

Education Committee
Public Meeting Agenda

Wednesday, June 11, 2025 – 6:00 pm
via Zoom

<https://sd38.zoom.us/j/67605521803>

Passcode: 6000

The Richmond Board of Education acknowledges and thanks the First Peoples of the hən̓q̓əmiñəm 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 14, 2025 attached.
- 3. Equity in Action – Report attached.**
Liz Hayes-Brown, Director of Instruction.
- 4. Indigenous Education in the Richmond School District**
Linda Chau, District Administrator, and Alli Ridley and Karla Gamble, Teacher Consultants
- 5. Collaboration Time & Personal Learning Time – Report attached.**
Maryam Naser, Assistant Superintendent
- 6. Next Meeting Date – TBD**
- 7. Adjournment**

Education Committee Public Meeting Minutes

Wednesday, May 14, 2025 – 6:00 pm
Via Zoom

Present:

Vice Chairperson	D. Yang
Alternate Member	A. Wong
Trustee	D. Tablotney
Superintendent	C. Usih
Assistant Superintendent	M. Naser
District Administrator	L. Chau
Teacher Consultant	C. Russo
Teacher Consultant	J. Tang
Teacher Consultant	K. Canas
Teacher	S. Mills
Teacher	R. Yoo
Teacher	J. Leung
Teacher	R. Walliser
Representative, Richmond Association of School Administrators	K. Li
3 rd Vice President, Richmond Teachers' Association	J. Cho
President, Richmond District Parents' Association	C. Huang
Executive Assistant (Recording Secretary)	S. Khan

Absent:

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

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.

Vice Chairperson David Yang informed the committee that Chairperson Heather Larson is unable to attend and chair the meeting today. He will be acting chairperson for the meeting.

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

The minutes of the public meeting held Wednesday, April 16, 2025, were approved as circulated.

3. Collaborative Inquiry: Inspiring Learners Across the District

Assistant Superintendent Maryam Naser introduced District Administrator Linda Chau. She introduced the topic of Collaborative Inquiry and introduced teacher consultants Carolyn Russo, Jonathan Tang and Kristine Canas. The teacher consultants gave a presentation which highlighted the purpose of the inquiry grants and informed the committee that the district currently has over 100 inquiry grants this year spanning a diverse range of topics. Teachers from various schools in the district also participated in the presentation, sharing their perspectives and highlighting a range of inquiry grant projects that foster collaboration among students and staff.

Trustees requested additional details about some of the projects and expressed their appreciation for the innovative and collaborative work.

4. Next Meeting Date – June 11, 2025 at 6:00pm.

5. Adjournment

The meeting adjourned at 6:59 pm.

Respectfully Submitted,

David Yang

Vice Chairperson, Education Committee

Report to the Education Committee (Richmond) PUBLIC

Date: June 11, 2025

From: Christel Brautigam, Assistant Superintendent
Liz Hayes-Brown, Director of Instruction – Equity and Inclusive Learning
Navshina Savory, District Administrator – Equity, Inclusion, and Indigenous Success

Subject: **Equity in Action Update**

The following report to the Education Committee is for information only. No further action the part of the Board is required 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.

The Equity in Action report involved exploration of current practices, processes and services within 4 key dimensions:

- Student Learning Profile
- Policy and Governance
- Pedagogical Core
- Learning Environment

With respect to the current school year, updates on recommendations include these specific areas:

1. Implementation of 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) during the 2024-2025 school year. The purpose of each IEC is to support the board to provide comprehensive and equitable education and support services for Indigenous (First Nations, Metis, 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 territory's boards operate school by, for example, giving priority to local cultural content, protocols, and language. The IEC implementation has been ongoing in SD38 throughout 2024-2025. An initial meeting took place on Monday, April 28th. Draft Terms of Reference have been submitted to the Ministry for review.

2. Indigenous Success Team Student Support

Cultural programming facilitated by the Indigenous Success Team takes a variety of forms, including direct instruction and leading learning activities one-to-one and in small groups at schools, consultation and collaboration with school teams, facilitating and hosting guest speakers, and organizing and supervising field studies and in-community experiences. Collaboration within IST is robust and ongoing. The Indigenous Success Team is comprised of three Elementary and one Secondary Indigenous Success Teachers and 1 Youth Care Worker.

Some highlights of the 2024-2025 school year have included Family Night and Community Night dinners at McNair Secondary, Drum Making with Darren Charlie, Rattle Making with Kymberlee Stogan and Shevonne Cote, a visit to the Vancouver Maritime Museum, and the Richmond Public Library Student Indigenous Art Exhibit, featuring works of art created by Richmond students. The school year culminated with the May 27th District Indigenous Achievement Ceremony at McNair Secondary.

3. Indigenous Gathering Spaces

The district now supports 4 Indigenous Gathering Spaces located geographically across the district at Cambie Secondary, Boyd Secondary, Kidd Elementary, and Grauer Elementary. The Cambie Secondary gathering space has recently undergone a Welcome Stairs project. Each step at the entrance of the Gathering Space is inscribed with affirming words, intended to inspire all students who enter the space: *We learn from you, We welcome you, We honor you, We are strong*. The Grauer Elementary School Gathering Space now has a beautiful Mural created by Deanna Point: "Girl transform into a wolf" which is a compelling Indigenous Story about courage and belonging.

The students of the Indigenous Gathering space at Boyd Secondary hosted Minister Beare on April 23rd, 2025. A highlight of the event was a tour, provided by the students, that included the school's **Truth and Reconciliation Calls to Action and school commitments** display.

4. Grad Coach Pilot

A Grad Coach Pilot took place during the second semester of the 2024-2025 school year at McNair Secondary that proved highly successful. As a result, the Grad Coach model has been expanded to include all secondary schools in the district for the 2025-2026 school year and following.

The Indigenous Grad Coach at each site will be entrusted with the responsibility of supporting Indigenous students in Grades 8-12 in achieving their individual academic, career, and life goals. The goal of this newly created role is to increase the Graduation rates of Indigenous students and to eliminate the achievement gap between Indigenous and non-Indigenous students.

5. Indigenous Learning Day May 16, 2025

Meaningful and ongoing staff professional learning is a cornerstone of supporting Indigenous learners and decolonizing practice in the district. The May 16th learning day for all SD38 staff centered on two First People's Principles of Learning as the Big Ideas:

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

- Learning is embedded in memory, history, and story.

The morning focussed on “Teachings” at three sites: Richmond Secondary with Keynote Len Pierre, Burnett Secondary School with Keynote Laura Grizzlypaws, and McMath Secondary with Keynote Brad Baker. The afternoon focused on “Experiences.” School teams participated in collaborative afternoon activities at their sites. The district Curriculum Team developed a comprehensive package that outlined a wide variety of learning options and activities for each school team to select from.

6. Indigenous Education Artificial Intelligence Protocols

Generative Artificial Intelligence is now a part of the human experience and SD38 is a forerunner in the development of guidelines for the use of AI for students and staff. With that, Director of Instruction of Learning and Business Technologies Wennie Walker and team have been developing protocols that address key considerations for the use of AI in sourcing Indigenous content and the ethical implications that this represents.

Documents remain in the draft stages to ensure thoughtful construction and implementation of support materials. Consultation with SD38 Indigenous Teacher Consultants has and will continue to inform the development of the district’s AI Protocols.

CONCLUSION

The Richmond School District is committed to continuous acts of reconciliation to improve educational, career, and life outcomes for Indigenous students. Ongoing initiatives arising out of the Equity in Action Report and the continuous implementation of the Ministry of Education and Child Care’s Framework for Enhancing Student Learning means that ensuring positive educational experiences remains a priority for the Richmond School District and its staff.

*Respectfully Submitted,
Christel Brautigam
Assistant Superintendent*

*Liz Hayes-Brown
Director of Instruction*

*Navshina Savory
District Administrator*

Report to the Education Committee (Richmond) PUBLIC

Date: June 11, 2025

From: Maryam Naser, Assistant Superintendent

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

The following report to the Education Committee 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 about collaboration time and personal learning time in our secondary schools during the 2024-2025 school year. Changes to personal learning time planned for the 2025-2026 school year are also presented.

STRATEGIC PLAN REFERENCE

Strategic Priority 1: Inspired Learners

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

II. Support educators to deepen their understanding and effective implementation of the curriculum.

III. Design and offer a variety of learning options to meet the evolving and diverse needs of learners.

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 2024-2025 school year, including focus areas, highlights, and next steps.

Collaboration Time

School Name	Topics/Focus Area	Action Highlights	Reflections/Next Steps
Boyd	<ul style="list-style-type: none"> • MYP interdisciplinary • MYP personal projects • New teacher supports • Collaboration between schools 	<ul style="list-style-type: none"> • Transition planning (MYP-Provincial curriculum) • New teacher series (planning, assessment, classroom management) 	<ul style="list-style-type: none"> • Appreciation for co-planning time • Acknowledgment of need for continued support for new teachers • Continue to plan using universal

		<ul style="list-style-type: none"> • Interdisciplinary units 	<p>design for learning model</p> <ul style="list-style-type: none"> • Working with Literacy Teacher to expand Grade 8 initiatives to grade 9. • Community building focus across grades • Diversifying learning experiences
Burnett	<ul style="list-style-type: none"> • School Community • Literacy & Numeracy • Communication of student learning 	<ul style="list-style-type: none"> • Grade 8 team discussion on developing common practices and language • Executive functioning and preparedness for learning • Creating cross curricular projects • Planning and delivering and common assessments 	
Cambie	<ul style="list-style-type: none"> • AI applications • Literacy and numeracy strategies • Designing enrichment activities • Mental health curriculum planning 	<ul style="list-style-type: none"> • Formation of grade 8 team to support literacy/numeracy • Co-planning for students with diverse abilities and disabilities • Curation of resources in learning commons has resulted in dramatic increase in student use of space • Mental Health Mondays 	<ul style="list-style-type: none"> • Continue to build literacy and numeracy strategies • Expand Grade 8 team to Grade 9 team • Continue to use student and staff input to guide decisions about resources, space, and technology to transform learning commons.
MacNeill	<ul style="list-style-type: none"> • ELL resource selection, SIOP training • Assessment • Unit planning • Grade 8 teams • Cross curricular collaboration • Executive functioning 	<ul style="list-style-type: none"> • Development of common language to communicate student expectations • Development of restorative practices action plan 	<ul style="list-style-type: none"> • Piloting new resources • Plan grade wide assemblies to support Grade 8's • Develop new assessments in Science • Continue collaborative unit planning • Refining Math Lounge structure

McMath	<ul style="list-style-type: none"> • Department and cross department collaboration • Review of instructional strategies • School events planning 	<ul style="list-style-type: none"> • Review of learning resources • Fieldtrip planning • Unit planning in Science • Learning materials to support diverse learners 	<ul style="list-style-type: none"> • Continue to review and monitor assessment practices, unit planning • Implement and review new learning materials and units • Review and planning of school events
McNair	<ul style="list-style-type: none"> • School garden and courtyard restoration • Independent programming for Access students • ELL supports • Innovation grant projects 	<ul style="list-style-type: none"> • Capstone film festival • Refined assessment practices • School wide grade 8 literacy and numeracy assessments • ELL supports 	<ul style="list-style-type: none"> • Mindful campus – empowering students to feel mentally, physically and emotionally strong • Continue to use time to support SBT meetings, independent student programming, and transition planning
McRoberts	<ul style="list-style-type: none"> • Literacy and numeracy goals • Curricular adaptations • Inclusive teaching practices • SEL strategies • Development of tools to support students 	<ul style="list-style-type: none"> • Development of cross curricular assessments • Peer mentorship programs • Organizing and streamlining learning materials 	<ul style="list-style-type: none"> • Deepen cross curricular projects • Continue to refine literacy and numeracy strategies • Expand inclusive practices, digital learning, and mentorship
Palmer	<ul style="list-style-type: none"> • Assessment and curriculum alignment • Supporting ELL students • Equity in learning outcomes • Literacy • Student engagement • Student well-being and mental health 	<ul style="list-style-type: none"> • Maintaining consistency and authenticity in assessment • Developing inclusive lesson planning. • Review of ELL collection, “Reading passport” program 	<ul style="list-style-type: none"> • Refining instructional materials based on student and parent feedback • Enhancing the use of SpacesEDU • Support students through varied learning methods, behavior

		<ul style="list-style-type: none"> • Counselling, peer support groups, and stress reduction workshops • Mental health first aid • Strategies to assist ELL students with math word problems 	<p>strategies, and direct engagement.</p> <ul style="list-style-type: none"> • Extend Reading Passport program to more classes • Examine GNA assessment for key terms used.
Richmond Secondary	<ul style="list-style-type: none"> • Assessment practices • Curricular planning • Social Emotional Learning • Community building • Enhancing teacher practice to impact student learning 	<ul style="list-style-type: none"> • UDL exploration • Collaborative project planning (IB) • Fieldtrip planning • Black history month project planning • Student voice initiatives 	<ul style="list-style-type: none"> • Appreciation for the time to plan innovative learning experiences for students • Time to evaluate effectiveness of classroom activities and resources • Plan to continue to develop, identify and plan rich learning opportunities for students
Steveston London	<ul style="list-style-type: none"> • Curriculum Development and Planning • Initiatives aimed at enhancing student skills, learning methods, and classroom engagement • Inter-Departmental Collaboration and Coordination 	<ul style="list-style-type: none"> • Modifying proficiency scales • Fieldtrip planning • Developing proficiency with technology tools • Creating Grade 8 skill lessons • Developing resources for modern language courses 	<ul style="list-style-type: none"> • Share updates on how departments are using collaboration time and share project updates at staff meetings • Collect staff feedback on collaboration time structure and adjust as necessary

Personal Learning Time (PLT)

Personal Learning Time (PLT) was implemented in secondary schools, district-wide during the 2022-2023 school year. PLT empowers students to take greater ownership of their learning by allowing them to focus on their specific needs. The amount of time dedicated to PLT ranges across schools from 120 – 200 minutes per week. Students commonly use Personal Learning Time (PLT) to access additional support from teachers, complete missed assignments or tests, collaborate on group projects, or focus on independent study.

Staff observations and community feedback indicate that student attendance during PLT has been lower than anticipated, suggesting the need for strategies to improve engagement and participation. To address this, two key changes will take effect in the 2025–2026 school year:

1. **Scheduling:** PLT will take place after the start of regular instruction—typically during second period—to help ensure students are present and ready to participate.
2. **Time allocation:** The amount of time allocated to PLT will be standardized across all secondary schools to 96 minutes per week.

These changes will promote greater consistency, equity, and alignment with expectations for instructional time under the BC School Act. During the 2025–2026 school year, schools will also engage students, staff, and families to gather feedback on the impact of PLT and how it is supporting student learning.

CONCLUSION

Throughout the year, secondary schools engaged in meaningful collaboration to strengthen safe, inclusive, and high-quality learning environments. Educators value collaborative inquiry and work together in various formats—whether through designated Collaboration Time or other professional learning opportunities—to improve student outcomes.

Personal Learning Time (PLT) has offered students meaningful opportunities for academic support beyond the regular classroom. The upcoming structural changes are intended to enhance access and effectiveness. Following implementation and consultation, a report will be brought forward to the Education Committee in June 2026.

*Respectfully Submitted,
Maryam Naser
Assistant Superintendent*