

Policy Committee
Public Meeting Agenda

Monday, January 12, 2026 – 11:00 am
via Zoom

<https://sd38.zoom.us/j/64093448840>

Passcode: 6000

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

- 1. Adopt Agenda**
- 2. Approve Minutes**
Public minutes from meeting held November 10, 2025 attached.
- 3. Policy 501.8-R/501.8-G: Student Admission, Registration, Placement and Transfer**
Report from the Superintendent and Secretary Treasurer attached.
- 4. Status of Current and Anticipated Items**
Status Update attached.
- 5. Next Meeting Date – Monday, February 9, 2026 at 11:00 am**
- 6. Adjournment**

Policy Committee
Public Meeting Minutes

Monday, November 10, 2025 – 11:00 am
Via Zoom

Present:

Chairperson	D. Tablotney
Vice Chairperson	D. Yang
Trustee Member	A. Wong
Superintendent	C. Usih
Secretary Treasurer	C. Wang
Executive Director, Human Resources	T. Major
Vice President, Richmond Teachers' Association	S. Boljuncic
1 st Vice President, Canadian Union of Public Employees 716	N. Williams
Chair, Richmond Management and Administrative Professionals	K. Gibson
Member at Large, 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 hənqəminəm̓ language group on whose traditional and unceded territories we teach, learn and live.

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

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

3. Policy 501.8-R/501.8-G: Student Admission, Registration, Placement and Transfer

The Secretary Treasurer spoke to her report as included in the agenda package. In response to a question from the Vice President of Richmond Teachers' Association, she clarified that the proposed policy revision is intended to address the potential movement of students when the new City Centre school is opened. She further noted that the board may revisit the policy should other circumstances arise in the future.

The committee then agreed to bring forward the following **RECOMMENDATION** to the board:

That the Policy Committee recommend 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.

4. Proposed Administrative Guidelines on Response to Unexpected Health Emergencies (AED and Naloxone)

The Executive Director, Human Resources spoke to her report as included in the agenda package. There were no further questions or comments.

5. Revised Timeline – Policy on Renaming District Facilities (schools)

The Superintendent spoke to his report as included in the agenda package. There were no further questions or comments.

6. Status of Current and Anticipated Items

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

7. Next Meeting Date – Monday, January 12, 2026 at 11:00 am.

8. Adjournment

The meeting adjourned at 11:26 am.

Respectfully Submitted,

*Debbie Tablotney
Chairperson, Policy Committee*

Report to Policy Committee Public

Date: January 12, 2026

From: Christopher Usih, Superintendent of Schools
Cindy Wang, Secretary Treasurer

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

RECOMMENDATION:

THAT the Chairperson of the Policy Committee bring forward a Notice of Motion to the Board of Education at the January 13, 2026, special public meeting that a recommendation for the board's consideration will be presented at the January 21, 2026 public meeting to approve revised ***Policy 501.8-R/501.8-G: Student Admission, Registration, Placement and Transfer.***

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.
- At the November 19, 2025 public board meeting, the board approved Policy 501.8-R/501.8-G for entry into the partner review process which took place from November 20, 2026 to January 9, 2026.
- During the partner review process, feedback was received from the Richmond Teachers' Association and has been incorporated into the revised draft policies.

501.8-R:

*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, **boundaries are changed**, 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.*

501.8-G:

*3.3 In circumstances where a school is closed, **boundaries are changed**, 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.*

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 13, 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,

*Christopher Usih
Superintendent of Schools*

*Cindy Wang
Secretary Treasurer*

Attachments:

1. *Draft revised Policy 501.8-R (track change and clean)*
2. *Draft revised Policy 501.8-G (track change and clean)*
3. *Letter from RTA dated December 10, 2025 regarding policy review feedback*
4. *RTA Brief dated December 1, 2023 regarding Enrolment Growth and Elementary Space Facilities*

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, boundaries are changed, 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 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

Student Admission, Registration, Placement and Transfer

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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,**
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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, boundaries are changed, 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

Adopted: 05 December 2005

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

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

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Adopted: 05 December 2005
Revised: 06 December 2010; 18 April 2016; 13 March 2019

EDUCATION: STUDENTS

Revised draft with
changed tracked

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.

Priority One Registration Period:	Priority Two Registration Period:	Late Registration Period:
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

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.

Adopted: 02 December 2002

Revised: 15 December 2003; 06 December 2010; 18 April 2016

- 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, boundaries are changed, 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

Adopted: 02 December 2002

Revised: 15 December 2003; 06 December 2010; 18 April 2016

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:

Round One Transfer Application Period:	Round Two Transfer Application Period:	Late Transfer Application Period:
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

Adopted: 02 December 2002

Revised: 15 December 2003; 06 December 2010; 18 April 2016

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 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.

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

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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.



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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.

Priority One Registration Period:	Priority Two Registration Period:	Late Registration Period:
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

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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Revised: 15 December 2003; 06 December 2010; 18 April 2016

- 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, boundaries are changed, 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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Revised: 15 December 2003; 06 December 2010; 18 April 2016

- 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:

Round One Transfer Application Period:	Round Two Transfer Application Period:	Late Transfer Application Period:
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 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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Revised: 15 December 2003; 06 December 2010; 18 April 2016

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

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.

DRAFT

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

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Revised: 15 December 2003; 06 December 2010; 18 April 2016

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



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December 10, 2025

[Via Email](#)

Chris Usih, Superintendent of Schools
 School District No. 38 (Richmond)
 7811 Granville Avenue
 Richmond, BC V6Y 3E3

Dear Chris,

Re: Policy 501.8 Regulations and 501.8 Guidelines

The RTA has reviewed the proposed changes to Regulation 501.8 R and Guideline 501.8 G for the purposes of boundary changes in relation to the opening of a new school at Odlin Crescent and provides the following feedback. The RTA understands these revisions are written to ensure that new schools will have sufficient students to open and operate. We agree with the changes being proposed. However, the RTA recommends that the Board expand this review to include an updated definition of 'ordinarily resident' and adds procedures to ensure students with precarious immigration status are protected and able to attend school in Richmond (Sanctuary School Policy). We also recommend a future review that addresses typical boundary changes that arise when schools are over or under capacity.

Board Proposed Changes to 501.8 R and 501.8 G

Proposed 501.8 R (3.1 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.***

Proposed 501.8 G (3. Availability of Space in Schools)

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.

The Board of Education has advocated to the Provincial government for two new city centre schools over many years. This advocacy has included letters to the government, direct meetings with MLAs, various Ministers of Education and the Select Standing Committee on Finance and Government Services. The 2024-2025 School Board Year in Review documents the most recent activity including a meeting with Minister of Infrastructure on March 3, 2025. In June 2025, the Board of Education acquired a new city centre school, located at Odlin Crescent. The RTA congratulates the Board on this purchase and with this the opportunity to alleviate space shortages in the surrounding schools of Brighouse, Cook, Tomsett, and Talmey.

The RTA has spoken to the Board of Education multiple times about school capacity and the challenges facing elementary schools as enrollment increases and schools greatly exceed their capacity. The RTA presented a brief to the Board of Education (attached) on December 1, 2023, outlining our concerns including, but not limited to, access to washrooms, gym time, library time, multi-purpose space, meeting space for specialist teachers, staffroom space, and hallway capacity.

The addition of a new city centre school provides the Board of Education the opportunity to address these long-standing over-capacity issues and to provide equitable learning opportunities for students in these catchments.

Changes to Regulation 501.8 R and Guideline 501.8 G will mean that students who currently attend Brighouse, Cook, Tomsett and Talmey will not have guaranteed continuous registration in their current school. This is a significant change to the current regulations and guidelines, which will impact students, families and staff. However, opening a new school will require the district to hire K-7 classroom teachers and specialist teachers including a teacher librarian, prep relief teachers, learning resource teachers, and ELL teachers. Given the current budget challenges, it would be irresponsible to have classrooms half filled and to leave other schools over capacity.

Updating Regulation 3.1 and Guideline 3.3 is prudent and responsible governance.

If the Board chooses not to change these regulations and guidelines, then the challenges with over-capacity may not be fully addressed for more than 5 years. During this time, access to space at Brighouse, Cook, Tomsett and Talmey will continue to impact the learning opportunities provided to both current and future students.

RTA Recommended Changes to 501.8 R

Sanctuary Schools

The Board of Education should use this opportunity to add procedures to 501.8 R (1.2.3 Residency) to ensure that students with precarious immigration status are protected and able to attend school in Richmond. This would be consistent with several school districts including, but not limited to, New Westminster, Vancouver, Revelstoke, Victoria, and Burnaby. As an example, please see:

[Policy 19](#), from the Burnaby School District

[Policy 5150](#), from the Victoria School District

[Policy 21](#), from New Westminster School District

[Policy 7.7](#), from Revelstoke School District

We recommend changes are made to ensure Richmond is a welcoming environment to all students including those with precarious immigration status. This would align with motions passed by the BCSTA and information posted by the Ministry of Education and Child Care with respect to their Policy for Funding Eligibility.

The Ministry of Education and Child Care last updated their information about [Eligibility of Students for Operating Grant Funding on September 5, 2023](#). The updates include information about ordinarily resident and discusses the courts interpretation of ‘ordinarily resident, for the purpose of receiving free public education.

The RTA recommends updating the definition of ‘ordinarily resident’ in the Glossary of Terms to the one used by the Victoria School Board:

Ordinarily Resident: on the basis of objective evidence, a person has established a regular, habitual mode of life in the community with a sufficient degree of continuity which has persisted despite temporary absences. In accordance with the *British Columbia School Act*, a student is considered “ordinarily resident” if the student is resident in British Columbia and the parent/guardian(s) of the student are ordinarily resident in British Columbia.

The Ministry of Education and Child Care provides a list of indicators that may be used to assess whether a person is ‘ordinarily resident’ and will qualify for free public education. It is important to note the following:

“Immigration status is relevant but does not determine ordinary residence. The determination of whether a person is ordinarily resident should never be based solely on the person’s immigration status. A person need not be a Canadian citizen or permanent resident to be ‘ordinarily resident’ in B.C. for the purposes of Section 82 of the School Act.”

RTA Future Considerations for Policy 501.8

The Board will be engaging in future boundary changes with the addition of a new school and to address further enrollment pressures. When these decisions are made the RTA recommends expanding the proposed changes to include boundary changes that are made to manage enrolment pressures. The current regulations and guidelines result in significant lag when addressing school

capacity. For elementary schools, this often means over capacity and inability to equitably access space. For secondary schools, this often means under capacity and the inability to offer the same breadth of electives and learning opportunities as larger secondary schools.

Regulation 501.8 (3.1 Registration) could be altered as follows:

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, boundaries are changed, 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.***

Guideline 501.8 (3.3 Availability of Space in Schools) could be altered as follows:

3.3 In circumstances where a school is closed, boundaries are changed, 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.

We thank you for your consideration and we welcome the opportunity to discuss Policy 501.8 Student Admission, Registration, Placement and Transfer in more detail.

Sincerely,



Liz Baverstock
President, RTA

cc: Steve Wenglowski, 1st Vice President, RTA
Frano Marsic, Vice President, RTA
Sherri Boljuncic, Vice President, RTA



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December 1, 2023

Board of Education
School District No. 38 (Richmond)
7811 Granville Avenue
Richmond, BC V6Y 3E3

Dear Heather,

Re: RTA Brief – Enrollment Growth and Elementary Space and Facilities

On behalf of the Richmond Teachers' Association, we thank you for the opportunity to submit a brief to the Board to outline the challenges facing elementary schools as enrollment increases and schools greatly exceed their capacity.

The RTA recognizes and appreciates the advocacy and decisions made by Trustees to prioritize Richmond school facilities. Recently, this has included a \$12 million investment into ventilation upgrades for all elementary schools and portables that lacked mechanical ventilation. This investment draws in more fresh air, which is then filtered to provide healthier schools for learners and staff. The Board has consistently advocated for seismic upgrades using a variety of avenues available, including joint meetings with MLAs and submissions to the Select Standing Committee of Finance and Government Services. Each year, Richmond's needs are recognized in recommendations for the Provincial Budget. The Report on Budget 2024 Consultation released in August 2023 includes:

“School districts along with parent and teachers' associations advocated for additional capital funding for the seismic mitigation program. School District No. 38 (Richmond) noted that currently 16 elementary schools and four secondary schools in the district remain unsupported for mitigation.”

“Regarding funding for new schools, recommendations addressed issues of population growth and capacity. School District No. 38 (Richmond) noted that a 15.2 percent growth in total enrolment across elementary schools in Richmond City Centre led to the deployment of eight portable classrooms and that investment will be needed for two new elementary schools, 23 additional classrooms, and additions to existing schools to accommodate the projected population growth.”

In 2018, your advocacy, with the support of district management, brought us the Richmond Project Team, which has been invaluable to moving forward with and completing seismic projects. Each project that has been completed has addressed seismic mitigation and has provided additional upgrades, including new flooring, upgraded electrical and exterior finishes that make schools more welcoming to staff, learners, and the community.

As part of your advocacy for Richmond schools, you continue to make City Center enrollment a priority. This has included working with the City of Richmond and the Ministry of Education and Childcare to secure land and funding for a much-needed elementary school. We acknowledge and appreciate your continued commitment to this long-term goal for the Richmond School District. We also recognize there are many Boards of Education across BC that are demanding new schools to accommodate their enrollment growth. Within this context you have also explored medium and short-term solutions to address enrollment growth in City Center.

The RTA congratulates the Board on securing provincial funding for modular classrooms at Brighouse and Cook. This recent announcement provides a medium-term solution to help address enrollment growth in City Center, and will be in place for the 2024/2025 school year. It is our understanding these modular classrooms will come complete with plumbing, which will help alleviate the challenges of limited bathroom space for both students and staff. We recognize this as a medium-term solution, but one that will endure for the lifetime of these two school communities. Moreover, it is good news that funding for modular classrooms will be provided by the province rather than from local capital because enrollment growth should never be downloaded onto school districts. Unfortunately, that has been our experience when the province will not fund the cost of portables.

Despite these much-needed modular additions, this will not address the wider stress on physical space at our large elementary schools. Currently, at least five elementary schools are now larger in population than Cambie Secondary School. None of these elementary schools were built for the population that now exists in their buildings, which is creating significant challenges, including insufficient:

- Washrooms to accommodate the number of staff and students; this creates large line ups in hallways and staffrooms.
- Access to gym time as most elementary schools only have one gym. This results in students only having access to a maximum of one block (40 minutes) of gym time per week and schools are unable to have whole school assemblies. Requiring two school assemblies does impact costs when a school is bringing external groups and may lead to less opportunities for some schools.
- Library space, which also results in students only having access to a maximum of one block (40 minutes) of library time per week. Elementary libraries are too small to accommodate more than one division of students at a time. At the same time, students are accessing resources in greater numbers, and yet these schools are not provided a Library Technician to help Teacher-Librarians manage resources.

- Space for Learning Resource Teachers and ELL Teachers to work. This means there is little or no space for small group learning or for students who need time and quiet space for self-regulation. This also impacts the ability for ELL teachers to work with small groups of ELL learners to support their language learning. Schools require pull out space to support the diverse abilities of learners.
- Meeting space for district itinerant staff to meet with students or teachers during the school day. District staff often have overlapping schedules and require private space for their confidential work with students and families. In many cases, Area Counsellors, SLPs, SWIS workers, Inclusion Support teachers and School Psychologists are sharing space with Learning Resource and ELL teachers, working in storage/small spaces, or using Principal/Vice-Principal offices.
- Staffroom space to accommodate large numbers of staff to eat together and to connect. This impacts the school community and reduces informal opportunities to collaborate and mentor others.
- Playground space, as they are not built to support the growing numbers of students. Loss of outdoor learning or play spaces as they are required for portables.
- Multi-purpose space that is too small for the size of the school and is often used as a prep or band spaces, additional classrooms or to support before and after school care. It is important to note that not all elementary schools have multi-purpose spaces.
- No daytime custodians despite being as large as some secondary schools.
- Hallways that are narrow, making it difficult for students and staff to move through the school or to use the hallway for small group activities or support.

As you continue your advocacy to secure land and funding for a new city center school, the RTA requests additional attention is given to the whole school facility and, where possible, solutions are put in place to address these space pressures.

We also request Trustees prioritize visiting each of our large elementary schools during the school day, ensuring your time overlaps with recess. We also recommend increased communication to staff at these sites to acknowledge the physical space challenges and your plans to address these concerns in the short, medium, and long term. Teachers often ask:

- “Do trustees understand what we are experiencing in schools?”
- “What are trustees doing to help address enrollment growth?”
- “Do trustees know that we only have one gym for 625 students?”
- “Do trustees know that we have no space to support small group instruction?”
- “Do trustees know that we only have 5 toilets for over 75 staff?”

These are not questions for the RTA to answer, as we don't speak for the Board of Education. However, RTA Members working in these elementary schools want to know their concerns are being seen and heard by Trustees.

The RTA appreciates this opportunity to provide our feedback and to advocate for Richmond schools and the pressures facing Richmond teachers. We recognize the value you place on stakeholder relationships, and we welcome any chance to work with the Board to support our joint commitment to Public Education and the Richmond School District.

Once again, we thank you for your continued advocacy and commitments to prioritize Richmond school facilities.

Sincerely,



Liz Baverstock
President, RTA

cc: Christopher Usih, Superintendent of Schools
Cindy Wang, Secretary-Treasurer
Steve Wenglowski, 1st Vice President, RTA

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

COMPLETED FOR SCHOOL YEAR 2025/26		
	Policy	Dates & Actions
1	<p>Policy Refresh:</p> <p>Policy 311/311-R: Freedom of Information and Protection of Privacy</p> <p>Policy 311-G (A): Privacy Impact Assessments</p> <p>Policy 311-G (B): Critical Incident and Privacy Breach Procedure</p> <p>Policy 311-G (C): Personal Information Management Program</p>	Updated policy approved in September 2025

IN PROGRESS		
	Policy	Dates & Actions
1	<p>Proposed Policy on Renaming District Facilities</p> <p>Senior Staff Responsible: Chris Usih</p>	<ul style="list-style-type: none"> • IC report on proposed timeline shared with the committee (June 2025) • Public report on proposed timeline shared with partner groups (Sep 2025) • Public report on proposed revised timeline shared with partner groups (Nov 2025)
2	<p>Policy 501.8-R/501.8-G: Student Admission, Registration, Placement and Transfer</p> <p>Senior Staff Responsible: Chris Usih and Cindy Wang</p>	<ul style="list-style-type: none"> • Public report with recommendation to place policy revision into Partner Group review (Nov 2025) • Public report with recommendation for a Notice of Motion for approval in January special board meeting (Jan 2026)

ANTICIPATED		
	Policy	Dates & Actions
1	<p>Policy 105-R:</p> <p>a. District Code of Conduct: How We Learn and Work Together</p> <p>b. Respect for Personal Public Property and Environment (i.e., District Facilities, Equipment) – Senior Staff Responsible: Cindy Wang</p>	<ul style="list-style-type: none"> • Review after completion of the new strategic plan • Public report on draft revised policy (Feb 2021) <ul style="list-style-type: none"> - Committee agreed that there would be more discussion and review around process for the revision to be brought back at a later date

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

ANTICIPATED		
	Policy	Dates & Actions
2	Student Behaviour Policies <ul style="list-style-type: none"> a. Policy 502: Student Behaviour and Discipline b. Policy 502.1: Maintenance of Orderly Conduct c. Policy 502.2/502.2-R: Student Suspension or Exclusion from School d. Policy 502.3/502.3-R: Student Possession of Weapons <p>Senior Staff Responsible: Braunwyn Thompson</p>	<ul style="list-style-type: none"> • Update provided by Deputy Superintendent. Policies and regulations will be updated in with District Code of Conduct and brought back to the Committee for further review and feedback (Jan 2021) • Anticipate submission of revised policy to public meeting in 2025
3	Policy 522/522-R: Transportation <p>Senior Staff Responsible: Cindy Wang/Christel Brautigam</p>	<ul style="list-style-type: none"> • Anticipate submission of revised policy to public meeting in 2025

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

ANTICIPATED		
	Policy	Dates & Actions
4	<p>PHASE 3 - Policy Section 700: Facilities</p> <p>Policy 703.1 - Accident Prevention and Safety Procedure</p> <p>Policy 703.2 - First Aid and Accident Reports</p> <p>Policy 703.5 and Regulation 703.5-R - Health and Safety</p> <p>Policy 703.6 and Regulation 703.6-R - Protection of Employees from Violence in the Workplace</p> <p>Policy 705 and Regulation 705-R - Telephones</p> <p>Policy 706 - Smoke Free Environments</p> <p>Policy 703.7 and Regulation 703.7-R - Closure of Schools Due to Emergent Conditions</p> <p>Policy 707 and Regulation 707-R - Post Disaster Procedures</p> <p>Policy 708 and Regulation 708-R - Video Surveillance</p> <p>Senior Staff Responsible: Cindy Wang</p>	<ul style="list-style-type: none"> Policy revision <u>placed on hold</u> (Feb 2025) – for future consideration

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

COMPLETED IN PREVIOUS SCHOOL YEARS		
	Policy	Dates & Actions
1	Policy 101: Goals and Objectives	Revised policy approved in May 2023
2	Policy 201: Board Operations	Revised policy approved in June 2023
3	Policy 311/311-R: Freedom of Information and Protection of Privacy	New policy approved in June 2023
4	Policy 621/621-R: Financial Planning and Reporting and Policy 631-R: Accumulated Operating Surplus and Capital Reserves	Revised policy approved in June 2023
5	Policy 402/402-R: Public Interest Disclosure Policy	New policy approved in December 2023
6	Policy 701.2-R: Capital Project Design Review Process	Revised policy approved in March 2024
7	Policy 200: Trustee Role, Responsibilities and Code of Ethics	Revised policy approved in May 2024
8	Policy 204-R: Creation and Revision of Policy and Regulations	Revised policy approved in May 2024
9	Policy 105: District Code of Conduct	Revised policy approved in June 2024
10	Policy 203-R/203-G: Trustee Stipend and Expenses	Revised policy approved in October 2024
11	Policy 400-R5: Smoking and Alcohol Consumption Policy 804.1-R: Community Use of District Facilities	Revised policies approved in October 2024
12	Policy Refresh: Policy 101/101-R: Strategic Planning	Updated policies approved in December 2024
13	Policy Refresh: Policy 103: Collaboration and Community Policy 103-R (A): Foundations for Learning Policy 103-R (B): Complaints and Appeals by Staff	Updated policies approved in February 2025
14	Policy Refresh: Policy 105/105-R: District Code of Conduct	Updated policy approved in March 2025
15	Policy 102: Diversity and Inclusion	Revised policy approved in May 2025
16	Policy 103 Bylaw: Complaints by Students, Parents & the Public	Revised policy approved in May 2025
17	Policy 201 Bylaw: Board Operations	Revised policy approved in June 2025