

Board of Education

Public Meeting Agenda

Wednesday, January 21, 2026 – 7:00 pm
1st Floor Boardroom

https://sd38.zoom.us/webinar/register/WN_HexjvBN3RhaXCbawLd_nkA

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

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

1. Recognition of Visitors, Announcements and Trustees' Updates

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

2. Adoption of Agenda

3. Presentations, Briefs, Special Recognition

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

4. Questions from the Public

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

5. Executive

6. Approval of Minutes of Prior Meetings

- (a) Record of an in-camera meeting of the board held Wednesday, December 10, 2025.
- (b) Regular meeting of the board held Wednesday, December 10, 2025 for approval.
- (c) Record of an in-camera special meeting of the board held Tuesday, January 13, 2026.
- (d) Special meeting of the board held Tuesday, January 13, 2026 for approval.

7. Business Arising from Prior Minutes

- (a) **RECOMMENDATION – New City Centre School Catchment**
Report from the Secretary Treasurer attached.
- (b) **RECOMMENDATION – K-7 Blended Learning Program**
Report from Assistant Superintendent Naser attached.
- (c) **RECOMMENDATION – 2026-2030 Strategic Plan**
Report from the Superintendent of Schools attached.
- (d) **MOTION – Establishment of a District Student Council**

8. New Business

- (a) **MOTION – BCSTA AGM Motion on English Language Learning (ELL)**
- (b) **MOTION – BCSTA AGM Motion Regarding Adequate and Flexible Education Funding**
- (c) **Proposed District Calendars 2026/27 & 2027/28**
Report from Assistant Superintendent Naser attached.

9. Questions from the Public

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

10. Standing Committee Reports

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

The next meeting is scheduled for Tuesday, February 10, 2026.

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

- (i) Minutes of the meeting held on November 12, 2025, are attached for information.

A meeting was held on Wednesday, January 14, 2026. The next meeting is scheduled for Wednesday, February 11, 2026, at 6:00 pm.

(c) **Facilities and Building Committee**

Chairperson: Ken Hamaguchi

Vice Chairperson: Debbie Tablotney

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

A meeting was held on Wednesday, January 7, 2026. The next meeting is scheduled for Wednesday, February 4, 2026, at 4:30 pm.

(d) **Finance and Legal Committee**

Chairperson: Alice Wong

Vice Chairperson: Donna Sargent

- (i) **RECOMMENDATION:** Trustee Expenses for 3 Months Ended December 31, 2025.
Report from the Committee Chairperson attached.

- (ii) **RECOMMENDATION:** 2026/27 Facility Rental Rates.
Report from the Committee Chairperson attached.

- (iii) Minutes of the meeting held on November 12, 2025, are attached for information.

A meeting was held on Wednesday, January 14, 2026. The next meeting is scheduled for Wednesday, February 11, 2026, at 10:00 am.

(e) **Policy Committee**

Chairperson: Debbie Tablotney

Vice Chairperson: Heather Larson

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

- (ii) Minutes of the meeting held on November 10, 2025, are attached for information.

A meeting was held on Monday, January 12, 2026. The next meeting is scheduled for Monday, February 9, 2026 at 11:00 am.

11. Board Committee and Representative Reports

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

The next meeting will be held on January 28, 2026.

(b) **BCSTA**

BCSTA 2026 Spring Provincial Council will be held on February 20, 2026.

(c) **BCPSEA**

BCPSEA Annual General Meeting will be held on January 29, 2026.

12. Correspondence

(a) For action:

Nil.

(b) For information:

(i) Advocacy Letters from the Board of Education to local Members of Parliament dated January 7, 2026 attached.

13. Adjournment

Board of Education

Telephone 604 668 6000
www.sd38.bc.ca

The next meeting is scheduled for Wednesday, February 18, 2026

Contact Persons regarding agenda items:

Superintendent, Mr. Christopher Usih – 604 668 6081

Secretary Treasurer, Ms. Cindy Wang – 604 668 6012

- Please address any item for an upcoming Agenda to the Chairperson, Board of Education (Richmond) at: 7811 Granville Avenue, Richmond, BC V6Y 3E3.
- Items to include your name and address.
- Items received at the office of the Secretary Treasurer by 9:00 a.m. the Thursday preceding a meeting of the Board will be included on the Agenda.
- Items arriving after the 9:00 a.m. Agenda deadline will be reserved for the next meeting of the Board.
- For further assistance, please contact the Executive Assistant to the Board at 604 295 4302.

Committee Appointments 2025-2026

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

Note:

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

Date: January 21, 2026

From: Cindy Wang, Secretary Treasurer

Subject: **Record of an In-camera Board Meeting held December 10, 2025**

The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at an in-camera meeting of the Board held December 10, 2025.

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

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

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

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

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

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

Board of Education Public Meeting Minutes

Wednesday, December 10, 2025 – 7:00 pm
1st Floor Boardroom and via Zoom

Present:

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

K. Hamaguchi
H. Larson
D. Sargent
D. Tablotney
A. Wong
D. Yang
C. Usih
C. Wang
C. Brautigam
R. Laing
M. Naser
B. Thompson
T. Major
D. Sadler
T. Lee

Regrets:

Trustee

R. Belleza

The Chairperson called the meeting to order at 7:08 pm.

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

1. Recognition of Visitors, Announcements, Trustees' Updates

(a) Recognition of Visitors

Nil.

(b) Announcements

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

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

Trustee Sargent: The Steveston London Choir comprises students in Grades 8-12, and meets as a club 3 times a week. Steveston-London also offers a daily choir class in second semester every year. The group has performed at numerous community and district events, including Jazz Nite, The Retired Teacher's Association and the Olympic Oval. In February, the Choir will be performing in a special concert with the Richmond Orchestra! The choir recently completed a series of concerts at Lansdowne and Aberdeen Malls on behalf Crohn's Canada, which raised close to a thousand dollars in support of Crohn's Disease. They are pleased to be here tonight to sing for you!

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

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

2. Adoption of Agenda

191/2025 MOVED BY D. YANG AND SECONDED D. SARGENT:

THAT the Wednesday, December 10, 2025 regular agenda of the Board of Education be adopted as circulated.

CARRIED

3. Presentations, Briefs, Special Recognition

(a) Presentations

Steveston London Secondary School Choir (SLSS)

Assistant Superintendent Brautigam introduced the SLSS Choir, led by teacher Michael Mikulin, which performed two songs – “Golden” and “Footloose.” Trustees expressed their appreciation to the students for their performance and to the staff for organizing the performance.

(b) Briefs

Nil.

(c) Special Recognition

Nil.

4. Questions from the Public

There were no questions from the public.

5. Executive

The Superintendent acknowledged the approaching holiday season and the final week of school, expressing appreciation for students, families, and staff. He highlighted the sense of community observed during recent school visits, including a pancake breakfast at Grauer Elementary School, and extended gratitude to all staff and volunteers for their contributions to the school district's success. He also thanked the Board for their ongoing support of staff and schools.

6. Approval of Minutes of Prior Meetings

- (a) A record of an in-camera meeting of the board held Wednesday, November 19, 2025 was included for information.
- (b) Organizational meeting of the board held Wednesday, November 19, 2025

192/2025 MOVED BY D. SARGENT AND SECONDED BY H. LARSON:

THAT the Board of Education approve the Minutes of Wednesday, November 19, 2025 Organizational Meeting as circulated.

CARRIED

- (c) Regular meeting of the board held Wednesday, November 19, 2025

193/2025 MOVED BY A. WONG AND SECONDED BY D. SARGENT:

THAT the Board of Education approve the Minutes of Wednesday, November 19, 2025 regular meeting as circulated.

CARRIED

7. Business Arising from Prior Minutes

(a) Strategic Plan Update – Shaping Our Future Together

The Superintendent spoke to the report as included in the agenda package and thanked everyone involved for their contributions to developing the new Strategic Plan. Trustees expressed appreciation for the engagement and input provided.

(b) Response to Unexpected Health Emergencies – Administrative Guidelines

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

She then responded to trustees' questions regarding the location of devices, on-site orientation for substitute staff, documentation of device use, and advocacy for funding.

Trustees thanked staff for their work in preparing and presenting the guidelines.

(c) Committee Appointments 2025/26

The Chairperson noted that the updated committee appointments are included in the agenda package.

8. New Business

Nil.

9. Questions from the Public

There were no questions from the public.

10. Standing Committee Reports

(a) Audit Committee

Chairperson: Rod Belleza

Vice Chairperson: David Yang

The next meeting is scheduled for Tuesday, February 10, 2026, at 3:30 pm.

(b) Education Committee

Chairperson: David Yang

Vice Chairperson: Heather Larson

The next meeting is scheduled for Wednesday, January 14, 2026, at 6:00 pm.

(c) Facilities and Building Committee

Chairperson: Ken Hamaguchi

Vice Chairperson: Debbie Tablotney

(i) Minutes of the meeting held on November 5, 2025, were attached for information.

A meeting was held on Wednesday, December 3, 2025. The next meeting is scheduled for Wednesday, January 7, 2026, at 4:30 pm.

(d) Finance and Legal Committee

Chairperson: Alice Wong

Vice Chairperson: Donna Sargent

The next meeting is scheduled for Wednesday, January 14, 2026, at 10:00 am.

- (e) **Policy Committee**
Chairperson: Debbie Tablotney
Vice Chairperson: Heather Larson

The next meeting is scheduled for Monday, January 12, 2026, at 11:00 am.

11. Board Committee and Representative Reports

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

The next meeting will be held on January 28, 2026.

- (b) **BCSTA**

Trustee Wong reported that the Trustee Academy was held on November 27-29, 2025 at the Westin Bayshore, Vancouver, and provided a valuable learning opportunity for trustees. Trustee Sargent also noted sessions on Indigenous issues, community engagement, and the BC Lions bystander program, emphasizing the professional development and learning opportunities gained.

- (c) **BCPSEA**

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

12. Correspondence

- (a) For action:

Nil.

- (b) For information:

Nil.

13. Adjournment

The Chairperson thanked everyone for their contributions over the year and extended best wishes for a happy winter break.

194/2025 MOVED BY D. YANG AND SECONDED BY D. SARGENT:

THAT the regular meeting of Wednesday, December 10, 2025 of the Board of Education be adjourned at 7:51 pm.

CARRIED

K. HAMAGUCHI
Chairperson

C. WANG
Secretary Treasurer

DRAFT

Date: January 21, 2026

From: Cindy Wang, Secretary Treasurer

Subject: **Record of an In-camera Board Meeting held January 13, 2026**

The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at an in-camera meeting of the Board held January 13, 2026.

(a)	Briefs and Presentations:	Nil.
(b)	Executive:	Nil.
(c)	Business Arising out of Minutes:	Administrative items were discussed.
(d)	New Business:	Nil.
(e)	Standing Committee Reports:	Nil.
(f)	Board Committee and Representative Reports:	Nil.
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- negotiating collective agreements;
- negotiating contracts;
- the sale or purchase of land.

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Board of Education
Special Public Meeting Minutes

Tuesday, January 13, 2026 – 6:30 pm
1st Floor Boardroom and via Zoom

Present:

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

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

The Chairperson called the meeting to order at 6:32 pm.

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

1. Adoption of Agenda

003/2026 MOVED BY D. YANG AND SECONDED H. LARSON:

THAT the Tuesday, January 13, 2026 special public agenda of the Board of Education be adopted as circulated.

CARRIED

2. Business Arising from Prior Minutes

(a) Notice of Motion: Policy 501.8-R/501.8-G: Student Admission, Registration, Placement and Transfer.

A Notice of Motion for the January 21, 2026 Public Board meeting regarding Policy 501.8-R/501.8-G: Student Admission, Registration, Placement and Transfer was attached for information.

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

3. Adjournment

004/2026 MOVED BY D. YANG AND SECONDED BY D. SARGENT:

THAT the special public meeting of Tuesday, January 13, 2026 of the Board of Education be adjourned at 6:37 pm.

CARRIED

K. HAMAGUCHI
Chairperson

C. WANG
Secretary Treasurer

Report to the Board of Education (Public)

Date: January 21, 2026
From: Cindy Wang, Secretary Treasurer
Subject: New City Centre School Catchment

RECOMMENDATION

THAT the Board of Education approve the establishment of the new City Centre elementary school catchment boundaries, based on Adjusted Scenario Two as presented, effective for implementation beginning the 2026/27 school year, and direct staff to proceed with implementation and communication.

BACKGROUND

The purpose of this report is to present the outcomes of the City Centre School Catchment Review, summarize the public engagement process and feedback, outline the rationale for the recommended catchment configuration, and seek Board approval of the proposed Adjusted Scenario Two catchment for the new City Centre elementary school scheduled to open in September 2026.

The opening of a new City Centre elementary school at Odlin Crescent is a key component of the District's long-range facilities planning to address enrolment growth and capacity pressures in Richmond's City Centre. In accordance with Section 75.1(1) of the *School Act*, the Board is required to establish a catchment area for each school within the district.

On September 4, 2025, the Board approved the City Centre School Catchment Review process. The review was designed to:

- Establish a catchment for the new school;
- Relieve overcapacity pressures at existing City Centre elementary schools;
- Anticipate residential growth, particularly in high-density developments; and
- Support walkability, student safety, and community cohesion.

The process included a comprehensive public engagement period from September 5 to October 27, 2025, with a commitment to bring a final recommendation to the Board by January 2026.

PUBLIC ENGAGEMENT PROCESS

A comprehensive and transparent public engagement process was undertaken to ensure that families, staff, and community members were meaningfully informed and had multiple opportunities to provide input prior to the Board's decision.

Engagement activities were designed to reach a broad and diverse audience and to support informed participation. Information was shared through multiple channels, including letters to families, updates to school staff and education partner groups, and a dedicated district webpage that included background materials, timelines, key dates, maps, and frequently asked questions. Engagement

materials, including surveys and FAQs, were provided in both English and Chinese to reduce language barriers.

School and community-based engagement opportunities included four school-specific virtual open houses for City Centre elementary schools located within the affected catchment areas, as well as general public open houses offered in both in-person and virtual formats. These sessions provided detailed explanations of the proposed scenarios, allowed participants to ask questions directly of district staff, and supported informed feedback.

The depth, breadth, and diversity of participation provided staff with a strong evidence foundation to assess the relative merits of each scenario and to refine the final recommendation presented to the Board.

Presenting Clear and Relevant Information

A central objective of the public engagement process was to ensure that participants were equipped with clear and relevant information to support informed feedback. To achieve this, staff developed and presented two catchment scenarios for the City Centre, each grounded in enrolment data, facility capacity, geographic considerations, and anticipated residential growth.

For each scenario, engagement materials included:

- Detailed maps clearly illustrating proposed catchment boundaries;
- Identification of neighbourhoods and planning areas affected;
- Estimated student movement between schools;
- Five-year enrolment projections for all City Centre elementary schools, including the new school.

Scenario One and Scenario Two were intentionally designed to present different approaches to balancing enrolment relief, walkability, and long-term growth management. This enabled participants to assess trade-offs, understand implications for their own communities, and provide feedback that was specific and grounded in a shared understanding of objectives of the review.

Information was presented consistently across engagement channels, including the district website, surveys, and open houses, to promote transparency and reduce the risk of misinformation. During open houses, staff provided verbal explanations of assumptions, responded to questions, and clarified how enrolment projections and growth patterns informed each scenario.

By presenting two clearly defined and well-documented scenarios, the engagement process moved beyond opinion-based input and supported meaningful dialogue focused on outcomes, impacts, and future planning considerations. This approach directly informed the district's ability to consider community feedback alongside operational and educational requirements when determining the final catchment configuration.

Engagement Reach and Awareness

Participation data indicates strong and active community involvement throughout the engagement period from September 3 to October 27, 2025. Engagement analytics demonstrate a high level of awareness and interest in the City Centre Catchment Review. The City Centre Catchment Review webpage received 7,589 page visits, with 185 document downloads, demonstrating sustained interest

in the process and materials. District social media posts supporting the engagement reached over 4,700 views across platforms. These metrics indicate that information about the catchment review was broadly accessible and actively sought out by the community.

Participation and Respondent Profile

Formal feedback was collected primarily through online surveys. A total of 254 survey responses were received, including 208 responses in English and 46 responses in Chinese. An additional paper submission was received. Survey respondents contributed more than 700 written comments across eight open-ended questions, providing both quantitative and qualitative insight into community perspectives.

Respondents represented a wide cross-section of the City Centre school community. Parents and guardians of currently enrolled students accounted for approximately 73% of respondents, while parents of preschool-aged children who will enter school in the next two years represented a further 13%. District staff, students, partner group members, and community members were also represented, ensuring a range of perspectives beyond immediate parent concerns.

Engagement data further demonstrates broad participation across schools. While the highest number of responses came from families connected to Brighouse Elementary (37%), significant input was also received from Cook (9%), Tomsett (20%), Talmey (9%), and other City Centre and adjacent schools. This distribution reflects the geographic scope of the proposed catchment changes and confirms that feedback was not isolated to a single school community.

Key Language and Themes Emerged from Feedback

Word cloud analysis of open-ended survey responses highlighted recurring language and concepts that helped staff identify themes across the engagement responses. Frequently referenced terms reflected strong community focus on walkability, proximity, safety, capacity, growth, and continuity of school communities. These analyses reinforced the importance of commute distance, balanced enrolment, and long-term planning in shaping community perspectives, and supported the thematic analysis summarized later in this report.

Scenario-Specific Feedback Patterns

Analysis of survey responses by scenario demonstrated differing patterns of support and concern. While both scenarios generated constructive feedback, Scenario Two consistently received stronger overall support, particularly in relation to its more centralized catchment design and its ability to anticipate growth in high-density residential areas.

This scenario-based analysis allowed staff to distinguish between general concerns applicable to both options and feedback specific to boundary design choices, directly informing the refinement of Scenario Two into the recommended Adjusted Scenario Two configuration.

SUMMARY OF PUBLIC FEEDBACK

Public feedback was analyzed and grouped into key themes, which informed staff's final recommendation.

Catchment Size and Location

Respondents across both scenarios expressed support for reallocating the western portion of the Tomsett catchment to the new school. There was clear preference for Scenario Two due to its more centralized configuration and shorter average travel distances. The inclusion of a portion of the Talmey catchment to address anticipated growth in Capstan Village was viewed positively and identified as a critical improvement over Scenario One.

Transportation, Walkability, and Safety

Families emphasized the importance of safe and practical walking routes, particularly in areas with major road crossings and high traffic volumes. Feedback highlighted concerns around walkability west of Minoru Boulevard and south of Lansdowne Road, and the impacts of commercial congestion during peak hours.

This feedback directly informed refinements to adjust Scenario Two to reduce commute distances and support safer travel patterns for students.

Enrolment Projections and Capacity

Participants acknowledged that while the new school will provide short-term relief, long-term growth in the City Centre will continue to create pressure across all elementary schools. Feedback emphasized the importance of monitoring enrolment trends, designing future expansions thoughtfully, and engaging the community in subsequent planning phases.

Implementation Considerations

A significant number of respondents raised questions related to individual circumstances, including childcare availability, continuity of supports for students with disabilities and diverse abilities, Grade 6 and 7 transitions, and staffing implications. These concerns are not catchment design issues but will be addressed through targeted implementation planning and direct family outreach.

ANALYSIS OF CATCHMENT SCENARIOS

Scenario One

Scenario One would have impacted fewer schools but created longer commuting distances for students in the northeast portion of the Brighouse and Cook catchments. Walking to Odlin Crescent would be impractical for some families, increasing reliance on vehicle transportation. In addition, Scenario One did not adequately account for projected enrolment growth in Capstan Village, increasing the risk of future pressure at Talmey Elementary.

Scenario Two

Scenario Two was preferred by the majority of respondents. It offered a more centralized catchment, better balanced enrolment redistribution, and incorporated a portion of the Talmey catchment to accommodate projected growth. However, public feedback identified specific boundary areas where walkability and commute distance remained concerns.

Adjusted Scenario Two (Recommended)

Adjusted Scenario Two retains the core strengths of Scenario Two while directly responding to community feedback. Key refinements include:

- Minor adjustments to the northern boundary to align with property lines;
- Retaining the area south of Lansdowne Road and west of Minoru Boulevard within the Brighouse catchment to reduce walking distances and safety concerns;
- Maintaining a centralized catchment that balances enrolment across Brighouse, Cook, Tomsett, and Talmey schools while supporting the opening enrolment capacity of Odlin Crescent School.

Rationale for Recommendation

Adjusted Scenario Two represents the most balanced option when assessed against educational, operational, and community considerations. It aligns with the Board's responsibility to manage enrolment growth responsibly while prioritizing student safety, walkability, and equitable access to educational facilities. The recommended catchment is grounded in robust public engagement, reflects demonstrated community preferences, and proactively addresses foreseeable growth pressures in the City Centre.

Implementation and Next Steps

Subject to Board approval, staff will proceed with a phased implementation plan, including:

- District-wide and targeted communications to staff and families;
- Direct outreach to families of all K-7 students impacted by the new catchment to address individual circumstances;
- Centralized registration and placement processes aligned with Board policy;
- Updates to district systems and public-facing tools reflecting the new catchment boundaries;
- Ongoing collaboration with school administrators to support student transitions; and
- Continued monitoring of enrolment and capacity trends in the City Centre.

The new catchment will take effect for the 2026/27 school year, with anticipated placements confirmed in February 2026.

CONCLUSION

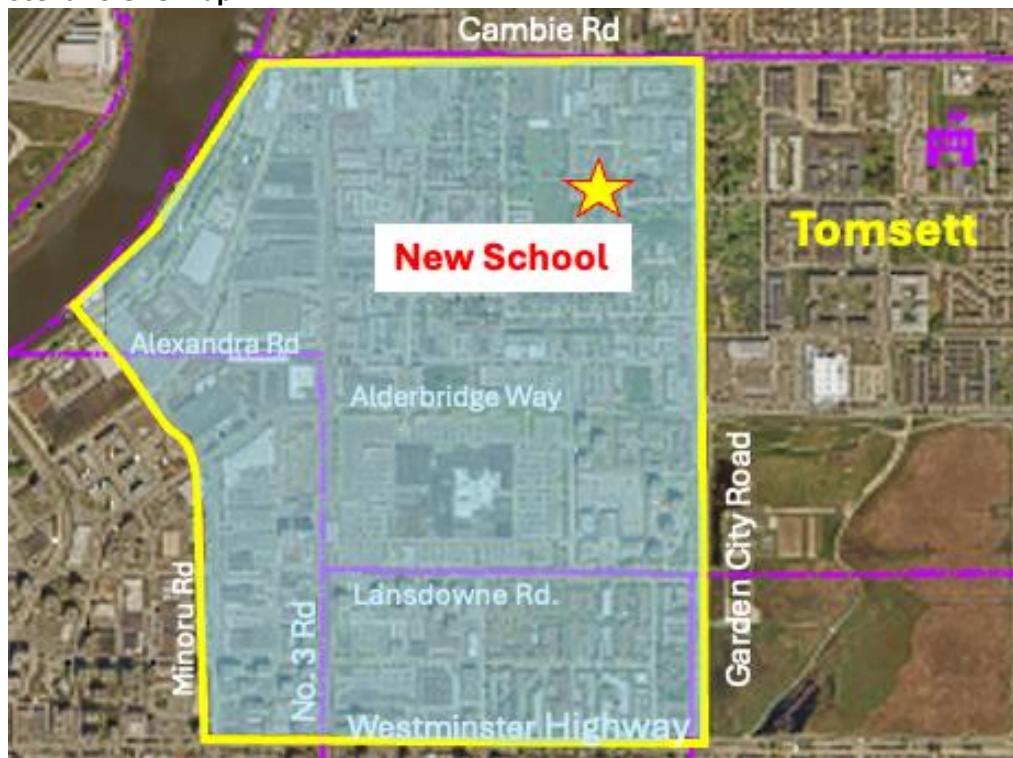
The establishment of the new City Centre school catchment is a critical milestone in preparing for the opening of the school and addressing enrolment pressures in Richmond's City Centre. Adjusted Scenario Two reflects careful analysis, meaningful community engagement, and a commitment to thoughtful, student-centred planning. Staff therefore recommend Board approval as outlined in this report.

Respectfully submitted,

*Cindy Wang, MSc CPA-CA
Secretary Treasurer*

Appendix: Maps of Scenario One, Scenario Two, and Adjusted Scenario Two

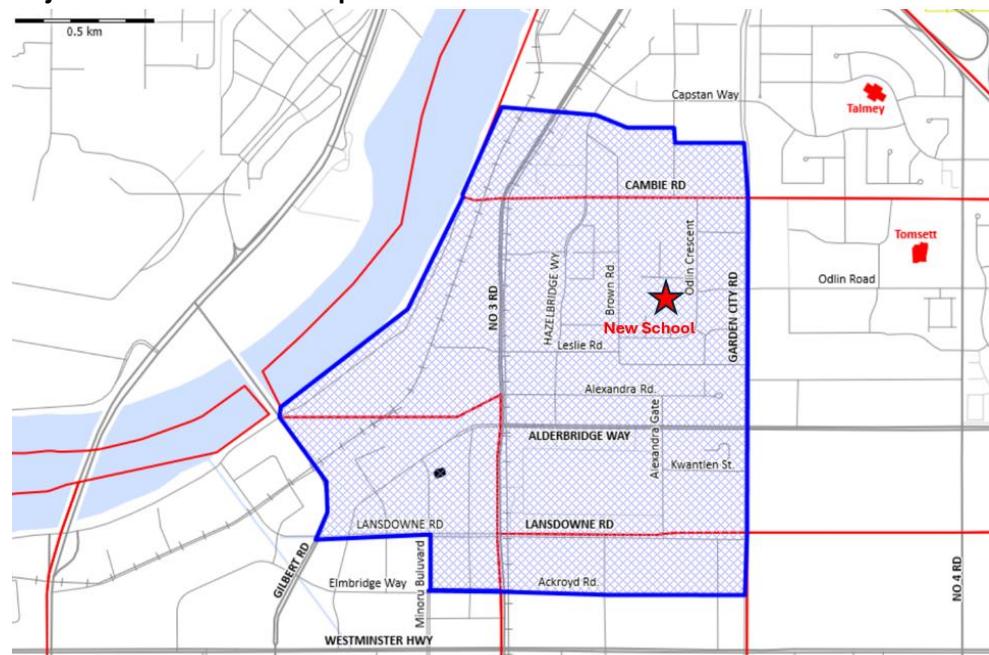
Scenario One Map:



Scenario Two Map:



Adjusted Scenario Two Map:



Report to the Board of Education (Public)

Date: January 21, 2026

From: Maryam Naser, Assistant Superintendent

Subject: K-7 Blended Learning Program

RECOMMENDATION

THAT the Board of Education approve staff recommendation to discontinue the K-7 Blended Learning Program, effective **June 30, 2026**, due to consistently low and declining enrollment;

AND FURTHER THAT staff engage with all relevant partner groups and provide transition supports for all students currently enrolled in the program.

STRATEGIC PLAN REFERENCE

- *Strategic Priority 1: Inspired Learners*
Goal 1: Design and offer a variety of learning options to meet the evolving and diverse needs of learners
- *Strategic Priority 2: Equity and Inclusion*
Goal 1: District learning environments are equitable and inclusive

BACKGROUND

In the 2020–21 school year, during the COVID-19 pandemic, the district offered a fully online program for students in Grades 8 and 9, providing families with a safe at-home learning option. More than 400 students were enrolled. As pandemic restrictions eased, students were gradually reintroduced to in-person learning, and many chose to return to their catchment schools.

In 2021–22, the district expanded the program to a K–9 Online Learning Program, offering families who were not yet ready for in-person attendance a continued online option. Over time, the program has transitioned to a hybrid learning model, with students attending in-person once per week and participating in 1–2 online Teams sessions weekly. The in-person opportunities include enrichment classes (e.g., baking, coding, art, readers theatre, gym), school events (e.g., Science Fair, Portfolio Share, Community BBQ), and local field trips.

The program is currently housed at Grauer Elementary. The table below outlines enrollment, staffing, student supports, and **approximate** program costs.

Enrollment and Staffing Trends

School year	Enrollment (Headcount)	Staffing (FTE)	Approx.(Deficit)/Surplus)* (\$)	ELL/Inclusive supports (Y/N)
2021 – 2022 (K-9)	94	5.71	(880)	Y
2022 – 2023 (K-7)	23	2.42	(122,960)	Y
2023 – 2024 (K-7)	14	1	(18,080)	N
2024 – 2025 (K-7)	6	.56	(34,578)	N
2025 – 2026 (K-7)	6	.56	(34,578)	N

* cost estimates do not include additional costs such as leadership oversight, services, supplies, and space utilization costs

As can be seen from the information above, enrollment has steadily declined over the past five years. While staffing levels have been adjusted accordingly, the program continues to operate at a deficit with staffing costs exceeding Ministry funding. It should be noted that, due to the program's small size, targeted supports for English Language Learners and students with diverse learning needs are no longer available within the program.

CONCLUSION

The K-7 Blended Learning Program provides a personalized learning experience and opportunities for community engagement for a small group of students who benefit from a home-school partnership model. At the same time, declining enrollment, limited student supports, and a budget deficit highlight the program's current limitations.

The district remains committed to regularly reviewing our educational programs and ensuring they continue to meet the needs of our learners. Due to consistently low and declining enrollment in the K-7 Blended Learning Program, staff recommend that the program be discontinued effective June 30, 2026. Should the Board support staff's recommendation to discontinue the program, the following next steps are suggested:

1. Staff engage individually with each family to understand their needs and discuss transition options available within the district.
2. Staff continue to engage with program staff and the Richmond Teacher's Association, and other relevant partner groups to support timely and effective communication.

*Respectfully Submitted,
Maryam Naser, Assistant Superintendent*

Report to the Board of Education (Public)

Date: January 21, 2026

From: Christopher Usih, Superintendent of Schools

Subject: **Strategic Plan 2026 – 2030**

RECOMMENDATION

THAT the Board of Education of School District No. 38 (Richmond) approve the Richmond School District Strategic Plan 2026–2030 as outlined in this report.

POLICY REFERENCE

This report aligns with Board Policy 101-R: Strategic Planning, which outlines the Board of Education's role in establishing long-term direction for the school district through a multi-year strategic plan. The Strategic Plan 2026–2030 reflects the board's responsibility to set priorities, guide decision-making, and monitor progress in support of student success, well-being and organizational effectiveness. The plan was developed through a structured, consultative process consistent with the policy's expectations for community engagement, transparency and ongoing review.

BACKGROUND

The Richmond School District Strategic Plan 2026–2030 is the result of a thoughtful and collaborative process that builds on the foundation of the district's previous strategic plan. The development of the plan began in February to March 2025 with a broad community engagement phase. During this time, the district launched a dedicated strategic plan website, an online survey and a series of in-person and virtual engagement sessions. These opportunities were designed to ensure transparency and accessibility, and to invite meaningful feedback from students, staff, families, partner groups and members of the broader community.

From March to April 2025, the district facilitated student voice activities, partner group consultations and distinct focus group sessions. Input continued to be gathered from all partner groups, ensuring a wide range of perspectives informed the work and contributed to a deeper understanding of shared priorities.

In April 2025, the district moved into an analysis and synthesis phase. Survey results and engagement feedback were reviewed and analyzed, leading to the development of a *What We Heard* report that captured key themes, insights and areas of shared priority across the community.

From May to August 2025, the district developed a draft strategic plan grounded in the engagement findings. Goals, objectives and strategic priorities were refined to ensure alignment with the district's values and long-term direction.

Between September and November 2025, the draft plan underwent further review and refinement. Trustees and partner groups participated in feedback sessions, helping to strengthen clarity, coherence and alignment. This collaborative work resulted in the final Strategic Plan 2026–2030 that is now being presented for board approval.

Throughout this process, the district benefited from the thoughtful involvement of students, staff, families, community members and partner groups. Their time, insight and care helped shape a shared vision for the future and ensured the plan reflects the collective priorities, values and aspirations of the Richmond learning community.

Strategic Plan Priorities

The Strategic Plan 2026–2030 identifies four strategic priorities that will guide the district's work over the next five years:

1. Success for All Learners

The district supports every learner to achieve their highest potential.

2. Diversity, Equity and Inclusion

District environments are equitable and inclusive so all members of the school community can participate with dignity, purpose and options while experiencing a strong sense of belonging. These environments will also support individuals in expressing their identities with confidence in the world.

3. Organizational Effectiveness

The district aligns resource allocation with the board's mandate and priorities.

4. Community and Partnerships

Gather meaningful input and deepen collaboration with students, staff, families and partner groups to enhance learning, well-being and success for all.

Together, these priorities provide a clear framework for decision-making, planning and accountability across the district.

CONCLUSION

The Strategic Plan 2026–2030 reflects a shared commitment to learning, well-being and continuous improvement across the Richmond School District. It builds on the strengths of the previous strategic plan while setting a clear and confident direction for the years ahead.

As the district moves into implementation, the next five years present an opportunity to move forward with confidence, momentum and a shared sense of purpose in support of every learner.

SUPPORTING DOCUMENTS

The Strategic Plan 2026–2030 is available in the following formats:

Strategic Plan 2026–2030 (Brochure):

<https://sd38.bc.ca/sites/default/files/2026-01/2026-2030-Strategic-Plan-brochure-web.pdf>

Strategic Plan 2026–2030 (Full Text):

<https://sd38.bc.ca/sites/default/files/2025-12/2026-2030-Strategic-Plan.pdf>

Respectfully submitted,

Christopher Usih
Superintendent of Schools

RICHMOND BOARD OF EDUCATION

Strategic Plan

2026–2030



Message from the Richmond Board of Education

The Richmond Board of Education is responsible for setting the direction of the school district and ensuring that our work supports the success and well-being of every learner. This strategic plan builds on the foundation of the previous one and reflects our ongoing commitment to guide the organization thoughtfully and responsibly in the years ahead.

As we prepared this plan, the board heard thoughtful contributions from students, staff, families, community members and partner groups. In the Richmond School District, the term "partner groups" includes our Indigenous rights holders and all officially recognized education partner representatives for the Canadian Union of Public Employees (CUPE) 716, the Richmond Association of School Administrators (RASA), the Richmond District Parents Association (RDPA), the Richmond Management and Professional Staff (RMAPS), and the Richmond Teachers' Association (RTA).

In the years ahead, this plan will guide our decisions and support our efforts to monitor progress across the district. We will approach this responsibility with care and transparency, keeping our community informed about how our actions move the work forward.

We extend our sincere appreciation to everyone who contributed to the development of this plan. Your time, insight and care helped shape a shared vision for the future. We are proud of the strength and commitment within our community, and we look forward to working alongside you as the plan is carried out.

About our District

The Richmond School District is a connected learning community that supports student engagement, creativity and well-being in inclusive and caring learning environments. We remain committed to providing meaningful opportunities for all learners so they can develop the skills and knowledge for future success.

Richmond is located on the traditional and unceded territories of the hənqəmən̓əm language group. It is home to more than 240,000 residents who come from many cultures and backgrounds. Our district continues to celebrate and embrace the rich diversity that shapes our community. We also strive to build positive awareness and respect for everyone who calls Richmond home.

SCHOOLS

49 Schools
39 Elementary
10 Secondary

TECHNOLOGY

6,676 Macs
9,280 iPads
800 PCs

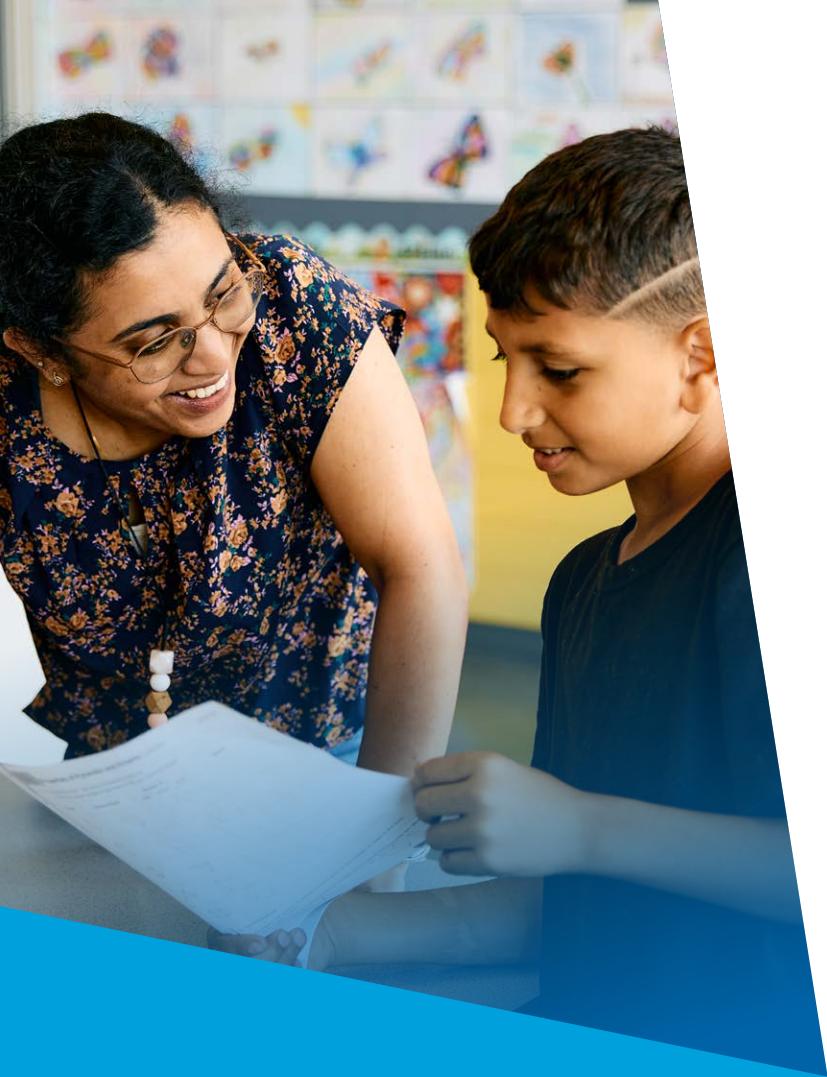
ENVIRONMENT

35 Schools with Outdoor Learning Spaces
278 Raised Garden Beds
122 Water Refilling Stations
20 Electric Vehicles

FOOD SECURITY

46 Community Fridges
13 Food Programs

Data based on 2024/25 school year



Development of the Plan

The Richmond Board of Education began the development of the 2026–2030 Strategic Plan by seeking meaningful input from those who understand our district's strengths, needs and aspirations. Over several months, the board held focused conversations and gathered feedback through meetings, surveys and discussions across the district.

The experiences and perspectives that were shared helped build a clearer picture of how the district can continue to grow. This guidance informed the development of the plan and supported the identification of the four strategic priorities that will direct our work in the years ahead.

Timeline

<p>February – March 2025</p> <h2>Community Engagement</h2> <ul style="list-style-type: none">Launched the dedicated strategic plan website and online surveyConducted public engagement sessions (in-person and virtual)	<p>April 2025</p> <h2>Analysis and Synthesis</h2> <ul style="list-style-type: none">Analyzed survey results and compiled all engagement feedbackDeveloped the <i>What We Heard</i> report summarizing key themes and insights	<p>September – November 2025</p> <h2>Review and Refinement</h2> <ul style="list-style-type: none">Reviewed and refined draft goals and objectivesFacilitated feedback sessions with trustees and partner groupsFinalized the strategic plan	<p>February 2026–2030</p> <h2>Implementation of the Plan</h2>
<p>March – April 2025</p> <h2>Focused Engagement</h2> <ul style="list-style-type: none">Facilitated student voice activities and partner group consultationsHeld distinct focus group sessions with students and community partnersContinued gathering input from all partner groups	<p>May – August 2025</p> <h2>Drafting the Plan</h2> <ul style="list-style-type: none">Developed the draft strategic plan based on engagement findingsRefined goals, objectives and key priorities	<p>January 2026</p> <h2>Approval</h2> <ul style="list-style-type: none">Plan approved by the Board of Education	

Our Vision, Mission and Values

The Board of Education recognizes the importance of the vision, mission and values statements in shaping learning, leading and teaching across the Richmond School District.

Vision

The Richmond School District is the best place to learn and lead.

Our vision is shared by all members of our learning community, including students, parents, staff and community partners. It inspires us to strive for excellence, to see potential in every learner and to create positive and engaging environments filled with possibilities. We are proud of the education we provide and encourage everyone in the district to be both learners and leaders.

Mission

The Richmond School District's mission is to cultivate a safe, accepting and engaging community that inspires a passion for lifelong learning.

Our mission forms the foundation of what we model, teach and do to support the development of lifelong learners and leaders. We are committed to ensuring that all students and staff benefit from their time with us and are supported in reaching their full potential.

Values

The values that guide our work together to achieve our vision and mission are: collaboration, creativity, curiosity, resilience, respect and equity for all.

Our values guide our operations and shape the culture of our schools and workplaces. By upholding them, we create an environment that supports everyone in reaching their full potential. These values are reflected in our work and serve as a standard for how we interact within our schools, across the district and throughout the community.



Our Strategic Priorities

Our strategic priorities were shaped through extensive engagement and consultation with our community. These priorities provide the direction for our work and outline what we aim to achieve in the years ahead.

1 | Success for All Learners

The district supports every learner to achieve their highest potential.



2 | Diversity, Equity and Inclusion

District environments are equitable and inclusive so all members of the school community can participate with dignity, purpose and options while experiencing a strong sense of belonging. These environments will also support individuals in expressing their identities with confidence in the world.



3 | Organizational Effectiveness

The district aligns resource allocation with the board's mandate and priorities.



4 | Community and Partnerships

Gather meaningful input and deepen collaboration with students, staff, families and partner groups to enhance learning, well-being and success for all.



A young man with dark hair, wearing a brown corduroy jacket over a light blue shirt, is smiling broadly. He is positioned in front of a large, dark control panel with numerous buttons, knobs, and a small screen. The background is slightly blurred, showing more of the control room environment.

Strategic Priority 1

Success for All Learners

The district supports every learner to achieve their highest potential.

OBJECTIVE 1

Improve literacy and numeracy outcomes for all learners to support success in all areas of the kindergarten to Grade 12 curriculum: curriculum.gov.bc.ca and curriculum.gov.bc.ca/curriculum/overview.

OBJECTIVE 2

Enhance student preparation for post-secondary pathways, careers and opportunities by developing the skills, interests, confidence and adaptability needed to thrive in a diverse and ever-changing world.

OBJECTIVE 3

Actively support and enhance the physical and mental well-being of all learners.



Strategic Priority 2

Diversity, Equity and Inclusion

District environments are equitable and inclusive so all members of the school community can participate with dignity, purpose and options while experiencing a strong sense of belonging. These environments will also support individuals in expressing their identities with confidence in the world.

A vertical photograph of a young boy with dark hair, wearing a grey hoodie, sitting and reading a book. He is looking down at the book, which has some handwritten text on the cover. He is wearing blue pants and blue sneakers with white soles. The background is a plain, light-colored wall.

OBJECTIVE 1

Provide equitable opportunities for all students to achieve their physical, intellectual and personal potential.

OBJECTIVE 2

Ensure equitable access to opportunities, resources and all areas of the curriculum to support every students' success.

OBJECTIVE 3

Promote inclusive school environments where all students develop a strong sense of personal identity, feel safe and have a deep sense of belonging.

OBJECTIVE 4

Cultivate a culture of truth and reconciliation, diversity, anti-racism and anti-oppression throughout the organization.



Strategic Priority 3

Organizational Effectiveness

The district aligns resource allocation with the board's mandate and priorities.

OBJECTIVE 1

Utilize secure, stable and current technologies to enhance teaching and learning, ensure equitable and inclusive access, and strengthen operational effectiveness.

OBJECTIVE 2

Build organizational capacity by recruiting, developing and retaining a diverse workforce while strengthening a culture of well-being, professional learning, leadership and engagement to support student success and system excellence.

OBJECTIVE 3

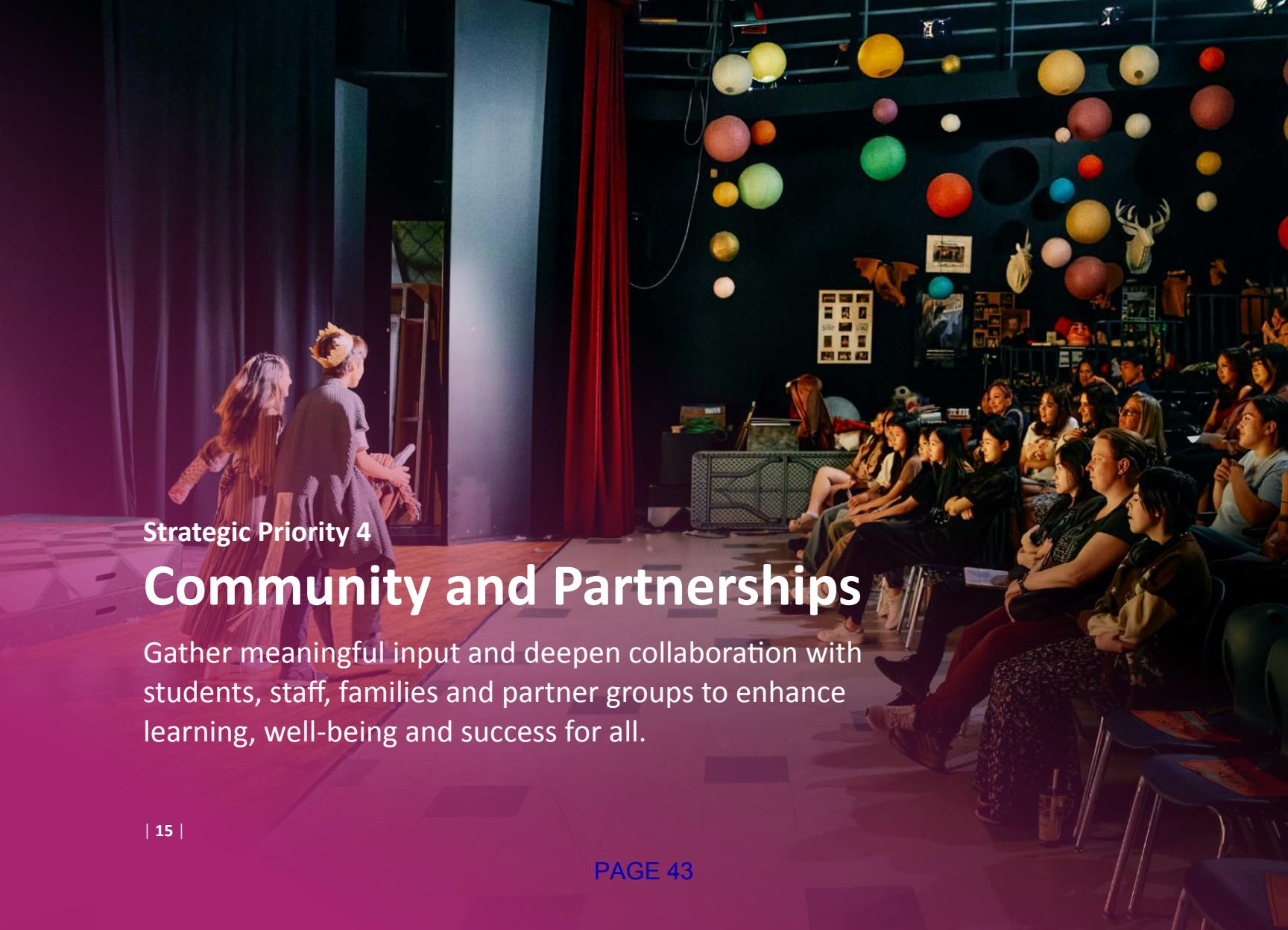
District communication practices are clear, inclusive and responsive in support of a well-coordinated, engaged and trusted education system.

OBJECTIVE 4

Provide safe, inclusive, well-maintained and sustainable learning environments.

OBJECTIVE 5

Effectively allocate district resources and sustain a balanced multi-year fiscal plan that aligns with the board's mandate and strategic priorities.



Strategic Priority 4

Community and Partnerships

Gather meaningful input and deepen collaboration with students, staff, families and partner groups to enhance learning, well-being and success for all.



OBJECTIVE 1

Provide opportunities for community and partner groups to actively participate in decision-making by attending open houses, public forums and board advisory committees.

OBJECTIVE 2

Provide timely, transparent and culturally responsive communication to students, families and partner groups to build trust and a shared understanding of district priorities.

Board of Education

The Richmond Board of Education is comprised of seven trustees who are elected to a four-year term during civic elections. The board is responsible for governing the district in a progressive and educationally sound manner, and is accountable to the public.

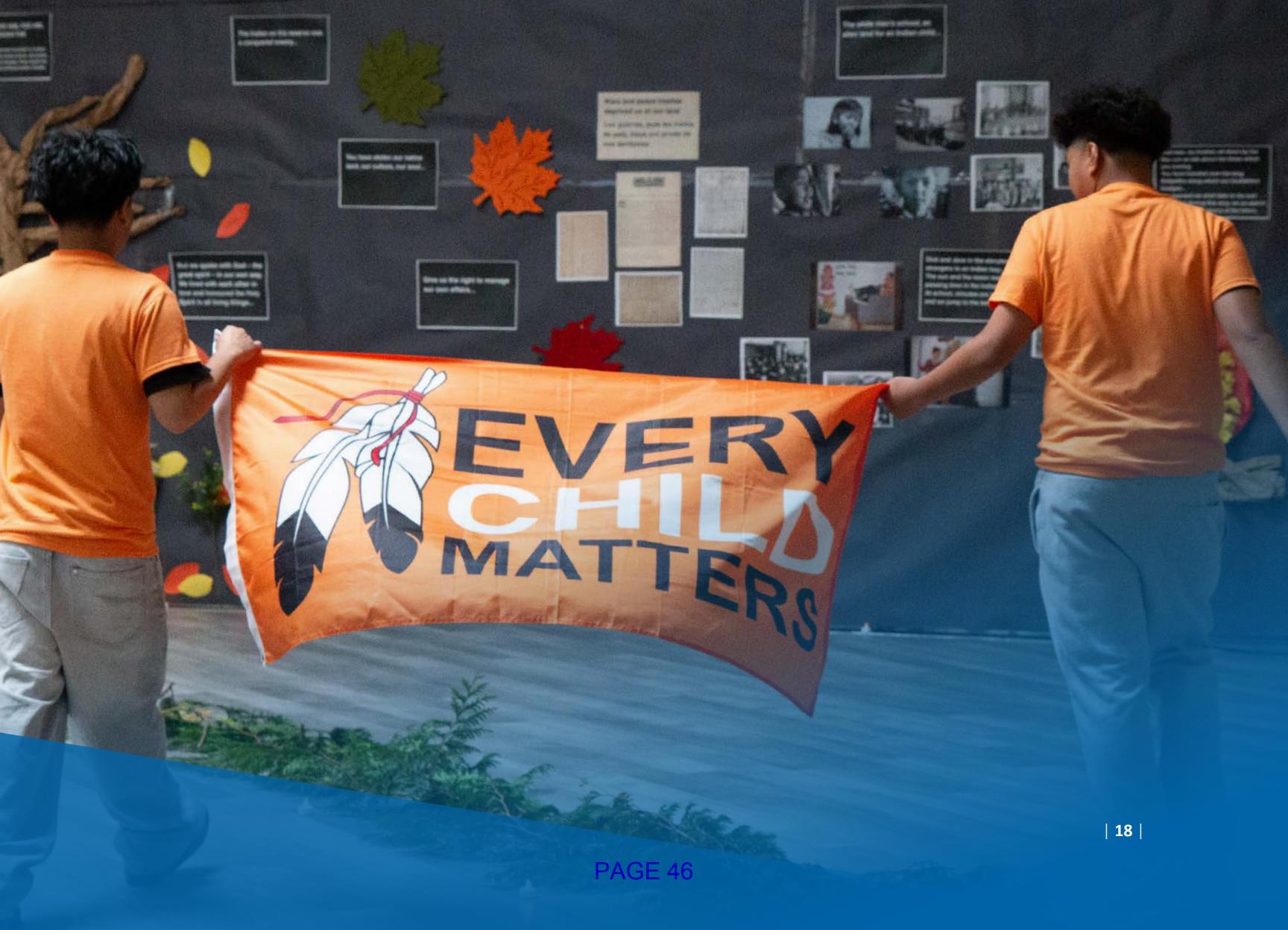
In general, the following are the most important functions of the board:

- Formulating and setting policies and by-laws.
- Providing overall administrative direction through the superintendent of schools.
- Overseeing the district's operating and capital budgets.
- Monitoring the operation of educational programs.
- Developing and monitoring the district's strategic plan.

Richmond School District
7811 Granville Avenue
Richmond, BC V6Y 3E3
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sd38.bc.ca

To view the full strategic plan, visit our website sd38.bc.ca/strategicplan.







RICHMOND SCHOOL DISTRICT NO. 38

2026–2030 STRATEGIC PLAN

STRATEGIC PRIORITY 1: Success for All Learners

The district will support every learner to achieve their highest potential by improving literacy and numeracy outcomes, preparing students for post-secondary pathways, and supporting their physical and mental well-being.

Goal

The district supports every learner to achieve their highest potential.

Objectives

1. Improve literacy and numeracy outcomes for all learners to support success in all areas of the kindergarten to Grade 12 curriculum: curriculum.gov.bc.ca and curriculum.gov.bc.ca/curriculum/overview.
2. Enhance student preparation for post-secondary pathways, careers and opportunities by developing the skills, interests, confidence and adaptability needed to thrive in a diverse and ever-changing world.
3. Actively support and enhance the physical and mental well-being of all learners.

Actions	Measures
<ol style="list-style-type: none">a. Support educators to enhance literacy and numeracy instruction by expanding access to training, resources and professional learning opportunities.b. Develop common district proficiency rubrics for literacy and numeracy to ensure consistent and equitable assessment practices.c. Increase the use of evidence-based literacy and numeracy screening tools to identify students at risk and provide timely interventions.d. Provide all students with opportunities to develop essential skills, adaptability, critical	<ul style="list-style-type: none">• Increase the percentage of students who are on-track or above on the Foundations Skills Assessment (FSA), proficient or above on the Graduation Numeracy Assessment (GNA) and Graduation Literacy Assessment (GLA), and proficient or extending on report cards.• Increase the percentage of students who demonstrate measurable progress toward their IEP goals.• Increase the percentage of students meeting grade level literacy expectations as measured by evidence-based literacy screening tools.

<p>thinking and global competencies, preparing them for lifelong learning and successful transition after graduation from K-12.</p> <p>e. Expand opportunities for students with local industry, trades and post-secondary institutions for work placement, mentorship and apprenticeship.</p> <p>f. Integrate AI literacy into curricula to equip students with proficiency in emerging technologies.</p> <p>g. Continue to support educators and schools with implementation and delivery of K-12 physical and health education curriculum.</p> <p>h. Develop and implement K-12 mental health promotion framework and resources for all schools and classrooms.</p> <p>i. Support, enhance and expand opportunities that promote physical and mental health for students.</p>	<ul style="list-style-type: none"> • Increase the percentage of students who feel school is preparing them for post-secondary and careers as measured on the annual Student Learning Survey (SLS). • Data demonstrates increasing levels of student well-being on: <ul style="list-style-type: none"> - Early Years Development Index (EDI) - Middle Years Development Index (MDI) - Youth Development Index (YDI) - Student Learning Survey (SLS) <p>Monitor and track the percentage of students in Grade 11 and 12 who choose to take physical health education courses as electives each year.</p>
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STRATEGIC PRIORITY 2: Diversity, Equity and Inclusion

The district will:

- Continue to cultivate a culture of truth and reconciliation, fostering diversity, anti-racism and anti-oppression.
- Strengthen equitable and inclusive learning environments where all students, including English Language Learners (ELL) and Ministry identified priority populations (Indigenous learners, children and youth in care, and learners with disabilities and diverse abilities) receive targeted support to close achievement gaps and feel a strong sense of belonging and personal identity.

Goal

District environments are equitable and inclusive so all members of the school community can participate with dignity, purpose and options while experiencing a strong sense of belonging. These environments will also support individuals in expressing their identities with confidence in the world.

Objectives

1. Provide equitable opportunities for all students to achieve their physical, intellectual and personal potential.
2. Ensure equitable access to opportunities, resources and all areas of the curriculum to support every students' success.
3. Promote inclusive school environments where all students develop a strong sense of personal identity, feel safe and have a deep sense of belonging.
4. Cultivate a culture of truth and reconciliation, diversity, anti-racism and anti-oppression throughout the organization.

Actions	Measures
<ol style="list-style-type: none"> a. Adjust strategies to improve the graduation rates and to narrow the achievement gaps for all priority populations. b. Ensure well-supported transitions for all students including to school, between schools and to post-secondary. c. District specialists will design and implement effective, targeted and intensive supports 	<ul style="list-style-type: none"> • Track graduation rates for all priority populations and report how these rates compare to the overall student population. • Track achievement gaps for all priority populations and report how these rates compare to the overall student population. • Collect qualitative evidence through surveys and focused conversations on the transition

<p>for transitions. These designs will be adjusted based on feedback and collected data.</p> <p>d. Continue inclusive learning networks to build capacity and alignment in practices.</p> <p>e. Examine ELL support structures to enhance and ensure supports for ELL students are equitable and support their academic and language development.</p> <p>f. Investigate methods to collect data on secondary transitions to academic, trades, and vocational programs to establish a baseline and five-year trends.</p> <p>g. Conduct a comprehensive inclusive education review and make recommendations to the board.</p> <p>h. Recommendations from reviews are analyzed for implementation and a timeline established.</p> <p>i. Ensure a diversity of students is represented at district student initiatives such as Table 38, Student Voice Forum, etc.</p> <p>j. Establish an authentic means to gather Indigenous student voice to improve the school experience for Indigenous learners.</p> <p>k. Continue annual data gathering regarding student feelings of connection, belonging, and positive personal and cultural identity with disaggregation for priority populations.</p> <p>l. Increase opportunities for staff to build their understanding of anti-racism and anti-oppression in relation to providing positive and inclusive environments.</p> <p>m. Continue to improve and refine how the district and schools respond to incidents of harm for students and employees.</p> <p>n. Ensure that equity and inclusion initiatives are continually reviewed and expanded to include all members of the district community.</p> <p>o. Support implementation of the Indigenous Education Council by continuing to engage</p>	<p>experience for families and students, particularly for priority populations.</p> <ul style="list-style-type: none"> • Track achievement for ELL students so that it is on par with the overall student population as measured by FSA and report card data. • Track and compare data on transitions to academic, trades and vocational programs. • Monitor and track the success of the implemented recommendations from the inclusive education review. • Monitor and track student participation based on student self-identification in all student leadership and student voice initiatives such as Table 38 and Student Voice Forum. • Collect responses on the district belonging survey and track the rate of positive responses. • Collect data from employee groups, schools and areas of instruction for all professional learning and training to establish interest and needs. Use exit slips and follow up surveys to determine efficacy and future planning. • Gather qualitative feedback to identify what competencies are needed for staff to foster a culture of truth and reconciliation, diversity, anti-racism and anti-oppression. • Collect data on the use/circulation of the developed resources on Learn38 via website analytics.
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- in relationship-building with representatives of local Indigenous nations.
- p. Train student leaders to be anti-oppression ambassadors.
 - q. Develop (with community consultation) and distribute anti-oppression backgrounders to accompany responding to incidents of harm protocols.
 - r. Develop anti-oppression curriculum resources for use by staff.
 - s. Continue to ensure that resources provided for schools are appropriate and reflect the values and diversity of the district and MECC curriculum and guidelines by reviewing and updating library and school resource collections regularly.
 - t. Continue to consult the Diversity, Equity and Inclusion Advisory Committee (DEI AC) and the Sexual Orientation Gender Identity Advisory Council (SOGI AC) for feedback regarding district initiatives related to equity, inclusion and SOGI, and report annually to the Board of Education on progress with established DEI priorities.
 - u. Continue to consult the Indigenous Education Advisory Committee (IEAC) and Indigenous Education Council (IEC) for feedback regarding best practices to support Indigenous student success and cultural education.

STRATEGIC PRIORITY 3: Organizational Effectiveness

The district will:

- Enhance teaching, learning and operations by leveraging secure and current technologies, integrating new technologies including artificial intelligence, and increasing equitable access to digital resources and infrastructure.
- Strengthen organizational capacity by recruiting a diverse workforce, promoting wellness, and offering professional development and leadership growth opportunities aligned with equity and inclusion principles.
- Provide clear, inclusive and responsive communication practices to build trust, support collaboration, and ensure equitable access to information across diverse communities.
- Ensure facilities and capital planning provide safe, accessible and sustainable learning environments that align with educational priorities and demographic changes.

Goal

The district aligns resource allocation with the board's mandate and priorities.

Objectives

1. Utilize secure, stable and current technologies to enhance teaching and learning, ensure equitable and inclusive access, and strengthen operational effectiveness.
2. Build organizational capacity by recruiting, developing and retaining a diverse workforce while strengthening a culture of well-being, professional learning, leadership and engagement to support student success and system excellence.
3. District communication practices are clear, inclusive and responsive in support of a well-coordinated, engaged and trusted education system.
4. Provide safe, inclusive, well-maintained and sustainable learning environments.
5. Effectively allocate district resources and sustain a balanced multi-year fiscal plan that aligns with the board's mandate and strategic priorities.

Actions	Measures
a. Provide ongoing professional learning, mentoring and resources to support meaningful integration of technology into teaching, learning, and district operations. b. Enhance and modernize computing systems,	<ul style="list-style-type: none"> • Use staff surveys and focus groups to monitor and track confidence in the use of technology, including artificial intelligence, to effectively support teaching, learning and district operations.

<p>management information platforms, and technological infrastructure to be secure, stable, resilient and adaptable to evolving teaching and learning, operational, and business requirements.</p> <p>c. Continue to learn about AI and create resources to support its safe, responsible and ethical use.</p> <p>d. Increase equitable access to technology hardware and software.</p> <p>e. Increase equitable access to wireless networks and network connectivity within all school and district sites.</p> <p>f. Develop a cohesive and strategic recruitment plan that aligns with the district's mission, values and long-term staffing needs that ensures a commitment to hiring practices and recruitment training for managers that are aligned with diversity, anti-racism and anti-oppression across the organization.</p> <p>g. Enhance diversity recruitment efforts by implementing targeted strategies to attract candidates from priority populations to reflect the diversity of the student population.</p> <p>h. Continue to promote the district as an employer of choice through targeted messaging, storytelling and outreach that highlights its commitment to diversity, innovation and student success.</p> <p>i. Continue to promote compassionate leadership and support employee wellness that includes mental health resources, preventative health services, and wellness-focused professional development.</p> <p>j. Develop a multi-year professional development and training plan for the organization, which incorporates diversity, equity, inclusion and reconciliation into all professional development.</p> <p>k. Create pathways and support for leadership growth among teachers, support staff, administrators and managers through</p>	<ul style="list-style-type: none"> Engagement data is collected and analyzed to track how staff and students are using digital tools. Analysis of findings will guide further enhancements. Technology infrastructure updates are completed in alignment with the district's capital plan and within approved budgets to meet the needs of users. Cybersecurity analytics demonstrate improved security posture and reduced risk exposure across systems. Track analytics and feedback from staff on AI guidelines and resources, and establish a review cycle to update documents, marked with the date of the last revision. Student-to-device ratios are reviewed annually, and data demonstrates increased equitable allocation of hardware and software across schools. Staff and students report improved network connectivity and reliability across all school and district sites, measured through staff and student survey results and focus groups. Complete a district-wide recruitment strategy document that explicitly incorporates mission, values and DEI (diversity, equity, inclusion) principles. Track the number and percentage of diverse candidates, including those from priority populations, at each stage of the hiring process (application, interview, offer, hire) and their feedback of the hiring process using post-interview surveys. Track the growth in the number of qualified applicants across key roles, including applicants generated through social media and website engagement. Conduct annual employee wellness surveys to assess needs, satisfaction and effectiveness of wellness programs — and use data to adjust practices accordingly. Track the availability of and collect participation rates in equity, inclusion and
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<p>mentorship, succession planning and advanced training.</p> <p>I. Build public trust and support informed decision-making by ensuring consistent, accessible and relevant communication across all district channels.</p> <p>m. Promote timely and accurate internal communication that supports alignment and collaboration.</p> <p>n. Communication practices support equitable access to information, with a specific focus on Richmond's diverse and multilingual communities.</p> <p>o. Embed public engagement principles that reflect the International Association of Public Participation standards in consultation processes across the district.</p> <p>p. Ensure communication processes support transparency and accountability in decision-making.</p> <p>q. Build internal capacity by providing staff with tools, training and governance structures that support high-quality, consistent communication.</p> <p>r. Advance long-range facilities planning and capital planning to align with educational priorities and demographic shifts.</p> <p>s. Work with the Ministry of Infrastructure to advance major capital projects, including the new school, school expansion, and seismic mitigation programs.</p> <p>t. Strengthen sustainability and climate action through an updated District Sustainability and Climate Action Plan (DSCAP).</p> <p>u. Maintain welcoming, accessible, safe and well-cared learning environments.</p> <p>v. Ensure financial statements and budget reports demonstrate alignment of resources with the board's mandate and priorities on a multi-year basis.</p> <p>w. Ensure statutory and legislative compliance in finance, payroll and procurement, in addition to collective agreement provisions.</p>	<p>anti-racism training across all employee groups, including role-specific sessions and required training days.</p> <ul style="list-style-type: none"> • Expand workplace training for non-school based managers to include antiracism, reconciliation, DEI and 2SLGBTQ+ education. Collect participation data of training offerings. • Track the availability and participation rates of leadership development opportunities, including mentorship, coaching, and succession planning. • Percentage of families who report feeling informed through district communications, based on an annual district-wide survey. • Monthly and annual growth in reach, impressions and engagement across external digital platforms as tracked through analytics reports. • Volume and trend analysis of traffic and engagement on internal communication platforms. • Staff-reported satisfaction with internal communication tools and updates, gathered through engagement surveys. • Completion and implementation of accessibility audits across all digital communication platforms. • Annual summary of key changes made to communication practices, demonstrating continuous improvement. • Annual reporting on facility condition, safety, and environmental standards to demonstrate improvement. • Progress reports on implementation of Long-Range Facilities Plan (LRFP) and capital project recommendations presented to the board on a scheduled basis. • Completion of regular updates to the LRFP and Capital Plan incorporating current enrolment projections and program locations. • Annual reporting on District Sustainability
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	<p>and Climate Action Plan initiatives and alignment with sustainability targets.</p> <ul style="list-style-type: none">• Completion of planned renewal, modernization and accessibility projects as outlined in the district's facilities renewal plan.• Scheduled reporting to the board, audit committee, and finance and legal committee.• Positive fiscal position based on financial reports, independent audits, and ministry reviews.• Ensure the district adheres to federal and provincial statutory and legislative requirements, and collective agreement requirements.• Ensure government procurement and trade agreement requirements are followed.• Ensure the district follows board policies in risk management, procurement, financial reporting and budgeting.
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STRATEGIC PRIORITY 4: Community and Partnerships

The district will actively seek meaningful input and strengthen collaboration with students, staff, families and partner groups to enhance learning, well-being and success for all.

Goal

Gather meaningful input and deepen collaboration with students, staff, families and partner groups to enhance learning, well-being and success for all.

Objectives

1. Provide opportunities for community and partner groups to actively participate in decision-making by attending open houses, public forums and board advisory committees.
2. Provide timely, transparent and culturally responsive communication to students, families and partner groups to build trust and a shared understanding of district priorities.

Actions	Measures
<p>Trustees will:</p> <ol style="list-style-type: none"> a. Engage with Parent Advisory Councils (PACs) and Richmond District Parent Advisory Council (RDPA) regularly to share information. b. Elicit community feedback via opportunities to engage community members. c. Elicit student voice and student feedback through initiatives such as the Student Voice Forum and Table 38 engagements. d. Visit schools regularly as school trustee liaisons. e. Provide a quarterly trustee newsletter to the community. 	<p>Feedback from partner groups indicate satisfaction with the board's engagement process vis-a-viz participation in advisory committee meetings and working groups.</p>

Date: January 21, 2026

From: Trustee Belleza

Re: **MOTION – Establishment of a District Student Council (DSC)**

Whereas the Board of Education of School District No. 38 (Richmond) values student voice and seeks input from students, when appropriate, on decisions that affect their learning and well-being;

Whereas the District has two district-wide student leadership groups: Table 38 and Presidents Council, composed of student representatives from all ten secondary schools;

Whereas the Board is developing a new strategic plan to guide the school district in the coming years;

Therefore,

Be it resolved that the Board direct staff to examine ways to enhance the current structures and to consider the feasibility of creating a District Student Council to further enhance student voice, leadership, and engagement at the district level, and to report back to the Board by May 2026.

RATIONALE

The proposed District Student Council would:

1. Create a structured channel for student representation.
2. Enhance communication between students, administrators, and trustees.
3. Encourage student participation in District initiatives such as sustainability, mental health, digital citizenship, drug awareness, financial literacy, and equity, among others.
4. Develop leadership and advocacy skills among participating students.

Date: January 21, 2026

From: Trustee Yang

Re: **MOTION – BCSTA AGM Motion on English Language Learning (ELL)**

THAT the Board approve the following motion for submission to the 2026 BCSTA Annual General Meeting;

BE IT RESOLVED THAT the BCSTA request the Ministry of Education to increase the maximum number of funding-eligible years for English Language Learning (ELL) students.

Rationale:

ELL students are a significant student demographic in many school districts in BC. They represent over 30% of student enrolment in the Richmond School District. In 2023, there were 76,091 ELL students across the province.¹

According to the Ministry of Education's K-12 Funding – English Language Learning (ELL) policy, "School-age students requiring and receiving English Language Learning (ELL) services in a public school in B.C. are eligible for ELL funding for a maximum of five years.²" The ministry's policy was last revised in 2011 and should be reviewed to meet the current and growing needs of ELL students.

There is strong academic research, led by Dr. Jim Cummins, which establishes that acquisition of academic proficiency in English requires more than five years.³ A longer duration of services and supports for ELL students ensures that they have a better chance of achieving academic success.

Despite that funding for eligible ELL students can only be provided for a maximum of five years, educators and school districts continue to support students with their language learning needs wherever possible. The reality of unfunded supports presents challenges to many ELL students, as learning needs would persist for them in the absence of dedicated and consistent resources, resulting in lower academic outcomes. This also presents challenges to educators who are chronically faced with increasing workload, learning complexities in classrooms, and burnout.

Sources:

1. Ministry of Education website (<https://news.gov.bc.ca/factsheets/education-by-the-numbers>)
2. Ministry of Education website (<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/k-12-funding-english-language-learning-ell>)
3. BICS/CALP by Amitabh Vikram Dwivedi (<https://www.ebsco.com/research-starters/language-and-linguistics/bicscalp>)

Date: January 21, 2026

From: Trustee Larson

Re: **MOTION – BCSTA AGM Motion Regarding Adequate and Flexible Education Funding**

THAT the Board of Education approve the following motion for submission to the 2026 BCSTA Annual General Meeting:

BE IT RESOLVED THAT the BC School Trustees Association request that the Ministry of Education and Child Care provide adequate and flexible funding to school districts to address unfunded cost pressures, including but not limited to those arising from the conclusion of collective bargaining, staff grid increments, potential salary adjustments for exempt staff, costs associated with benefit rate increases, and rising inflationary costs.

Why this matters:

Public K-12 education in BC has been chronically underfunded, requiring school districts to continually absorb cost pressures within existing budgets. A growing number of unfunded cost pressures are eroding districts' financial flexibility and forcing difficult trade-offs, reducing their capacity to sustain programs, services and supports that are essential to organizational stability and ultimately student success.

Rationale:

Boards of Education are required to manage public education systems that are increasingly constrained by chronic underfunding and persistent unfunded cost pressures. Core compensation obligations, including staff grid increments, statutory and benefit rate increases, continue to grow without corresponding funding. These pressures significantly reduce districts' financial flexibility and directly affect districts' ability to recruit and retain qualified staff, maintain workforce stability, and sustain the programs and services that support student learning.

At the same time, districts are facing sustained inflationary increases in essential operating costs such as utilities, technology, contracted services, and instructional equipment and materials. While boards have implemented efficiencies and cost-containment measures, the magnitude and ongoing nature of these pressures now exceed what can reasonably be absorbed within existing budgets. As a result, districts are increasingly forced into difficult trade-offs that undermine organizational stability and long-term planning.

Adequate and flexible education funding is necessary to ensure boards can meet their governance and stewardship responsibilities while maintaining the programs, services, and operations that support effective learning environments. We call on the Ministry to provide funding that reflects actual cost drivers to strengthen system sustainability, protect educational quality, and enable districts to focus resources on student success rather than ongoing budgetary triage.

Report to the Board of Education (Public)

Date: January 21, 2026
From: Maryam Naser, Assistant Superintendent
Subject: **Proposed District Calendars 2026/27 & 2027/28**

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

INTRODUCTION

The purpose of this report is to provide information on the development of the district school calendars for the next two school years.

Under the School Calendar Regulation, Boards of Education are required to submit school calendars for upcoming school years to the Ministry of Education and Child Care by March 31, 2026. Prior to submission, the Regulation requires that proposed school calendars be made publicly available for at least one month to allow for public consultation.

The district maintains the following four school calendars:

1. **General School Calendar**, which applies to 10 secondary schools and 36 elementary schools
2. **Garden City Balanced School Calendar**
3. **Spul'u'kwuks Balanced School Calendar**
4. **Online Learning School Calendar**, which applies to Richmond Virtual School

CONSULTATION

The District School Calendar Committee is comprised of representatives from RDPA, CUPE, RTA, RASA, RMAPS, and Learning Services. The Committee met on January 12, 2026, to develop the attached proposed school calendars for the 2026/27 and 2027/28 school years.

Committee members are currently sharing the proposed calendars with their respective groups and seeking feedback as part of the consultation process.

NEXT STEPS

In early February, the Calendar Committee will review all feedback received and revise the proposed calendars, as appropriate. The revised calendars will then be posted on the district website for a one-month public consultation period. All feedback received will be compiled and presented to the Board, along with the final proposed calendars, for consideration and approval.

The proposed calendars for the 2026/27 and 2027/28 school years are attached to this report. The following timeline provides a summary of the remaining steps in the district calendar consultation and approval process.

February 3 – March 3	Proposed calendars posted to the district website for public consultation
March 11	Feedback from public consultation, along with the proposed calendars, shared with the Board of Education (in-camera and public meetings) for consideration and approval.
March 31	District calendars submitted to the Ministry of Education and Child Care
May 31	Local school calendars posted to school websites

*Respectfully Submitted,
Maryam Naser, Assistant Superintendent*

SCHOOL CALENDAR FORM - GENERAL

2026/2027 CALENDAR

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■ Vacation Period

■ Statutory Holiday

INSTRUCTIONS: Using the Fill Colour tool, highlight the Non-Instructional days and Vacation Periods with the colours in the legend.



Please note - Boxing Day and Easter Monday are not observed statutory holidays in British Columbia.

NOTES (optional):



SCHOOL CALENDAR FORM - GENERAL

2027/2028 CALENDAR

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■ Statutory Holiday



Gardencity Elementary

2026/2027 CALENDAR

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Ministry of
Education and
Child Care

INSTRUCTIONS: Using the Fill Colour tool, highlight the Non-Instructional days and Vacation Periods with the colours in the legend.



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Please note - Boxing Day and Easter Monday are not observed statutory holidays in British Columbia.

NOTES (optional):

Gardencity Elementary

2027/2028 CALENDAR

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Spul'u'kwuks Elementary

2026/2027 CALENDAR

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INSTRUCTIONS: Using the Fill Colour tool, highlight the Non-Instructional days and Vacation Periods with the colours in the legend.



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Please note - Boxing Day and Easter Monday are not observed statutory holidays in British Columbia.

NOTES (optional):

Spul'u'kwuks Elementary

2027/2028 CALENDAR

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■ Instructional

■ Non-Instructional

■ Vacation Period

■ Statutory Holiday



SCHOOL CALENDAR - RICHMOND VIRTUAL SCHOOL

2026/2027 CALENDAR

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■ Days Available for Instruction ■ Other Days in session ■ Vacation Period ■ Statutory Holiday

INSTRUCTIONS: Using the Fill Colour tool, highlight the Other Days In Session and Vacation Periods with the colours in the legend.



Days Available For Instruction

Other Days In Session

Vacation Period

Statutory Holiday

Please note - Boxing Day and Easter Monday are not statutory holidays observed in British Columbia.

NOTES (optional):



SCHOOL CALENDAR - RICHMOND VIRTUAL SCHOOL

2027/2028 CALENDAR

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INSTRUCTIONS: Using the Fill Colour tool, highlight the Other Days In Session and Vacation Periods with the colours in the legend.



Days Available For Instruction

Other Days In Session

Vacation Period

Statutory Holiday

Please Note - Boxing Day and Easter Monday are not statutory holidays observed in British Columbia.

NOTES (optional):

Days Available for Instruction

Other Days in session

Vacation Period

Statutory Holiday

Ministry of
Education and
Child Care

Education Committee Public Meeting Minutes

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

Present:

Chairperson	H. Larson
Vice-Chairperson	D. Yang
Trustee Member	D. Sargent
Alternate Member	A. Wong
Assistant Superintendent	M. Naser
Director of Instruction	R. Johal*
Director of Instruction	L. Hayes-Brown*
District Administrator	S. Loat
Community Schools Coordinator	K. Jagdeo
ELL Curriculum Coordinator	H. Borthwick
Curriculum Coordinator for Technology	C. Loat
Teacher Librarian, Palmer Secondary	T. Morley
Representative, Richmond Association of School Administrators	L. Leung
Representative, Richmond Association of School Administrators	A. Pikkarainen
Vice President, Richmond Teachers' Association	S. Boljuncic
Representative, Richmond Management and Professional Staff	S. Glanzmann
President, Richmond District Parents' Association	C. Huang
Executive Assistant (Recording Secretary)	J. Coronel

*Present for a portion of the meeting

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

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

The minutes of the public meeting held Wednesday, October 15, 2025, were approved as circulated.

3. Staff Presentations

3.1 Community schools programming

Assistant Superintendent Maryam Naser introduced Director of Instruction Rav Johal and Community Schools Coordinator Karamjit Jagdeo who provided an overview of Community Schools, highlighting the model in Richmond, and community school partners and programs.

In response to a question from the President of Richmond District Parents Association, Rav Johal explained that Community Schools are intended for elementary students and are offered in their home schools.

Trustees expressed appreciation for showcasing community schools as an integral part of the district's work in promoting equity.

R. Johal left the meeting at 6:28 pm.

3.2 English Language Learner Supports

Assistant Superintendent Maryam Naser introduced Director of Instruction Liz Hayes-Brown, who provided an overview of district supports available for English Language Learners (ELL) through an equity lens.

Liz Hayes-Brown then introduced ELL Curriculum Coordinator Haley Borthwick and District Administrator Sarah Loat, who shared a presentation highlighting research-based practices to support ELL students, feedback from secondary ELL student survey, the role of the ELL Curriculum Coordinator, and upcoming Professional development collaborations.

In response to a trustee's question, Sarah Loat noted that resource supports are available for ELL students with diverse needs and continue beyond the five-year ELL funding support in the province.

Trustees thanked staff for their important work supporting ELL students in Richmond, who represent a significant portion of the district's student population.

L. Hayes-Brown left the meeting at 6:50 pm.

3.3 Board Authority Authorized (BAA) Courses

Assistant Superintendent Maryam Naser provided brief information on BAA courses and introduced Curriculum Coordinator Chris Loat and Teacher Librarian Tom Morley, who presented on a proposed new BAA course: Digital Literacy for an AI-Enabled World.

This course is designed to help students understand the general impacts of Artificial Intelligence (AI) and provides a flexible framework for teachers to implement AI-related content. Highlights of their presentation include:

- Ensuring students and teachers are in control of how AI is used responsibly
- Centering digital and AI literacy skills, with BC Digital Literacy Framework applied in AI context
- Incorporating key AI competencies in the course
- Aligning the course with Ministry, district, and global guidance
- Course flexibility and integration with other subject areas

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

THAT the Education Committee recommends that the Board of Education approve the newly developed Board Authority Authorized Course: Digital Literacy for an AI Enabled World for implementation in the 2026/27 school year.

4. Next Meeting Date – Wednesday January 14, 2026 at 6:00 pm

5. Adjournment

The meeting adjourned at 7:07 pm.

Respectfully Submitted,

*Heather Larson
Chairperson, Education Committee*

Facilities and Building Committee Public Meeting Minutes

Wednesday, December 3, 2025 - 4:30 pm
Via Zoom

Present:

Chairperson	K. Hamaguchi
Vice Chairperson	H. Larson
Secretary Treasurer	C. Wang
Director, Facilities Services	K. Wilkins
Manager, Facilities Planning	R. Dollinger
Manager, Facilities Planning	U. Olcay
President, Richmond Teachers' Association	L. Baverstock
President, Richmond District Parents Association	C. Huang
Vice President, Richmond District Parents Association	A. Gong
Vice President, Richmond Association of School Administrators	A. Goulas
Representative, Richmond Management and Professional Staff	J. Canlas
Executive Assistant (Recording Secretary)	T. Lee

Regrets:

Trustee Member	R. Belleza
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The meeting was called to order at 4:31 pm.

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

The Chairperson noted that this was Mr. Olcay, Manager, Facilities Planning's last Committee meeting prior to his retirement and expressed appreciation for his service. The Chairperson then introduced and welcomed Ms. Ruth Dollinger as the new Manager of Facilities Planning.

1. Approval of Agenda

The agenda was adopted as circulated.

2. Approval of Minutes

Minutes from the November 5, 2025 meeting was approved as circulated.

3. Facilities Planning Update (standing item)

Mr. Olcay spoke to the report as included in the agenda package. He then responded to the President, Richmond Teachers' Association's (RTA) question regarding enrollment projections, the impact of federal visa processing delays on international student, and potential secondary school

catchment adjustments for the new City Centre school. He also responded to a trustee's question on the City of Richmond's Official Community Plan and the requested letter of support.

4. Capital Projects Update (standing item)

The Director, Facilities Services spoke to the report included in the agenda package from the Director, Richmond Project Team.

In response to a question from the RTA President regarding heating arrangements in classrooms during cooler weather, he noted that temporary heating plans are in place alongside ongoing mechanical work, with additional measures ready if needed to ensure occupant comfort.

The President, Richmond District Parents Association then asked for an update on the secondary school video surveillance project. The Director, Facilities Services indicated the project is managed by the Technology Services department and noted that a more detailed update could be provided by the Director of Technology Services.

5. Facilities Services Update (standing item)

The Director, Facilities Services noted the report was included in the agenda package. He then responded to a question from the RTA President regarding a replacement ventilation unit including the expected timeline for installation.

6. Next Meeting Date – January 7, 2026 at 4:30 pm

Prior to adjournment, the Chairperson invited Mr. Olcay to say a few words, and he expressed confidence in Ruth Dollinger as his successor. The Committee extended appreciation for his contributions and wished him well in his retirement.

7. Adjournment

The meeting adjourned at 4:50 pm.

Respectfully Submitted,

*Ken Hamaguchi
Chairperson, Facilities and Building Committee*

Report to the Board of Education (Public)

Date: January 21, 2026

From: Alice Wong, Trustee, Chairperson of Finance and Legal Committee

Subject: Trustees' Expenses for the Three Months Ended December 31, 2025

RECOMMENDATION

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

BE IT RESOLVED that in accordance with the *School Act*, the Board of Education of School District No. 38 (Richmond) approves Trustees' expenses paid during the three-month period ended December 31, 2025, in the amount of \$5,057.08.

BACKGROUND

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

During the three-month period ended December 31, 2025, the Trustees incurred a total of \$5,057.08 in expenses associated with their roles and responsibilities. These expenses were reimbursed to trustees to carry out their duties and responsibilities.

CONCLUSION

In compliance with the provisions of the *School Act*, Finance and Legal Committee recommends the Board's approval of Trustees' expenses for the three months ended December 31, 2025.

Respectfully submitted,

Alice Wong
Trustee, Chairperson of Finance and Legal Committee

Attachment: Trustees' Expenses for the Three Months Ended December 31, 2025

TRUSTEES EXPENSES

DATE	DESCRIPTION	R. BELLEZA	K. HAMAGUCHI	H. LARSON	D. SARGENT	D. TABLOTNEY	A. WONG	D. YANG	TOTAL
2025-10-08	Cell phone reimbursement - Oct 2025		50.00	50.00		50.00	11.20	50.00	211.20
2025-11-05	Cell phone reimbursement - Nov 2025		50.00	50.00		50.00	11.20	50.00	211.20
2025-12-03	Cell phone reimbursement - Dec 2025		50.00	50.00		50.00	11.20	50.00	211.20
2025-11-04	CSBA Congress-July 2-5 -event refund-from in-person to virtual							(525.00)	(525.00)
2025-11-04	BCPSEA Symposium - Nov 6-7 - registration fee					105.00			105.00
2025-11-19	Autism Parenting Summit - Oct 11		59.00						59.00
2025-12-03	Pathways Clubhouse Fundraising Dinner - Nov 8		70.00				70.00		140.00
2025-12-17	BCSTA Trustee Academy - Nov 27-29 - pre-conference/conference registration	682.50	525.00	682.50	682.50	682.50	682.50	682.50	4,620.00
2025-12-17	BCSTA Trustee Academy - Nov 27-29 - mileage						24.48		24.48
	TOTALS PAID: Oct 1 to Dec 31, 2025	682.50	804.00	832.50	682.50	937.50	810.58	307.50	5,057.08

Report to the Board of Education (Public)

Date: January 21, 2026

From: Alice Wong, Trustee, Chairperson of Finance and Legal Committee

Subject: **2026/27 Facility Rental Rates**

RECOMMENDATION

THAT the Board of Education of School District No. 38 (Richmond) approve a 5% increase to both non-commercial (not-for-profit) and commercial (for profit) facility rental rates for the 2026/27 fiscal year as presented herein.

POLICY CONSIDERATIONS

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

BACKGROUND

Following an independent review of the Operations & Rentals Department completed in 2021, which included a comparison of facility rental rates across Metro Vancouver school districts, the District implemented a three-year cycle of annual 5% rate increases to offset rising utility and building maintenance costs. That rate adjustment cycle has now concluded. A subsequent independent review of rental rates confirms that District rates remain generally consistent with those of comparable school districts. The proposed 5% increase for the 2026/27 fiscal year reflects ongoing inflationary pressures and projected utility cost increases, while maintaining alignment with regional benchmarks.

In past years, room rental rate increases have been recommended and approved based on the Consumer Price Index (CPI). At the provincial level, British Columbia's CPI inflation rate averaged 3.9% in 2023, 2.6% in 2024, and continued to moderate in 2025 with year-over-year CPI readings generally near 2.2–2.6% through late 2025. Taken together, these figures represent a sustained period of above-target inflation relative to historic norms and, when averaged over the past three years, are consistent with ongoing cost pressures in the economy.

Both BC Hydro and FortisBC have implemented and approved rate increases, with BC Hydro averaging approximately 3–4% annually and FortisBC projecting cumulative double-digit percentage increases over several years. In addition, municipal water and sewer fees, including those levied by the City of Richmond and Metro Vancouver, continue to rise due to increases in regional infrastructure and treatment costs. These utility cost pressures directly impact the District's operating expenses for custodial services and facility maintenance.

On that basis, Facilities Services and the Secretary-Treasurer's Office are recommending a 5% increase for the 2026/27 fiscal year, which aligns with recent inflationary trends and supports the recovery of increasing operating and utility costs. Proposed rates have been rounded to the nearest \$0.50 for administrative consistency.

District Policy 804.4 requires childcare rate to be reviewed every three (3) years, and we completed the three-year cycle (adopted in 2022/23). Due to a significant increase in projected utility costs, we recommend an increase in the hourly rate for childcare operations of 5% as well. The proposed rate that applies to childcare operations for the period of 01 July 2026 to 30 June 2027 is \$11.00/hour of use, which reflects actual costs to operate and maintain these spaces.

DISCUSSION

Please find attached the proposed Schedule of Charges for School Use of Facilities, effective 01 July 2026 to 30 June 2027.

Respectfully submitted,

Alice Wong
Trustee, Chairperson of Finance and Legal Committee

Attachments:

1. *Schedule of Charges for School Use of Facilities*
2. *2025 School Districts Rental Rates Comparison*

Schedule of Charges for Use of School Facilities

01 July 2026 to 30 June 2027

1. School facilities shall be provided free of charge to Richmond school/parent groups, and to Richmond organizations and community groups meeting for the purpose of holding municipal or civic meetings.
2. Facilities will be provided free of charge for Richmond School District employees' unions and associations for meetings and social events on the understanding that custodial services will be paid for by those groups.
3. Non-commercial rates apply to Richmond non-profit and non-commercial groups and organizations. Not included in Clauses 1 or 2 above, e.g., Richmond religious organizations, Richmond groups offering educational services and Richmond sporting or community organizations not booking through the City of Richmond Community Services Division.
4. Commercial rates apply to commercial groups and organizations, non-Richmond based groups and organizations using school facilities for social and other type of events. Family orientated booking requests may qualify for non-commercial rates only if Richmond based.
5. Bookings are for a minimum of one hour, on the hour by the hour is encouraged to provide maximum opportunity for bookings. Any requested spaces must be booked for the full duration of time rented.
6. Rental charges for all childcares will be shall not exceed the direct and indirect costs incurred and to be incurred by the Board in making the board property available to the childcare operator. A rate of \$11.00 per hour of occupancy per facility shall be charged. This applies to the usage of the following areas: dedicated childcare facility, classroom, multi-purpose room, kitchen, and gymnasium only.
7. Where the services of a rental custodian are required, there is a 3-hour minimum for weekdays and 4-hour minimum for weekend.
8. Additional service fees may apply, e.g., damage caused, trade personnel callout, etc.
9. All charges are subject to 5% GST.

2026/2027 Rental Rates (Proposed):

Space	Non-commercial	Commercial
Hourly Rates		
Gymnasium (Secondary)	\$63.50	\$174.00
Large Foyer/Rotunda (Secondary)	\$56.50	\$130.50
Gymnasium (Elementary)	\$56.50	\$130.50
Multipurpose Room/Library (Elementary)	\$56.50	\$130.50
Cafeteria without Teaching Kitchen	\$56.50	\$130.50
Change Room/Showers	\$56.50	\$70.50
Classroom/Small Foyer	\$28.00	\$50.00
Kitchen	\$28.00	\$50.00

Space	Non-commercial	Commercial
Daily Rates		
Parking Lot (Daily Rate)	\$548.00	\$1215.50
Movie Shoot - Exterior	N/A	\$1521.50
Movie Shoot - Interior	N/A	\$4255.00

Custodial Charges:

Hourly	Rate
Rental Custodian – Daycares	\$35.50
Rental Custodian – Other Groups	\$44.00

Other Services:

Space	Non-commercial	Commercial
Chair Rental (each, daily rate)	\$1.50	\$1.50
Table Rental (each, daily rate)	\$9.00	\$9.00
Table & Chair Delivery (Flat Rate)	\$121.50	\$165.50

Rate Category - All Rates Per Hour Unless Stated	SD38-Richmond		SD36-Surrey		SD37-Delta		SD41-Burnaby		SD43-Coquitlam		SD35-Langley		SD42-Maple Ridge		SD39-Vancouver		
	Non-commercial	Commercial	Non-commercial	Commercial	Non-commercial	Commercial	Non-commercial	Commercial	Non-commercial	Commercial	Non-commercial	Commercial	Non-commercial	Commercial	Non-commercial	Commercial	
Classroom/Staff Room/Kitchen/Hallway	\$26.50	\$47.50	\$32.00	\$63.00	\$15.00	\$30.00	\$24.82	\$31.14	\$22.25	\$43.75	\$16.00	\$38.00	\$35.00	\$43.00	\$21.00	\$26.00	
Gym - Elementary or Secondary Small	\$54.00	\$124.50	\$58.00	\$136.00	\$35.00	\$75.00	\$93.40	\$120.00	\$86.75	\$173.25	\$35.00	\$97.00	\$64.00	\$80.00	61-67	76-84	
Gym - Secondary Large	\$60.50	\$166.50	\$93.00	\$209.00	\$45.00	\$115.00	\$124.26	\$177.00	\$132.50	\$285.75	\$39.00	\$130.00	\$131.20	\$164.00	84-92	105-115	
Library - Elementary	\$54.00	\$124.50	\$43.00	\$86.00	\$25.00	\$40.00	\$43.48	\$54.35	\$43.75	\$98.75	\$20.00	\$50.00	\$49.00	\$62.00	\$37.00	\$47.00	
Library - Secondary			\$48.00	\$112.00			\$43.48	\$54.35	\$57.75	\$114.75	\$20.00	\$50.00			\$37.00	\$47.00	
Home/Economics			\$48.00	\$112.00					\$57.75	\$114.75							
Cafeteria (seating only)	\$54.00	\$124.50	\$58.00	\$136.00	\$40.00	\$80.00	\$80.78	\$101.05	\$57.75	\$114.75	\$39.00	\$132.00			\$83.00	\$103.00	
Playing Field/playground/Running Track			\$33.00	\$59.00											19-25	25-34	
Theatre (foyer/ MP)	\$54.00	\$124.50	\$109.00	\$219.00	\$80.00	\$115.00	\$80.78	\$101.05			\$20.00	\$50.00	\$40.00	\$50.00	166-200	207-250	
Parking Lot	\$522/Day		\$54.00	\$128.00					\$500-1000/Day	\$500-1000/Day	\$367.00	\$735/Day			\$58.00	\$72.00	
Daycare/Preschool/Before & After School Care	\$10.50	\$10.50	\$10.00	\$15.00					Per Lease Agreement		\$15.00	\$15.00					
Custodial Charges	\$42.00	\$42.00	\$80.00	\$80.00	\$30.59	\$30.59	\$45.09	\$45.09		\$43.00	\$75.00	\$75.00				\$83/hour 4 hour minimum	
processing/Cancellation/Amendment Fee			\$35.00				\$25.00	each		\$25.00		18-50	each			\$25.00	each
Security to open/close (when no custodian on site)			\$30.00								\$30.00	each					
Badminton/Volleyball Stanchions and/or Nets			\$195.00														
Indoor Soccer Nets (Hockey Nets)			\$175.00														
Chairs (unit cost)	\$1.50		\$1.55														
Tables (unit cost)	\$8.50		\$8.00														
Projector (per day)			\$45.00														
Lighting - Theatre (per day)			\$45.00														
Sound System (per day)			\$45.00														
Mats - blue soft mats in gyms			\$105.00														
Piano			\$195.00														
Gym Floor Covering (Flat rate)																	

Finance and Legal Committee Public Meeting Minutes

Wednesday, November 12, 2025 – 10:00 am
Via Zoom

Present:

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

*Present for a portion of the meeting

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

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

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

The minutes of the public meeting held Wednesday, October 15, 2025, were approved as circulated.

3. Human Resources Update

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

She then responded to a question from the President, Richmond Teachers' Association (RTA), about staffing levels and TTOC coverage.

In response to a question from a trustee, the Director, HR, confirmed that recruitment for Education Assistants and TTOCs remains ongoing.

4. 2026/27 Annual Budget Process and Timeline

The Secretary Treasurer spoke to her report as included in the agenda package.

She then responded to a question from the President, RTA, regarding the return to a May budget approval timeline and its potential staffing implications, noting that processes are in place to manage potential impacts and that the board's timeline allows for flexibility if new information arises.

The Committee agreed to forward the following recommendation to the board:

THAT the Chairperson of the Finance and Legal Committee recommend to the Board of Education (the Board) in its November 19, 2025 public meeting that the Board approve the 2026/27 Annual Budget process and timeline as presented in this report.

5. Next Meeting Date – Wednesday, January 14, 2026 at 10:00 am

6. Adjournment

The meeting adjourned at 10:16 am.

Respectfully Submitted,

*Donna Sargent
Chairperson, Finance and Legal Committee*

Report to the Board of Education (Public)

Date: January 21, 2026

From: Debbie Tablotney, Trustee, Chairperson of Policy Committee

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

RECOMMENDATION:

THAT the Board of Education approve revised ***Policy 501.8-R/501.8-G: Student Admission, Registration, Placement and Transfer***, in accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*.

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	Special Board Meeting (Public)	Possible Notice of Motion for final approval of draft revised policy on January 21, 2026 board meeting.
January 21, 2026	Board Meeting (Public)	Possible final board approval of revised policy.

Respectfully submitted,

*Debbie Tablotney
Trustee, Chairperson of Policy Committee*

Attachments:

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

EDUCATION: STUDENTS

Policy 501.8-R

Student Admission, Registration, Placement and Transfer

REGULATIONS:

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

All regulations are in compliance with the requirements of:

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

1. ADMISSION

1.1 Dates

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

1.2 Eligibility Status

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

1.2.1 Age

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

1.2.2 Citizenship or Immigration Status in Canada

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

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

A student under the care of the Ministry of Children and Family Development may

Adopted: 05 December 2005

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

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 within the current boundaries of a school, 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

Adopted: 05 December 2005

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

more complex support in educational programming.

4.3 Right of the Board to Refuse Admission of a Student

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

5. TRANSFER

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

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

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

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

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

Legal References BC Family Law Act

http://www.bclaws.ca/civix/document/id/complete/statreg/11025_01

Ministry of Education:

Eligibility of Students for Operating Grant funding

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

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

Immigration, Refugees and Citizenship Canada (IRCC) – Residency Obligation for Permanent Residents

<http://www.cic.gc.ca/english/helpcentre/answer.asp?q=727&t=4>

Adopted: 05 December 2005

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

EDUCATION: STUDENTS

Policy 501.8-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 1st until the 3rd Friday in January	4th Monday in January until 3rd Friday in May	4th 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 2nd Friday in February.	Applications received during this period will receive a placement decision by the 2nd 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:
 - 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).
 - 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.
- 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.

Adopted: 02 December 2002

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

- 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.
 - 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

Adopted: 02 December 2002

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

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 1st 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 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.

Adopted: 02 December 2002

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

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

Adopted: 02 December 2002

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

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 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

Adopted: 02 December 2002

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

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

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area of the school. This does not apply to International students.

Non-Richmond Resident Student

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

Ordinarily Resident in BC

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

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

Out of Province Student

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

Placed Student

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

Previous School Year

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

Richmond Resident Student

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

Sustainable Cohort

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

Transfer Student

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

Adopted: 02 December 2002

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

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*

January 7, 2026

Member of Parliament for Richmond Centre—Marpole
165-7031 Westminster Highway
Richmond, British Columbia
V6X 1A3

Dear MP Chak Au,

Re: Request for Advocacy

On behalf of the Board of Education of the Richmond School District, we would like to thank you for the opportunity to meet with you on December 16, 2025, and to engage in a thoughtful discussion on issues of shared importance to our students, families and community.

Richmond is one of Canada's most diverse communities and our school district serves as a primary point of integration for newcomer children and families. We value your willingness to hear directly from the board regarding the impacts of federal immigration policies on kindergarten to Grade 12 public education.

1. Settlement Workers in Schools (SWIS): Scope, Demand and Service Gaps

The SWIS program is a cornerstone of newcomer success in Richmond. In 2024/25, settlement services supported nearly 5,000 clients, including students, parents and guardians. The SWIS program has been instrumental in helping newcomer families integrate into the school system and the broader Canadian society. SWIS staff provide critical supports including one-on-one and family orientations, information workshops, referrals to community services, and engagement opportunities. All in multiple languages such as Mandarin, Cantonese, Arabic, Punjabi and more.

Recently, SWIS workers have been directed to limit their support strictly to school and education-related matters. This policy shift undermines the core function of the program: empowering families so students can thrive. By narrowing their scope, we are seeing growing waitlists for external referrals, increased stress on families and frustration among both staff and school personnel.

Richmond has one of the highest concentrations of newcomer families in the region. In Richmond, only one other federally funded agency, SUCCESS, provides general settlement support, making timely access to resources difficult. Restricting SWIS support diminishes our ability to help children succeed. Supporting families is foundational to education, not supplementary.

We are not alone in expressing concern, as school districts across the region are reporting similar challenges. To address this, we respectfully call for:

- A broader SWIS service model that reflects the real and holistic needs of newcomer families;
- Increased federal investment to support a multi-faceted settlement service model; and
- Meaningful consultation with school districts in the design and delivery of settlement services.

2. K-12 International Education

Canada's K-12 public education system has earned a strong global reputation for excellence, student well-being, and ethical program delivery. This reputation has positioned Canada as a trusted destination for international families and has supported broader federal objectives related to trade, talent attraction and international engagement.

Recent federal policy shifts, however, have had unintended effects on K-12 international education. Policies largely designed for the post-secondary sector have been applied to K-12 education without sufficient differentiation, creating uncertainty and confusion among international families overseas. This has begun to erode Canada's reputation as a preferred K-12 study destination at a time when competitor jurisdictions are actively promoting clarity, stability and reliability.

Maintaining Canada's global competitiveness in K-12 international education requires clear, timely and accurate communication of federal policies, along with explicit recognition that K-12 education operates under fundamentally different conditions than post-secondary education. School districts serve minors, function within a public education mandate, and are deeply embedded in local communities—factors that warrant distinct policy treatment and consultation.

The Richmond School District is well positioned to responsibly grow its international education program. We have the community capacity, professional expertise, and a demonstrated record of delivering high-quality, well-regulated programs aligned with Canada's values. Responsible expansion in this area is not about volume, but about sustaining excellence, protecting Canada's reputation, and delivering long-term economic, cultural and diplomatic benefits.

To do so effectively, close federal partnership is essential. To address this, we respectfully call for:

- Faster and more predictable visitor visa processing timelines for international K-12 students, recognizing fixed school start dates and the time-sensitive nature of public-school systems.
- Distinct and streamlined visa treatment for K-12 international students, clearly differentiated from work permits and post-secondary study permits.
- A risk-based, low-burden administrative approach aligned with the regulated, community-based delivery model of public K-12 education.

3. The Importance of Federal and Local Partnership in Supporting Student and Family Well-Being

Student mental health and well-being are foundational to learning success and remain a core priority for the Richmond School District. We provide targeted, age-appropriate mental health supports and strong community partnerships to all students, including those who have recently arrived from overseas as international or newcomer students, from kindergarten through Grade 12.

The district provides targeted, school-based supports for all students, working closely with families and community partners to ensure timely access to mental health and wrap-around services. At the elementary level, students are supported by area counsellors, with referrals coordinated collaboratively at the school level and in close communication with parents and families. In secondary schools, each site is staffed with a team of school counsellors who provide accessible, school-based support and safe spaces for students within the school environment.

These supports are strengthened through additional specialized resources, including Adolescent Support Workers who work directly with referred secondary students, as well as Youth Support Workers provided through partnerships with Vancouver Coastal Health who support students in alternate programs. When students require more intensive services, counsellors and school administrators work closely with families—particularly those new to Canada—to ensure timely connections to appropriate district supports and community-based agencies.

Strong partnerships with agencies such as Foundry, Integrated Child and Youth Teams, and the City of Richmond allow us to respond effectively to complex student and family needs. Sustained federal engagement and predictable funding are critical to maintaining these supports, enabling schools to remain trusted hubs that foster well-being and learning success for every student.

The board believes that meaningful consultation with school districts, combined with strengthened federal-local collaboration, will lead to more effective, equitable and sustainable outcomes for students and families.

We understand our Superintendent of Schools will reach out to your office to facilitate continued dialogue as we work together to support student success, community well-being, and Canada's reputation as a global leader in public education.

Thank you for your continued commitment to public education and to the well-being of children and families in Richmond.

Sincerely,

A handwritten signature in black ink, appearing to read "Ken H".

Ken Hamaguchi, Chairperson
On behalf of the Board of Education (Richmond)

cc: Trustees, School District No. 38 Richmond
Superintendent of Schools, School District No. 38 Richmond
Secretary Treasurer, School District No. 38 Richmond

January 7, 2026

Member of Parliament for Richmond East—Steveston
230-11331 Coppersmith Way
Richmond, British Columbia
V7A 5J9

Dear MP Parm Bains,

Re: Request for Advocacy

On behalf of the Board of Education of the Richmond School District, we would like to thank you for the opportunity to meet with you on December 16, 2025, and to engage in a thoughtful discussion on issues of shared importance to our students, families and community.

Richmond is one of Canada's most diverse communities and our school district serves as a primary point of integration for newcomer children and families. We value your willingness to hear directly from the board regarding the impacts of federal immigration policies on kindergarten to Grade 12 public education.

1. Settlement Workers in Schools (SWIS): Scope, Demand and Service Gaps

The SWIS program is a cornerstone of newcomer success in Richmond. In 2024/25, settlement services supported nearly 5,000 clients, including students, parents and guardians. The SWIS program has been instrumental in helping newcomer families integrate into the school system and the broader Canadian society. SWIS staff provide critical supports including one-on-one and family orientations, information workshops, referrals to community services, and engagement opportunities. All in multiple languages such as Mandarin, Cantonese, Arabic, Punjabi and more.

Recently, SWIS workers have been directed to limit their support strictly to school and education-related matters. This policy shift undermines the core function of the program: empowering families so students can thrive. By narrowing their scope, we are seeing growing waitlists for external referrals, increased stress on families and frustration among both staff and school personnel.

Richmond has one of the highest concentrations of newcomer families in the region. In Richmond, only one other federally funded agency, SUCCESS, provides general settlement support, making timely access to resources difficult. Restricting SWIS support diminishes our ability to help children succeed. Supporting families is foundational to education, not supplementary.

We are not alone in expressing concern, as school districts across the region are reporting similar challenges. To address this, we respectfully call for:

- A broader SWIS service model that reflects the real and holistic needs of newcomer families;
- Increased federal investment to support a multi-faceted settlement service model; and
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Maintaining Canada's global competitiveness in K-12 international education requires clear, timely and accurate communication of federal policies, along with explicit recognition that K-12 education operates under fundamentally different conditions than post-secondary education. School districts serve minors, function within a public education mandate, and are deeply embedded in local communities—factors that warrant distinct policy treatment and consultation.

The Richmond School District is well positioned to responsibly grow its international education program. We have the community capacity, professional expertise, and a demonstrated record of delivering high-quality, well-regulated programs aligned with Canada's values. Responsible expansion in this area is not about volume, but about sustaining excellence, protecting Canada's reputation, and delivering long-term economic, cultural and diplomatic benefits.

To do so effectively, close federal partnership is essential. To address this, we respectfully call for:

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These supports are strengthened through additional specialized resources, including Adolescent Support Workers who work directly with referred secondary students, as well as Youth Support Workers provided through partnerships with Vancouver Coastal Health who support students in alternate programs. When students require more intensive services, counsellors and school administrators work closely with families—particularly those new to Canada—to ensure timely connections to appropriate district supports and community-based agencies.

Strong partnerships with agencies such as Foundry, Integrated Child and Youth Teams, and the City of Richmond allow us to respond effectively to complex student and family needs. Sustained federal engagement and predictable funding are critical to maintaining these supports, enabling schools to remain trusted hubs that foster well-being and learning success for every student.

The board believes that meaningful consultation with school districts, combined with strengthened federal-local collaboration, will lead to more effective, equitable and sustainable outcomes for students and families.

We understand our Superintendent of Schools will reach out to your office in the new year to facilitate continued dialogue as we work together to support student success, community well-being, and Canada's reputation as a global leader in public education.

Thank you for your continued commitment to public education and to the well-being of children and families in Richmond.

Sincerely,



Ken Hamaguchi, Chairperson
On behalf of the Board of Education (Richmond)

cc: Trustees, School District No. 38 Richmond
Superintendent of Schools, School District No. 38 Richmond
Secretary Treasurer, School District No. 38 Richmond