AI collaboration) through practical application within BC's proven digital literacy structure. The course integrates international perspectives from UNESCO and OECD frameworks while maintaining BC's emphasis on digital citizenship, creativity, critical thinking, and community responsibility. Through hands-on projects and collaborative problem-solving students develop sophisticated capabilities for navigating, evaluating, and contributing to AI-enhanced learning and work environments.

This course meets the requirements outlined by the Ministry of Education and Child Care. Specifically, it:

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

CONCLUSION

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

Respectfully Submitted,

*Maryam Naser
Assistant Superintendent*

*Attachment:
BAA detailed course description*

Board/Authority Authorized Course

Name of School District: Richmond School District	School District Authority Number: SD38
Developed by: Mr. Tom Morley, Mr. Chris Loat	Date Developed: August 25, 2025
School Name: Palmer Secondary School	Principal's Name: Herj Gaug
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Digital Literacy for an AI Enabled World	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Students should be enrolled in or completed Grade 11 and demonstrate foundational competency in BC Digital Literacy Framework elements through portfolio assessment or prior coursework.

Special Training, Facilities or Equipment Required:

Teachers require demonstrated competency with AI tools, understanding and mastery of essential AI skills and concepts, and familiarity with Indigenous knowledge systems approaches to technology evaluation. Ongoing professional development in AI literacy and Indigenous pedagogy is essential. Access to diverse AI tools, and reliable internet are recommended.

Note: This course was developed before either the BC Ministry of Education or Richmond School District released their documents and policies on AI in education. Teachers wishing to teach this course should review these new documents to further align the course with new guidance.

- 1) BC Ministry of Education:

- a. Considerations for using AI in Schools: <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/ai-in-education/considerations-for-using-ai-tools-in-k-12-schools.pdf>
- b. Curriculum Connections Digital Literacy and the use of AI: <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/ai-in-education/curriculum-connections-digital-literacy-and-the-use-of-ai.pdf>

2) Richmond School District Documents can be found at: Richnet > Technology Services > Artificial Intelligence

Course Synopsis:

This course extends BC's Digital Literacy Framework into AI-enabled contexts, developing students' competencies across all six framework characteristics while building essential AI literacy skills. Students master essential AI technical skills (e.g. prompt engineering, lateral verification, ethical reasoning, and human-AI collaboration) through practical application within BC's proven digital literacy structure. The course integrates international perspectives from UNESCO and OECD frameworks while maintaining BC's emphasis on digital citizenship, creativity, critical thinking, and community responsibility. Through hands-on projects and collaborative problem-solving students develop sophisticated capabilities for navigating, evaluating, and contributing to AI-enhanced learning and work environments.

Goals and Rationale:

Rationale

Digital Literacy for the AI-Enabled World 11 addresses the urgent need to extend BC's established digital literacy competencies into AI-specific contexts. The course recognizes that AI literacy must build on existing digital competencies rather than replace them. Students extend their research skills to AI evaluation, apply critical thinking to human-AI collaboration, and expand digital citizenship to include AI governance and community responsibility.

Grade 11 timing allows students to develop sophisticated analytical capabilities while still forming their technology use patterns and preparing for post-secondary and career environments where AI literacy will be essential.

Goals

1. **Extend BC Digital Literacy competencies** into AI-specific contexts through systematic application of the six framework characteristics
2. **Master essential AI skills** as practical, measurable outcomes: prompt engineering, lateral verification, ethical reasoning, and human-AI collaboration
3. **Develop sophisticated research and evaluation skills** for assessing AI tool reliability, bias, and appropriateness to specific contexts
4. **Build ethical reasoning capabilities** that integrate technical considerations with community values and long-term consequences
5. **Demonstrate innovative creativity** through strategic human-AI collaboration that preserves human agency while enhancing creative capabilities
6. **Practice advanced digital citizenship** through understanding of AI's societal impacts and active participation in community discussions about technology governance

Indigenous Worldviews and Perspectives:

Pedagogical Integration Approach

First Peoples Principles of Learning enhance BC's Digital Literacy Framework through pedagogical approaches that deepen student engagement and learning effectiveness in AI contexts.

Learning is holistic, reflexive, and relational: Students examine AI systems through multiple perspectives, considering technical capabilities alongside impacts on relationships, community well-being, and personal identity. Learning activities integrate cognitive, emotional, and social dimensions of AI interaction.

Learning involves patience and time: AI literacy development requires careful observation, systematic testing, and reflective analysis that cannot be rushed. Students practice iterative approaches to AI evaluation and collaboration that honor complexity and allow for deep understanding to emerge gradually.

Learning supports the well-being of individual, family, community, land, spirits, and ancestors: Students consider how their AI tool choices affect not just personal efficiency but community relationships, cultural preservation, environmental sustainability, and intergenerational responsibility.

Learning recognizes the role of Indigenous knowledge: Students explore how AI systems represent or misrepresent diverse perspectives, including Indigenous viewpoints. They develop respect for different ways of knowing and organizing information while advocating for inclusive AI development.

Content Integration

- Examining representation and bias in AI training data, including Indigenous perspectives and knowledge systems
- Exploring concepts of data sovereignty and community ownership in AI development and deployment
- Investigating how AI tools might support or hinder cultural preservation and traditional knowledge transmission
- Considering long-term environmental and community impacts of AI development using Indigenous sustainability principles

BIG IDEAS

Research & Information Literacy	Critical Thinking & Decision Making	Technology Operations & Concepts	Communication & Collaboration	Creativity & Innovation	Digital Citizenship
Systematic AI evaluation using multiple verification methods reveals reliable information and identifies bias, misinformation, and appropriate use contexts	Complex AI scenarios require ethical reasoning frameworks that integrate technical analysis with community values and long-term consequence consideration	Understanding AI system capabilities and limitations enables strategic tool selection and effective human-AI collaboration protocols	Intentional human-AI partnerships preserve authentic voice and human agency while enhancing communication effectiveness and collaborative outcomes	AI-enhanced creative processes amplify human imagination and problem-solving while maintaining creative ownership and authentic expression	Responsible participation in AI-enabled communities requires understanding of societal impacts and active engagement in technology governance and advocacy

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Applied Design Understanding Context - Investigate AI impacts across diverse communities, identify authentic enhancement opportunities, and critically evaluate existing implementations for technical, ethical, and sustainability outcomes. Defining - Analyze stakeholders and consequences through inclusive engagement, establish responsible AI boundaries across contexts, and frame problems considering human well-being, culture, and environment.	<i>Students are expected to know the following:</i> Enhanced Research & Information Literacy - Advanced evaluation criteria for assessing AI-generated information reliability, accuracy, bias, and appropriateness to specific contexts and audiences - Lateral verification protocols such as SIFT for checking AI outputs against multiple authoritative sources and identifying potential misinformation or manipulation - Methods for identifying different types of bias in AI systems including demographic bias, confirmation bias, temporal bias, and cultural misrepresentation

Identifying

- Generate ethically grounded AI solutions integrating technical and cultural considerations, build prototypes aligned with integrity and Indigenous principles, and prioritize approaches balancing feasibility with community and environmental benefit.

Prototyping

- Select and test AI tools using technical-ethical evaluation criteria, document transparent human-AI collaboration processes, and develop iterative implementations with continuous assessment and feedback integration.

Testing

- Gather diverse partner group feedback including marginalized voices, verify AI outputs through systematic multi-source protocols, and evaluate solutions against ethical standards and competency expectations.

Making

- Implement AI strengthening rather than replacing human capacities, collaborate while preserving agency and creative ownership, and maintain accountability through attribution, oversight, and responsibility for all consequences.

Applied Skills

Use materials, tools, and technologies in a safe manner for self and others in both physical and digital environments

Develop skills needed for design interests, and develop specific plans for skill development over time

Applied Technologies

Explore existing, new, and emerging tools, technologies, and systems to evaluate their suitability for their design interests

- Strategies for maintaining critical thinking while benefiting from AI research assistance and information processing capabilities

AI Technical Foundations and Operations

- Basic understanding of how Large Language Models (LLMs) process data, recognize patterns, and generate outputs, including capabilities and fundamental limitations
- Practice prompt engineering techniques for effective AI communication, task specification, and iterative improvement of AI outputs
- Comparison of different AI applications (language models, image generation, recommender systems) and their appropriate use contexts and ethical considerations
- Understanding of AI environmental costs, data privacy implications, computational requirements, and community impact considerations

Ethical Reasoning and Decision-Making Frameworks

- Integration of multiple ethical approaches (consequentialist, deontological, virtue ethics, care ethics) for evaluating AI use decisions in complex scenarios
- Indigenous ethical principles including relationality, reciprocity, responsibility, and respect applied to AI development and implementation contexts
- Understanding of AI governance, regulation, and the role of citizen participation in shaping technology policy at local, national, and international levels
- Personal protocol development for AI use that balances individual benefit with community responsibility and long-term societal well-being

Human-AI Collaboration and Communication

Evaluate impacts, including unintended negative consequences, of choices made about technology use

Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies

- Incorporate collaboration protocols for maintaining human agency, creativity, and decision-making authority while effectively leveraging AI assistance
- Strategies for clear communication about AI involvement in academic, creative, and professional work while maintaining intellectual honesty and transparency
- Understanding of AI impact on communication patterns, relationship dynamics, and community building in digital environments
- Skills for teaching and mentoring others in responsible AI use and digital citizenship practices

Creativity, Innovation, and Digital Citizenship

- Techniques for AI-enhanced creative processes that preserve human artistic voice, cultural authenticity, and intellectual ownership
- Understanding of intellectual property considerations in AI-assisted creation including attribution, fair use, and community knowledge protection
- Knowledge of AI's societal transformation effects on employment, education, democratic participation, and social equity with emphasis on community advocacy
- Strategies for maintaining human connections, cultural practices, and community relationships in increasingly AI-mediated environments

Big Ideas – Elaborations

Extensive, detailed elaborations are included in a separate document available for teachers interested in teaching this course.

Curricular Competencies – Elaborations

Extensive, detailed elaborations are included in a separate document available for teachers interested in teaching this course.

Content – Elaborations

Extensive, detailed elaborations are included in a separate document available for teachers interested in teaching this course.

Recommended Instructional Components:

Given the rapid pace of change in the AI landscape, instructional components should focus on how foundational AI principles manifest in systems outputs as the basis for considerations of Digital literacy and ethical AI use patterns. Machine Learning, Large Language Models (LLMs), generative AI art and music, recommender systems, character AI, web design and workflow system tools should all be examined. The instructor should stay informed about AI tools and consider the educational value for all students.

Recommended Assessment Components:

Ensure alignment with principles of quality assessment - <https://curriculum.gov.bc.ca/assessment-info>

A variety of assessments including journaling, self-assessment, peer assessment, and formative and summative assessment

Learning Resources:

- **Harvard AI Pedagogy Project** - <https://aipedagogy.org/>
- **CRAFT by Stanford** - <https://craft.stanford.edu/about/>
- **AI Ethics Lab (MIT)** - <https://medium.com/open-learning/help-young-learners-thrive-with-free-courses-programs-and-activities-from-mit-5b75e8d33404> -
- **Elements of AI (University of Helsinki)** - <https://www.elementsofai.com/> - Free, accessible introduction to AI concepts
- **AI Literacy Curriculum (AI4ALL)** - <https://ai-4-all.org/resources-all/> - Equity-focused AI education materials
- **Teaching AI (MIT Raise)** - <https://raise.mit.edu/resources/> - Student-friendly AI learning modules
- **TeachAI.org** - <https://www.teachai.org/> - Guidance for educators on AI in education
- **AI for Education (University of Pennsylvania)** - Various courses and resources
- **Common Sense Education AI for Learning Hub** - <https://www.commonsensemedia.org/>
- **AI Now Institute** - <https://ainowinstitute.org/> - Critical AI research and policy analysis
- **Partnership on AI** - <https://partnershiponai.org/> - Industry perspectives on responsible AI