

EDUCATION COMMITTEE
PUBLIC MEETING AGENDA

DATE: WEDNESDAY, OCTOBER 21, 2020
LOCATION: REMOTE MEETING VIA ZOOM
TIME: 5:30 PM

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

1. ADOPT AGENDA

2. APPROVE MINUTES

Attachment: In-Camera minutes from meeting held September 16, 2020.

3. PROCESS FOR DISTRICT SANCTIONED EVENTS VS SCHOOL BASED EVENTS

Continue discussion for determining process. Follow-up from meeting on September 16, 2020.

District Sanctioned, District Promoted, and/or School Based

Examples: Orange Shirt Day, Black History Month, World Languages Day, National Indigenous Day, Family Literacy Day, Education Week, World Wildlife Day

4. PRESENTATION: ABORIGINAL PROGRAM

Aboriginal Success Program update

5. SUB-COMMITTEE REPORTS

- ELL Consortium (Metro Boards)
- Richmond Sister City Advisory Committee (City Committee)
- Aboriginal Education Enhancement Agreement Advisory Committee
- SOGI Advisory Committee

6. NEXT MEETING DATE - WEDNESDAY, NOVEMBER 18, 2020 at 5:00 PM

7. ADJOURNMENT

REPORT TO EDUCATION COMMITTEE – PUBLIC

DATE: **OCTOBER 21, 2020**

FROM: **Lynn Archer, Assistant Superintendent**

SUBJECT: **PROCESS FOR APPROVING DISTRICT-WIDE EVENTS OR TOPICS**

TOPIC

The Board of Education’s process for determining whether an event or topic will be approved to be engaged in district-wide, shared with schools for their information only, or not recommended to be either district-wide or provided as information.

PROCESS

During the course of a school year, there are times when an individual or group communicates either through a letter, email, or an in-person presentation to the Board of Education requesting that a special event or topic be approved as a district-wide event or topic. When an individual or group presents such a request to the Board, the Board of Education will refer the request to staff. Staff will review the request and gather any necessary background information in order to prepare a report for Education Committee. The intent of the report will be to provide the Board of Education with information as to whether the event or topic should be approved as a district-wide event or topic, shared with schools for their information only, or not recommended to be either district-wide or provided as information. Education Committee will then bring the information to the Board of Education for discussion and approval.

CONCLUSION

Engaging in the process described above will provide clarity for the Board of Education regarding whether or not to approve the various requests that are received each school year.

Respectfully submitted,

Lynn Archer, Assistant Superintendent

Report to the Education Committee

DATE: October 21, 2020
FROM: Richard Steward, Director of Instruction
Marie Ratcliffe, District Administrator
SUBJECT: Update on Aboriginal Education

INTRODUCTION/BACKGROUND

- The Richmond School District works toward the Calls to Action for the TRC report, specifically Action #63; “developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools. ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history. iii. Building student capacity for intercultural understanding, empathy, and mutual respect.”
- The work of the Aboriginal Success team is built around Action #63 and the four goals of the School District’s second Aboriginal Education Enhancement Agreement (AEEA) which can be accessed [here](#). The four goals are:
 1. Richmond’s students with Aboriginal ancestry will work toward a strong sense of belonging through pride in their cultural heritage. Students will be honoured for their stories, celebrated for their individual strengths, and supported throughout their learning journey.
 2. The community of learners and educators in the Richmond School District will engage in the meaningful process of reconciliation through education by developing an understanding and respect for the histories, cultures, and worldviews of Aboriginal communities, beginning with the First Peoples of this place.
 3. All students in Richmond will gain an understanding of self, community, land, spirits, and ancestors through education that honours the First Peoples Principles of learning.
 4. Improved holistic (emotional, intellectual, physical, spiritual) wellness and achievement of students with Aboriginal ancestry through the development of student success plans that begin at school entry, and are guided by the journey of the individual student, with intentional focus during key transition periods.

DISCUSSION

A team of six teachers and one Success worker is engaged in the varied and complex work that support the goals of the AEEA. Four members of the team work directly with students and families with Indigenous heritage, building connections between students, the school community and the larger community, and ensuring the building and celebration of the considerable strengths that students present. They also help to build connections for students with their cultural heritage and, for older students, with post-secondary institutions. There are approximately 270 students with Aboriginal heritage within the district, and 258 students who participate in the program. These students represent more than 40 distinct Nations across Canada.

Two members of the team work closely with teachers and staff, building capacity in First Peoples Principles of Learning and the integration of Aboriginal content across all sites.

LOOKING FORWARD AND LOOKING BACK

We have piloted the *kʷəməytəm* program now for 2 years. *kʷəməytəm* is a *hənqəminəm* word that roughly translates as “Raise a child”. This program supports a staff volunteer, the *kʷəməytəm*, with additional professional learning to help them in their role as advocate for Indigenous students at their school. We currently have 20 *kʷəməytəm* across the school district, and hope to encourage even wider participation

We are promoting the use of strong Aboriginal learning resources in classrooms, to encourage student interest in First Nations focussed courses in Secondary schools. Possible future courses, depending on student requests, are English First Peoples 10, 11 and 12, BC First People 12, and Contemporary Indigenous Studies 12. Using resources from [FNESC](#), we aspire to create curiosity and interest in secondary-aged students, and also build and strengthen capacity in the use of Indigenous learning resources and First Peoples Principles of Learning for the teaching staff.

The Secondary students with Aboriginal Ancestry in Richmond number about 80, across 11 secondary sites. To encourage community and identity development, and to build relationships, we have brought those students together on a regular basis at the Red Barn, a city owned space on the lands of Terra Nova. There, the students have worked over time with an Elder on building and painting drums, and learning the teachings of the drum. Students have enjoyed each other's company, have built relationships with the Elder, and have forged strong relationships with district staff. It is also clear that their sense of identity is strengthened by this powerful activity.

This year, the [Equity in Action Scan](#) will proceed. This process, which closely examines four areas, replaces, and builds on, the Aboriginal Education Enhancement Agreement process. The areas that will be examined are: Pedagogical Core, Learner Profile, Learning Environments and Policy and Governance. The process began on October 6, 2020, with a workshop given by Joe Heslip from the Ministry of Education. We aim to file a report to the Ministry of Education in June 2021.

CONCLUSION

The District Success team continues to work at strengthening relationships with students and families, and to provide strong professional learning opportunities for staff. Using the Spiral approach to Inquiry, we continue to scan, develop hunches, focus, learn, take action, and check, to see if we are making enough of a difference. Our goal is that the Indigenous students in Richmond graduate with dignity and options.

Report to the Education Committee

DATE: October 21, 2020
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FROM: Richard Steward, Director of Instruction
Marie Ratcliffe, District Administrator
SUBJECT: Update on Equity in Action Project

Introduction

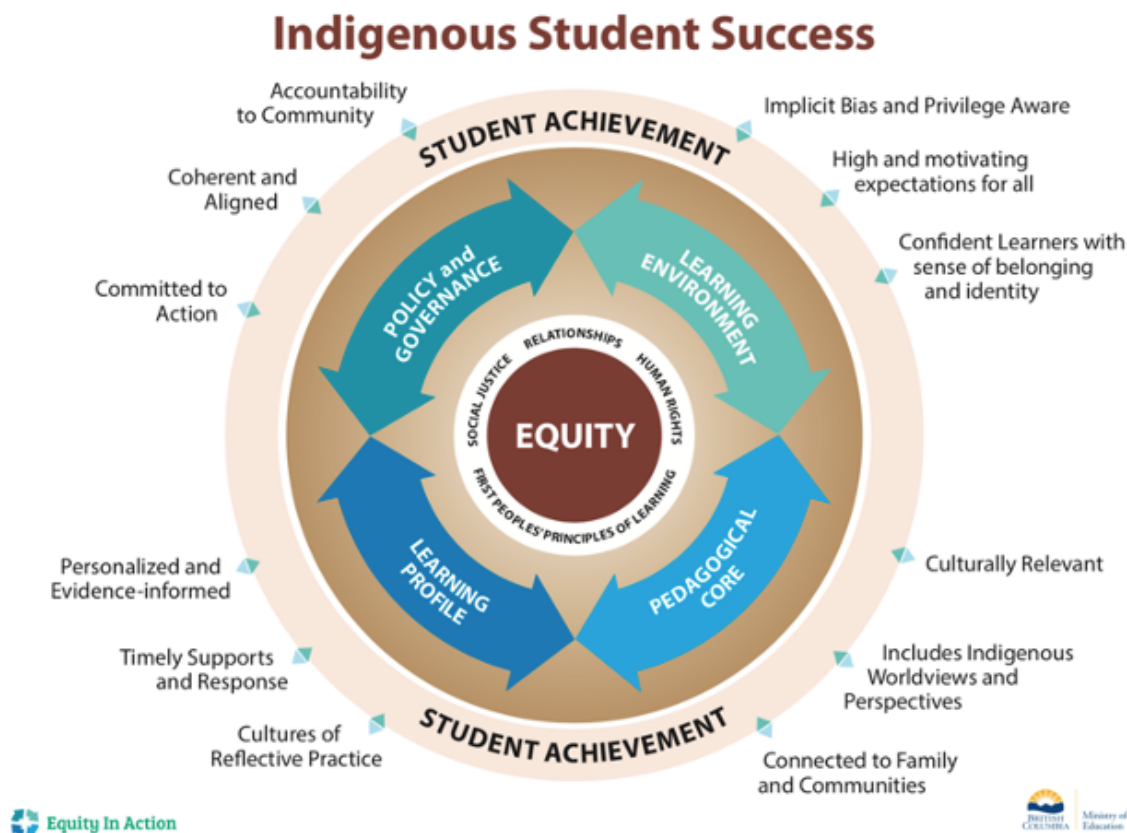
The Ministry of Education changed the requirements on how districts report on the learning of Indigenous learners. Aboriginal Education Enhancement Agreements (AEEAs) will be replaced by Equity Action Plans. Richmond has been selected to take part in this new process during the 2020-2021 school year.

Equity in Action Project

The 'Equity in Action Project' is being implemented by the Ministry of Education and school districts to address systemic barriers impacting Indigenous student achievement. A focus on 'equity of opportunity' and a co-constructive approach will be taken to review district practices and policies that may be creating obstacles for Indigenous learners.

The Equity Scan will use a collective and collaborative decision-making process to enter a genuine and meaningful self-assessment dialogue about the experience of education for Indigenous learners and to respond in strategic ways to create conditions for success. Rights Holders representing First Peoples and stakeholders within the district and local community will be invited to be on an Advisory Working Group to provide guidance and feedback during the entire process including the development of the final report.

There are four key areas of focus in the Equity Scan include Policy and Governance, Learning Environment, Pedagogical Core, and Learning Profile as outline in this diagram:



The Plan will emerge from collective processes, engagement across learning communities, findings based on the equity scan guiding questions, and the 'Learning Profile' district data profile (provided via the Ministry of Education). The scan process will:

1. Build an Equity Scan Team
2. Conduct the Equity Scan
3. Develop a District Equity Profile
4. Construct a Theory of Change
5. Create an Equity Action Plan

The Action Plan submission is part of a growing base of knowledge and practice that will have a positive impact on equity. This emerging collection of wisdom will be used to inform and inspire equity for indigenous students in Richmond and across the Province.

More information on the Equity Scan can be found on the Ministry's web site [here](#).

ELL Consortium Meeting Minutes
March 11, 2020
9:30am
Burnaby Central Secondary School
6011 Deer Lake Parkway, Burnaby BC

1. Acknowledgement of Traditional Territory
2. Introductions and Welcome
3. Review and Approval of Jan. 9 Minutes
4. Report from the Chair
 - Meeting with Minister Mendicino:
 - A letter was sent by MP, Carla Qualrough, to Minister Mendicino in regard to new settlement and service needs for ineligible students and families
 - ELL Consortium was invited to a meeting as a result to the letter. Jen Mezei attended:
 - the focus on students' needs and families' needs as well as the lack of provincial funds for ineligible students
 - It was suggested to have a follow-up to the meeting
 - Funding Model:
 - The Ministry is not moving forward with the prevalence model at this point; 20/21 funding is status quo; however, we are to expect additional funding for vulnerable students
 - additional funding is particular around demographics and vulnerable students including children in care
 - The Ministry did not provide any information on how this funding would be allocated
 - Ministry believes this funding will help our new settlement/ELL students
 - MyEdBC – AIP will be organized in MyEdBC
 - It was announced a couple of weeks ago that the Ministry will fund this project and has made it a priority
5. Year End Update
 - What general information to include, to create a report for year end:
 - Ideas provided:
 - Summarize the hard work the Consortium has done in a document that can be shared with new members and other trustees
 - Funding model
 - Ineligible clients

- ELL standards (partnership with UBC and SFU) – worked on but still not finalized
- Successes: with AIP group created a great document which will be on MyEdBC but it is still in progress
- Be specific about the efficiency of the Consortium
- Presentation to BCSTA
- **Set up as Strategic Planning: Who we are, what we do, our goals, our achievement/progress this year, plan for next year**
- Show to the Ministry that we've worked on the goals, but some have not been completed at Ministry's level (ei; ELL standards, AIP)
- Strategic Plan would be advantageous for communicating with our boards

6. District Updates:

- Coquitlam:
 - Tan H. (October ProD)
 - Influx of refugee (Colleagues are asking for Trauma informed practice)
 - Culturally responsive classrooms (ELL, diverse learning, all learners)
 - Caz is meeting in May with the Ministry's ELL Audit Committee
- Burnaby:
 - Professional Development (Language practice series, early years; Picture this learning series; SIOP)
 - UBC Assessment Consortium
- Maple Ridge:
 - SIOP was a huge success
 - Literacy Cohort
 - Faye Brownlee and Shelley Moore
- Richmond:
 - Inclusive Model (moving forward)
 - Tan H. presented for ELL and Resource
 - District literacy committees
 - Building a Welcome Centre (opening in September)
- West Vancouver:
 - SIOP
 - Spring Assessments (rolled out)
 - SIOP (1/2-day presentations will be created for administrators)
 - Newsletters to ELL staff
 - UBC will work with West Vancouver (How to assist French Immersion students in ELL)
- Vancouver:
 - Several new students from China at Welcome Centre
 - ELL audit in April
 - Strong Inclusive Practice
 - Dinner series (ELL support)

- ELL Connect Kit – set of lesson plans using books to assist students with immigration to Canada
- Piloting the Oral Assessment
- Surrey
 - Welcome Centre (needs assessments from schools to help students make transition to schools)
 - Averaging 5 new students a day
 - Met with MPs in regard to funding issues (over half students not funded by IRCC)
 - MLAs visited the Welcome Centre a few weeks ago
- Delta:
 - SWIS: settled with IRCC
 - Able to provide Additional Counselling during summer
 - Working together on literacy, foundational skills and content knowledge, focus on developing language and content together
- Francophone School District:
 - 6200 students; 350 families supported
- Langley:
 - Professional Development (Teaching Literacy for ELL; Co-Teaching/Co-Planning; Inclusive Practice)
 - Tan is coming in 2021 and will be working with ELL and resource teachers on Scaffolding.
- UBC:
 - Extreme THANKS to the Coordinators who organized and presented SIOP (the impact on the lives of the teachers and students from this SIOP presentations is incredible)

Suggestion: a collective award to the SIOP team (there need to be some acknowledgement to what has transpired)
 Suggested Premier's Excellence Award
 Lynne Block from West Vancouver is looking into the Consortium nominating staff

7. Old Business:

- For future, when we sign in at the meetings, let's add our title
- Suggestion: Tribes Cooperative Learning (researched base resource from Jane Gibbs)
- Change the name of the Consortium?
 - Ideas:
 - ELL Provincial Advisory Committee (Note: It is a Metro team that reports out to the Province, not provincial committee)
 - ELL Advocacy Network
 - ELL Advocacy

- ELL Advocacy Assembly
- ELL Advocacy Action Network
- ELL Action Network
- Francophone SD do not teach ELL; (Note: ELL Policy Guidelines says: The term “ELL” in this document also pertains to French Language Learning / Francization (FLL) for students enrolled in Conseil scolaire francophone (CSF) de la Colombie-Britannique)

(The name that had the greatest appeal was the ELL Advocacy Network)

8. Next meeting May 13

Notes taken by Joanne Neveux #35 Langley

Attendees:

Val Windsor #37

Raj Puri #36

Bob Holmes #36

Ann Hunter #39

Valia Spiliotopoulos UBC

Maria Yioldassis #45

Hieu Pham-Fraser #38

Diane Wadden #42

Lynne Block #45

Joanne Neveux #35

Marnie Wilson #35

Sheelah Donahue #45

Jeanette Laursoo #41

Bill Brassington #41

Natalya Khan #41

Donna Sargent #38 BCSTA

Christine Pollock #43

Caz Davidson #43

Annette Azar-Diehl #93

Margaret Early UBC

Satnam Chahal #37