
EDUCATION COMMITTEE
PUBLIC MEETING AGENDA

DATE: WEDNESDAY, FEBRUARY 15, 2023

TIME: 6:00 PM

<https://sd38.zoom.us/j/64297908768>

Passcode: 6000

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

- 1. Adopt Agenda**
- 2. Approve Minutes**
Public minutes from meeting held January 18, 2023 attached.
- 3. Indigenous Focused Graduation Requirement**
Report from Jane MacMillan, Assistant Superintendent and Rav Johal, Director of Instruction attached.
- 4. Next Meeting Date – Wednesday, April 19, 2023 at 6:00pm**
- 5. Adjournment**

EDUCATION COMMITTEE PUBLIC MEETING MINUTES

Minutes of a **Public** meeting of the Education Committee held virtually via Zoom on Wednesday, January 18, 2023 at 6:15 pm.

Present:	Chairperson	H. Larson
	Vice Chair	D. Yang
	Trustee Member	A. Wong
	Assistant Superintendent	J. MacMillan
	Director of Instruction	R. Johal
	Director of Instruction	B. Thompson
	President, Richmond Teachers' Association	L. Baverstock
	Pro-D Officer, Richmond Teachers' Association	J. Cho
	Past President, Richmond District Parents' Association	D. McFie
	Member, Richmond Association of School Administrators	A. Pikkarainen
	Member, Richmond Association of School Administrators	L. Leung
	President, CUPE716	I. Hillman*
	Executive Assistant (Recording Secretary)	S. Khan

**Present for a portion of the meeting*

The meeting was called to order at 6:15 pm.

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

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

The minutes of the public Education Committee meeting held Wednesday, September 14, 2022, were approved. Chairperson Larson informed the committee she is the only one to approve these minutes as no other trustees present at the September 14, 2022 meeting were present at this January 18, 2023 committee meeting due to new board of trustees.

3. Equity In Action Project Report (Recommendation)

Assistant Superintendent, J. MacMillan introduced Director of Instruction for Learning Services, R. Johal. He provided a PowerPoint presentation, which is attached to the agenda, and an overview of why the Equity in Action Project took place, the four different dimensions of the project, the process and data analysis, and the recommendations brought forward from the Equity in Action Project report. R. Johal informed the committee that centering on Indigenous students and their families to hear their perspectives was a focus of the project. Staff responded to questions from stakeholders around the process of moving forward from the recommendations and recruitment. Chairperson Larson confirmed to the committee that

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

the recommendation included in the *Equity in Action Project* report will be coming forward to the Board for approval.

4. Aspen Learning Centre Program Review Report (Recommendation)

Assistant Superintendent, J. MacMillan introduced Director of Instruction for Learning Services, B. Thompson. She provided a PowerPoint presentation, which is attached to the agenda, and an overview on the what the aspen learning centre is, the rationale of the program review, what is involved and what are the recommendations from the report. Trustees and stakeholders provided positive feedback and appreciation of the next steps provided in the report. Chairperson Larson confirmed to the committee that the recommendation included in the *Aspen Learning Centre Program Review* report will be coming forward to the Board for approval.

Chairperson Larson read the terms of reference to committee members and informed the committee that a survey will be sent to committee and stakeholder members to obtain input for meeting format preferences.

5. Next Meeting Date – Wednesday, February 15, 2023 at 6:00 pm.

6. Adjournment

The meeting adjourned at 5:56 pm.

Respectfully Submitted,

*Heather Larson, Chairperson
Education Committee*

Report to the Education Committee PUBLIC

DATE: February 15, 2023

FROM: Jane MacMillan, Assistant Superintendent
Rav Johal, Director of Instruction, Student Services & Data Analytics

SUBJECT: Indigenous Focused Graduation Requirement

This report is provided to the Board for information purposes. No further action on behalf of the Board is required. This report was provided to the Board of Education at the public Board meeting on December 14, 2022.

Introduction:

The purpose of this report is to provide information regarding the Richmond School District's implementation plan of the Ministry of Education and Child Care Indigenous Focused Graduation Requirement which is scheduled to begin in the 2023-2024 school year.

Strategic Plan Reference:

Priority 1: Inspired Learners

Goal 3: Indigenous Peoples' history, perspectives, and learning approaches are embedded within district planning and practices.

I. Honour and implement the Truth and Reconciliation Commission calls to action related to education.

II. Deepen understanding of and embed the First Peoples' Principles of Learning.

III. Increase access to authentic learning opportunities and resources to enhance understanding of Indigenous Peoples' culture and history.

Priority 2: Equity and Inclusion

Goal 1: District learning environments are equitable and inclusive.

I. Support all learners to develop a sense of connection, belonging and positive personal and cultural identity

Goal 2: The district actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation and socio-economic status.

I. Ensure students and staff have access to current and relevant learning resources that reflect the diversity of, and the challenges faced by our community and the world.

Background:

The BC Ministry of Education and Child Care is implementing an Indigenous-focused graduation requirement for all secondary students beginning in the 2023-2024 school year. The implementation of an Indigenous Focused Graduation requirement was one of the action items in the provinces [Declaration on the Rights of Indigenous Peoples Act](#), which is the framework for reconciliation in British Columbia. The Act commits government to developing and implementing an action plan in consultation and cooperation with Indigenous peoples to achieve

objectives of the [UN Declaration on the Rights of Indigenous Peoples](#) in B.C. The Action Plan includes a commitment to “*implement a mandatory course or bundle of credits related to First Peoples as part of graduation requirements in B.C.*”. This transformative change to the Graduation Program represents an important next step toward lasting and meaningful reconciliation, providing all BC students with the necessary time and opportunity to develop deeper understandings of the experiences, cultures, and histories of Indigenous peoples in Canada. This new requirement reflects ongoing work by the Ministry of Education and Child Care, First Nations Education Steering Committee (FNESC), and other education partners to build capacity within the education system to address Indigenous-specific racism.

The requirement involves secondary students completing 4 credits of Indigenous-focused coursework to graduate. The requirement may be completed from Grades 10-12 through:

- One or more of a variety of provincially-developed courses, and/or
- A First Nations Language course, and/or
- A locally developed, Indigenous focused course (BAA) that meets specific criteria

Implementation Strategy:

Consultation

In determining the path forward as it pertains to implementing the Indigenous Focused Graduation requirement, including specific course determinations, an initial draft and rationale was developed by staff and shared in early fall 2022. Feedback was solicited from multiple stakeholder groups, including Musqueam First Nation, Learning Services’ Indigenous Success Team, secondary administrators, secondary teachers, Richmond Teachers’ Association, the Education Implementation Committee and District Leadership staff. Staff also consulted and were informed by the Ministry’s *Indigenous-Focused Graduation Requirement Implementation Handbook*, published in early fall 2022.

Course Selections and Rationale

Based on feedback and input from multiple perspectives, English First Peoples 12 and BC First Peoples 12 will be offered beginning the 2023-2024 school year in all secondary schools, secondary alternate sites, and Richmond Virtual School. Schools also have the option of offering English First Peoples 10, utilizing any two of the four courses offered to comprise the 4-credit bundle.

English First Peoples 10, BC First Peoples 12, and English First Peoples 12 meet required graduation courses while allowing students to maintain a breadth of elective choices. These existing provincial courses meet multiple graduation requirements such as the English Language Arts 12 and Social Studies requirements. Further, students have the option to take BC First Peoples 12 in Grade 11 or during their Grade 12 year to complete the graduation requirement. Students have a choice of either BC First Peoples 12 or English First Peoples 12 and may take one or both courses in their Grade 12 year. For schools offering English First Peoples 10, students have the option to complete their graduation requirements two years prior to graduation, allowing more opportunity for students to develop deeper understandings of the cultures, histories, contemporary contexts, and perspectives of Indigenous peoples of BC and to inspire further Indigenous learning.

Implementation Support

Implementation of the two Grade 12 courses will be consistent for the 2023-2024 and 2024-2025 school year, and will be reviewed and consideration given for continuation, expansion or alternate options in the years following. Consistent district-wide implementation allows for comprehensive and cohesive implementation support. Learning Services staff, including teacher consultants for Indigenous Success, Equity and Inclusion and Literacy, and the DRC Coordinator, will work collaboratively to support teachers, beginning in January 2023, to

prepare for implementation in September 2023. Collaboration and planning days will be offered for professional learning specific to these courses. In future years, this support can be further expanded to other courses as needed.

In terms of resources, teacher resource guides are available through the First Nations Education Steering Committee (FNESC) for English First Peoples 10, 11 & 12, and BC First Peoples 12. Additional funds will be provided to each school site to support the purchase of resources, including literature text sets, to support implementation.

Funding

Funding has been set aside for purchase of resources to support implementation and will be distributed to secondary schools. Additional funds for professional learning to support release time and other professional learning costs will also be utilized this year, with additional funding support needs, to be considered for the 2023-2024 annual budget. There will be no minimum enrolment requirements for these courses.

Next Steps:

Course descriptions for these courses have been developed for inclusion in secondary course brochures for the 2023-2024 school year. Secondary administrators are beginning discussions with staff regarding implementation needs and are identifying staff who may be interested in teaching these courses for the coming school year. Learning Services is developing the support model for the implementation plan and will begin offering specific professional learning and collaboration opportunities beginning in early 2023.

Conclusion:

The implementation of the Indigenous Focused Graduation requirement is a unique opportunity to demonstrate in part, our shared commitment to reconciliation as BC students have an opportunity to develop deeper understandings of the experiences, cultures, and histories of Indigenous peoples in Canada.

Respectfully Submitted,

Jane MacMillan

Assistant Superintendent, Learning Services

Rav Johal

Director of Instruction, Student Services & Data Analytics