

Education Committee
Public Meeting Agenda

Wednesday, June 10, 2026 – 6:00 pm
via Zoom

<https://sd38.zoom.us/j/66678720553>

Passcode: 6000

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

- 1. Adopt Agenda**
- 2. Approve Minutes**
Public minutes from meeting held May 13, 2026 attached.
- 3. Equity in Action**
Report and Presentation from Director of Instruction Liz Hayes-Brown attached.
- 4. PLT and Collaboration Time**
Report from Assistant Superintendents Maryam Naser and Rob Laing attached.
- 5. Next Meeting Date – Wednesday September 16, 2026 at 6:00 pm**
- 6. Adjournment**

Education Committee Public Meeting Minutes

Wednesday, May 13, 2026 – 6:00 pm
Via Zoom

Present:

Chairperson	D. Yang
Vice-Chairperson	H. Larson
Trustee Member	R. Belleza
Alternate Member	A. Wong
Trustee	D. Tabolotney
Assistant Superintendent	M. Naser
District Administrator	L. Chau
Vice Principal, Westwind Elementary	E. Reid
Grades 6-12 Numeracy & Assessment Teacher Consultant	S. Musani
K-7 Mathematics & Assessment Teacher Consultant	J. Tang
Teacher, Westwind Elementary	C. Power
Teacher, Westwind Elementary	H. Rollins
Teacher, Westwind Elementary	K. Brulhart
Teacher, MacNeill Secondary	A. Padmanabhan
President, Richmond Teachers' Association	L. Baverstock
Vice President, Richmond Teachers' Association	S. Boljuncic
Representative, Richmond Association of School Administrators	A. Pikkarainen
President, Canadian Union of Public Employees 716	S. Robinson
Co-Chair, Richmond Management and Professional Staff	S. Glanzmann
President, Richmond District Parents Association	C. Huang
Executive Assistant (Recording Secretary)	J. Coronel

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

The meeting was called to order at 6:02 pm.

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

The minutes of the public meeting held Wednesday, February 11, 2026, were approved as circulated.

3. Staff Presentations

Assistant Superintendent Naser provided an overview of staff presentations on Computational Fluency to support student success. She then introduced District Administrator Chau, who highlighted how numeracy is reflected in the BC curriculum, aligned with the district's strategic plan, and demonstrated through school-based examples.

The presentation emphasized computational fluency within the mathematics curriculum and the district resources available to support computational fluency.

Schools also shared their instructional strategies or routines to help students develop computational fluency:

Westwind Elementary:

- Physically experiencing Math through manipulatives
- Connecting math to everyday experiences
- Incorporating play into the math classroom
- Focusing on vocabulary as a tool to develop understanding
- Assessment as a tool for learning
- Students working in flexible groups
- Math journals and math talks to deepen understanding

MacNeill Secondary:

- Teacher collaboration and family partnerships
- Collaborative problem-solving using whiteboards
- Small group learning
- Computational fluency to develop financial literacy
- Understanding linear relations through arts and culture

In response to a trustee's question regarding areas for improvement and supports for students experiencing challenges in mathematics, District Administrator Chau noted that staff work closely with students and families to monitor and document learning progress.

Trustees and a partner group representative expressed appreciation for the school examples and the engaging approaches to mathematics learning.

4. Next Meeting Date – Wednesday June 10, 2026 at 6:00 pm

5. Adjournment

The meeting adjourned at 7:03 pm.

Respectfully Submitted,

*David Yang
Chairperson, Education Committee*

Report to Education Committee Public

Date: June 10, 2026
From: Liz Hayes-Brown, Director of Instruction
Subject: **Equity in Action**

This report is submitted for the committee's information. No action is required from the committee at this time.

BACKGROUND

Beginning in 2016, the Ministry of Education created an Equity Scan Framework and vision to support school districts in identifying promising practices as well as barriers that are impacting Indigenous student achievement and success. The district's Equity Scan was initiated by staff in October 2020 and completed in late Spring 2022, with an Equity in Action report presented to the Board's Education Committee in January 2023. The Board approved recommendations contained within the report at the February 2023 Board meeting.

Today's report reflects our district's commitment to continuous improvement in the area of Indigenous Success, including the exploration of current practices, processes, and services within 4 key dimensions. Updates are provided in this report for each of the following:

The steps of the Equity Scan Process have been clearly defined by the Ministry of Education and result in the exploration of four dimensions:

1. Student Learning Profile – This dimension looks for key indicators of achievement and learning trajectories for Indigenous students. Related to this area, this report provides details included within the Ministry of Education and Child Care's How Are We Doing Report in addition to information regarding the celebration of Indigenous student success that is the Indigenous Achievement Ceremony.
2. Policy and Governance – This dimension relates to processes, plans and policies that may have an impact on results for Indigenous learners. Examples of focused district work this year have included the full implementation of the Indigenous Education Council (IEC), ongoing collaboration at the Indigenous Education Advisory Committee (IEAC), and the launch of the new Strategic Plan 2026-2030.
3. Pedagogical Core – This dimension concerns the experiences of learners in relation to curriculum, the presence of relevant cultural experiences and values placed on Indigenous worldviews and perspectives. Examples of focused work this year in this area have included the Indigenous Success Team, the district-wide expansion of the Indigenous Grad Coach model, and the leadership of the Indigenous Teacher Consultants.

4. Learning Environment – includes human and educator bias, and learning spaces. Examples of focused work this year in this area have included the continued use of the Indigenous Gathering Spaces and the Indigenous Learning Day, held on May 15, 2026.

How Are We Doing Report

The How Are We Doing Report details data collected during the 2024-2025 school year. The report specifies a total student enrolment for the district of 23,691, with 255 students self-identifying as being of Indigenous ancestry. Students of self-identified Indigenous ancestry therefore represented 1.1% of the total of the district's student population during the 2024-2025 school year.

The HAWD report was shared with district staff in February 2026 and notes key areas of growth, as well as areas requiring the district's attention. Of particular note within the report are the data points related to graduation rates. The five-year Dogwood Diploma completion rate for Indigenous students in 2024/25 was 63%. This is a marked contrast to the 95% Dogwood Diploma completion rate for non-Indigenous students. Richmond School District graduation data has been shared and discussed with the Indigenous Education Council and is informing their decision-making regarding the use and allocation of targeted IEC funds for the 2026-2027 school year.

The HAWD report also included data around student feelings of safety and belonging in Grade 4 Students (Self-Identified Indigenous.) Twelve students responded. Of them, 10 students, or 83%, said "all of the time" or "many times."

While the data sets are small and should therefore be examined with caution, the report overall clearly indicates the need for focused attention at the secondary level. The timely introduction of the Indigenous Graduation Coach pilot at one school during the 2024-2025 school year has since resulted in the expansion of the model to include all secondary schools in the district during the 2025-2026 school year. In alignment with the Ministry of Education and Child Care's Framework for Enhancing Student Learning, the district Strategic Plan 2026-2030, and the findings of the HAWD report, improving graduation rates will continue to be an area where concerted efforts are needed through the work of the Indigenous Graduation Coaches, the Indigenous Education Council, and other district initiatives.

Indigenous Achievement Ceremony

The Indigenous Achievement Ceremony was held on the evening of May 26, 2026 at McNair Secondary School. It is a celebration of and dinner for Indigenous students leaving Grade 7 and Grade 12, and their families. The event is led by an Indigenous Knowledge Keeper and is supported by the Secondary Indigenous Graduation Coaches, the Indigenous Success Team, and district staff. The sizable Class of 2026 includes 24 Grade 7 students and 25 Grade 12 students.

Indigenous Education Councils—Bill 40

Through School Act Amendment Bill 40, the BC Ministry of Education and Child Care directed all districts in the province to establish and maintain an Indigenous education council (IEC.) The purpose of each IEC is to support the board to provide comprehensive and equitable education and support services for Indigenous (First Nations, Métis, and Inuit) students and improve Indigenous student outcomes. This includes advising on the appropriate integration of Indigenous worldviews and perspectives, advising on grants in relation to Indigenous students, and ensuring respect for local First Nations in whose territories boards operate school by, for example, giving priority to local cultural content, protocols, and language.

The IEC for the Richmond School District enjoyed a productive year, the focus of which was on building relationships. A lunch was held in October 2025, followed by three business meetings held in November 2025, February 2026, and April 2026. A lunch is scheduled for June 24th to close the year in acknowledgement of the partnerships built this school year.

The SD38 IEC's Chairperson is Lucetta George-Grant of Musqueam, who represents Richmond's IEC at Ministry of Education and Child Care IEC meetings and at IEC Chair council meetings. Additional voting members include representatives from the Musqueam, Cowichan, and Métis Nations. Musqueam has been named the host nation of Richmond's IEC, by unanimous IEC vote.

The IEC approved the plans for the May 2026 Indigenous Learning Day for staff and reviewed all resources and materials that comprised the day's activities. The IEC shared their appreciation of the thoughtfulness and care with which the day, and it's learning, were planned.

The IEC aims to focus on graduation rates for Indigenous students during the 2026-2027 school year, with literacy as a key priority area for all students of Indigenous ancestry. The IEC requests that SD38 examine ways to increase student participation in data-collection efforts to help inform decision-making at the district level.

Indigenous Education Advisory Committee (IEAC)

The Indigenous Education Advisory Committee (IEAC) was established during the 2023-2024 school year to ensure continued efforts related to the Equity in Action Plan. The IEAC meets three times per year and works in tandem with the IEC.

Strategic Plan 2026-2030

The implementation of the vision of the district Strategic Plan 2026-2030 is the overarching goal of Equity in Action. Of particular note in this work are Strategic Priority 1: Success for all Learners and Strategic Priority 2: Equity, Diversity, and Inclusion.

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.

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 Equity, Diversity, 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.

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.

Indigenous Success Team

The teachers and youth care worker of the IST are entrusted with the responsibility of providing cultural engagement opportunities and community connection for students of Indigenous ancestry, Kindergarten through Grade 12. Cultural learning includes field studies, land-based learning, and time spent with Indigenous Knowledge Keepers and Elders.

Indigenous Graduation Coach Model

An Indigenous Graduation Coach Pilot took place during the second semester of the 2024-2025 school year at McNair Secondary and proved highly successful. As a result, the Indigenous Graduation Coach model was expanded in September 2025 to include all secondary schools in the district.

The Indigenous Grad Coach at each site is entrusted with the responsibility of supporting Indigenous students in Grades 8-12 in achieving their individual academic, career, and life goals. All Indigenous Grad Coaches have received specialized district training to ensure culturally-sensitive and Indigenized approaches are taken. The goal of this created role is to increase the Graduation rates of Indigenous students and to eliminate the achievement gap between Indigenous and non-Indigenous students.

The work of the Indigenous Graduation Coaches played an important role in the success of the Ministry of Education and Child Care district enrolment audit that took place in January-February 2026.

Indigenous Teacher Consultants

The district Indigenous Teacher Consultants are teacher-leaders who provide capacity-building support for schools. The Indigenous Teacher Consultants support teachers by introducing them to the ways in which they can infuse Indigenous worldviews, the First Peoples Principles of Learning, and culturally relevant curriculum into their practice. The Indigenous Teacher Consultants also support district work, such as collaborating on the development and review of all content and resources for use on the district Indigenous Learning Day in May.

Indigenous Gathering Spaces

There are four board-approved Indigenous Gathering Spaces in the District, located at Cambie Secondary School, Boyd Secondary School, Grauer Elementary School, and Kidd Elementary School. As dedicated spaces for Indigenous students to connect with caring adults and peers and as sites to engage in cultural programming, the Indigenous Gathering Spaces are designed to provide welcoming environments where students can experience a sense of safety and belonging. As a result, the design and use of each Gathering

Space is assessed on an ongoing basis to ensure that it is best serving their specific and dedicated purpose. The continual assessment focuses on both functional use and aesthetics as Indigenized spaces.

Indigenous Learning Day

Indigenous Learning Day is a Ministry-mandated dedicated non-instructional day for all districts in British Columbia. The day is scheduled, planned, and organized by each individual district and is inclusive of all staff (approximately 4100 individuals in SD38).

The purpose of Indigenous Learning Day is to improve success and support for Indigenous students, to increase awareness of Indigenous ways of knowing and being, and to encourage staff to incorporate this learning into their daily work. These initiatives align with the UN Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission's calls to action, and the Province of BC's commitment to improving relationships with Indigenous peoples.

The Big Idea for 2025-2026 was *From Personal Commitment to Shared Responsibility*. Two First Peoples Principles of Learning were the focus of the day's learning:

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

The structure of the day was "Knowledge" for the morning sessions, comprised of the delivery of content, partnered with group discussions, reflections, videos, and other learning activities. The afternoon focus was "Action" and included site-selected group activities chosen from a list of options, including field studies, land-based learning, and resource reviews.

The day culminated with each school submitting a Reconcili-action Plan to the district as a tangible commitment to carrying the learning forward in an intentional way into and throughout the 2026-2027 school year.

CONCLUSION

The Richmond School District is committed to continuous acts of reconciliation and focused efforts to improve life outcomes for students of self-identified Indigenous ancestry. In alignment with the Ministry of Education and Child Care's Framework for Enhancing Student Learning, the ongoing district focus on Equity in Action means continued efforts are undertaken with the goal of improving graduation rates as the collective responsibility of all.

Respectfully submitted,

*Liz Hayes-Brown
Director of Instruction*

Attachment: Staff presentation – Equity in Action and Indigenous Learning Day in SD38

Equity in Action and Indigenous Learning Day in SD38

for Education Committee

Liz Hayes-Brown, Director of Instruction, Equity and Inclusive Learning

June 10, 2026

Indigenous Learning Day in BC

Indigenous Learning Day is

A Ministry-mandated dedicated non-instructional day for all districts in BC.

Locally organized by each district and therefore on different days and takes different forms.

Inclusive of all staff (approx. 4100 individuals in SD38).



Purpose: To improve success and support for Indigenous students, to increase awareness of Indigenous ways of knowing and being, and to encourage staff to incorporate this learning into their work.



Alignment: These initiatives align with the UN Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission's calls to action, and the Province of BC's commitment to improving relationships with Indigenous peoples.

Truth and Reconciliation Calls to Action

- In 2015, the Truth and Reconciliation Commission of Canada (TRC) published its final report detailing the experiences and impacts of the residential school system, creating a historical record of its legacy and consequences.
- The TRC recorded testimony of more than 6,000 survivors affected by residential schools.
- Over more than a century, it is estimated approximately 150,000 Indigenous children were separated from their families and communities and forced to attend one of 139 residential schools across Canada.
- One outcome of the report was a document detailing 94 calls to action across a wide range of areas including child welfare, education, health, justice, language and culture.



[Watch Video](#)

Each district's plans must have the approval of the Indigenous Education Council (IEC)

SD38 plans were taken to IEC in both February (initial plans) and April (final plans) with approval, support, and compliments

Following final IEC approval, the plans were also taken to the Indigenous Education Advisory Committee (IEAC) in April

In BC, the day must incorporate and honour the First People's Principles of Learning

Legislated Requirements for Indigenous Learning Day

- Worldviews shape how we understand learning.
- The FPPL remind us that learning is relational, intergenerational, and rooted in responsibility.



Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.



Indigenous Learning Day in SD38

RICHMOND
SCHOOL DISTRICT NO. 38

All activities and content developed in collaboration between Curriculum and Assessment Team and Equity and Inclusion Team

Indigenous Teacher Consultants Alli Ridley and Karla Gamble review all content and learning materials

Structure and focus for 2024-2025 and 2025-2026



Focus on two different First Peoples Principles of Learning each year

These serve as theme and focus for the day



Morning: Knowledge

2024-2025: Keynotes at 3 Secondary sites

2025-2026: In-school sessions

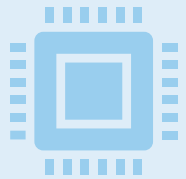


Afternoon: Action

2024-2025 and 2025-2026: Activities in school teams as determined by each school—catalogue of options provided by Curriculum Team



Learning involves recognizing the consequences of one's actions.



Learning involves generational roles and responsibilities.

Big Ideas for 2025-2026

*From Personal
Commitment to
Shared
Responsibility*

First Peoples Principles of Learning

Learning is relational and involves responsibility across generations.



Dr. Martin Brokenleg's Circle of Courage

Students thrive when they experience **Belonging, Mastery, Independence, and Generosity.**



Truth and Reconciliation Commission Calls to Action

Educators have a responsibility to respond to the history and ongoing impacts of colonialism and residential schools.

From Learning
to Action- *What
We've Explored
Today*

Education for
Reconciliation:
Truth and
Reconciliation
Commission's
Calls to Action
62 to 65

Read Calls to Action article numbers 62 to 65.

- 1. Identify aspects of the statements where we could have immediate impact at a *school-wide level*.**
- 2. How might we carry these forward in *our school*?**



Article 62
Article 63
Article 64
Article 65

Content Generated by AI

AI Prompt: Create an image of a Coast Salish woman in the winter during the late 1800's.

The lodging is not authentic to the region or appropriate to the season and is placed too close to the water.

Wrong type of canoe for this region. Too many seats for a small canoe. Also, a canoe would not be left in the water.

The fingerless gloves (wrap) are not a clothing item of Coast Salish People.



Earrings and necklace are not authentic.

What kind of fur is this?

This is not representative of the Coast Salish blankets they are famous for. The patterns are incorrect for this region.

Image portrays the stereotypical "stoic" or "noble savage."

AI and Indigenous Content

RICHMOND
SCHOOL DISTRICT NO. 38

Equity in Action 2025-2026

Four Components

Pedagogical Core

- Indigenous Success Team
- Indigenous Grad Coaches
- Indigenous Teacher Consultants

Student Learning Profile

- HAWD
- Indigenous Achievement Ceremony

Learning Environment

- Gathering Spaces
- Indigenous Learning Day May 15, 2026

Policy and Governance

- IEC
- IEAC
- Strategic Plan 2026-2030

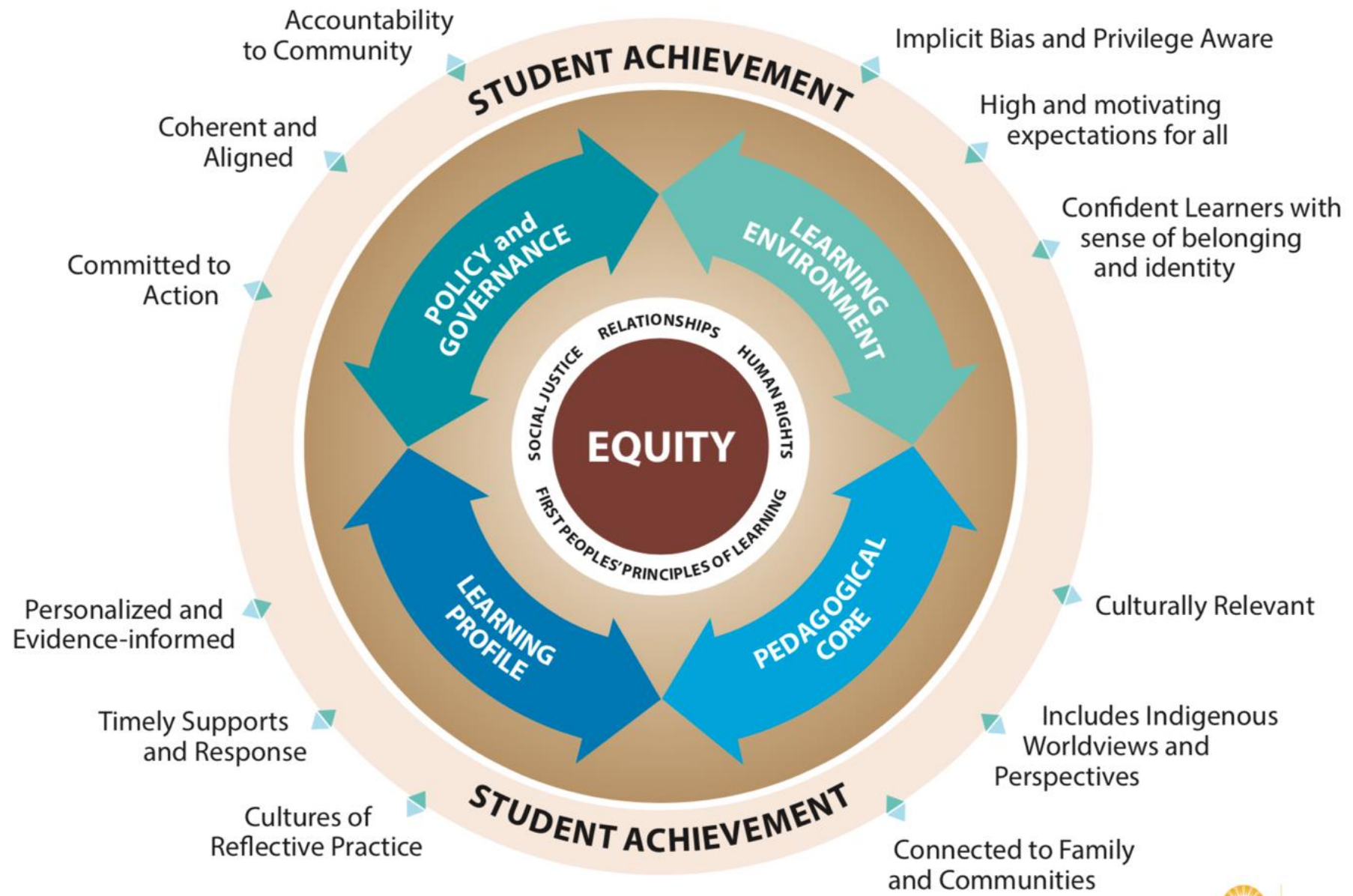
District Data
2024-2025

Total Students 23,691

Students of Self-Identified
Indigenous Ancestry = 255

1.1% of total student population

Indigenous Student Success



RICHMOND
SCHOOL DISTRICT NO.38

1 | Success for All Learners



2 | Diversity, Equity and Inclusion



Strategic Plan 2026-2030

RICHMOND
SCHOOL DISTRICT NO. 38

Indigenous Education Council (IEC) Update

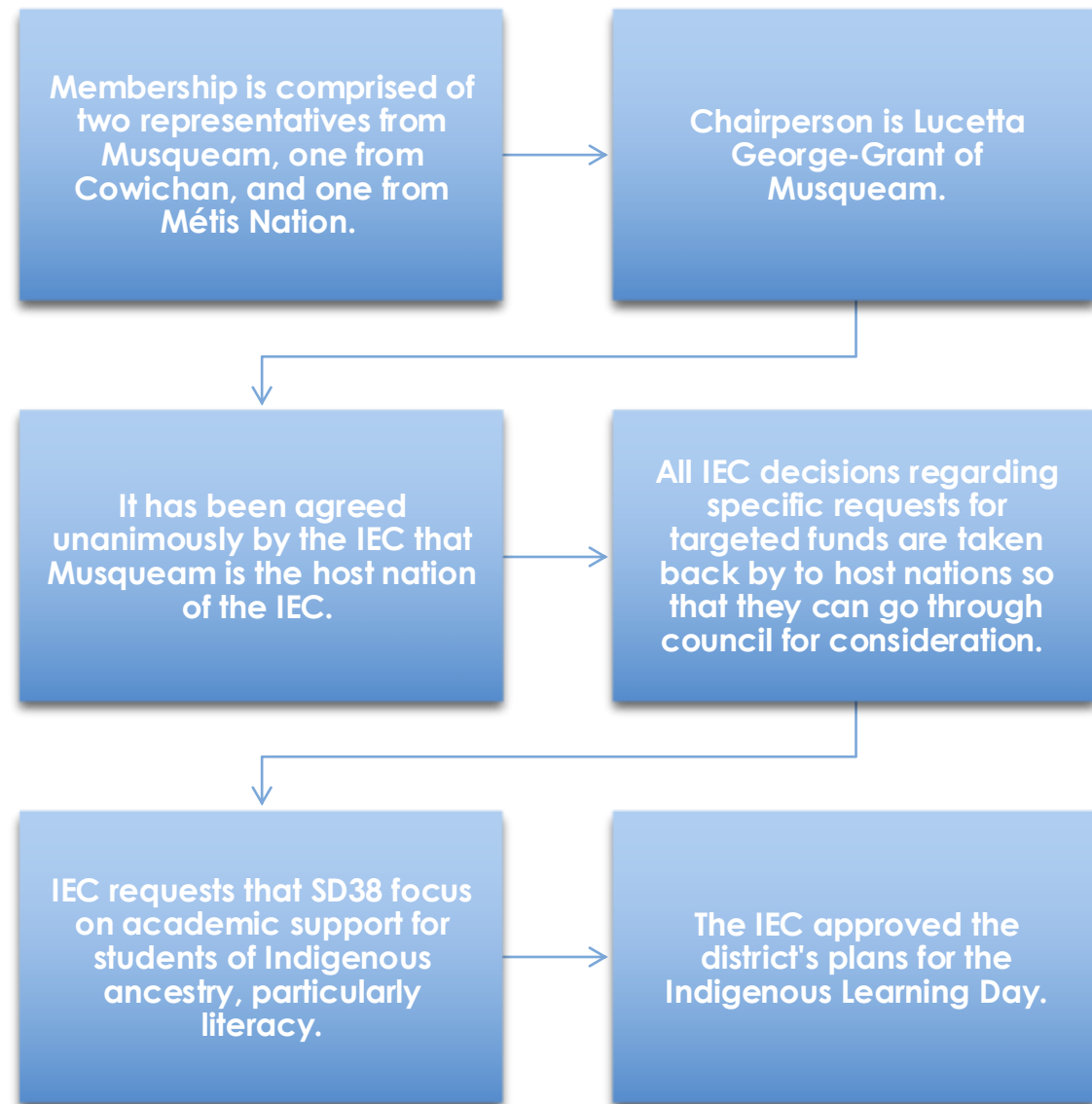
IEC Connection

- Building relationships has been the focus this year
- Lunch October 21st
- Three meetings this year (November 19th, February 11th and April 22nd)

IEC Collaboration

- We have completed the year's meetings for IEC.
- A lunch is scheduled on June 24th to close out the year.

Updates of Note



Secondary Indigenous Graduation Coaches

One secondary Grad Coach at each secondary site = 10 total



Each school has one block dedicated to supporting the Indigenous students at the school



Focus is on academic support with the primary goal being to increase Dogwood Graduation rates for Indigenous students

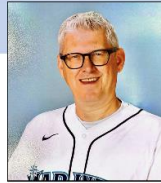
Grad Coaches 2025-2026

2025 - 2026 INDIGENOUS GRAD COACHES



Samantha Epp | Palmer Secondary Indigenous Grad Coach
sepp@sd38.bc.ca | (604) 668-6288

I am an Indigenous Grad Coach, Learning Resource teacher, and literacy facilitator at Palmer Secondary. I am a settler with English, Ukrainian, and German Mennonite ancestry who grew up in the territories of the Musqueam, Tsleil-Waututh, and Squamish peoples. As an educator, I am guided by the First Peoples Principles of Learning, especially that "Learning is holistic, reflexive, reflective, experiential, and relational" and that "Learning involves patience and time." In building relationships of trust with my students, I hope that they feel supported to take risks with their learning and to develop the confidence to pursue their dreams.



Dave Giesbrecht | Burnett Secondary Indigenous Grad Coach
dgiesbrecht@sd38.bc.ca | (604) 668-6478

My name is Dave Giesbrecht, and I am honoured to introduce myself as the Indigenous Graduation Coach at JN Burnett Secondary School for the 2025-2026 school year. In addition to my roles as a teacher of English and Social Studies and Social Studies Education Facilitator, I am deeply committed to supporting Indigenous students in their academic journeys and personal growth.



Eugene Harrison | Richmond Secondary Indigenous Grad Coach
eharrison@sd38.bc.ca | (604) 668-6400

My name is Eugene Harrison, and I'm grateful to serve as the Indigenous Grad Coach at Richmond Secondary. I was born in Hong Kong, immigrated to Canada as a child, and grew up on the traditional territories of the Blackfoot Nations before moving to the unceded territories of the x'məθk'əyəm (Musqueam), Sto:lō, scəwəbən (Tsawwassen), Kwantlen, St'umínus, and Semiahmoo First Nations, where I am thankful to live and work today. I'm committed to actively learning and teaching about Indigenous cultures as part of supporting cultural revitalization and reconciliation. Over the past 10 years at Richmond Secondary, I have taught in Learning Resource and Life Skills and nurtured a passion for outdoor learning, including helping to plant a small forest of native species with students, staff, and community members. I look forward to continuing to learn with and support our Indigenous students and families.



Jennifer Hayden | Boyd Secondary Indigenous Grad Coach
jhayden@sd38.bc.ca | (604) 668-6615

Hi, my name is Jennifer Hayden, and I teach English and Resource at Hugh Boyd Secondary School. I am committed to creating a safe, welcoming, and respectful space for all students and families. As a parent of two boys, I understand the importance of trust, communication, and strong relationships between home and school. I value kindness, inclusivity, and meeting each student where they are, while honoring their strengths and identities. I am grateful to work alongside families and support students in their learning, growth, and well-being.



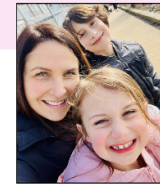
Jamie Hudson | McRoberts Secondary Indigenous Grad Coach
jahudson@sd38.bc.ca | (604) 668-6600

My name is Jamie Hudson, and I am the Secondary Indigenous Graduation Coach at McRoberts Secondary. I have lived as a settler in Richmond for most of my life and I'm grateful to raise my children & do my work here on the unceded lands of the First Peoples of the hənq̓əminəh̓ language group, in particular the x'məθk'əyəm. I began my teaching in the French Immersion program, and I currently teach & learn as a part-time Teacher-Librarian in the McRoberts Library Learning Commons (LLC). I love that this role involves creating welcoming spaces for students, working collaboratively with colleagues, and of course, sharing book joy! You can find me with my family at any given soccer game - go Whitecaps! Go Rise!



Carmen Lockhart | MacNeill Secondary Indigenous Grad Coach
clockhart@sd38.bc.ca | (604) 668-6212

Hello! My name is Carmen Lockhart, and I am the Indigenous Grad Coach at A.R. MacNeill Secondary School. I am of Métis and Nikkei (Japanese-Canadian) heritage and have been fortunate to grow and learn in the lower mainland on unceded Musqueam land. As a youth, I have had the opportunity to learn, make connections, and peer mentor through the Native Youth Program at the MOA and the UBC Longhouse and participated in a couple of workshops at UNYA. I did my teaching practicum in the community of the ʔihətsəh̓t̓ chənəx̓t̓ (Ehattesah̓t̓ Chinəh̓k̓t̓) First Nations, located on the west coast of Vancouver Island. At MacNeill, I have taught Art and I am currently teaching, English Language Learning (ELL) and English First Peoples 10. I am also the sponsor teacher for the Rainbow Club and Pottery Club. Currently, I am also running some Métis beading workshops at MacNeill afterschool, so please reach out if you're interested!



Maryanne Nerreter | McMath Secondary Indigenous Grad Coach
mnerreter@sd38.bc.ca | (604) 668-4050

I was born and raised in Steveston, and I am grateful to still call this community home, where I live with my family. Teaching and working with young people has always been my passion, and I am proud to be in my 17th year of teaching at McMath Secondary School—the same school I once attended as a student. Growing up, I was involved in sports, including soccer, softball, and swimming, and staying active continues to be an important part of my life. My family is always on the go—we're a hockey family who loves spending time outdoors, whether that's hiking, walking, gardening, or enjoying everything our community has to offer. I am grateful to teach in the place that shaped me and look forward to continuing to work together to support your children's growth, learning, and well-being throughout the year.



Brooke Sihota | Steveston London Secondary Indigenous Grad Coach
brsihota@sd38.bc.ca | (604) 668-6668

My name is Brooke Sihota, and I am the Indigenous Grad Coach at Steveston-London Secondary School in Richmond, BC. I acknowledge that I am a settler on this traditional, unceded, and ancestral territory of the hənq̓əminəh̓ language group, and I feel privileged to be working alongside my amazing colleagues, learning and teaching on this land. I am a settler from Punjab, India (on my father's side) and England (on my mother's side). I began my career in education on the North Shore at Windsor Secondary, which is located on the traditional unceded territories of the salilwəta̓ and Skwəzwū'mesh Uxwumkw̓ nations. Through my work with both Nations, as well as with students and their families, I have developed a deep commitment to advancing reconciliation with Indigenous Peoples in Canada, starting within our schools and within my communities. This work continues to be a guiding principle in my professional journey and I am honoured to be working with your children and families. All my relations.



Patsy Wilding | Cambie Secondary Indigenous Grad Coach
pwilding@sd38.bc.ca | (604) 668-6430

Patsy Wilding is the Grad Coach at Cambie Secondary. Patsy is a highly experienced Counsellor whose understanding of Indigenous culture and her connections to social and emotional learning have served her well in serving all students especially those who identify as Indigenous.



Michael Wolfe | McNair Secondary Indigenous Grad Coach
mwolfe@sd38.bc.ca | (604) 668-6575

Michael Wolfe is a teacher at Matthew McNair Secondary School and has been a science teacher for the past 18 years. He is a co-organiser for the McNair Mini School Program and is in the role as the School Indigenous Graduation Coach. He is usually found in his classroom 122 or adjacent courtyard habitat. He is available to academically support our Indigenous students during block B or outside of class time, available virtually on TEAMS or by email (mwolfe@sd38.bc.ca). His best days are spent with his two young children, beachcombing or hiking along our coast.



Consists of elementary and secondary
Indigenous Success Teachers and a Youth
Care Worker

Specific focus on cultural experiences and
community connections

Four Indigenous Gathering Spaces: Cambie,
Boyd, Kidd, and Grauer

Indigenous Success Team

HAWD Background

Report from 2024-2025 shared with district by Ministry Feb 19, 2026

Helps us to identify key areas needing attention/improvement

View results with caution due to small number of Self-Identified Indigenous students in Richmond.

A number of survey questions resulted in “Msk” notation to protect the identity of respondents due to the small sample size, so data is unknown for these items.

Five-Year
Dogwood
Certificate
Completion Rate
2024-2025

Non-Indigenous Students:

- 95%

Indigenous Students (Self-Identified):

- 63%

Do you feel safe at school?

Grade 4 Students (Non-Indigenous):

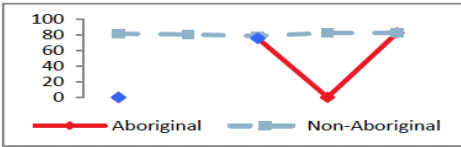
- 1275 responded
- 1064 said "all of the time" or "many times"
- 83%

Grade 4 Students (Self-Identified Indigenous)

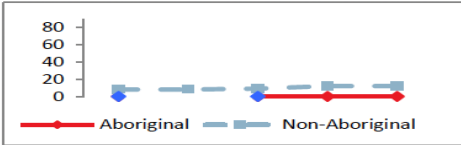
- 12 responded
- 10 said "all of the time" or "many times"
- 83%

STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

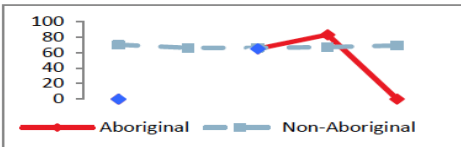
Do you feel safe at school?



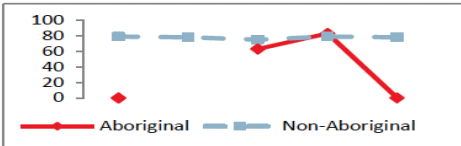
At school, are you bullied, teased, or picked on? Have you ever felt bullied at school?



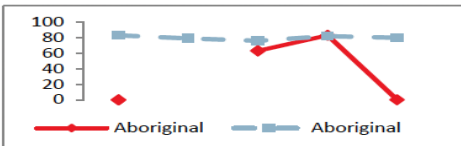
How many adults do you think care about you at your school?



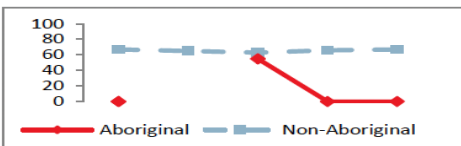
I am happy at my school.



Do you feel welcome at your school?



Is school a place where you feel like you belong?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2020/21	15	Msk	Msk	895	732	82
2021/22	Msk	Msk	Msk	1,341	1,080	81
2022/23	17	13	76	1,327	1,043	79
2023/24	11	Msk	Msk	1,489	1,232	83
2024/25	12	10	83	1,275	1,064	83

School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2020/21	13	0	0	896	70	8
2021/22	Msk	Msk	Msk	1,336	108	8
2022/23	17	Msk	Msk	1,323	124	9
2023/24	11	Msk	Msk	1,480	182	12
2024/25	10	Msk	Msk	1,222	149	12

School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	Two adults or more # %		Gr 4 Respondents #	Two adults or more # %	
2020/21	15	Msk	Msk	901	630	70
2021/22	Msk	Msk	Msk	1,341	888	66
2022/23	20	13	65	1,323	871	66
2023/24	12	10	83	1,487	997	67
2024/25	11	Msk	Msk	1,256	870	69

School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2020/21	15	Msk	Msk	898	712	79
2021/22	Msk	Msk	Msk	1,336	1,046	78
2022/23	19	12	63	1,322	993	75
2023/24	12	10	83	1,486	1,171	79
2024/25	11	Msk	Msk	1,257	976	78

School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2020/21	15	Msk	Msk	902	747	83
2021/22	Msk	Msk	Msk	1,344	1,063	79
2022/23	19	12	63	1,326	1,012	76
2023/24	12	10	83	1,486	1,215	82
2024/25	11	Msk	Msk	1,253	1,007	80

School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2020/21	15	Msk	Msk	901	600	67
2021/22	Msk	Msk	Msk	1,343	867	65
2022/23	20	11	55	1,325	830	63
2023/24	12	Msk	Msk	1,488	984	66
2024/25	11	Msk	Msk	1,258	840	67

Survey Questions Asked



Celebration of and Dinner for
Indigenous Students leaving Grade 7
and Grade 12 (and their families)-May
26, 2027



Led by an Indigenous Knowledge
Keeper and supported by the
Indigenous Success Team



Very special event that is greatly
enjoyed by staff, families, and students;
widely attended- Class of 2026
Includes: 24 Grade 7s & 25 Grade 12s

Indigenous Achievement Ceremony

RICHMOND
SCHOOL DISTRICT NO. 38

Indigenous Achievement Ceremony 2026

Please join us as we celebrate the accomplishments of the Indigenous Grade 7 and Grade 12 students.

Tuesday, May 26, 2026
5:45 p.m.
Doors open at 5:45 p.m.
Dinner at 6:00 p.m.
Ceremony to follow dinner
McNair Secondary School
9500 No. 4 Road, Richmond BC

Please RSVP to your Indigenous Success Teacher by May 8, 2026
This event is for students and families of current Grade 7 and 12 Students only.

Indigenous Success Teachers	Secondary Indigenous Graduation Coach
Jamie Campbell (Blundell, Bridge, Brighthouse, Cook, DeBeck, Errington, Garden City, Grauer, Kingswood, McNeely, Mitchell, Quilchena, Steves, Talmey, Thompson, Wowk) jcampbell@sd38.bc.ca (604) 781-2410	Brooke Sihota (SLSS) bsihota@sd38.bc.ca (604) 668-6668
Nora Stogan (Anderson, Blair, Byng, Currie, Diefenbaker, Dixon, Ferris, Gilmore, Homma, Kild, Maple Lane, McKay, McNeely, Spu'ukwuks, Tait, Westwind) nstogan@sd38.bc.ca (604) 754-3888	Carmen Lockhart (MacNeill) clockhart@sd38.bc.ca (604) 668-6212
Linda MacHolm (Secondary Success Teacher) lmacholm@sd38.bc.ca (236) 633-1563	David Giesbrecht (Burnett) dgiesbrecht@sd38.bc.ca (604) 668-6478
	Eugene Harrison (RSS) eharrison@sd38.bc.ca (604) 668-6400
	Jamie Hudson (McRoberts) jahudson@sd38.bc.ca (604) 668-6600
	Jen Hayden (Boyd) jhayden@sd38.bc.ca (604) 668-6615
	Maryanne Nerreter (McMath) mnerreter@sd38.bc.ca (604) 718-4050
	Michael Wolfe (McNair) mwolfe@sd38.bc.ca (604) 668-6375
	Patsy Wilding (Cambie) pwilding@sd38.bc.ca (604) 668-6430
	Sam Epp (Palmer) sepp@sd38.bc.ca (604) 668-6288

RICHMOND
SCHOOL DISTRICT NO. 38

Morgan Guerin

Musqueam Welcome to Territory





The Honourees

RICHMOND
SCHOOL DISTRICT NO.38

Alec Dan
Honouring
Those who
Performed the
Cedar Bough
Brushing



Thank you!

Any questions or comments?

Report to Education Committee Public

Date: June 10, 2026

From: Maryam Naser, Assistant Superintendent
Rob Laing, Assistant Superintendent

Subject: **Collaboration Time & Personal Learning Time**

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

INTRODUCTION

The purpose of this report is to provide information about collaboration time and personal learning time in our secondary schools during the 2025/26 school year. Changes to personal learning time planned for the 2026/27 school year are also presented.

STRATEGIC PLAN REFERENCE

Strategic Priority 1: Success for All Learners

Goal 1: The district supports every learner to achieve their highest potential.

BACKGROUND

Collaboration Time (CT)

Secondary schools in Richmond have incorporated collaboration time in their annual calendars for over ten years. Collaboration time allows staff to work together to enhance their professional practice. The table below summarizes how collaboration time was used during the 2025/26 school year, including focus areas, highlights, and next steps.

Collaboration Time

School	Topics/Focus Area	Action Highlights	Reflections/Next Steps
Boyd	<ul style="list-style-type: none"> Formative assessment Literacy strategies Co-planning in departments 	<ul style="list-style-type: none"> Sharing literacy strategies Co-planning opportunities with members of the grade 8 team Aligning the Grade 8/9 assessment practices with BC curriculum Teacher collaboration on lesson and unit plans ELL/LRT models, supplemental support 	<ul style="list-style-type: none"> Continue to work on literacy strategies with the grade 8 team Formative assessment across the curriculum First Peoples Principles of Learning and how these are embedded in our classroom practice
Burnett	<ul style="list-style-type: none"> Focus question: How do we better support 	Areas of Focus <ul style="list-style-type: none"> Making learning clear. 	

School	Topics/Focus Area	Action Highlights	Reflections/Next Steps
	<p>every student to feel successful, connected, and engaged in their learning?</p>	<ul style="list-style-type: none"> • Using consistent proficiency language to communicate student progress • Developing clear learning goals and success criteria • Building in opportunities for student reflection and goal-setting • Making Personal Learning Time (PLT) more intentional • Engaging with the First Peoples Principles of Learning <p>Impact</p> <ul style="list-style-type: none"> • Students receive clear, consistent feedback. • Teachers are aligned in how they describe student progress • More opportunities for students to reflect on their learning, set goals, and demonstrate their learning in different ways. • Student voice and choice are strengthened • More classes incorporating Indigenous perspectives. 	
Cambie	<ul style="list-style-type: none"> • Audit compliance - ELL and Learning Resource • Literacy/Numeracy, Development of Curricular plans PE and English. • Supporting Teacher Candidate development (9 Teacher Candidates, working with approximately 1/3 of teaching staff.) • AI in our Pedagogy 	<ul style="list-style-type: none"> • Review of IEP protocols for IEPs/case management • Developed curricular lessons for the introduction of First Aid/AED curriculum. • English Department: reviewed and developed a common Learning Maps/scope and sequence • Presentation/discussion with Teacher Consultant and English department regarding AI in our Pedagogy. • Sponsor teachers worked with Teacher Candidates to learn about incorporating 	<ul style="list-style-type: none"> • Continued reflection and improvements will remain topics for collaboration.

School	Topics/Focus Area	Action Highlights	Reflections/Next Steps
		Literacy/Numeracy into the classrooms.	
MacNeill	<ul style="list-style-type: none"> Field trips, retreats, and presentations Capstone and project-based experiences Student Voice initiatives Advisory, POWER, and wellness programs Technology integration AI tools Assessment, reporting, and evaluation Student support, inclusion, and differentiation ELL programming Curriculum planning and instructional design Cross-curricular collaboration 	<ul style="list-style-type: none"> Organized collaborative sessions (PLTs, working groups) Mentored teacher candidates Fieldtrip planning (French Festival, Victoria) Coordinated Capstone presentations Grade 8 team check-ins and strategy discussions Explored AI resources and classroom applications Student tracking using data tools. Developed common comment structures and shared rubrics Student Support, Inclusion & Differentiation Planned interdisciplinary projects (e.g., Drama + Art prototype development) 	<ul style="list-style-type: none"> Pro-D planning and embedded collaboration Field trips and experiential learning Event planning, timelines, and logistics Review of impact on student outcomes Grade-level collaboration and transition support Advisory programs and consistent goals Wellness connections within curriculum Technology integration and innovation AI tools, digital tools, and automation Staff support and targeted professional development Inclusive classroom practices Curriculum planning and instructional design Interdisciplinary projects and shared unit planning
McMath	<ul style="list-style-type: none"> Instructional Strategies, Units, Assessment, Student involvement/support School events 	<ul style="list-style-type: none"> Reviewed and aligned curriculum, resources, and assessment practices across several Grade 8 and 9 courses. Developed supports to strengthen student learning, including executive functioning strategies, literacy assessment, and resources. Planned opportunities to enhance student engagement and connection, including Science Fair, math contests, and revival of Link Crew to support Grade 8 students. 	<ul style="list-style-type: none"> Continue to review and adapt curriculum, assessments, events, and learning resources to support student learning and improve outcomes. Use assessment results and classroom evidence to inform instruction. Implement and assess new learning opportunities. Continue to strengthen student engagement, leadership, and connection through school events and supports.

School	Topics/Focus Area	Action Highlights	Reflections/Next Steps
		<ul style="list-style-type: none"> • Explored the use of AI as a tool to support learning and assessment. 	
McNair	<ul style="list-style-type: none"> • Analyzed student literacy data to identify needs and develop targeted supports. • Co-planned lessons, units, interventions, and enrichment opportunities to support student learning. • Developed common assessments and rubrics to strengthen consistency in grading practices. • Shared effective teaching strategies to support collaborative professional practice. 	<ul style="list-style-type: none"> • Aligned curriculum, resources, and assessment practices • Used student learning evidence to inform instruction • Strengthened student supports • Designed inclusive, responsive learning experiences connected to the BC Curriculum, Core Competencies, and First Peoples Principles of Learning • Explored interdisciplinary learning, technology, and AI to support learning and assessment • Strengthened collaborative practice through shared planning, inquiry, reflection, and collective responsibility for student success 	<p>Continued focus will be on:</p> <ul style="list-style-type: none"> • Enhancing student achievement and engagement. • Supporting consistent and effective instructional practices. • Promoting professional learning. • Fostering a collaborative and inclusive school culture
McRoberts	<ul style="list-style-type: none"> • Reviewed department goals, curriculum alignment, course outlines. • Strengthened instructional planning: assessment, scaffolding, and course consistency. • Explored interdisciplinary learning opportunities • Updated curricula across multiple subjects. • Organized French-language events. 	<ul style="list-style-type: none"> • Improved communication and alignment in instruction and assessment across grades. • Advanced curriculum scaffolding and cross-curricular connections • Planned Fine Arts events. • Observable growth through mentorship, collaboration, and PD opportunities. 	<ul style="list-style-type: none"> • Continue refining curriculum alignment and common assessments. • Expand interdisciplinary collaboration. • Strengthen student support. • Support teacher candidates.

School	Topics/Focus Area	Action Highlights	Reflections/Next Steps
Palmer	<ul style="list-style-type: none"> Strengthen student literacy across all subject areas by embedding disciplinary literacy strategies and engaging in collaborative work to enhance literacy in all our departments. 	<ul style="list-style-type: none"> Strengthened student literacy through intentional, school-wide collaboration and regular progress updates. Used collaboration time to plan instructional strategies, share resources, and identify effective practices to support student learning. 	<ul style="list-style-type: none"> Overall, results demonstrate positive growth in both student confidence and literacy achievement since September. Continue to build on this progress.
Richmond Secondary	<ul style="list-style-type: none"> Organize Food Drive Staff and other student events. Plan Science Fair Grade-wide activity involving all Science 9 classes Discussion of goals by department. IEP & AIP discussion Fieldtrip planning 	<ul style="list-style-type: none"> Used collaboration time to plan school-wide and grade-wide learning opportunities for students. Strengthened staff connections and created more opportunities for students to learn beyond the classroom. 	<ul style="list-style-type: none"> Plan for Richmond High's centennial celebration in 2027. Cross- curricular and cross-grade projects.
Steveston-London	<ul style="list-style-type: none"> Developed and refined assessment practices, including literacy assessments, proficiency scales, comment banks, portfolios, and subject-specific tools. Designed hands-on, experiential learning opportunities across subject areas. student support and inclusion. Continued departmental goal-setting and curriculum planning, including adapting programs, incorporating Indigenous teachings. 	<ul style="list-style-type: none"> Developed new learning activities, resource banks, and assessment tools to support student engagement, consistency, and skill development. Planned curriculum and scaffolding for literacy, language learning, combined classes, and ELL programming. Coordinated student supports through shared strategies, IEP review, transition planning, and follow-up. Finalized field-trip logistics, communications, timelines, and student supports. 	<ul style="list-style-type: none"> Refine assessment language, exemplars, and tools to better align with learning outcomes. Improve scaffolding, clarity, and modelling in instructional activities. Strengthen ELL course sequencing, transition planning, and shared student-support practices. Identify areas requiring further support, including field-trip rationale, math foundations, and PLT planning.

Personal Learning Time (PLT)

A revised structure for Personal Learning Time (PLT) was implemented in September 2025. It standardized the amount of PLT across all secondary schools at 96 minutes per week and moved the scheduled blocks from first period to second period to support stronger attendance.

As part of the implementation, the district committed to conduct a review with students, parents and guardians, and staff during the 2025-2026 school year to seek feedback on the effectiveness of this revised PLT structure. Survey results indicate that all three partner groups see value in PLT, with 86% of students, 76% of parents/guardians, and 81% of staff reporting that PLT supports student learning.

A follow-up survey was also conducted with secondary teachers to gather further input on the most effective amount of PLT. This survey was completed by 400 secondary teachers, representing approximately 75% of secondary teachers. Of those who responded, 75% indicated that increasing PLT from 96 minutes to 120 minutes per week would more effectively support student learning.

Feedback from students and staff indicates that additional PLT would provide more time for tests, quizzes, labs, and extended assignments; allow for sustained focus on academic tasks; and improve access to teacher support.

Overall, the results of this review confirm that PLT is a valued structure that supports student learning. To build on this feedback and further strengthen its impact, PLT will continue to be included in secondary school schedules and will increase to 120 minutes per week, effective September 2026.

Principals were provided with school-level survey data to review with staff and consider how current structures can best support student learning. They also shared the results with staff and students and expressed appreciation for their participation.

The district will send a letter to all secondary parents and guardians to thank them for their participation and provide an update on the PLT structure moving forward.

CONCLUSION

Throughout the year, secondary schools engaged in meaningful collaboration to strengthen safe, inclusive, and high-quality learning environments. Educators continue to value collaborative inquiry and work together in a variety of ways, including designated Collaboration Time and other professional learning opportunities, to support student learning and improve outcomes.

Personal Learning Time has provided students with dedicated time during the school day to access academic support, complete learning tasks, and take greater ownership of their progress. To build on the positive feedback received through survey results, PLT will increase to 120 minutes per week, effective September 2026.

An update on Collaboration Time and Personal Learning Time will be brought forward to the Education Committee in June 2027.

Respectfully Submitted,

*Maryam Naser
Assistant Superintendent*

*Rob Laing
Assistant Superintendent*