

Board of Education
Public Meeting Agenda

Wednesday, November 19, 2025 – 7:00 pm
1st Floor Boardroom

https://sd38.zoom.us/webinar/register/WN_ohiH8rn_ScaG_SA_mV014A

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.

1. Recognition of Visitors, Announcements and Trustees' Updates

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

2. Adoption of Agenda

3. Presentations, Briefs, Special Recognition

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

4. Questions from the Public

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

5. Executive

6. Approval of Minutes of Prior Meetings

- (a) Record of an in-camera meeting of the board held Wednesday, October 22, 2025.
- (b) Regular meeting of the board held Wednesday, October 22, 2025 for approval.

7. Business Arising from Prior Minutes

Nil.

8. New Business

- (a) **RECOMMENDATION – Revision to the Date for Approval of New City Centre School Catchment**
Report from the Secretary Treasurer attached.
- (b) **NOTICE OF MOTION – Establishment of a District Student Council (DSC)**

9. Questions from the Public

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

10. Standing Committee Reports

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

The next meeting is scheduled for Tuesday, January 6, 2026, at 3:30 pm.

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

- (i) **RECOMMENDATION:** Board Authority Authorized (BAA) Course – Digital Literacy for an AI Enabled World.
Report from the Committee Chairperson attached.

- (ii) Minutes of the meeting held on October 15, 2025, are attached for information.

A meeting was held on Wednesday, November 12, 2025. The next meeting is scheduled for Wednesday, January 14, 2026, at 6:00 pm.

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

- (i) Minutes of the meeting held on October 1, 2025, are attached for information.

A meeting was held on Wednesday, November 5, 2025. The next meeting is scheduled for Wednesday, December 3, 2025, at 4:30 pm.

(d) **Finance and Legal Committee**

Chairperson: Donna Sargent

Vice Chairperson: Debbie Tablotney

(i) **RECOMMENDATION:** 2026/27 Annual Budget Process and Timeline.
Report from the Committee Chairperson attached.

(ii) Minutes of the meeting held on October 15, 2025, are attached for information.

A meeting was held on Wednesday, November 12, 2025. The next meeting is scheduled for Wednesday, January 14, 2026, at 10:00 am.

(e) **Policy Committee**

Chairperson: Debbie Tablotney

Vice Chairperson: David Yang

(i) **RECOMMENDATION:** Policy 501.8-R/501.8-G: Student Admission, Registration, Placement and Transfer.
Report from the Committee Chairperson attached.

(ii) Minutes of the meeting held on October 14, 2025, are attached for information.

A meeting was held on Monday, November 10, 2025. The next meeting is scheduled for Monday, January 12, 2026, at 11:00 am.

11. Board Committee and Representative Reports

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

A meeting was held on Wednesday, November 5, 2025.

(b) **BCSTA**

Trustee Academy is scheduled for November 27-29, 2025 at the Westin Bayshore, Vancouver.

(c) **BCPSEA**

BCPSEA Annual General Meeting is scheduled for January 29, 2026.

12. Correspondence

(a) For action:

Nil.

(b) For information:

- (i) Board Advocacy Letter to the Mayor and Councillors of the City of Richmond on School Traffic Safety dated October 28, 2025.
- (ii) Response Letter from the Mayor on School Traffic Safety dated November 5, 2025

13. Adjournment

Board of Education

Telephone 604 668 6000

www.sd38.bc.ca

The next meeting is scheduled for Wednesday, December 10, 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 2025-2026

	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: November 19, 2025

From: Cindy Wang, Secretary Treasurer

Subject: **Record of an In-camera Board Meeting held October 22, 2025**

The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at an in-camera meeting of the Board held October 22, 2025.

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

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

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

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

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

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

Board of Education
Public Meeting Minutes

Wednesday, October 22, 2025 – 7:00 pm
1st Floor Boardroom and via Zoom

Present:

Chairperson
Vice Chairperson
Trustee
Trustee
Trustee
Trustee
Trustee
Superintendent of Schools
Secretary Treasurer
Assistant Superintendent
Assistant Superintendent
Assistant Superintendent
Executive Director, Human Resources
Director, Communications & Marketing
Director, Richmond International Education
Executive Assistant (Recording Secretary)

K. Hamaguchi
D. Yang
R. Belleza
H. Larson
D. Sargent
D. Tablotney
A. Wong
C. Usih
C. Wang
C. Brautigam
R. Laing
M. Naser
T. Major
D. Sadler
S. Sephton*
T. Lee

*Present for a portion of the meeting

The Chairperson called the meeting to order at 7:03 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 Yang: On November 3, 2025, the Richmond School District will recognize the dedication and contributions of its support staff. With more than one thousand support staff roles across the district, these individuals perform essential functions that directly contribute to the overall success of our schools and the achievement of our students.

The commitment demonstrated by our support staff; whether through direct engagement with students or by ensuring the effective operation of our schools; highlights their critical role in fostering a strong and thriving educational environment.

On behalf of the Board of Education, I extend my heartfelt gratitude to all support staff for making the Richmond School District an exceptional place to learn and lead. Thank you for your tireless efforts and for being the backbone of our district. Your contributions are deeply valued, and we are truly grateful for all that you do.

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

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

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

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

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

2. Adoption of Agenda

166/2025 MOVED BY D. SARGENT AND SECONDED D. TABLOTNEY:

THAT the Wednesday, October 22, 2025 regular agenda of the Board of Education be adopted as circulated.

CARRIED

3. Presentations, Briefs, Special Recognition

(a) **Presentations**

Nil.

(b) **Briefs**

Nil.

(c) **Special Recognition**

2025 Prime Minister's Award for Regional Certificate of Achievement

The Chairperson introduced May Ng, IB English, English, ELL, and LSS teacher at Richmond Secondary, who has been awarded a Regional Certificate of Achievement for the 2025 Prime Minister's Award (PMA) for Teaching Excellence and invited Ms. Ng and Principal at Richmond Secondary, Anita Kwon, to say a few words.

Trustees congratulated Ms. Ng on her award, recognizing her outstanding support for ELL students and exemplary contribution to the school community.

4. Questions from the Public

Various questions and comments were raised during the public question period pertaining to the following:

- Liz Baverstock, President, Richmond Teachers' Association on budget challenges, future planning, and partner group consultation;
- Connie Huang, President, Richmond District Parents Association, on AED and naloxone kit availability and training;
- A Richmond resident expressing support for the proposed Substance Use Awareness and Prevention Week initiative; and
- A student raising concerns regarding the professional learning time schedule, with follow-up offered outside the meeting.

5. Executive

The Superintendent recognized the dedication of Richmond's teachers, support staff, and administrators, and highlighted Ms. Ng's Prime Minister's Award. He noted the strong start to the school year, commended students for their engagement and learning, and thanked parents and families for their support. He also provided an update on the 2026–2030 Strategic Plan, noting that the board is in the final stages of development with partner group input and anticipates approval early next year.

6. Approval of Minutes of Prior Meetings

- (a) A record of an in-camera meeting of the board held Wednesday, September 24, 2025 was included for information.
- (b) Regular meeting of the board held Wednesday, September 24, 2025

167/2025 MOVED BY A. WONG AND SECONDED BY D. YANG:

THAT the Board of Education approve the Minutes of Wednesday, September 24, 2025 regular meeting as circulated.

CARRIED

7. Business Arising from Prior Minutes

(a) 2025/26 Enrolment Update

The Secretary Treasurer spoke to her report as included in the agenda package. Discussion then ensued regarding the decline in kindergarten and overall K–12 enrollment. She noted that the decrease is due to demographic factors, lower participation rates, federal immigration policy changes, interprovincial migration, and housing trends, and confirmed that staff are monitoring impacts on staffing and budget and will report to the board in future meetings.

The Chairperson called for a recess at 7:54 pm and the meeting reconvened at 8:00 pm. The Director, Richmond International Education joined the meeting at 8:00 pm.

(b) Richmond International Education Annual Update

The Director, Richmond International Education spoke to his report as included in the agenda package and invited a student from Turkey, to share her experience in Richmond schools.

Trustees expressed appreciation for the program's benefits to students, families, and the community, and emphasized ongoing advocacy with federal representatives to support international education.

The Director, Richmond International Education then responded to trustees' questions regarding the impacts of federal immigration policies, processing delays, and global factors on international student enrollment, program participation, student support, and learning outcomes.

Trustees recommended that the board coordinate a meeting with the new members of parliament (MPs) to follow up on Richmond International Education and the district budget.

8. New Business

(a) MOTION – Substance Use Awareness and Prevention Week

Trustee Belleza provided background information regarding youth substance use concerns and the importance of prevention and awareness programs.

Main Motion:

168/2025 MOVED BY R. BELLEZA AND SECONDED BY A. WONG:

BE IT RESOLVED THAT the Board of Education of School District No. 38 (Richmond) direct staff to identify opportunities to expand district-wide substance-use awareness and prevention initiatives, including education and healthy choices, prevention, parent and caregiver engagement, community partnership, and report back to the Board on proposed next steps.

Trustee Belleza provided rationale for the motion. The Superintendent then invited Assistant Superintendent Brautigam provide an overview of the district's ongoing work supporting staff, students, and families in substance use awareness and prevention.

Discussion on the motion ensued, and an amendment was subsequently proposed.

Amendment:

169/2025 MOVED BY D. TABLOTNEY AND SECONDED BY H. LARSON:

BE IT RESOLVED THAT the Board of Education of School District No. 38 (Richmond) direct staff to identify opportunities to expand district-wide substance-use awareness programs as part of the elementary and secondary school Physical Health and Education Curriculum and report back to the Board on proposed next steps by March 2026.

AND FURTHER THAT staff review existing and new partnerships with community organizations, including Vancouver Coastal Health, Foundry, Richmond Addictions Services Society, and D.A.R.E. BC.

A Point of Order was raised under Policy 200 – Trustee Role, Responsibilities, and Code of Ethics (Conflict of Interest), suggesting that Trustee Alice Wong, as a serving member of D.A.R.E. BC, may have a conflict of interest and should recuse herself from part of the discussion. The Chairperson ruled that Trustee Wong recuse herself from both the discussion and vote on this item.

Trustee Wong left meeting at 9:29 pm.

Trustee Tablotney provided the rationale for the amendment. Discussion ensued, after which trustees voted on the amendment.

CARRIED

Trustee Wong returned to the meeting at 9:59 pm and did not participate in the vote on this item.

Main Motion as Amended:

Trustees returned to the main motion as amended and voted.

CARRIED

9. Questions from the Public

Various questions and comments were raised during the public question period pertaining to the following:

- Effectiveness of current substance use awareness and prevention programs;
- Importance of early prevention versus treatment and harm reduction;
- Role of parents in supporting student education and awareness;

- Use and effectiveness of taxpayer funding for these programs;
- Comparison of substance use awareness to mental health awareness initiatives; and
- Need for accurate information and measurable outcomes to inform parents and support students.

10. Standing Committee Reports

(a) **Audit Committee**

Chairperson: David Yang

Vice Chairperson: Rod Belleza

The next meeting is scheduled for Tuesday, January 6, 2026, at 3:30 pm.

(b) **Education Committee**

Chairperson: Heather Larson

Vice Chairperson: David Yang

- (i) Minutes of the meeting held on September 17, 2025, were attached for information.

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

(c) **Facilities and Building Committee**

Chairperson: Ken Hamaguchi

Vice Chairperson: Heather Larson

- (i) Minutes of the meeting held on September 3, 2025, were attached for information.

A meeting was held on Wednesday, October 1, 2025. The next meeting is scheduled for Wednesday, November 5, 2025, at 4:30 pm.

(d) **Finance and Legal Committee**

Chairperson: Donna Sargent

Vice Chairperson: Debbie Tablotney

- (i) **RECOMMENDATION:** Trustees Expenses for the Three Months ended September 30, 2025.

Report from the Committee Chairperson attached.

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

170/2025 MOVED BY D. SARGENT AND SECONDED BY A. WONG:

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

BE IT RESOLVED that in accordance with the School Act, the Board of Education of School District No. 38 (Richmond) approves Trustees' expenses paid during the three-month period ended September 30, 2025, in the amount of \$1,683.60.

CARRIED

- (ii) Minutes of the meeting held on September 17, 2025, were attached for information.

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

(e) **Policy Committee**

Chairperson: Debbie Tablotney

Vice Chairperson: David Yang

- (i) Minutes of the meeting held on September 15, 2025, were attached for information.

A meeting was held on Tuesday, October 14, 2025. The next meeting is scheduled for Monday, November 10, 2025, at 11:00 am.

11. Board Committee and Representative Reports

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

The next meeting is scheduled for Wednesday, November 5, 2025, at 9:30 am.

(b) **BCSTA**

Trustee Academy is scheduled for November 27-29, 2025 at the Westin Bayshore, Vancouver. Trustee Larson noted that Trustee Wong will be attending the Provincial Council meeting on October 24, 2025.

(c) **BCPSEA**

Trustee Tablotney noted a call on October 21 for the Board Chair and trustee representatives. A synopsis of the discussion regarding bargaining will be sent to all trustees. Trustee Tablotney also noted she will be attending the BCPSEA 2025 Symposium on November 6–7, 2025.

12. Correspondence

- (a) For action:

Nil.

(b) For information:

Nil.

13. Adjournment

171/2025 MOVED BY D. YANG AND SECONDED BY R. BELLEZA:

THAT the regular meeting of Wednesday, October 22, 2025 of the Board of Education be adjourned at 10:30 pm.

CARRIED

K. HAMAGUCHI
Chairperson

C. WANG
Secretary Treasurer

Report to the Board of Education (Public)

Date: November 19, 2025

From: Cindy Wang, Secretary Treasurer

Subject: Revision to the Date for Approval of New City Centre School Catchment

RECOMMENDATION

THAT the Board of Education (the board) revise the date for approval of the new city centre school catchment boundaries from November 19, 2025 to January 21, 2026.

BACKGROUND

The *School Act* provides boards of education specific responsibilities related to managing student enrolment and school capacity. Section 75 requires the board “must establish for each school in its school district ... a catchment area consisting of a geographical area around the school”, and “a board may amend the catchment area established for a school”.

At the end of the 2024/25 school year, the board acquired a new city centre school, located at 8671 Odlin Crescent. The new school is located between two major redevelopment areas, Lansdowne and Capstan Villages, and is intended to serve student population in the surrounding school communities beginning in September 2026.

DISCUSSION

On September 2, 2025, the board approved the initiation of a City Centre Catchment Review to establish new school boundaries in preparation for the planned school opening. The public engagement process, conducted from September through October 2025, included online surveys, virtual and in-person public open houses, and school-based open house sessions.

To ensure the board’s decision is fully informed by a comprehensive review of all data and community input, staff recommend revising the approval date for the new catchment boundaries from November 19, 2025, as initially approved, to January 21, 2026.

This additional time will allow for a more detailed assessment of potential operational implications, including projected student enrolments, additional support needed, childcare, and central registration processes. The revised approval timeline will not negatively affect the central registration timeline, as student placements will not be confirmed in February 2026 as per usual procedures. At this time no significant impact to operations and staffing processes are anticipated.

Following board approval, implementation will include a detailed transition plan designed to support affected students and families. Designated staff will work directly with families to guide them through the registration process, respond to questions, and coordinate student placements to ensure continuity and minimize disruption to student experience.

CONCLUSION

Revising the approval timeline to January 21, 2026, provides the necessary time for staff to complete a thorough analysis of engagement results and finalize operational plans to support a smooth transition. The revised timeline does not affect central registration, staffing or budget processes. The district will continue to work closely with families and provide timely, transparent information to ensure they are well supported through this transition.

Respectfully submitted,

*Cindy Wang, MSc CPA-CA
Secretary Treasurer*

Report to the Board of Education (Public)

Date: November 19, 2025

From: Heather Larson, Trustee, Chairperson of Education Committee

Subject: Board Authority Authorized (BAA) Course – Digital Literacy for an AI Enabled World

RECOMMENDATION

THAT the Board of Education approve the newly developed Board Authority Authorized Course: Digital Literacy for an AI Enabled World 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,

Heather Larson

Trustee, Chairperson of Education Committee

Attachment:

BAA detailed course description – Digital Literacy for an AI Enabled World

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.commonensemedia.org/>
- **AI Now Institute** - <https://ainowinstitute.org/> - Critical AI research and policy analysis
- **Partnership on AI** - <https://partnershiponai.org/> - Industry perspectives on responsible AI

Education Committee
Public Meeting Minutes

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

Present:

Chairperson	H. Larson
Trustee Member	D. Sargent
Alternate Member	A. Wong
Trustee	D. Tablotney
Superintendent	C. Usih
Assistant Superintendent	M. Naser
Director of Instruction	B. Douglas
District Administrator	L. Chau
Principal, Boyd Secondary	R. Poon
Principal, Brighthouse Elementary	K. Pantaleo
Principal, Byng Elementary	L. Schulz
Vice Principal, Byng Elementary	L. Ray
Teacher, Byng Elementary	C. Wilkinson
Principal, DeBeck Elementary	L. Schwartz
Vice Principal, De Beck Elementary	C. Lang
Representative, Richmond Association of School Administrators	L. Leung*
President, Richmond Teachers' Association	L. Baverstock
Vice President, Richmond Teachers' Association	S. Boljuncic
1 st Vice-President, CUPE 716	N. Williams
President, Richmond District Parents' Association	C. Huang
Executive Assistant (Recording Secretary)	J. Coronel

Regrets:

Vice-Chairperson	D. Yang
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*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

Facilities and Building Committee

Public Meeting Minutes

Wednesday, October 1, 2025 - 4:30 pm
Via Zoom

Present:

Chairperson	K. Hamaguchi
Vice Chairperson	H. Larson
Trustee Member	R. Belleza
Trustee	A. Wong
Secretary Treasurer	C. Wang
Director, Richmond Project Team	J. Ho
Director, Facilities Services	K. Wilkins
President, Richmond Teachers' Association	L. Baverstock
2nd Vice President, Richmond Teachers' Association	F. Marsic
President, Richmond District Parents Association	C. Huang
Representative, Richmond Management and Professional Staff	J. Canlas
Executive Assistant (Recording Secretary)	S. Khan

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the hə́nqəminə́m 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 September 3, 2025 meeting was approved as circulated.

3. Facilities Planning Update (standing item)

The Director, Richmond Project Team spoke to the report that was included in the agenda package and provided an update on the current status of the Odlin Crescent Boundary Review. Discussion ensued regarding the open houses and survey engagement for the City Centre Catchment Review.

The Director, Richmond Project Team, then responded to partner groups' questions regarding feedback received from the virtual open house sessions.

4. Capital Projects Update (standing item)

The Director, Richmond Project Team spoke to the report as included in the agenda package and provided updates on the Diefenbaker Elementary and Tomsett Elementary projects.

The Chairperson inquired about the Diefenbaker Elementary development and informed the committee that some families have expressed concerns regarding construction and the possibility of relocation. The Director, Richmond Project Team, confirmed that the approved design including location reflects the most effective and responsive use of district property while maintaining safety and minimizing disruption to the students and community.

The Director, Richmond Project Team, and the Director, Facilities Services, responded to partner groups' requests for updates on the Odlin Crescent renovation project.

5. Facilities Services Update (standing item)

The Director, Facilities Services referred to the report as included in the agenda package and presented a summary highlighting projects completed between Summer 2025 and September 2025.

The Director, Facilities Services, and the Director, Richmond Project Team then responded to trustees' questions regarding transportation, asset management, and energy and sustainability initiatives.

6. Next Meeting Date – November 5, 2025 at 4:30 pm

7. Adjournment

The meeting adjourned at 5:03 pm.

Respectfully Submitted,

Ken Hamaguchi

Chairperson, Facilities and Building Committee

Report to the Board of Education (Public)

Date: November 19, 2025

From: Donna Sargent, Trustee, Chairperson of Finance and Legal Committee

Subject: **2026/27 Annual Budget Process and Timeline**

RECOMMENDATION

THAT the Board of Education (the Board) approve the 2026/27 Annual Budget process and timeline as presented in this report.

DISCUSSION

Annual Budget Process

In accordance with the *School Act* (the Act), the Board of Education must prepare an annual budget in the form specified by the Minister of Education and Child Care. The Board is required by the Act to adopt a balanced annual budget and submit it to the Minister on or before June 30 of each year. The annual budget is developed to align with the board's vision, mission, and strategic priorities, ensuring that financial decisions and resource allocations remain focused on student learning, the core mandate of the district.

Budget preparation follows the requirements of the *School Act*, Budget Transparency and Accountability Act, Accounting Practices Order, Financial Planning and Reporting Policy, and the K–12 Accumulated Operating Surplus Policy. These legislative and policy frameworks establish the financial management and reporting standards for K–12 education in British Columbia. In addition, the district adheres to Board Policy 601 (Budget), Policy 621 (Financial Reporting), and Policy 631 (Accumulated Operating Surplus and Capital Reserves) to ensure sound fiscal governance and accountability.

The annual budget process begins in January with engagement of education partner groups and the community and concludes in May with Board approval of the Annual Budget. This timeline supports effective staffing planning, contractual obligations, and alignment with operational requirements for the upcoming school year.

Following approval of the annual budget, the district continues to monitor changes in ministry funding, enrolment, and operational factors throughout the year. In accordance with the *School Act*, any necessary adjustments are incorporated into an Amended Budget, which must be approved by the board and submitted to the Minister by February 28 each year.

Budget Consultation

The budget consultation process provides an opportunity for collaborative dialogue between the board and educational partner groups to help shape priorities for the upcoming school year. Through this process, the board invites feedback that informs the district's resource allocation and supports transparent, evidence-based decision-making.

To ensure broad and inclusive engagement, the board offers multiple avenues for partner groups and the public to share their perspectives and budget priorities prior to the final budget approval. A central component of this consultation process is the Budget Advisory Working Group (BAWG), which brings together the Board of Education and representatives from key educational partner groups, including the Richmond Teachers' Association (RTA), Canadian Union of Public Employees (CUPE) Local 716, Richmond Association of School Administrators (RASA), Richmond Management and Professional Staff (RMAPS), and the Richmond District Parents Association (RDPA).

The table below outlines the planned meetings for the 2026/27 Annual Budget process, highlighting multiple opportunities for engagement and collaboration among educational partner groups throughout the development of the Annual Budget.

Date	Meeting	Purpose
November 19, 2025	Public Board Meeting	Approval of 2026/27 budget process and timeline.
December 15, 2025	Trustee Budget Workshop #1	An opportunity for Trustees to review and discuss preliminary 2026/27 budget information.
January 26, 2026	Budget Advisory Working Group Meeting #1	The board and education partner groups are presented with preliminary budget information; engage in round table discussions on the alignment between the fiscal plan and district strategic priorities and goals.
February 18, 2026	Public Board Meeting	Approval of 2025/26 Amended Budget.
February 23, 2026	Trustee Budget Workshop #2	An opportunity for Trustees to discuss draft budget proposals; staff update the budget proposals following Trustee Workshop.
March 2, 2026	Budget Advisory Working Group Meeting #2	Preliminary three-year fiscal plan and draft budget proposals presented to educational partner groups for feedback and input.
March 5, 2026	Richmond Leadership Team (RLT) Meeting Budget Consultation	Preliminary budget information presented to the RLT for feedback and input.
April 22, 2026	Public Board Meeting – Annual Budget Committee of the Whole	The public and educational partners are invited to comment on the preliminary annual budget proposals during the Committee of the Whole in the public board meeting.
April 27, 2026	Trustee Budget Workshop #3	An opportunity for Trustees to discuss draft budget proposals updated based public feedback.
May 20, 2026	Public Board Meeting	Final approval with three readings of the budget bylaw.

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

CONCLUSION

The District's Annual Budget serves as a financial blueprint for implementing strategic priorities and goals in the upcoming school year. The budget process provides a transparent and inclusive opportunity

for educational partners and the public to offer feedback on the district's financial plan. For the 2026/27 budget cycle, it is recommended that the board approve the proposed budget process and timeline as outlined in this report.

Respectfully submitted,

Donna Sargent
Trustee, Chairperson of Finance and Legal Committee

Finance and Legal Committee

Public Meeting Minutes

Wednesday, October 15, 2025 – 10:00 am
Via Zoom

Present:

Chairperson	D. Sargent
Vice Chairperson	D. Tablotney
Trustee Member	K. Hamaguchi
Trustee Alternate	A. Wong
Superintendent of Schools	C. Usih
Secretary Treasurer	C. Wang
Executive Director, Human Resources	T. Major
President, Richmond District Parents Association	C. Huang
President, Richmond Association of School Administrators	N. Widdess
1 st Vice President, Canadian Union of Public Employees Local 716	N. Williams
Executive Assistant (Recording Secretary)	J. Coronel

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

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

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

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

3. Human Resources Update

The Executive Director, Human Resources (HR) referred to her report as included in the agenda package, highlighting the ongoing immunization clinics being offered in schools. She then addressed questions from the President of Richmond District Parents Association regarding fitness classes and the Calm app. She also noted comments from trustees and partner groups regarding the low usage rate of the Calm app and offered to consider alternative tools to support staff wellness.

4. Trustees' Expenses for the Three Months Ending September 30, 2025

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

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

BE IT RESOLVED that in accordance with the *School Act*, the Board of Education of School District No. 38 (Richmond) approves Trustees' expenses paid during the three-month period ended September 30, 2025, in the amount of \$1,683.60.

5. Next Meeting Date – Wednesday, November 12, 2025 at 10:00 am

6. Adjournment

The meeting adjourned at 10:10 am.

Respectfully Submitted,

*Donna Sargent
Chairperson, Finance and Legal Committee*

Report to the Board of Education (Public)

Date: November 19, 2025

From: Debbie Tablotney, Trustee, Chairperson of Policy Committee

Subject: **Policy 501.8-R/501.8-G: Student Admission, Registration, Placement and Transfer**

RECOMMENDATION:

THAT the Policy Committee recommends to the Board of Education that revised ***Policy 501.8-R/501.8-G: Student Admission, Registration, Placement and Transfer*** be referred to Partner Group Review Process for the period of November 20, 2025 to January 9, 2026.

BACKGROUND:

- Under the *School Act (the Act)*, the Board of Education has the statutory authority and obligation to govern the affairs of the school district through the establishment of policies. Section 85 of the *Act* provides that a board may “determine local policy for the effective and efficient operation of schools in the school district”.
- In addition, the *Act* provides boards of education specific responsibilities related to managing student enrolment and school capacity. Section 75 requires each board “must establish for each school in its school district ... a catchment area consisting of a geographical area around the school”, and “a board may amend the catchment area established for a school”.
- Therefore, it is the board’s authority and duty to manage enrolment, school boundaries and effectively use school facilities through establishment of respective policies.
- Policy 204 and 204-R set out the principles and processes that guide the board in its policy making responsibilities.
- Regular review of board policies is essential to maintaining an effective governance framework. Such reviews ensure that policies governing enrolment, facilities planning, and resource allocation remain aligned with the board’s legislated duties under the School Act, as well as with current enrolment and operational capacities.

DISCUSSION:

- Section 3.1 of [Policy 501.8-R](#) provides that “*a student who lives in-catchment, has been placed in a school or has transferred into a school will have guaranteed continuous registration in the school where he/she is currently attending.*”
- As presently written, the policy offers an unqualified guarantee of continued registration and does not contemplate circumstances such as the opening of a new school or the closure of an old school.
- This omission limits the board’s ability to effectively manage enrolment and school capacity in response to structural or demographic changes within the district.

- Following a review, legal counsel has advised that it is within the board’s authority to undertake a policy review and revision of Policy 501.8-R and its companion guideline 501.8-G for the purpose of clarifying and placing reasonable limitations on the blanket guarantee set out in Section 3.1.
- In consultation with legal counsel, draft revisions to Policy 501.8-R and 501.8-G have been developed to address these scenarios. The proposed revisions establish that when a school is closed or a new school is opened, students enrolled in the closed school or students residing within the newly established catchment area of a new school may be required to register as category two students.
- The revisions provide the necessary policy basis for equitable enrolment management practices aligned with the board’s statutory responsibilities under the School Act to manage enrolment and ensure efficient use of district facilities and resources.
- In the context of the new elementary school opening planned for September 2026, the proposed revision will strengthen the board’s ability to balance enrolment across schools and align policy with the board’s broader goals of responsible long range facilities planning and equitable access to educational programs.

PROPOSED TIMELINE:

Dates	Meeting	Comments
September 15, 2025	Policy Committee (In-camera)	Report with background information and proposed timeline shared with the committee (In-camera).
October 14, 2025	Policy Committee (In-Camera)	Draft revised policy shared with committee (In-camera). Opportunity for trustee review and feedback.
November 10, 2025	Policy Committee (Public)	Draft revised policy incorporating trustee feedback shared with the committee, with recommendation to place into partner group review process from November 20, 2025 to January 9, 2026.
November 19, 2025	Board Meeting (Public)	Possible board approval for entry into partner group review process from November 20, 2025 to January 9, 2026.
November 20, 2025 to January 9, 2026		Partner group review process.
January 12, 2026	Policy Committee (Public)	Draft revised policy incorporating partner group input brought to the committee, with possible Recommendation for Notice of Motion for approval at the proposed special board meeting.
January 14, 2026	Proposed Special Board Meeting (Public)	Possible Notice of Motion for final approval of draft revised policy on January 21, 2026 board meeting.
January 21, 2026	Board Meeting (Public)	Possible final board approval of revised policy.

Respectfully submitted,

Debbie Tablotney

Trustee, Chairperson of Policy Committee

Attachments:

- 1. Draft revised Policy 501.8-R (track change and clean)*
- 2. Draft revised Policy 501.8-G (track change and clean)*

EDUCATION: STUDENTS

Policy 501.8-R

Student Admission, Registration, Placement and Transfer

REGULATIONS:

- A. REGULAR PROGRAM**
- B. DISTRICT PROGRAM OPTIONS**
- C. ALTERNATE PROGRAMS**
- D. INTERNATIONAL PROGRAM**

All regulations are in compliance with the requirements of:

- The School Act, Ministerial Orders, Regulations and Procedures
- The Family Law Act
- Canadian Immigration Laws

1. ADMISSION

1.1 Dates

Dates that affect stages of the student registration process will be published annually by the Central Registration Office.

1.2 Eligibility Status

To be eligible to enroll in a Richmond School District public school, a student must have supporting documents identified in policy guidelines, in order to verify the following:

1.2.1 Age

A student is eligible for admission in September of a school year if the student will be 5 years of age on or before December 31 of that school year. The student is eligible to receive an educational program until June 30 of the school year in which the student reaches the age of 19. A student will be placed in the designated grade level for his/her year of birth.

1.2.2 Citizenship or Immigration Status in Canada

A student must present documentation that proves citizenship or permanent residence status and that of his/her parents/legal guardians. The Office of the Superintendent may produce a Letter of Acceptance for the student if the family meets one of the following three requirements:

1. Qualifies under the status of Refugees,
2. Has a valid work permit or

Adopted: 05 December 2005

Revised: 06 December 2010; 18 April 2016; 13 March 2019

3. Has a valid study permit.

A student under the care of the Ministry of Children and Family Development may also be issued a Letter of Acceptance. A family that does not meet the citizenship, immigration or ordinarily resident requirement may apply, on behalf of the student, to be accepted into the International Student Program.

1.2.3 Residency

The location where a student's parent or legal guardian is 'ordinarily resident' and where the student is 'ordinarily resident in the every day course of living' determines admission status and funding eligibility. It also determines the catchment school that a student is expected to attend.

(Reference: B.C. Ministry of Education May 2013 Policy for Funding Eligibility of Students)

1.2.4 Guardianship

Parents/Legal Guardians must accompany the student to the Central Registration Office to complete the admission and registration process. If only one adult can attend then it must be the parent or legal guardian, whose status is being used to register the student. Documentation will be required to verify that a student is being registered with the approval of parent(s) or legal guardian(s).

A student who is approved for 'Independent Living Status' will need to present evidence of this arrangement to the Central Registration Office.

2. AVAILABILITY OF SPACE IN SCHOOLS

2.1 Availability of space in a school will be reviewed annually.

2.2 The School Act establishes priorities for the placement of a student if the Board determines that space and/or an appropriate educational program is available in a school.

3. REGISTRATION

3.1 A student who lives in-catchment, has been placed in a school or has transferred into a school will have guaranteed continuous registration in the school where he/she is currently attending. This guarantee does not apply in circumstances where a school is closed, or where a new school is opened, and the transfer of students from the closed school and/or to the new school is deemed necessary by the Board.

3.2 Registration dates and procedures for students will be provided annually and linked to the registration web site.

4. PLACEMENT

Adopted: 05 December 2005

Revised: 06 December 2010; 18 April 2016; 13 March 2019

- 4.1** A student who cannot be offered enrolment in a catchment school because of a lack of physical, staffing or appropriate program space will be placed at the nearest school that can provide an appropriate educational program.
- 4.2** Staff will consult with a family before placing a child who has needs for unique or more complex support in educational programming.
- 4.3** Right of the Board to Refuse Admission of a Student

The Board may refuse to enroll a Non-Richmond Resident student under Section 2(2) of the School Act if the child is a student suspended by a Board or to whom a Board has refused to offer an educational program under Section 85 (2) of the School Act.

5. TRANSFER

The School Act allows for a student to apply for a transfer to attend a non-catchment school. Transfer dates and procedures will be advertised to all stakeholders annually.

- 5.1** Acceptance of transfers will be based on the status of schools as 'open', that is they have the required physical, staffing or program space or 'closed', that is they do not have one or more of the types of space required for all or specified types of transfers.

Other considerations include: reason(s) for the transfer request, available physical, staffing, course or program space, available support resources.

- 5.2** Principals at requested schools are primarily responsible for the approval or denial of transfers.
- 5.3** Parents/Legal Guardians who wish to have a transfer decision reviewed may do so by submitting a complaint form to the Office of the Deputy-Superintendent.

Legal References BC Family Law Act
http://www.bclaws.ca/civix/document/id/complete/statreg/11025_01

Ministry of Education:
Eligibility of Students for Operating Grant funding
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/eligibility-of-students-for-operating-grant-funding>

School Act Section 2, 74.1, 75, 75.1, 82

Immigration, Refugees and Citizenship Canada (IRCC) – Residency Obligation for Permanent Residents
<http://www.cic.gc.ca/english/helpcentre/answer.asp?q=727&t=4>

Adopted: 05 December 2005

Revised: 06 December 2010; 18 April 2016; 13 March 2019

EDUCATION: STUDENTS

Policy 501.8-R

Student Admission, Registration, Placement and Transfer

REGULATIONS:

- A. REGULAR PROGRAM
- B. DISTRICT PROGRAM OPTIONS
- C. ALTERNATE PROGRAMS
- D. INTERNATIONAL PROGRAM

All regulations are in compliance with the requirements of:

- ☐ The School Act, Ministerial Orders, Regulations and Procedures
- ☐ The Family Law Act
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1. ADMISSION

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Dates that affect stages of the student registration process will be published annually by the Central Registration Office.

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1.2.2 Citizenship or Immigration Status in Canada

A student must present documentation that proves citizenship or permanent residence status and that of his/her parents/legal guardians. The Office of the Superintendent may produce a Letter of Acceptance for the student if the family meets one of the following three requirements:

1. Qualifies under the status of Refugees,
2. Has a valid work permit or

Adopted: 05 December 2005

Revised: 06 December 2010; 18 April 2016; 13 March 2019

3. Has a valid study permit.

A student under the care of the Ministry of Children and Family Development may also be issued a Letter of Acceptance. A family that does not meet the citizenship, immigration or ordinarily resident requirement may apply, on behalf of the student, to be accepted into the International Student Program.

1.2.3 Residency

The location where a student's parent or legal guardian is 'ordinarily resident' and where the student is 'ordinarily resident in the every day course of living' determines admission status and funding eligibility. It also determines the catchment school that a student is expected to attend.

(Reference: B.C. Ministry of Education May 2013 Policy for Funding Eligibility of Students)

1.2.4 Guardianship

Parents/Legal Guardians must accompany the student to the Central Registration Office to complete the admission and registration process. If only one adult can attend then it must be the parent or legal guardian, whose status is being used to register the student. Documentation will be required to verify that a student is being registered with the approval of parent(s) or legal guardian(s).

A student who is approved for 'Independent Living Status' will need to present evidence of this arrangement to the Central Registration Office.

2. AVAILABILITY OF SPACE IN SCHOOLS

2.1 Availability of space in a school will be reviewed annually.

2.2 The School Act establishes priorities for the placement of a student if the Board determines that space and/or an appropriate educational program is available in a school.

3. REGISTRATION

3.1 A student who lives in-catchment, has been placed in a school or has transferred into a school will have guaranteed continuous registration in the school where he/she is currently attending. This guarantee does not apply in circumstances where a school is closed, or where a new school is opened, and the transfer of students from the closed school and/or to the new school is deemed necessary by the Board.

3.2 Registration dates and procedures for students will be provided annually and linked to the registration web site.

4. PLACEMENT

4.1 A student who cannot be offered enrolment in a catchment school because of a

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lack of physical, staffing or appropriate program space will be placed at the nearest school that can provide an appropriate educational program.

4.2 Staff will consult with a family before placing a child who has needs for unique or more complex support in educational programming.

4.3 Right of the Board to Refuse Admission of a Student

The Board may refuse to enroll a Non-Richmond Resident student under Section 2(2) of the School Act if the child is a student suspended by a Board or to whom a Board has refused to offer an educational program under Section 85 (2) of the School Act.

5. TRANSFER

The School Act allows for a student to apply for a transfer to attend a non-catchment school. Transfer dates and procedures will be advertised to all stakeholders annually.

5.1 Acceptance of transfers will be based on the status of schools as 'open', that is they have the required physical, staffing or program space or 'closed', that is they do not have one or more of the types of space required for all or specified types of transfers.

Other considerations include: reason(s) for the transfer request, available physical, staffing, course or program space, available support resources.

5.2 Principals at requested schools are primarily responsible for the approval or denial of transfers.

5.3 Parents/Legal Guardians who wish to have a transfer decision reviewed may do so by submitting a complaint form to the Office of the Deputy-Superintendent.

Legal References BC Family Law Act
http://www.bclaws.ca/civix/document/id/complete/statreg/11025_01

Ministry of Education:
Eligibility of Students for Operating Grant funding
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/eligibility-of-students-for-operating-grant-funding>

School Act Section 2, 74.1, 75, 75.1, 82

Immigration, Refugees and Citizenship Canada (IRCC) – Residency Obligation for Permanent Residents
<http://www.cic.gc.ca/english/helpcentre/answer.asp?q=727&t=4>

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EDUCATION: STUDENTS

Policy 501.8-G

Student Admission, Registration, Placement and Transfer

- A. REGULAR PROGRAM
- B. DISTRICT PROGRAM OPTIONS
- C. ALTERNATE PROGRAMS
- D. INTERNATIONAL PROGRAM

A. ADMINISTRATIVE GUIDELINES: REGULAR PROGRAM

1. REGISTRATION

1.1 Registration for Grades 1-12:

All registrations for Gr. 1-12 are completed at the Central Registration Office or registrations can be completed on-line. Applicants who register online are required to bring all applicable documents to the Central Registration office for verification within 14 days of their online registration.

The first date by which a Gr.1-12 student may be registered for school for the next school year is the first day back in January.

1.2 Registration for Kindergarten:

Children eligible for Kindergarten AND at least one parent with:

- CANADIAN BIRTH CERTIFICATE or
- CANADIAN CITIZENSHIP CARD or
- CANADIAN PASSPORT

may submit an application to register at their catchment school during the month of November only. Applicants may also register at the Central Registration office from November 1st onward.

Children eligible for Kindergarten AND parents who are born outside of Canada with:

- PERMANENT RESIDENT CARD WITH PASSPORT or
- RECORD OF LANDING WITH PASSPORT or
- LETTER OF ACCEPTANCE

may submit an application to register at the Central Registration Office from November 1st onward.

1.3 Registration Priority Periods:

There are three registration periods during the school year, each with its own priority order for registration and deadlines.

<u>Priority One Registration Period:</u>	<u>Priority Two Registration Period:</u>	<u>Late Registration Period:</u>
November 1 st until the 3 rd Friday in January	4 th Monday in January until 3 rd Friday in May	4 th Monday in May until school opening in September
Other than in exceptional circumstances, applications received during this period will receive a placement decision by the 2 nd Friday in February.	Applications received during this period will receive a placement decision by the 2 nd Friday in June.	Applications received during this period will receive a placement decision by the end of the first week of school at the latest.

Students who register and are accepted to the district outside of the three registration periods listed above will be contacted by the catchment or placed school within 3-5 days of registering, where possible. There may be exceptions if there is a need to gather more information about special requirements/programs/support for a student.

2. ADMISSION

2.1 Documents

REQUIRED:

- An original copy of a birth certificate (translated in English by a recognized translator if required).

2.2 Citizenship or Immigration Status in Canada

The registering parent/legal guardian must present the following documentation.

REQUIRED:

- Valid Permanent Resident Card(s) for the parent(s) or legal guardian(s) of the student being registered for school.
- Passports for the student and parent(s)/Legal Guardian(s)

The School District may produce a Letter of Acceptance for the student if the family qualifies under the status for one of the following: refugee status, valid work permit or valid study permit. A student under the care of the Ministry of Children and Family Development may also be issued a Letter of Acceptance.

REQUIRED:

- Original copies of valid permits from Immigration, Refugees and Citizenship

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Canada (IRCC) or appropriate supporting documentation presented by a representative of the Ministry of Children and Family Development.

A family that does not meet the citizenship, immigration or ordinarily resident requirement may apply, on behalf of the student, to be accepted into the International Student Program.

2.3 Guardianship

Parents/Legal Guardians must present the following documents:

REQUIRED:

- Original documentation that validates the legal status as parental or Canadian Court declared guardianship of the student being registered.
- In the case of divorce or separation, legal documents must be presented to validate custody arrangements for the student.
- Documentation will be required to verify that a student is being registered with the approval of all custodial parents or legal guardians.
- A student who is approved for 'Independent Living Status' will need to present evidence from Ministry of Children and Family Development of this arrangement

2.4 Residency

Parents/Legal Guardians must present the following documents:

REQUIRED:

For the parent/legal guardian:

- For "Richmond Residents" the address where the Legal Parent(s)/Legal Guardian(s) and student is and will continue to be living.

OR

- For "Non Richmond Residents" the address in the nearby community where the Legal Parent(s)/Legal Guardian(s) and student is and will continue to be living must:

1. Show either a long-term lease/rental agreement or proof of ownership of a residence (in the case of a purchase of house a purchase agreement with all conditions removed).
2. Documentation to determine 'ordinarily resident' status from the Ministry Policy may also be required. A list of acceptable documentation is available through the Central Registration office and online.

3. AVAILABILITY OF SPACE IN SCHOOLS

3.1 Category One: Students currently enrolled in a school:

Provided physical, staffing and/or appropriate program space is available, the following students shall automatically be enrolled at their current school for the next school year:

- Continuing Catchment - a catchment student who has attended the school in the previous school year.

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- Continuing Non-Catchment – a non-catchment transfer or placed student who attended the school in the previous school year.
- Continuing Non Richmond Resident – a non-Richmond resident student who attended the school in the previous school year.
- A student who is approved to enroll in a district program

REQUIRED:

All Richmond resident continuing students must complete an Intent to Attend Form at the current school that declares intent to remain at the current school for the following school year.

3.2 Provided physical, staffing and/or appropriate program space is available, catchment students proceeding from elementary to secondary school shall automatically be enrolled in their catchment secondary school.

3.3 In circumstances where a school is closed, or a new school is opened, students enrolled in the closed school, or who reside in the catchment area of the new school may be required to register as Category Two students.

3-33.4 Category Two: New students wishing to register:

Subject to Section 3.65, newly arrived catchment students who submit applications for enrolment will be placed in their catchment school subject to available physical, staffing and/or appropriate program space. Placement may be impacted by the date of application to register.

3-43.5 A sustainable cohort of Kindergarten registrations for each school will be determined by the School District each year based on current school enrolment and the operational capacity of the school. Kindergarten registration is subject to available physical, staffing and/or appropriate program space.

3-53.6 Should there be more applications than available student spaces at a particular grade level, the following priority order will be used to determine placement:

1. Sibling In-Catchment – The sibling of a continuing catchment student who will be attending the school while the sibling is in attendance
2. Sibling Non-Catchment - The sibling of a continuing non-catchment student who will be attending the school while the sibling is in attendance
3. Non-Sibling In-Catchment – A student who lives in the catchment area who does not have a sibling who will be attending the school
4. Sibling Non-Richmond Resident – The sibling of a continuing non-Richmond resident who will be attending the school while the sibling is in attendance

In the event that a 'tie' within a priority category exists and there are insufficient spaces for all students in the category, a draw will be held within the category to determine which students will be given a placement.

3-63.7 Non-Richmond resident (out of district) applicants wishing to register in a Richmond School District school are required to complete a Non-Richmond Resident Application form and submit it to the Central Registration office. Applications will be accepted during

each of the registration periods, however non-Richmond residents will not be registered or placed in a school until all Richmond residents who applied for registration during the first and second priority registration periods have been placed in their catchment schools. In some cases where it is uncertain whether schools will be able to accommodate all in-catchment and Richmond resident student transfer requests, non-Richmond resident applications will not have their placement confirmed until the Friday of the first week of school in September. All non-district applications are subject to available space and may not be approved.

4. PLACEMENT IN SCHOOLS:

- 4.1** A student will normally attend the school located in the catchment area in which their parents or legal guardians reside unless there is no physical, resource or program space available.
- 4.2** A student who cannot be offered enrollment in a catchment school because of a lack of physical, staffing or appropriate program space will be placed at the nearest school that can provide an appropriate educational program.
- 4.3** A student placed in another school by the District due to lack of available space in their catchment school may apply to transfer back to their original catchment school in subsequent school years. Students applying for such a transfer (in accordance with section 5) will receive special priority in Transfer Round One for three school years following the date of their original application to their catchment school. Return to catchment transfers will only be given priority during the first round of transfers, which must be submitted by the annual February deadline for the following school year. Should there be more transfer applicants than available spaces in each grade level, a separate draw will be held for each grade level. Within the three school year transfer period, in cases where a student wishes to continue to apply back to their original catchment school, a new transfer application must be submitted for each school year. All transfers remain subject to available space as determined by the School District.

5. TRANSFER APPLICATION PROCESS

- 5.1** There will be restrictions on the number and types of transfers that can be approved at densely populated elementary and secondary schools. **Approvals for all schools will be based on availability of physical, staffing and program space, and will be assessed in the priority of reason(s) for the transfer request (see below).** Schools may be deemed "open" or "closed" for transfer requests based on specific criteria relevant to that school.
- 5.2** All transfer requests are subject to available space at the requested school
- 5.3 REQUIRED:**
 - Before a Richmond Resident student can request a transfer, the student must first be registered or enrolled at the catchment school.
 - A student wishing to transfer to a non-catchment school must fill out a [Richmond Resident SA-23 transfer application form](#). These forms are available at schools or at the Central Registration Office.
 - The form must be signed by the current school and then signed and left at

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the requested school.

- The transfer forms can be picked up on the annually determined February date and must be submitted by the annually determined February date. These are called 1st round transfers.
- Transfer requests will be considered by the date and time received in the categories for priority established by the School Board Guidelines.

5.4 Transfer Priority Periods:

There are three transfer periods during the year, each with its own deadlines and priority order for transfers. See below for priority lists:

<u>Round One Transfer Application Period:</u>	<u>Round Two Transfer Application Period:</u>	<u>Late Transfer Application Period:</u>
Second Monday in February until the end of February	March 1 st until the second Friday in May	Third Monday in May onward
Transfer decisions communicated to parents by last Friday before spring break	Transfer decisions communicated to parents by second Friday in June	Transfer decisions communicated to parents by the Friday of the first week of school in September

5.5 Round One Transfers:

When considering transfer applications, the District will apply the following priority order for students applying for transfers by the February deadline:

1. Sibling Richmond Resident Non-Catchment – The sibling of a continuing non-catchment child who will be attending the school and program when the sibling is in attendance.
2. Return to Catchment student – A student who was placed by the District in a school other than their catchment school due to a lack of available space in the catchment school (Section 4.2).
3. Sibling Non-Richmond resident – The sibling of a continuing non-Richmond resident student who will be attending the school when the sibling is in attendance.
4. Daycare for Richmond resident elementary age students.
5. A new non-catchment student – A non-catchment child who is applying to the school with extenuating circumstances warranting special consideration.

5.6 Round Two Transfers:

When considering transfer applications, the District will apply the following priority order for students applying for transfers by the May deadline will apply:

1. Sibling Richmond Resident Non-Catchment – The sibling of a continuing non-catchment child who will be attending the school and program when the sibling is in attendance.
2. Daycare for Richmond resident elementary age students.
3. A new non-catchment student – A non-catchment child who is applying

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to the school with extenuating circumstances warranting special consideration.

4. Non-Richmond resident – Any continuing non-Richmond resident student.

5.7 Late Transfers:

When considering transfer applications, the District will apply the following priority order for students applying for transfers after the Round Two May deadline will apply:

Late transfers will not be responded to until the principal has determined whether there is available space in the school.

1. Sibling Richmond Resident Non-Catchment – The sibling of a continuing non-catchment child who will be attending the school and program when the sibling is in attendance.
2. Daycare for Richmond resident elementary age students.
3. A new non-catchment student – A non-catchment child who is applying to the school with extenuating circumstances warranting special consideration.
4. Non-Richmond resident – Any continuing non-Richmond resident student.

5.8 Application to Unique School Programs and Transfers

Parents/Legal Guardians may only apply for a child to be enrolled in a unique school program after the school principal has already approved the initial transfer into the school. Students will only be considered for enrollment in one unique school's program at a time.

5.9 Withdrawal of Approved Transfers

In order for students to have their approved transfer application withdrawn from the requested school, the requested school must be advised in writing of the withdrawal. The date that the withdrawal letter is received at the requested school will be the date used to establish the student's entitlement to re-enroll at their catchment school or previous school of attendance.

5.10 School Transfer Waitlists

Schools will establish a School Wait List for transfer applicants commencing at 8:00 a.m. on the annually specified February date, that will priority order the students in accordance with their category and the date/time of application.

Waitlists will be maintained until the end of the second week in September of the requested school year.

5.11 Withdrawal from District Program Options

If a student who is enrolled in a district program option (e.g. French Immersion, Montessori) withdraws during the school year, they are expected to return to their catchment school. However, the student may apply to transfer to another educational program offered at the current school of attendance if space and facilities are available and the transfer is deemed to be in the best interests of the child and the school. Enrolment in a district program does not provide transfer priority into the regular program in the school in which the district

program is located unless the student resides in the regular program catchment. The transfer application will be subject to the priority order described in Section 5.1.

6. EXTENDED ABSENCES FOR PARENTS/LEGAL GUARDIANS

6.1 A Parent/Legal Guardian may not leave the student in the care of another adult for more than 3 weeks in the school year. Extenuating circumstances need to be discussed with the Principal for approval.

6.2 REQUIRED:

A Parent Declaration Form must be completed and presented to the office of the school declaring the dates of absence and the name and contact information for the responsible adult (25 years or older) who will be caring for and living with the student. Out of town contact information for the Legal Parent/Legal Guardian must also be provided.

6.3 The Legal Parent/Legal Guardian whose status is used to register a student must be living with the student consistently throughout the school year and working within a daily commutable distance throughout the school year.

7. EXTENDED ABSENCES FOR STUDENTS

7.1 A student should not miss school unless there are medical circumstances or personal family short-term emergencies that require a student to miss classes. Please be mindful that missed classes are missed learning opportunities and may negatively affect success in school.

7.2 It is the family's responsibility to communicate with the school about plans for a student to miss school. The school has attendance expectations and requirements that must be met.

7.3 In the first week of school, Principals will count students daily. If a family has not communicated with the school, via a Notice of Late Return, by 12:00 pm noon on the Wednesday of the first week of school, then the student's name can be removed from the school register.

7.4 REQUIRED:

If a family plans to arrive after school opens in September then a 'Notice of Late Return to School' form is available in the school office and must be completed and submitted to the Principal before the school year ends. A space will only be held in a school until the end of the second week after school opens. If the student has not returned by this date, then the student may be withdrawn from the school and required to register at Central Registration upon return to the district.

B. ADMINISTRATIVE GUIDELINES: DISTRICT PROGRAM OPTIONS

1. PROGRAM LOCATIONS AND CAPACITY

- 1.1** District Program Options such as Montessori, French Immersion, Specialty Academies, Career Programs will be located at sites determined by the School District.
- 1.2** The District will establish the enrollment capacity for each District Program Option location site.

2. ADMISSIONS AND PLACEMENT

- 2.1** District Program Options provide choice in the content and style of instruction. Access to these programs is based on individual requests and is equally available to all students within the District. In the case of District Program Options such as Montessori and French Immersion, students will be placed according to a placement and draw process. In the case of other District Program Options such as Specialty Academies and Career Programs, students may be required to meet certain qualifications before admittance.
- 2.2** Each year, the District will establish and publicize the dates and application procedures for students wanting to attend the District Program Options – Montessori and French Immersion.

3. TRANSPORTATION

- 3.1** Transportation will not be provided for students enrolled in District Program Options.

4. MONTESSORI

4.1 PROGRAM LOCATIONS AND CAPACITY

- 4.2** The district will establish the location and enrollment capacity for each Montessori program location site.

4.3 ADMISSIONS AND PLACEMENT

- 4.4** Montessori applicants are expected to complete a Montessori Program Application Form at their neighbourhood catchment school. The school verifies the Montessori Application Form, and the applicant then submits the Montessori Program application to the district's Central Registration Office.
- 4.5** Montessori applications submitted within the established timelines will receive priority for available space in their first choice school. However, if there are more applicants than spaces available at a school, a random draw will take place to

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determine which applicants will have a reserved space. Applicants are required to provide a second and third choice school, in case their first choice is not available. When an applicant is offered and accepts a placement at a specific Montessori location, applications for all other district program locations become invalid. Applicants will be notified of the status of their applications by the last school day of February.

4.6 Applications from new students for available spaces at Montessori locations will be considered in the following order, provided application deadlines and other requirements have been met.

- Priority 1: Students with an older sibling who will be attending Montessori within the same school in the same year. Siblings must register following the usual procedures by the stated deadline to be eligible for Priority 1 status. Students enrolled after the deadline will go on a wait list.
- Priority 2: Students who reside within the Richmond School District.
- Priority 3: Student who reside outside the Richmond School District.

4.7 If there are more applicants than available spaces, the following process will be used to determine the allocation of the available spaces:

- Applications received within the district's established registration timelines will be grouped by priority category as outlined in 4.5 and 4.6 of these guidelines.
- A random draw process will then be used to determine the order of applicants within each priority category.
- Program spaces will then be allocated according to the order outlined in 4.5 and 4.6 of these guidelines until all available spaces have been filled.
- Any remaining applicants will be placed in priority order on the Montessori Program option waiting list. This list will be maintained until September 30 of each school year.
- Applications received after the district deadlines will be grouped by priority category as outlined in 4.6 of these guidelines and placed at the end of the district program option wait list.

5. FRENCH IMMERSION

5.1 PROGRAM LOCATIONS AND CAPACITY

5.2 Catchment areas will be established for the purpose of registering students in the District's Early, Late, and Secondary French Immersion programs.

5.3 The District will establish the enrollment capacity for each French Immersion program location site.

5.4 ADMISSIONS AND PLACEMENT

5.5 Each year, the District will establish and publicize the dates and application procedures for students wanting to attend the Early and Late Immersion French programs.

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5.6 Applications submitted within the established timelines will receive first priority for available space in the program, subject to the terms outlined in guidelines 5.7, 5.8, and 5.9 of these guidelines. Applicants will be notified of the status of their applications by the last school day of February.

5.7 Applicants apply to the program location within the French Immersion catchment area where they reside. French Immersion Program applicants are expected to submit their applications to the district's Central Registration Office. Applicants are required to provide a second and third choice school, in case their first choice is not available.

When an applicant is offered and accepts a placement at a specific French Immersion location, applications for all other district program locations become invalid. Applicants will be notified of the status of their applications by the last school day of February.

5.8 Applications from new students for available spaces at program locations will be considered in the following order, provided application deadlines and other requirements have been met.

- Priority 1: Students with an older sibling who will be attending French Immersion within the same school in the same year. Siblings must register following the usual procedures by the stated deadline to be eligible for Priority 1 status. Students enrolled after deadline will go on a wait list.
- Priority 2: Students who reside within the French Immersion catchment boundaries.
- Priority 3: Student who reside outside the French Immersion catchment boundaries.
- Priority 4: Students who reside outside the Richmond School District.

5.9 If there are more applicants than available spaces, the following process will be used to determine the allocation of the available spaces:

- Applications received within the district's established registration timelines will be grouped by priority category as outlined in 5.8 of these guidelines.
- A random draw will then be used to determine the order of applicants within each priority category.
- Program spaces will then be allocated according to the order outlined in 5.8 of these guidelines until all available spaces have been filled.
- Any remaining applicants will be placed in priority order on the district program option waitlist. This list will be maintained until September 30 of each school year.
- Applications received after the district deadlines will be grouped by priority category as outlined in 5.8 of these guidelines and placed at the end of the district program option wait list.

C. ADMINISTRATIVE GUIDELINES: DISTRICT ALTERNATE PROGRAMS

1. DISTRICT ALTERNATE PROGRAMS

- 1.1** District Alternate Programs are designed to provide educational services for students whose needs cannot be adequately be provided for in district schools.
- 1.2** With respect to Alternate Programs 1.1, it is the policy of the Board to provide an educational program for all school-age students in the district. As much as possible, students will be placed in regular or special classrooms within the district's schools.
- 1.3** When the provision of special support services (e.g. learning assistance, special classes, and/or educational aides) in the district's schools is unable to provide an environment in which effective learning can take place, the student, in consultation with the family, will be recommended to be placed in one of the district's Alternate Programs.
- 1.4** Alternate Programs are designed to meet the specialized needs of learners, who may have educational, social, emotional, and/or behavioral challenges that require an alternate educational setting and program.

2. PROGRAM LOCATIONS AND CAPACITY

- 2.1** District Alternate Programs will be located at sites determined by the School District.
- 2.2** The District will establish the enrollment capacity for each District Program Option location site.

3. ADMISSIONS AND PLACEMENT

- 3.1** Prior to placement into a District Alternate Program, potential student candidates and their families will be consulted regarding the educational programming.
- 3.2** Potential student candidates will be screened for intake into a District Alternate Program. Screening will be done by the School-Based Resource Team and the District Resource Team.
- 3.3** Placement in a District Alternate Program will continue as long as the Program is benefitting the student's learning profile. It is always the goal to have the student return to a regular district school. However, it is recognized that at times this may not be possible or in the best interests of the student.

4. TRANSPORTATION

- 4.1** Transportation funding will not be provided for attendance at a District Alternate Program unless deemed necessary by the Board.

D. ADMINISTRATIVE GUIDELINES: INTERNATIONAL STUDENT PROGRAM

Students who do not qualify for admission to Richmond schools as Ministry funded may apply for entry under these guidelines, provided:

- 1.1** They possess a valid Authorization from Immigration, Refugees and Citizenship Canada (IRCC) or they can prove that valid Authorization from IRCC is approved but not yet received.
- 1.2** They have visitor status in Canada and their intention is to attend Richmond Schools for less than six months.
- 1.3** Accurate information is submitted in their application and they are accepted by a screening process, which would consider academic background, social/emotional well being, and ability to be independent.
- 1.4** Upon acceptance, they agree to follow the rules and expectations for the program as outlined in the Program registration documents.
- 1.5** In the estimation of the International Program Administration, they are likely to be eligible for (or possess) a valid Authorization from Citizenship and Immigration Canada.
- 1.6** They are accepted by a screening process, which would consider academic background, social/emotional well being, and ability to be independent.
- 1.7** They pay a fee, as determined by the Board of Education, which, will ensure that all direct and indirect costs to the Board of Education are covered and that there is a net financial benefit accruing to the district.
- 1.8** (a) They pay the annual premiums for compulsory participation in the Medical Services;
(b) All tuition, including fees for Medical Services Plan, have been paid prior to an official Letter of Acceptance being issued.
- 1.9** A Custodian is named by the student's Parent/Legal Guardian who will assume the duties of ensuring that the student's welfare is being provided for and maintained throughout his/her stay in the Richmond School District. The designated Custodian must be a Canadian Citizen or Landed Immigrant (25 years of age or older) residing in Metro Vancouver who can communicate

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effectively with the student's school and who will assume all responsibility for supporting the student in the absence of his/her parents so as to absolve the Richmond Board of School Education in these matters.

- 1.10** There is sufficient space in the program as determined by the Superintendent of Schools or designate.
- 1.11** An elementary-aged student may be considered as a fee-paying international student subject to meeting the conditions listed above and additionally, while in attendance at a Richmond school, the student must be living with at least one Parent who resides within the boundaries of the Richmond School District for the duration of the program.
- 1.12** When an applicant meets the conditions noted above to the satisfaction of the school district, and is accepted for admission to Richmond School District, a Letter of Acceptance signed by the Superintendent of Schools or designate, will be issued to support an application for the appropriate documentation required by Citizenship and immigration Canada.

GLOSSARY OF TERMS

Definition of Terms:

Catchment Area

In relation to a school, is the geographical area established under [Section 75.1 of the School Act](#), that defines the boundaries of a school to which a student has first priority to attend, as defined by the district's School Boundary Descriptions.

Catchment Area Student

A person who is (a) of school age, and (b) resident in the catchment area of the school.

Continuing Student

A student who was in attendance at the current school or at a designated catchment school for the secondary school during the previous school year.

District Program

For purposes of Regulation 501.8-R, the catchment area for a district program is defined to be the City of Richmond, except for French Immersion where designated schools define those areas.

Enrollment

A student is enrolled when Central Registration or the International Program arranges permission for the student to attend and enters the student into the school's computer registration system.

Feeder Schools

"Feeder" schools and their associated "receiving" schools are identified in the district's established Boundary Descriptions, where the class from the highest grade offered by the feeder school would be enrolled the next year in the designated receiving school unless a transfer application for enrollment is accepted at another school.

International Student

A student who is a resident of another country and is not eligible to be declared 'Ordinarily Resident' in B.C. can apply to be a fee-paying student in the Richmond School District.

Newly Arrived Student

A catchment student who applies to attend a Richmond school as the result of:

- a) A change in the primary residence of the Parent/Legal Guardian, whether moving into the City of Richmond from another school district, province or country, or moving within the City of Richmond.
- b) Being a first time kindergarten student.
- c) Entering the Richmond School District from home schooling or a private school.

Non-Catchment Area Student

A student who is of school age, resident in the school district, and not resident in the catchment area of the school. This does not apply to International students.

Non-Richmond Resident Student

A student who is of school age, resident in British Columbia, but not resident in the City of Richmond must apply using the Non-Richmond Resident Application Form.

Ordinarily Resident in BC

A student is considered 'ordinarily resident' in British Columbia if the student and the Parent/Legal Guardian of the student are both ordinarily resident in BC. This means that they have established a permanent home where they customarily reside and maintain an ongoing physical presence in the course of everyday living.

For purposes of this Regulation, a student's place of residence is normally deemed to be that of the student's Parent/Legal Guardian on the date of application or registration. A student who is deemed to be 'ordinarily resident' is deemed to be 'funding eligible' and is therefore entitled to free education in B.C. public schools. The Richmond School District has the authority and duty to declare a student as 'ordinarily resident' or not 'ordinarily resident' for the purpose of registration. A student who is 'not ordinarily resident' has the opportunity to apply to the International Program and if accepted must pay fees to attend school.

Out of Province Student

A student who is not ordinarily resident in B.C., but rather is 'ordinarily resident' in another Canadian jurisdiction, can apply to be a fee paying student to register in school in Richmond.

Placed Student

A student who is designated by the Central Registration District Administrator or designate, to attend a non-catchment area school because the catchment area school has space to enroll the student. This space can be physical, staffing or appropriate program.

Previous School Year

As defined in the School Act, means the school year previous to the school year for which the person is applying to enroll in the educational program.

Richmond Resident Student

A student who resides in the City of Richmond and is therefore eligible to attend school in Richmond.

Sustainable Cohort

For Elementary, the number of new Kindergarten students the School District determines a school can accept for a given school year. The size of the cohort must be able to be physically accommodated through to the end of Grade Seven. For Secondary, the number of Grade Eight students the School District determines a school can accept

for a given school year. The size of the cohort must be able to be physically accommodated through to the end of Grade Twelve.

Transfer Student

A non-catchment or non-school district child who applies and is accepted to attend a school other than their catchment school.

DRAFT

EDUCATION: STUDENTS

Policy 501.8-G

Student Admission, Registration, Placement and Transfer

- A. REGULAR PROGRAM
- B. DISTRICT PROGRAM OPTIONS
- C. ALTERNATE PROGRAMS
- D. INTERNATIONAL PROGRAM

A. ADMINISTRATIVE GUIDELINES: REGULAR PROGRAM

1. REGISTRATION

1.1 Registration for Grades 1-12:

All registrations for Gr. 1-12 are completed at the Central Registration Office or registrations can be completed on-line. Applicants who register online are required to bring all applicable documents to the Central Registration office for verification within 14 days of their online registration.

The first date by which a Gr.1-12 student may be registered for school for the next school year is the first day back in January.

1.2 Registration for Kindergarten:

Children eligible for Kindergarten AND at least one parent with:

- CANADIAN BIRTH CERTIFICATE or
- CANADIAN CITIZENSHIP CARD or
- CANADIAN PASSPORT

may submit an application to register at their catchment school during the month of November only. Applicants may also register at the Central Registration office from November 1st onward.

Children eligible for Kindergarten AND parents who are born outside of Canada with:

- PERMANENT RESIDENT CARD WITH PASSPORT or
- RECORD OF LANDING WITH PASSPORT or
- LETTER OF ACCEPTANCE

may submit an application to register at the Central Registration Office from November 1st onward.

1.3 Registration Priority Periods:

There are three registration periods during the school year, each with its own priority order for registration and deadlines.

<u>Priority One Registration Period:</u>	<u>Priority Two Registration Period:</u>	<u>Late Registration Period:</u>
November 1 st until the 3 rd Friday in January	4 th Monday in January until 3 rd Friday in May	4 th Monday in May until school opening in September
Other than in exceptional circumstances, applications received during this period will receive a placement decision by the 2 nd Friday in February.	Applications received during this period will receive a placement decision by the 2 nd Friday in June.	Applications received during this period will receive a placement decision by the end of the first week of school at the latest.

Students who register and are accepted to the district outside of the three registration periods listed above will be contacted by the catchment or placed school within 3-5 days of registering, where possible. There may be exceptions if there is a need to gather more information about special requirements/programs/support for a student.

2. ADMISSION

2.1 Documents

REQUIRED:

- An original copy of a birth certificate (translated in English by a recognized translator if required).

2.2 Citizenship or Immigration Status in Canada

The registering parent/legal guardian must present the following documentation.

REQUIRED:

- Valid Permanent Resident Card(s) for the parent(s) or legal guardian(s) of the student being registered for school.
- Passports for the student and parent(s)/Legal Guardian(s)

The School District may produce a Letter of Acceptance for the student if the family qualifies under the status for one of the following: refugee status, valid work permit or valid study permit. A student under the care of the Ministry of Children and Family Development may also be issued a Letter of Acceptance.

REQUIRED:

- Original copies of valid permits from Immigration, Refugees and Citizenship

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Canada (IRCC) or appropriate supporting documentation presented by a representative of the Ministry of Children and Family Development.

A family that does not meet the citizenship, immigration or ordinarily resident requirement may apply, on behalf of the student, to be accepted into the International Student Program.

2.3 Guardianship

Parents/Legal Guardians must present the following documents:

REQUIRED:

- Original documentation that validates the legal status as parental or Canadian Court declared guardianship of the student being registered.
- In the case of divorce or separation, legal documents must be presented to validate custody arrangements for the student.
- Documentation will be required to verify that a student is being registered with the approval of all custodial parents or legal guardians.
- A student who is approved for 'Independent Living Status' will need to present evidence from Ministry of Children and Family Development of this arrangement

2.4 Residency

Parents/Legal Guardians must present the following documents:

REQUIRED:

For the parent/legal guardian:

- For "Richmond Residents" the address where the Legal Parent(s)/Legal Guardian(s) and student is and will continue to be living.

OR

- For "Non Richmond Residents" the address in the nearby community where the Legal Parent(s)/Legal Guardian(s) and student is and will continue to be living must:

1. Show either a long-term lease/rental agreement or proof of ownership of a residence (in the case of a purchase of house a purchase agreement with all conditions removed).
2. Documentation to determine 'ordinarily resident' status from the Ministry Policy may also be required. A list of acceptable documentation is available through the Central Registration office and online.

3. AVAILABILITY OF SPACE IN SCHOOLS

3.1 Category One: Students currently enrolled in a school:

Provided physical, staffing and/or appropriate program space is available, the following students shall automatically be enrolled at their current school for the next school year:

- Continuing Catchment - a catchment student who has attended the school in the previous school year.

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- Continuing Non-Catchment – a non-catchment transfer or placed student who attended the school in the previous school year.
- Continuing Non Richmond Resident – a non-Richmond resident student who attended the school in the previous school year.
- A student who is approved to enroll in a district program

REQUIRED:

All Richmond resident continuing students must complete an Intent to Attend Form at the current school that declares intent to remain at the current school for the following school year.

3.2 Provided physical, staffing and/or appropriate program space is available, catchment students proceeding from elementary to secondary school shall automatically be enrolled in their catchment secondary school.

3.3 In circumstances where a school is closed, or a new school is opened, students enrolled in the closed school, or who reside in the catchment area of the new school may be required to register as Category Two students.

3.4 Category Two: New students wishing to register:

Subject to Section 3.6, newly arrived catchment students who submit applications for enrolment will be placed in their catchment school subject to available physical, staffing and/or appropriate program space. Placement may be impacted by the date of application to register.

3.5 A sustainable cohort of Kindergarten registrations for each school will be determined by the School District each year based on current school enrolment and the operational capacity of the school. Kindergarten registration is subject to available physical, staffing and/or appropriate program space.

3.6 Should there be more applications than available student spaces at a particular grade level, the following priority order will be used to determine placement:

1. Sibling In-Catchment – The sibling of a continuing catchment student who will be attending the school while the sibling is in attendance
2. Sibling Non-Catchment - The sibling of a continuing non-catchment student who will be attending the school while the sibling is in attendance
3. Non-Sibling In-Catchment – A student who lives in the catchment area who does not have a sibling who will be attending the school
4. Sibling Non-Richmond Resident – The sibling of a continuing non-Richmond resident who will be attending the school while the sibling is in attendance

In the event that a 'tie' within a priority category exists and there are insufficient spaces for all students in the category, a draw will be held within the category to determine which students will be given a placement.

3.7 Non-Richmond resident (out of district) applicants wishing to register in a Richmond School District school are required to complete a Non-Richmond Resident Application form and submit it to the Central Registration office. Applications will be accepted during each of the registration periods, however non-Richmond residents will not be registered

or placed in a school until all Richmond residents who applied for registration during the first and second priority registration periods have been placed in their catchment schools. In some cases where it is uncertain whether schools will be able to accommodate all in-catchment and Richmond resident student transfer requests, non-Richmond resident applications will not have their placement confirmed until the Friday of the first week of school in September. All non-district applications are subject to available space and may not be approved.

4. PLACEMENT IN SCHOOLS:

- 4.1** A student will normally attend the school located in the catchment area in which their parents or legal guardians reside unless there is no physical, resource or program space available.
- 4.2** A student who cannot be offered enrollment in a catchment school because of a lack of physical, staffing or appropriate program space will be placed at the nearest school that can provide an appropriate educational program.
- 4.3** A student placed in another school by the District due to lack of available space in their catchment school may apply to transfer back to their original catchment school in subsequent school years. Students applying for such a transfer (in accordance with section 5) will receive special priority in Transfer Round One for three school years following the date of their original application to their catchment school. Return to catchment transfers will only be given priority during the first round of transfers, which must be submitted by the annual February deadline for the following school year. Should there be more transfer applicants than available spaces in each grade level, a separate draw will be held for each grade level. Within the three school year transfer period, in cases where a student wishes to continue to apply back to their original catchment school, a new transfer application must be submitted for each school year. All transfers remain subject to available space as determined by the School District.

5. TRANSFER APPLICATION PROCESS

- 5.1** There will be restrictions on the number and types of transfers that can be approved at densely populated elementary and secondary schools. **Approvals for all schools will be based on availability of physical, staffing and program space, and will be assessed in the priority of reason(s) for the transfer request (see below).** Schools may be deemed "open" or "closed" for transfer requests based on specific criteria relevant to that school.
- 5.2** All transfer requests are subject to available space at the requested school
- 5.3 REQUIRED:**
 - Before a Richmond Resident student can request a transfer, the student must first be registered or enrolled at the catchment school.
 - A student wishing to transfer to a non-catchment school must fill out a [Richmond Resident SA-23 transfer application form](#). These forms are available at schools or at the Central Registration Office.
 - The form must be signed by the current school and then signed and left at the requested school.

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- The transfer forms can be picked up on the annually determined February date and must be submitted by the annually determined February date. These are called 1st round transfers.
- Transfer requests will be considered by the date and time received in the categories for priority established by the School Board Guidelines.

5.4 Transfer Priority Periods:

There are three transfer periods during the year, each with its own deadlines and priority order for transfers. See below for priority lists:

<u>Round One Transfer Application Period:</u>	<u>Round Two Transfer Application Period:</u>	<u>Late Transfer Application Period:</u>
Second Monday in February until the end of February	March 1 st until the second Friday in May	Third Monday in May onward
Transfer decisions communicated to parents by last Friday before spring break	Transfer decisions communicated to parents by second Friday in June	Transfer decisions communicated to parents by the Friday of the first week of school in September

5.5 Round One Transfers:

When considering transfer applications, the District will apply the following priority order for students applying for transfers by the February deadline:

1. Sibling Richmond Resident Non-Catchment – The sibling of a continuing non-catchment child who will be attending the school and program when the sibling is in attendance.
2. Return to Catchment student – A student who was placed by the District in a school other than their catchment school due to a lack of available space in the catchment school (Section 4.2).
3. Sibling Non-Richmond resident – The sibling of a continuing non-Richmond resident student who will be attending the school when the sibling is in attendance.
4. Daycare for Richmond resident elementary age students.
5. A new non-catchment student – A non-catchment child who is applying to the school with extenuating circumstances warranting special consideration.

5.6 Round Two Transfers:

When considering transfer applications, the District will apply the following priority order for students applying for transfers by the May deadline will apply:

1. Sibling Richmond Resident Non-Catchment – The sibling of a continuing non-catchment child who will be attending the school and program when the sibling is in attendance.
2. Daycare for Richmond resident elementary age students.
3. A new non-catchment student – A non-catchment child who is applying to the school with extenuating circumstances warranting special

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consideration.

4. Non-Richmond resident – Any continuing non-Richmond resident student.

5.7 Late Transfers:

When considering transfer applications, the District will apply the following priority order for students applying for transfers after the Round Two May deadline will apply:

Late transfers will not be responded to until the principal has determined whether there is available space in the school.

1. Sibling Richmond Resident Non-Catchment – The sibling of a continuing non-catchment child who will be attending the school and program when the sibling is in attendance.
2. Daycare for Richmond resident elementary age students.
3. A new non-catchment student – A non-catchment child who is applying to the school with extenuating circumstances warranting special consideration.
4. Non-Richmond resident – Any continuing non-Richmond resident student.

5.8 Application to Unique School Programs and Transfers

Parents/Legal Guardians may only apply for a child to be enrolled in a unique school program after the school principal has already approved the initial transfer into the school. Students will only be considered for enrollment in one unique school's program at a time.

5.9 Withdrawal of Approved Transfers

In order for students to have their approved transfer application withdrawn from the requested school, the requested school must be advised in writing of the withdrawal. The date that the withdrawal letter is received at the requested school will be the date used to establish the student's entitlement to re-enroll at their catchment school or previous school of attendance.

5.10 School Transfer Waitlists

Schools will establish a School Wait List for transfer applicants commencing at 8:00 a.m. on the annually specified February date, that will priority order the students in accordance with their category and the date/time of application.

Waitlists will be maintained until the end of the second week in September of the requested school year.

5.11 Withdrawal from District Program Options

If a student who is enrolled in a district program option (e.g. French Immersion, Montessori) withdraws during the school year, they are expected to return to their catchment school. However, the student may apply to transfer to another educational program offered at the current school of attendance if space and facilities are available and the transfer is deemed to be in the best interests of the child and the school. Enrolment in a district program does not provide transfer priority into the regular program in the school in which the district program is located unless the student resides in the regular program catchment.

The transfer application will be subject to the priority order described in Section 5.1.

6. EXTENDED ABSENCES FOR PARENTS/LEGAL GUARDIANS

6.1 A Parent/Legal Guardian may not leave the student in the care of another adult for more than 3 weeks in the school year. Extenuating circumstances need to be discussed with the Principal for approval.

6.2 REQUIRED:

A Parent Declaration Form must be completed and presented to the office of the school declaring the dates of absence and the name and contact information for the responsible adult (25 years or older) who will be caring for and living with the student. Out of town contact information for the Legal Parent/Legal Guardian must also be provided.

6.3 The Legal Parent/Legal Guardian whose status is used to register a student must be living with the student consistently throughout the school year and working within a daily commutable distance throughout the school year.

7. EXTENDED ABSENCES FOR STUDENTS

7.1 A student should not miss school unless there are medical circumstances or personal family short-term emergencies that require a student to miss classes. Please be mindful that missed classes are missed learning opportunities and may negatively affect success in school.

7.2 It is the family's responsibility to communicate with the school about plans for a student to miss school. The school has attendance expectations and requirements that must be met.

7.3 In the first week of school, Principals will count students daily. If a family has not communicated with the school, via a Notice of Late Return, by 12:00 pm noon on the Wednesday of the first week of school, then the student's name can be removed from the school register.

7.4 REQUIRED:

If a family plans to arrive after school opens in September then a 'Notice of Late Return to School' form is available in the school office and must be completed and submitted to the Principal before the school year ends. A space will only be held in a school until the end of the second week after school opens. If the student has not returned by this date, then the student may be withdrawn from the school and required to register at Central Registration upon return to the district.

B. ADMINISTRATIVE GUIDELINES: DISTRICT PROGRAM OPTIONS

1. PROGRAM LOCATIONS AND CAPACITY

- 1.1** District Program Options such as Montessori, French Immersion, Specialty Academies, Career Programs will be located at sites determined by the School District.
- 1.2** The District will establish the enrollment capacity for each District Program Option location site.

2. ADMISSIONS AND PLACEMENT

- 2.1** District Program Options provide choice in the content and style of instruction. Access to these programs is based on individual requests and is equally available to all students within the District. In the case of District Program Options such as Montessori and French Immersion, students will be placed according to a placement and draw process. In the case of other District Program Options such as Specialty Academies and Career Programs, students may be required to meet certain qualifications before admittance.
- 2.2** Each year, the District will establish and publicize the dates and application procedures for students wanting to attend the District Program Options – Montessori and French Immersion.

3. TRANSPORTATION

- 3.1** Transportation will not be provided for students enrolled in District Program Options.

4. MONTESSORI

4.1 PROGRAM LOCATIONS AND CAPACITY

- 4.2** The district will establish the location and enrollment capacity for each Montessori program location site.

4.3 ADMISSIONS AND PLACEMENT

- 4.4** Montessori applicants are expected to complete a Montessori Program Application Form at their neighbourhood catchment school. The school verifies the Montessori Application Form, and the applicant then submits the Montessori Program application to the district's Central Registration Office.
- 4.5** Montessori applications submitted within the established timelines will receive priority for available space in their first choice school. However, if there are more applicants than spaces available at a school, a random draw will take place to determine which applicants will have a reserved space. Applicants are required to provide a second and third choice school, in case their first choice is not

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available. When an applicant is offered and accepts a placement at a specific Montessori location, applications for all other district program locations become invalid. Applicants will be notified of the status of their applications by the last school day of February.

4.6 Applications from new students for available spaces at Montessori locations will be considered in the following order, provided application deadlines and other requirements have been met.

- Priority 1: Students with an older sibling who will be attending Montessori within the same school in the same year. Siblings must register following the usual procedures by the stated deadline to be eligible for Priority 1 status. Students enrolled after the deadline will go on a wait list.
- Priority 2: Students who reside within the Richmond School District.
- Priority 3: Student who reside outside the Richmond School District.

4.7 If there are more applicants than available spaces, the following process will be used to determine the allocation of the available spaces:

- Applications received within the district's established registration timelines will be grouped by priority category as outlined in 4.5 and 4.6 of these guidelines.
- A random draw process will then be used to determine the order of applicants within each priority category.
- Program spaces will then be allocated according to the order outlined in 4.5 and 4.6 of these guidelines until all available spaces have been filled.
- Any remaining applicants will be placed in priority order on the Montessori Program option waiting list. This list will be maintained until September 30 of each school year.
- Applications received after the district deadlines will be grouped by priority category as outlined in 4.6 of these guidelines and placed at the end of the district program option wait list.

5. FRENCH IMMERSION

5.1 PROGRAM LOCATIONS AND CAPACITY

5.2 Catchment areas will be established for the purpose of registering students in the District's Early, Late, and Secondary French Immersion programs.

5.3 The District will establish the enrollment capacity for each French Immersion program location site.

5.4 ADMISSIONS AND PLACEMENT

5.5 Each year, the District will establish and publicize the dates and application procedures for students wanting to attend the Early and Late Immersion French programs.

5.6 Applications submitted within the established timelines will receive first priority for available space in the program, subject to the terms outlined in guidelines

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5.7, 5.8, and 5.9 of these guidelines. Applicants will be notified of the status of their applications by the last school day of February.

- 5.7** Applicants apply to the program location within the French Immersion catchment area where they reside. French Immersion Program applicants are expected to submit their applications to the district's Central Registration Office. Applicants are required to provide a second and third choice school, in case their first choice is not available.

When an applicant is offered and accepts a placement at a specific French Immersion location, applications for all other district program locations become invalid. Applicants will be notified of the status of their applications by the last school day of February.

- 5.8** Applications from new students for available spaces at program locations will be considered in the following order, provided application deadlines and other requirements have been met.

- Priority 1: Students with an older sibling who will be attending French Immersion within the same school in the same year. Siblings must register following the usual procedures by the stated deadline to be eligible for Priority 1 status. Students enrolled after deadline will go on a wait list.
- Priority 2: Students who reside within the French Immersion catchment boundaries.
- Priority 3: Student who reside outside the French Immersion catchment boundaries.
- Priority 4: Students who reside outside the Richmond School District.

- 5.9** If there are more applicants than available spaces, the following process will be used to determine the allocation of the available spaces:

- Applications received within the district's established registration timelines will be grouped by priority category as outlined in 5.8 of these guidelines.
- A random draw will then be used to determine the order of applicants within each priority category.
- Program spaces will then be allocated according to the order outlined in 5.8 of these guidelines until all available spaces have been filled.
- Any remaining applicants will be placed in priority order on the district program option waitlist. This list will be maintained until September 30 of each school year.
- Applications received after the district deadlines will be grouped by priority category as outlined in 5.8 of these guidelines and placed at the end of the district program option wait list.

C. ADMINISTRATIVE GUIDELINES: DISTRICT ALTERNATE PROGRAMS

1. DISTRICT ALTERNATE PROGRAMS

- 1.1** District Alternate Programs are designed to provide educational services for students whose needs cannot be adequately be provided for in district schools.
- 1.2** With respect to Alternate Programs 1.1, it is the policy of the Board to provide an educational program for all school-age students in the district. As much as possible, students will be placed in regular or special classrooms within the district's schools.
- 1.3** When the provision of special support services (e.g. learning assistance, special classes, and/or educational aides) in the district's schools is unable to provide an environment in which effective learning can take place, the student, in consultation with the family, will be recommended to be placed in one of the district's Alternate Programs.
- 1.4** Alternate Programs are designed to meet the specialized needs of learners, who may have educational, social, emotional, and/or behavioral challenges that require an alternate educational setting and program.

2. PROGRAM LOCATIONS AND CAPACITY

- 2.1** District Alternate Programs will be located at sites determined by the School District.
- 2.2** The District will establish the enrollment capacity for each District Program Option location site.

3. ADMISSIONS AND PLACEMENT

- 3.1** Prior to placement into a District Alternate Program, potential student candidates and their families will be consulted regarding the educational programming.
- 3.2** Potential student candidates will be screened for intake into a District Alternate Program. Screening will be done by the School-Based Resource Team and the District Resource Team.
- 3.3** Placement in a District Alternate Program will continue as long as the Program is benefitting the student's learning profile. It is always the goal to have the student return to a regular district school. However, it is recognized that at times this may not be possible or in the best interests of the student.

4. TRANSPORTATION

- 4.1** Transportation funding will not be provided for attendance at a District Alternate Program unless deemed necessary by the Board.

D. ADMINISTRATIVE GUIDELINES: INTERNATIONAL STUDENT PROGRAM

Students who do not qualify for admission to Richmond schools as Ministry funded may apply for entry under these guidelines, provided:

- 1.1** They possess a valid Authorization from Immigration, Refugees and Citizenship Canada (IRCC) or they can prove that valid Authorization from IRCC is approved but not yet received.
- 1.2** They have visitor status in Canada and their intention is to attend Richmond Schools for less than six months.
- 1.3** Accurate information is submitted in their application and they are accepted by a screening process, which would consider academic background, social/emotional well being, and ability to be independent.
- 1.4** Upon acceptance, they agree to follow the rules and expectations for the program as outlined in the Program registration documents.
- 1.5** In the estimation of the International Program Administration, they are likely to be eligible for (or possess) a valid Authorization from Citizenship and Immigration Canada.
- 1.6** They are accepted by a screening process, which would consider academic background, social/emotional well being, and ability to be independent.
- 1.7** They pay a fee, as determined by the Board of Education, which, will ensure that all direct and indirect costs to the Board of Education are covered and that there is a net financial benefit accruing to the district.
- 1.8** (a) They pay the annual premiums for compulsory participation in the Medical Services;
(b) All tuition, including fees for Medical Services Plan, have been paid prior to an official Letter of Acceptance being issued.
- 1.9** A Custodian is named by the student's Parent/Legal Guardian who will assume the duties of ensuring that the student's welfare is being provided for and maintained throughout his/her stay in the Richmond School District. The designated Custodian must be a Canadian Citizen or Landed Immigrant (25 years of age or older) residing in Metro Vancouver who can communicate

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effectively with the student's school and who will assume all responsibility for supporting the student in the absence of his/her parents so as to absolve the Richmond Board of School Education in these matters.

- 1.10** There is sufficient space in the program as determined by the Superintendent of Schools or designate.
- 1.11** An elementary-aged student may be considered as a fee-paying international student subject to meeting the conditions listed above and additionally, while in attendance at a Richmond school, the student must be living with at least one Parent who resides within the boundaries of the Richmond School District for the duration of the program.
- 1.12** When an applicant meets the conditions noted above to the satisfaction of the school district, and is accepted for admission to Richmond School District, a Letter of Acceptance signed by the Superintendent of Schools or designate, will be issued to support an application for the appropriate documentation required by Citizenship and immigration Canada.

GLOSSARY OF TERMS

Definition of Terms:

Catchment Area

In relation to a school, is the geographical area established under [Section 75.1 of the School Act](#), that defines the boundaries of a school to which a student has first priority to attend, as defined by the district's School Boundary Descriptions.

Catchment Area Student

A person who is (a) of school age, and (b) resident in the catchment area of the school.

Continuing Student

A student who was in attendance at the current school or at a designated catchment school for the secondary school during the previous school year.

District Program

For purposes of Regulation 501.8-R, the catchment area for a district program is defined to be the City of Richmond, except for French Immersion where designated schools define those areas.

Enrollment

A student is enrolled when Central Registration or the International Program arranges permission for the student to attend and enters the student into the school's computer registration system.

Feeder Schools

"Feeder" schools and their associated "receiving" schools are identified in the district's established Boundary Descriptions, where the class from the highest grade offered by the feeder school would be enrolled the next year in the designated receiving school unless a transfer application for enrollment is accepted at another school.

International Student

A student who is a resident of another country and is not eligible to be declared 'Ordinarily Resident' in B.C. can apply to be a fee-paying student in the Richmond School District.

Newly Arrived Student

A catchment student who applies to attend a Richmond school as the result of:

- a) A change in the primary residence of the Parent/Legal Guardian, whether moving into the City of Richmond from another school district, province or country, or moving within the City of Richmond.
- b) Being a first time kindergarten student.
- c) Entering the Richmond School District from home schooling or a private school.

Non-Catchment Area Student

A student who is of school age, resident in the school district, and not resident in the catchment area of the school. This does not apply to International students.

Non-Richmond Resident Student

A student who is of school age, resident in British Columbia, but not resident in the City of Richmond must apply using the Non-Richmond Resident Application Form.

Ordinarily Resident in BC

A student is considered 'ordinarily resident' in British Columbia if the student and the Parent/Legal Guardian of the student are both ordinarily resident in BC. This means that they have established a permanent home where they customarily reside and maintain an ongoing physical presence in the course of everyday living.

For purposes of this Regulation, a student's place of residence is normally deemed to be that of the student's Parent/Legal Guardian on the date of application or registration. A student who is deemed to be 'ordinarily resident' is deemed to be 'funding eligible' and is therefore entitled to free education in B.C. public schools. The Richmond School District has the authority and duty to declare a student as 'ordinarily resident' or not 'ordinarily resident' for the purpose of registration. A student who is 'not ordinarily resident' has the opportunity to apply to the International Program and if accepted must pay fees to attend school.

Out of Province Student

A student who is not ordinarily resident in B.C., but rather is 'ordinarily resident' in another Canadian jurisdiction, can apply to be a fee paying student to register in school in Richmond.

Placed Student

A student who is designated by the Central Registration District Administrator or designate, to attend a non-catchment area school because the catchment area school has space to enroll the student. This space can be physical, staffing or appropriate program.

Previous School Year

As defined in the School Act, means the school year previous to the school year for which the person is applying to enroll in the educational program.

Richmond Resident Student

A student who resides in the City of Richmond and is therefore eligible to attend school in Richmond.

Sustainable Cohort

For Elementary, the number of new Kindergarten students the School District determines a school can accept for a given school year. The size of the cohort must be able to be physically accommodated through to the end of Grade Seven. For Secondary, the number of Grade Eight students the School District determines a school can accept

for a given school year. The size of the cohort must be able to be physically accommodated through to the end of Grade Twelve.

Transfer Student

A non-catchment or non-school district child who applies and is accepted to attend a school other than their catchment school.

DRAFT

Policy Committee
Public Meeting Minutes

Tuesday, October 14, 2025 – 11:00 am
Via Zoom

Present:

Chairperson	D. Tablotney
Vice Chairperson	D. Yang
Trustee Member	A. Wong
Superintendent	C. Usih
Assistant Superintendent	R. Laing
Executive Director, Human Resources	T. Major
President, Richmond Teachers' Association	L. Baverstock
1 st Vice President, Richmond Teachers' Association	S. Wenglowksi
Vice President, Richmond Teachers' Association	S. Boljuncic
Vice President, Richmond Teachers' Association	F. Marsic
1 st Vice President, Canadian Union of Public Employees 716	N. Williams
Chair, Richmond Management and Administrative Professionals	K. Gibson
President, Richmond Association of School Administrators	N. Widdess
President, Richmond Association of School Administrators	A. Goulas
Representative, Richmond District Parents Association	K. Ching
Executive Assistant (Recording Secretary)	J. Coronel

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

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

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

Minutes of the meeting held September 15, 2025 were approved as circulated.

3. Proposed Administrative Guidelines on Acceptable Use of Artificial Intelligence (AI)

Assistant Superintendent Laing spoke to his report as included in the agenda package. He then responded to questions from the Representative of Richmond District Parents Association regarding fact-checking of AI resources used by students and guidelines for AI use by students with learning disabilities.

The Vice President of Richmond Teachers' Association inquired whether the district would support teachers who choose not to use AI for a particular learning activity. Assistant Superintendent Laing clarified that there are teaching and learning resources available to guide teachers and provide clarity to students on when AI use is appropriate.

The President of Richmond Teachers' Association noted that the use of AI is an emerging area, and that controls are needed to ensure AI is used as a learning opportunity for students. Trustees expressed appreciation for staff and partner groups for their work in developing the guidelines on the use of AI.

4. Administrative Guidelines on Animals in Schools

The Executive Director, Human Resources spoke to her report as included in the agenda package. In response to a question from the President of Richmond Teachers' Association, she noted that there have been no inquiries regarding certification of assistance dogs. She also confirmed that rodents and reptiles are not to be handled by students due to the risk of virus or disease.

5. Status of Current and Anticipated Items

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

6. Next Meeting Date – Monday, November 10, 2025 at 11:00 am.

7. Adjournment

The meeting adjourned at 11:26 am.

Respectfully Submitted,

*Debbie Tablotney
Chairperson, Policy Committee*

October 28, 2025

Re: Richmond Board of Education Motion on School Traffic Safety (September 25, 2025)

City of Richmond – Mayor's Office
6911 No. 3 Road
Richmond, British Columbia
V6Y 2C1
Canada

To the Mayor and Councillors of the City of Richmond,

The Richmond Board of Education values the city's continued efforts to enhance community safety and improve traffic conditions across Richmond. Safe, accessible routes to and from our schools are essential to the well-being of students, families and all road users. The board shares the city's commitment to supporting a community where residents can travel safely in every neighbourhood.

At its public meeting on September 25, 2025, the Board of Education approved a motion recognizing the importance of traffic safety in school zones and on board-owned school properties. In accordance with that motion, the board respectfully requests that the City of Richmond consider undertaking a comprehensive, city-wide review of school zones to identify additional traffic safety measures, which may include but are not limited to the following:

- Expansion of school zone hours
- Increased traffic calming
- Upgrades to pedestrian walkways and crosswalks
- Additional measures on arterial roads adjacent to existing schools

The board would welcome continued collaboration with the city as it considers opportunities to enhance traffic safety, including the potential for a comprehensive, city-wide review of school zones. We believe that working together on this important issue can help ensure consistent, coordinated and effective safety measures that benefit the entire community.

Thank you for your attention to this important matter and for your continued commitment to keeping our community safe.

Sincerely,

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



City of
Richmond

Malcolm D. Brodie
Mayor

6911 No. 3 Road
Richmond, BC V6Y 2C1
Telephone: 604-276-4123
Fax No: 604-276-4332
www.richmond.ca

November 5, 2025

Ken Hamaguchi
Chairperson
Board of Education (Richmond)
7811 Granville Ave
Richmond, BC V6Y 3E3

Thank you for your letter of October 28th, regarding the Richmond Board of Education's motion on School Traffic Safety (September 25, 2025).

A copy of your letter has been forwarded to Lloyd Bie, Director of Transportation, for his review and response to you. Should you wish to contact Mr. Bie directly, he can be reached at 604-276-4131 or LBie@richmond.ca.

I appreciate the time you have taken to write and make your views known.

Yours truly,


Malcolm D. Brodie
Mayor

cc: Lloyd Bie, Director, Transportation