

Policy Committee

Public Meeting Agenda

Tuesday, November 12, 2024 – 11:00 am
via Zoom

<https://sd38.zoom.us/j/61808664353>

Passcode: 6000

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

- 1. Adopt Agenda**
- 2. Approve Minutes**
Public minutes from meeting held October 15, 2024 attached.
- 3. Verbal Update - Policy 103 Bylaw: Complaints by Students, Parents and the Public**
Update from Assistant Superintendent Laing.
- 4. Policy Refresh to align with DEI checklist (standing item):**
Policy 101/101-R: Strategic Planning
Report from the Superintendent attached.
- 5. Status of Current and Anticipated Items**
Status Update attached.
- 6. Next Meeting Date – Monday, December 2, 2024 at 11:00 am**
- 7. Adjournment**

Policy Committee
Public Meeting Minutes

Tuesday, October 15, 2024 – 11:00 am
Via Zoom

Present:

Chairperson	D. Tablotney
Vice Chairperson	D. Yang
Trustee Member	R. Belleza
Trustee Alternate	H. Larson
Trustee	A. Wong
Superintendent	C. Usih
Assistant Superintendent	R. Laing
Director of Instruction, Learning and Business Technologies	W. Walker
President, Richmond Teachers' Association	L. Baverstock
2 nd Vice President, Richmond Teachers' Association	F. Marsic
President, Richmond Association of School Administrators	N. Widdess
Vice President, Richmond Association of School Administrators	A. Goulas
President, Canadian Union of Public Employees 716	S. Robinson
Chair, Richmond Management and Professional Staff	K. Gibson
President, Richmond District Parents Association	C. Huang
Vice President, Richmond District Parents Association	A. Gong
Executive Assistant (Recording Secretary)	J. Coronel

The Chairperson called the meeting to order at 11:03 am.

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

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

Minutes of the meeting held September 16, 2024 were approved as circulated.

3. Verbal Update on the Use of Artificial Intelligence (AI) in the District

Assistant Superintendent Laing shared an update on the use of Generative AI in the district, with the following highlights:

- Guidelines and Guiding Principles on the use of AI are currently being developed, which reflect the district's values and educational goals
- Staff will engage with partner groups throughout the policy development process
- Ongoing professional learning opportunities will be available to equip staff with knowledge and skills necessary to effectively implement Generative AI tools in their teaching practices and business operations.

The Director of Instruction, Learning and Business Technologies also emphasized that the district's AI usage principles will prioritize data privacy, student safety and transparency. Workshops, education modules, and hands-on sessions will be available to empower staff to leverage AI tools effectively in their daily work. She also added that feedback from partner group and students will play a key role in shaping the district's Guidelines on the use of AI.

In response to a trustee's question regarding the risks associated with the use of AI tools and the security of data collected by Generative AI tools, Assistant Superintendent Laing clarified that these concerns will be addressed within the Guidelines and Guiding Principles. They will also be discussed in professional learning opportunities for staff.

4. Status of Current and Anticipated Items

A Status of Current and Anticipated Items was attached to the agenda package.

5. Next Meeting Date – Tuesday, November 12, 2024 at 11:00 am.

6. Adjournment

The meeting adjourned at 11:33 am.

Respectfully Submitted,

*Debbie Tablotney
Chairperson, Policy Committee*

Report to Policy Committee Public

Date: November 12, 2024

From: Christopher Usih, Superintendent of Schools

Subject: Policy Refresh to Align with DEI Checklist – Policy 101/101-R: Strategic Planning

RECOMMENDATION:

THAT the Chairperson of the Policy Committee bring forward a Notice of Motion to the Board of Education at the November 20, 2024, public meeting that a recommendation for the board's consideration will be presented at the December 11, 2024, public meeting to approve minor revisions to Policy 101 and 101-R: Strategic Planning.

INTRODUCTION:

The purpose of this report is to provide a draft timeline, background information, and proposed minor revisions (i.e., housekeeping) to Policy 101 & 101-R.

BACKGROUND:

Starting this month and for the foreseeable future, staff will be bringing to Policy Committee, minor revisions to existing policies and/or regulations in accordance with Policy 204-R: Development and Revision of Policy and Regulation, and the Checklist for Policy, Regulations and Guidelines Revision and Development. Ultimately, all minor revisions supported by Policy Committee will require approval at a public meeting of the Board of Education.

POLICY CONSIDERATIONS:

The proposed minor revisions to Policy 101 & 101-R are guided by the need to align existing policies with new understandings through a DEI lens (see Checklist for Policy, Regulations and Guidelines Revision and Development).

A specific example of the type of language requiring attention throughout the Board's Policy Manual is the often used term, "stakeholder." The provincial government has developed and posted online a document titled *Terminology in Indigenous context* which articulates that the term "stakeholder" is a common cooperate term for partners which has negative connotations to many Indigenous Peoples." Policies are being aligned with the Ministry guidance, and the term "stakeholder" is being replaced with "partner group".

In addition, the necessity to review existing Board policies and regulations (described above) provides the opportunity for greater consistency regarding a range of items such as the use of jargon, capitalization, spacing, spelling, hyphenation, district job title modifications, and Ministry of Education and Child Care changes over time.

Proposed district definition of "partner group":

In the Richmond School District, the term partner groups include Indigenous rights holders, and all officially recognized education partner representatives for Canadian Union of Public Employees (CUPE)

716, Richmond Association of School Administrators (RASA), Richmond District Parents Association (RDPA), Richmond Management and Professional Staff (RMAPS) and the Richmond Teachers' Association. Official representatives from partner groups participate on behalf of their members in committee meetings, engagements, and other activities to provide valuable input, feedback, and advice to the district. The Richmond School District values input and voice from all members of the school community including students, parents/guardians, and employees. Where appropriate, the Richmond School District will provide opportunities for public engagement to ensure all individuals can provide input to the district.

LEGISLATIVE CONSIDERATIONS:

School Act - Section 85: Power and Capacity

For the purposes of carrying out its powers, functions, and duties under the School Act, a board has the power and capacity to determine local policy.

PROCESS

Following initial discussions at Policy Committee (In-camera), trustee feedback has been incorporated into the draft documents. Per Board Policy 204-R, it is recommended not to place the policy revisions into the partner group review process, as the proposed revisions are minor in nature.

PROPOSED TIMELINE:

Dates	Meeting	Comments
October 15, 2024	Policy Committee (In-camera)	Report submitted to Policy Committee (In-camera) with draft minor policy revisions attached. Opportunity for trustee review and feedback.
November 12, 2024	Policy Committee (Public)	Draft revised policy incorporating trustee feedback submitted to Policy Committee (Public). Recommendation for Notice of Motion at the next Board of Education (Public) Meeting.
November 20, 2024	Board of Education (Public)	Possible Notice of Motion for approval at the next Board of Education (Public) Meeting.
December 11, 2024	Board of Education (Public)	Recommendation for board approval of revised policy.

Respectfully submitted,

*Christopher Usih
Superintendent of Schools*

Attachments:

- 1. Policy 101 & 101-R with proposed revisions (track changes & clean versions)*
- 2. Provincial Government Document: Terminology in Indigenous context*
- 3. Checklist for Policy, Regulations and Guidelines Revision and Development*

DISTRICT PHILOSOPHY

Policy 101

Strategic Planning

Foundational Statement

The Board of Education is committed to supporting the educational journey of every student in the Richmond School District. We recognize that the world is in a state of continual change, and we must therefore adapt our learning environments to ensure that every student can thrive and be successful.

Equity and inclusion are foundational to learning and leading, and are critical to success, well-being, and fulfillment. It is our mission to ensure that all our students, families, and staff feel welcomed, are treated respectfully, and have a sense of belonging. We acknowledge our responsibility to support all learners so they may successfully complete their education with a sense of dignity, purpose, and options.

The Board also recognizes the critical importance of taking a central and active role in Truth and Reconciliation and is fully committed to ensuring that Indigenous peoples, history, perspectives, and learning approaches are embedded within district planning and practices.

Deleted: P

Deleted: '

Through thoughtful planning and deliberate action, we believe that we can inspire and support everyone in our educational community to be lifelong learners who understand their role as global citizens. Every aspect of the strategic planning process is designed to support these foundational principles. The Board of Education believes that alignment amongst provincial, district, and school level planning is crucial in order to ensure the continuous improvement of educational outcomes for all students.

Legislative Requirement

In accordance with the [Provincial Framework for Enhancing Student Learning \(FESL\) Policy](#), Boards of Education are required to set, create, and maintain a strategic plan, annually reporting on student outcomes. The strategic planning process provides the Board of Education and the district with a clear and evidence-based path forward that sets a plan in place to support student achievement. Effective planning ensures public resources entrusted to the Board of Education are used for optimal results in terms of student achievement.

Deleted: D

DISTRICT PHILOSOPHY

Policy 101

Strategic Planning

Foundational Statement

The Board of Education is committed to supporting the educational journey of every student in the Richmond School District. We recognize that the world is in a state of continual change, and we must therefore adapt our learning environments to ensure that every student can thrive and be successful.

Equity and inclusion are foundational to learning and leading, and are critical to success, well-being, and fulfillment. It is our mission to ensure that all our students, families, and staff feel welcomed, are treated respectfully, and have a sense of belonging. We acknowledge our responsibility to support all learners so they may successfully complete their education with a sense of dignity, purpose, and options.

The Board also recognizes the critical importance of taking a central and active role in Truth and Reconciliation and is fully committed to ensuring that Indigenous peoples history, perspectives, and learning approaches are embedded within district planning and practices.

Through thoughtful planning and deliberate action, we believe that we can inspire and support everyone in our educational community to be lifelong learners who understand their role as global citizens. Every aspect of the strategic planning process is designed to support these foundational principles. The Board of Education believes that alignment amongst provincial, district, and school level planning is crucial in order to ensure the continuous improvement of educational outcomes for all students.

Legislative Requirement

In accordance with the [Provincial Framework for Enhancing Student Learning \(FESL\) Policy](#), Boards of Education are required to set, create, and maintain a strategic plan, annually reporting on student outcomes. The strategic planning process provides the Board of Education and the district with a clear and evidence-based path forward that sets a plan in place to support student achievement. Effective planning ensures public resources entrusted to the Board of Education are used for optimal results in terms of student achievement.

DISTRICT PHILOSOPHY

Policy 101-R

Strategic Planning

Strategic Plan Development

The Board of Education ~~will~~, on a five-year cycle, develop and ~~support the implementation of~~ a strategic plan that identifies the higher-level strategic priorities of the district as well as more specific goals and objectives that support each strategic priority.

Deleted: shall

Deleted: implement

Communication

Upon completion of the strategic planning process, the Superintendent ~~will~~ develop and implement a communications strategy advertising the strategic plan with members of the school district and the community. Part of that strategy ~~will~~ include making provisions for the distribution of the strategic plan and its placement on the ~~district~~ website.

Deleted: shall

Deleted: shall

Deleted: D

Consultation and Review

During the term of the strategic plan, the Board ~~will~~ periodically consult with ~~partner groups~~ to seek their input into adjustments to the plan that may need to be considered for the following school year. In the final year of the existing strategic plan, the Board ~~will~~ engage in a comprehensive review and consultation process with students, ~~partner groups~~, and ~~the~~ community. Results of this process ~~will~~ form the basis of the next strategic plan.

Deleted: shall

Deleted: stakeholders

Deleted: shall

Deleted: partners

Deleted: shall

Definition of "partner group":

In the Richmond School District, the term partner groups include Indigenous rights holders, and all officially recognized education partner representatives for Canadian Union of Public Employees (CUPE) 716, Richmond Association of School Administrators (RASA), Richmond District Parents Association (RDPA), Richmond Management and Professional Staff (RMAPS) and the Richmond Teachers' Association. Official representatives from partner groups participate on behalf of their members in committee meetings, engagements, and other activities to provide valuable input, feedback, and advice to the district. The Richmond School District values input and voice from all members of the school community including students, parents/guardians, and employees. Where appropriate, the Richmond School District will provide opportunities for public engagement to ensure all individuals can provide input to the district.

Operational Plans

Under the direction of the Superintendent, staff will create operational plans that reflect the five-year term of the strategic plan. Operational plans for each objective will include:

- a clear indication of the senior staff person responsible
- key actions to be taken to achieve each objective
- clear timelines for the achievement of each objective
- ~~success~~ success indicators

Adopted: 24 May 2023

Regulation

Formatted: Indent: Left: 1.27 cm, No bullets or numbering

Operational plans will reflect the fact that the objectives contained in the strategic plan are intended to be achieved over the five-year cycle of the plan.

Alignment of Planning

District level strategic planning will incorporate and be aligned with the Provincial Framework for Enhancing Student Learning (FESL) Policy and school level planning.

The district will have an annual planning cycle that links the FESL to the district strategic plan. The strategic plan is then linked to school stories. Areas of focus contained in school stories will be considered as part of the evidence gathered to inform the development and monitoring of the district plan. District operational plans and the distribution of resources (human, financial and technological) will be aligned with the outcomes set out in the strategic plan.

Provincial Level Planning

The Provincial Framework for Enhancing Student Learning (FESL) combines accountability with evidence-based decision making to support a system wide program of continuous improvement. It brings a formalized approach to the planning and reporting expectations for all school districts with a focus on improving student learning and enhancing the intellectual, social, and career development of all students in the K-12 public system.

District Level Planning

The Board of Education will, on a five-year cycle, develop and support the implementation of a strategic plan that identifies the higher-level strategic priorities of the district as well as more specific goals and objectives that support each strategic priority. The plan will be based on feedback obtained from students, partner groups, and the community.

School Level Planning

Under the direction of the Superintendent or designate, school principals will, on an annual basis, update the school story for their school. The school story will follow an inquiry model with outcomes that are specific, meaningful, measurable, and evidence informed. Throughout the year, each school will engage in a process to continuously monitor and revise its school story to demonstrate how the school community is working on improving learning outcomes for students by setting a focus to improve student achievement based on a continual cycle of inquiry.

Deleted: D

Deleted: shall

Deleted: D

Deleted: S

Deleted: P

Deleted: S

Deleted: P

Deleted: D

Deleted: P

Deleted: S

Deleted: P

Deleted: p

Deleted:

Deleted: shall

Deleted: partners

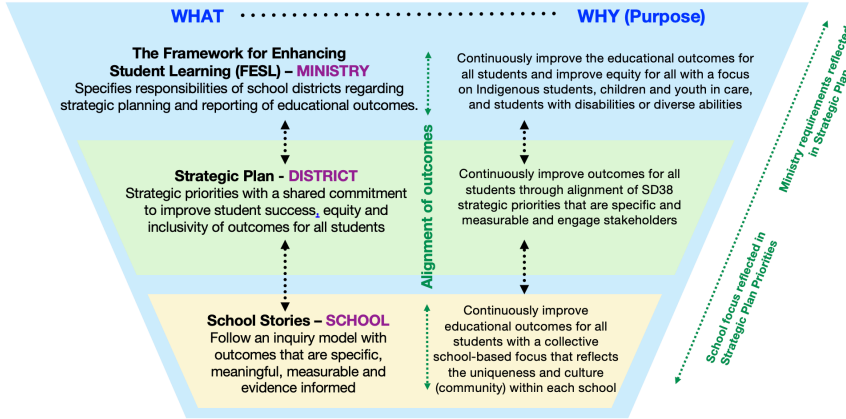
Deleted: legate

Deleted: shall

Deleted: e

Strategic Alignment - Connecting the Dots

How are we working to put systems in place that continuously improve the educational outcomes for all students?



Annual Reporting Cycle

Staff will report to the Board and partner groups, using a variety of methods over the course of each school year:

Annual Report to the Board:

Each September, staff will provide the Board with an annual report that includes two components:

1. Progress made on items scheduled for focus *in the previous 12 months*:
 - a. This will contain specific reference to the actions, outputs, and success indicators relating to objectives scheduled to be focused on during the previous year.
2. Areas of focus *for the upcoming year*:
 - a. This will contain upcoming areas of focus identified by the Board within the existing strategic priorities and goals.

Quarterly Reports:

In addition to the Annual Report to the Board in September, staff will provide progress updates to the Board three times each year. Each strategic priority will be reported on once during each school year. These reports will be provided in public.

Deleted: ¶

Deleted: stakeholders

Deleted: .

Deleted: :

Deleted: S

Deleted: P

Deleted:

Adopted: 24 May 2023

Standing Committee Updates:

As part of the usual workflow of standing committees, staff will provide reports and updates on a variety of topics. This will provide a venue for discussion and input amongst trustees, and where appropriate, partner groups.

Deleted:

Deleted: stakeholders

Annual Framework for Enhancing Student Learning (FESL) Report to the Minister of Education and Child Care:

In accordance with requirements contained in the Enhancing Student Learning Reporting Order, districts are required to submit an annual report to the Minister of Education and Child Care which outlines progress made in relation to a number of predetermined student outcomes. This report must be submitted by September 30th of each year. The report will be shared with the Board prior to submission, and trustees and partner groups will have the opportunity to engage in discussion about the contents of the report at a public meeting of the Education Committee.

Deleted: stakeholders

Adopted: 24 May 2023

DISTRICT PHILOSOPHY

Policy 101-R

Strategic Planning

Strategic Plan Development

The Board of Education will, on a five-year cycle, develop and support the implementation of a strategic plan that identifies the higher-level strategic priorities of the district as well as more specific goals and objectives that support each strategic priority.

Communication

Upon completion of the strategic planning process, the Superintendent will develop and implement a communications strategy advertising the strategic plan with members of the school district and the community. Part of that strategy will include making provisions for the distribution of the strategic plan and its placement on the district website.

Consultation and Review

During the term of the strategic plan, the Board will periodically consult with partner groups to seek their input into adjustments to the plan that may need to be considered for the following school year. In the final year of the existing strategic plan, the Board will engage in a comprehensive review and consultation process with students, partner groups, and the community. Results of this process will form the basis of the next strategic plan.

Definition of “partner group”:

In the Richmond School District, the term partner groups include Indigenous rights holders, and all officially recognized education partner representatives for Canadian Union of Public Employees (CUPE) 716, Richmond Association of School Administrators (RASA), Richmond District Parents Association (RDPA), Richmond Management and Professional Staff (RMAPS) and the Richmond Teachers’ Association. Official representatives from partner groups participate on behalf of their members in committee meetings, engagements, and other activities to provide valuable input, feedback, and advice to the district. The Richmond School District values input and voice from all members of the school community including students, parents/guardians, and employees. Where appropriate, the Richmond School District will provide opportunities for public engagement to ensure all individuals can provide input to the district.

Operational Plans

Under the direction of the Superintendent, staff will create operational plans that reflect the five-year term of the strategic plan. Operational plans for each objective will include:

- a clear indication of the senior staff person responsible
- key actions to be taken to achieve each objective
- clear timelines for the achievement of each objective
- success indicators

Adopted: 24 May 2023

Operational plans will reflect the fact that the objectives contained in the strategic plan are intended to be achieved over the five-year cycle of the plan.

Alignment of Planning

District level strategic planning will incorporate and be aligned with the [Provincial Framework for Enhancing Student Learning \(FESL\) Policy](#) and school level planning.

The district will have an annual planning cycle that links the FESL to the district strategic plan. The strategic plan is then linked to school stories. Areas of focus contained in school stories will be considered as part of the evidence gathered to inform the development and monitoring of the district plan. District operational plans and the distribution of resources (human, financial and technological) will be aligned with the outcomes set out in the strategic plan.

Provincial Level Planning

The Provincial Framework for Enhancing Student Learning (FESL) combines accountability with evidence-based decision making to support a system wide program of continuous improvement. It brings a formalized approach to the planning and reporting expectations for all school districts with a focus on improving student learning and enhancing the intellectual, social, and career development of all students in the K-12 public system.

District Level Planning

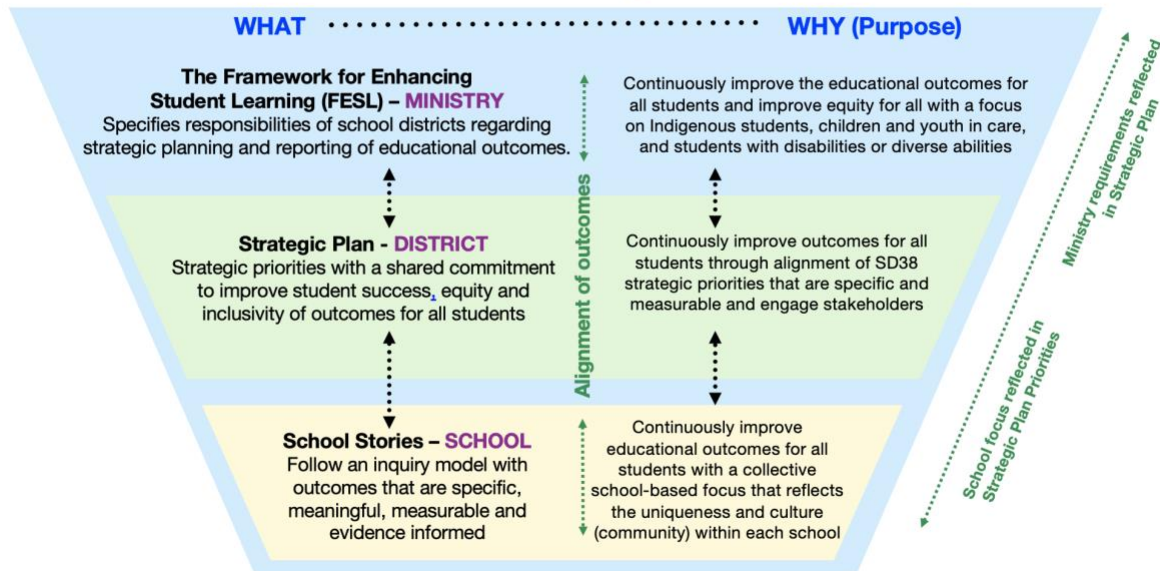
The Board of Education will, on a five-year cycle, develop and support the implementation of a strategic plan that identifies the higher-level strategic priorities of the district as well as more specific goals and objectives that support each strategic priority. The plan will be based on feedback obtained from students, partner groups, and the community.

School Level Planning

Under the direction of the Superintendent or designate, school principals will, on an annual basis, update the school story for their school. The school story will follow an inquiry model with outcomes that are specific, meaningful, measurable, and evidence informed. Throughout the year, each school will engage in a process to continuously monitor and revise its school story to demonstrate how the school community is working on improving learning outcomes for students by setting a focus to improve student achievement based on a continual cycle of inquiry.

Strategic Alignment - Connecting the Dots

How are we working to put systems in place that continuously improve the educational outcomes for all students?



Annual Reporting Cycle

Staff will report to the Board and partner groups using a variety of methods over the course of each school year:

Annual Report to the Board:

Each September, staff will provide the Board with an annual report that includes two components:

1. Progress made on items scheduled for focus *in the previous 12 months*
 - a. This will contain specific reference to the actions, outputs, and success indicators relating to objectives scheduled to be focused on during the previous year.
2. Areas of focus *for the upcoming year*
 - a. This will contain upcoming areas of focus identified by the Board within the existing strategic priorities and goals.

Quarterly Reports:

In addition to the Annual Report to the Board in September, staff will provide progress updates to the Board three times each year. Each strategic priority will be reported on once during each school year. These reports will be provided in public.

Adopted: 24 May 2023

Standing Committee Updates:

As part of the usual workflow of standing committees, staff will provide reports and updates on a variety of topics. This will provide a venue for discussion and input amongst trustees, and where appropriate, partner groups.

Annual Framework for Enhancing Student Learning (FESL) Report to the Minister of Education and Child Care:

In accordance with requirements contained in the [Enhancing Student Learning Reporting Order](#), districts are required to submit an annual report to the Minister of Education and Child Care which outlines progress made in relation to a number of predetermined student outcomes. This report must be submitted by September 30th of each year. The report will be shared with the Board prior to submission, and trustees and partner groups will have the opportunity to engage in discussion about the contents of the report at a public meeting of the Education Committee.

Terminology in Indigenous content

(taken from the [Ministry's Website](#))

Individuals and Nations may have preferred terminology. Always check first with those you're writing about.

Last updated: **October 6, 2023**

Aboriginal

Legal term in Canada when referring to Aboriginal rights under [s.35 of the Constitution Act, 1982](#).

Band Councils

Use this term only to describe leadership operating under the Indian Act. The term may not be appropriate when self-government agreements such as treaties are in place. Review the Profile of Indigenous Peoples to learn more about the government structure of a Nation.

British Columbians

The term 'British Columbians' is often used to reference people living in B.C. This term excludes Indigenous Peoples who may not identify with it. For many, they identify as members of their own sovereign nations and do not consider themselves part of one that has actively worked to assimilate their people.

'British Columbians' also excludes other groups such as newcomers and refugees. We recommend instead saying 'people living in B.C.'

First Nation(s)

- Identifies one of the three populations of Indigenous Peoples within Canada, the other two being Métis and Inuit
 - An individual's heritage which can be a combination of any or all three
 - Usually, the term 'First Nations' is plural when used as an adjective and singular or plural as a noun
 - First Nations people identify with their ancestral Indigenous origins and do not like to have their identity tied to the federally regulated reserve status, which is a colonial construct through the Indian Act
 - Many First Nation communities in Canada are still governed by the Indian Act, and are referred to as [Bands](#)
 - First Nation refers to the political governance entity and is made up of members of the First Nation community
-

Hereditary Chiefs

Hereditary Chiefs inherit their title. Their responsibilities and governing principles are according to the history and cultural values of their community. Hereditary Chiefs are the caretakers of the people and the culture. In addition to governance responsibilities, they may carry or share the responsibility of ensuring the traditions, protocols, songs, and dances of the community are respected and kept alive.

Indigenous

- The term 'Indigenous Peoples' includes First Nations, Inuit and Métis people in Canada
 - Although used as a synonym to Aboriginal, Indigenous is the preferred term
 - Individuals are more likely to identify with their Nation than the term Indigenous
-

Inuit and Inuk

- Indigenous people who live in the Arctic regions of what is now Canada, Greenland, United States of America and Siberia
 - Identifies one of the three populations of Indigenous Peoples within Canada, the other two being First Nations and Métis
 - Inuit in Canada are part of the Indian Act and at the same time do not have 'status'. They have their own history of land claims and journey of returning to self-governance
 - Inuit in B.C. do not currently have political representation within B.C.
 - Inuit – plural, 'we're Inuit'
 - Inuit - adjective or collective noun. For example:
 - 'No matter where Inuit live, whether in Nunavut or elsewhere, they share certain ideals, beliefs and ways of life.'[\[1\]](#)
 - 'An Inuit drum'
 - Inuk - singular noun referring to an individual. 'This Inuk is a celebrated Inuit musician' is correct, but not 'The musician is an Inuk' or 'They're an Inuk musician'
-

Métis

- Indigenous peoples with ancestral lineage that can be traced back to the historic Métis Nation Homeland which includes Manitoba, Saskatchewan, and Alberta, as well as parts of Ontario, British Columbia, the Northwest Territories and parts of the northern United States.
- Identifies one of the three populations of Indigenous Peoples within Canada, the other two being First Nations and Inuit
- Nation-specific term with unique culture, language and customs
- Can be singular or plural, noun or adjective
- Métis people possess both First Nations and European ancestry. However, not all people with mixed First Nations and European ancestry are Métis.
- The Métis National Council (MNC), the political organization that represents the Métis Nation federally, defined Métis in 2002 as: "a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation ancestry and who is accepted by the Métis Nation"

Reserve

Lands defined under the Indian Act and held in trust by the Crown. Note that the term 'reservation' is used in the United States only.

Rights

Asserted or established rights as referred to under Section 35 of the Constitution and Nation-specific Treaties.

Poles and Posts

'Totem pole' is a general term, not all Nations have them. There are different types of poles, statutory figures and posts. Other names for Totem poles can be translated as Clan or House totems. These identify the Clan or Wilp (Gitksan for House group) that protects and uses the land in that totem's territory. Traditionally this allowed others to identify the People whose territory they were moving through. It also identified who to ask for permission to use the land for themselves for a time. For example, when they need to hunt/harvest to get a stock of food to keep travelling. Speak with the Nation, Elder, Knowledge Keeper or other knowledgeable individual from the Nation about what kind of pole or post is being discussed and its purpose and history.

Stakeholders

'Stakeholder' is a common corporate term for partners which has negative connotations to many Indigenous Peoples. When land acquisition was happening, this term referred to the allotment of land to settlers. Settlers were given wooden stakes to claim their plot of land prior to any treaty or land negotiations with Indigenous Peoples. It's more appropriate to refer to Indigenous Peoples as partners rather than stakeholders. Indigenous Peoples are not stakeholders;

they're Aboriginal rights holders whose rights are protected under the Constitution of Canada.

Territory

Territories that Nations have occupied and continue to occupy where they exercise their Indigenous rights.

Treaty Settlement Lands

Lands identified under a treaty over which a First Nation has law-making authority and title.

Two-spirit

Two-spirit people are part of the LGBTQ2S+ community, specific to the Indigenous community. The term 'Two-spirit' can be abbreviated as '2S.' An older term, 'Two-spirited' may be preferred by some people when referring to themselves.

UN Declaration on the Rights of Indigenous Peoples

When shortening the name of the United Nations Declaration on the Rights of Indigenous Peoples, it's the preference to use the term UN Declaration, and not the acronym UNDRIP.

Outdated terms to avoid

Avoid outdated terms unless they're formalized in organizational, geographical names, or legislation.

- Aboriginal groups
- Aboriginal interest
- Band (Unless referring to a local Nation that uses this term, check with the Nation first for proper reference)
- Eskimo
- Indian (Unless referring to a local Nation that uses this term, such as 'Adams Lake Indian Band'. Or it is part of legislation like the 'Indian Act' or 'Status Indian')
- Native (Unless it is part of an organization name such as 'Native Women's Association of Canada')
- Traditional (i.e. traditional knowledge, traditional territories, makes it seem like it is only applicable to the past and not the present.) When referring to ceremonies, please check with the local Nation's website for assistance on whether to include 'traditional'.
- Tribe (Unless referring to a local Nation that uses this term, such as 'Cowichan Tribes'. 'Tribe' may also be appropriate when working with groups or individuals in the U.S.A.)

Offer context where possible when using the terms listed above, such as, 'Status Indian under the Indian Act'.

Be mindful of the words you're using

Some words have historical connotations which may cause unease or mistrust. Awareness of this historical lens is important when working with Indigenous Peoples. For example:

- 'Executing' and 'execute' are commonly used and can be replaced with 'implement.' Consider that in 1864, the provincial government asked to meet the Tsilhqot'in Chiefs and then hanged five of them on October 25, 1864, at a location just north of Quesnel's hospital.

- 'Artifact(s)' and 'curating/curate' are commonly used when describing documents or the work done to compile information. When used out of context it has negative connotations to many Indigenous Peoples. Indigenous communities struggle to reclaim cultural and ceremonial regalia, artwork and tools which were stolen and are displayed publicly or privately. In some cases, there are pieces that were never meant to be seen outside of ceremony and they continue to hang in a museum or a private collection not being honored and cared for by their rightful owners. Using the word(s) out of context sounds like something is being taken, e.g. data, knowledge, ideas, and used without the permission of Indigenous Peoples.

Be curious of the influence of our words. Choose language that reflects consent and Indigenous agency and resiliency. For example:

- 'Leverage' instead of 'take advantage'
- 'Practice' instead of 'use'

Many words can support a positive shift. For example:

- 'Should' may be replaced with 'could'
- 'But' may be replaced with 'and'
- 'Best' may be replaced with 'wise'
- 'Gaps' may be replaced with 'needs'

Checklist for Policy, Regulations and Guidelines Revision and Development

This checklist is designed to be used by those with responsibility for developing and revising School District 38 Policies, Regulations and Guidelines to ensure that all SD38 Policies, Regulations and Guidelines are written and revised with diversity, equity and inclusion principles in mind. The checklist is organized into two sections; Structure and Organization, and Content.

Policy, Regulations and Guidelines Structure and Organization

The Policy/Regulations/Guidelines include the following;	Yes	No	Notes (especially where yes/no is not clear)
The language is accessible to readers through use of plain language and a glossary of terms that is linked for ease of access			
If background information, or knowledge of another policy, regulation or guideline is required to understand it, it is linked			
The following is clear, identifiable and marked with a heading; <ul style="list-style-type: none"> • title • number • purpose of the policy, regulation or guideline • implementation procedures 			
This policy, regulation or guideline has text features such as; <ul style="list-style-type: none"> • headings • flow charts • bullet points • other visuals that support its readability. If a visual is used it is prominent (ie near the top of the document rather than at the bottom), and includes links to relevant sections of the document 			
If other documents or policies are referenced, they are linked			
When an acronym is used, it is defined			
A link to accessibility features such as voiceover, and translation is provided			

Policy, Regulations and Guidelines Content			
The Policy, Regulation or Guideline includes the following;	Yes	No	Notes (especially where yes/no is not clear)
The language uses inclusive terminology and is gender inclusive			
The intention is clear			
It is specific			
Applicable guidelines and regulations are linked throughout the document			
The policy, regulation or guideline promotes diversity, equity and inclusion as referenced in Strategic Priority 2			
The policy, regulation or guideline is aligned with DRIPA (Declaration on the Rights of Indigenous Peoples Act) and TRC (Truth and Reconciliation Commission) Calls to Action			
The policy, regulation or guideline is aligned with the District's strategic priorities			
The policy, regulation or guideline is consistent with relevant legislation			
If the policy, regulation or guideline builds on other legislation, such as the School Act, Human Rights Code, etc. this is noted and linked			
The policy, regulation or guideline has gone through specific and equitable consultation processes with partner groups, and affected communities as applicable. A link to Policy 204-R is provided regarding the feedback process			
It is clear who is responsible for implementing this policy, regulation or guideline			
A description of the process for implementation is included			

This checklist is to be reviewed on a periodic basis to ensure it stays current and relevant.

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

COMPLETED		
	Policy	Dates & Actions
1	Policy 101: Goals and Objectives	Revised policy approved in May 2023
2	Policy 201: Board Operations	Revised policy approved in June 2023
3	Policy 311/311-R: Freedom of Information and Protection of Privacy	New policy approved in June 2023
4	Policy 621/621-R: Financial Planning and Reporting and Policy 631-R: Accumulated Operating Surplus and Capital Reserves	Revised policy approved in June 2023
5	Policy 402/402-R: Public Interest Disclosure Policy	New policy approved in December 2023
6	Policy 701.2-R: Capital Project Design Review Process	Revised policy approved in March 2024
7	Policy 200: Trustee Role, Responsibilities and Code of Ethics	Revised policy approved in May 2024
8	Policy 204-R: Creation and Revision of Policy and Regulations	Revised policy approved in May 2024
9	Policy 105: District Code of Conduct	Revised policy approved in June 2024
10	Policy 203-R/203-G: Trustee Stipend and Expenses	Revised policy approved in October 2024
11	Policy 400-R5: Smoking and Alcohol Consumption Policy 804.1-R: Community Use of District Facilities	Revised policies approved in October 2024

IN PROGRESS		
	Policy	Dates & Actions
1	Policy Refresh: Policy 101/101-R: Strategic Planning Senior Staff Responsible: Chris Usih	<ul style="list-style-type: none"> IC Report on draft revised policy (Oct 2024) <li style="color: red;">Public Report with draft revised policy and recommendation for Notice of Motion for approval at November board meeting (Nov 2024)
2	Policy 103 Bylaw: Complaints by Students, Parents & the Public Senior Staff Responsible: Rob Laing	<ul style="list-style-type: none"> Verbal update from the Superintendent of Schools (Feb 2022) Initiate review of other school district complaints policies (Fall 2023) Consult with legal for guidance

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

IN PROGRESS		
	Policy	Dates & Actions
		<ul style="list-style-type: none"> Anticipate initial IC Policy Committee discussion (Fall 2024) Public verbal update on policy revisions (Nov 2024)

ANTICIPATED		
	Policy	Dates & Actions
1	<p>Policy 102: Diversity and Inclusion</p> <p>Senior Staff Responsible: Christel Brautigam</p>	<ul style="list-style-type: none"> DEI Advisory Committee Policy Update (Dec 2022) Public report on revised policy checklist from DEI Advisory Committee; Revised policy checklist approved by Policy Committee (Jan 2023) Policy revision placed on hold to align with an anticipated Ministry DEI framework
2	<p>Policy 105-R: District Code of Conduct: How we Learn and Work Together Personal Use of District Supplies, Equipment and Facilities</p> <p>Senior Staff Responsible: Cindy Wang</p>	<ul style="list-style-type: none"> Public report on draft revised policy (Feb 2021) <ul style="list-style-type: none"> Committee agreed that there would be more discussion and review around process for the revision to be brought back at a later date Anticipate submission of revised policy to public meeting in 2024
3	<p>Policy 502: Student Behaviour and Discipline</p> <p>Policy 502.1: Maintenance of Orderly Conduct</p> <p>Policy 502.2/502.2-R: Student Suspension or Exclusion from School</p> <p>Policy 502.3/502.3-R: Student Possession of Weapons</p> <p>Senior Staff Responsible: Braunwyn Thompson</p>	<ul style="list-style-type: none"> Update provided by Deputy Superintendent. Policies and regulations will be updated in with District Code of Conduct and brought back to the Committee for further review and feedback (Jan 2021) Anticipate submission of revised policy to public meeting in 2024
4	<p>Policy 522/522-R: Transportation</p> <p>Senior Staff Responsible: Cindy Wang/Christel Brautigam</p>	<ul style="list-style-type: none"> Anticipate submission of revised policy to public meeting in 2024
5	<p>Policy 701.11/701.11-R: Naming and Renaming of Board Owned Facilities or Parts of Board Owned Facilities</p> <p>Senior Staff Responsible: Christopher Usih</p>	<ul style="list-style-type: none"> Update for information from the Deputy Superintendent (Mar 2022) Policy revision and development placed on hold to allow for the Anti-Racism Working Group Report to the Board Policy 102 will be reviewed/refreshed to inform and ensure alignment with a redrafted Policy 701.11/701.11-R

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

ANTICIPATED		
	Policy	Dates & Actions
6	<p>Policy 701.12/701.12-G: Official School Openings</p> <p>Senior Staff Responsible: Cindy Wang</p>	<ul style="list-style-type: none"> • Anticipate submission of revised policy to public meeting in 2024
7	<p>PHASE 3 - Policy Section 700: Facilities</p> <p>Policy 703.1 - Accident Prevention and Safety Procedure</p> <p>Policy 703.2 - First Aid and Accident Reports</p> <p>Policy 703.5 and Regulation 703.5-R - Health and Safety</p> <p>Policy 703.6 and Regulation 703.6-R - Protection of Employees from Violence in the Workplace</p> <p>Policy 705 and Regulation 705-R - Telephones</p> <p>Policy 706 - Smoke Free Environments</p> <p>Policy 703.7 and Regulation 703.7-R - Closure of Schools Due to Emergent Conditions</p> <p>Policy 707 and Regulation 707-R - Post Disaster Procedures</p> <p>Policy 708 and Regulation 708-R - Video Surveillance</p> <p>Senior Staff Responsible: Cindy Wang</p>	<ul style="list-style-type: none"> • Anticipate submission of revised policy to public meeting in 2024