

Public Meeting Agenda

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

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

Passcode: 6000

The Richmond Board of Education acknowledges and thanks the First Peoples of the Riv/VA 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):
SDn BTe1 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 at 11:00am
Via Zoom

Present:

Chairperson

Vice Chairperson

Trustee Member

Trustee Alternate

Trustee

Superintendent

Assistant Superintendent

Director of Instruction, Learning and Business Technologies

Wendy Upton, Vice President, Richmond Association of School Administrators

2nd Secretary, Richmond Association of School Administrators

President, Richmond Association of School Administrators

Vice President, Richmond Association of School Administrators

President, Canadian Union of Public Employees

Chair, Richmond Management and Professional Staff

President, Richmond District Parents Association

Vice President, Richmond District Parents Association

Executive Assistant (Recording Secretary)

D. Tablotney

D. Yang

R. Belleza

H. Larson

A. Wong

C. Usih

R. Laing

W. Walker

L. Baverstock

F. Marsic

N. Widdess

A. Goulas

S. Robinson

K. Gibson

C. Huang

A. Gong

J. Coronel

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

Director of Instruction, Learning and Business Technologies
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 for the use of AI are currently being developed, which reflect the district's commitment to student safety and privacy.
- 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.

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 the development of these guidelines.

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 1:33 am.

Respectfully Submitted,

Debbie Tablotney
Chairperson Policy Committee

Report to Policy Committee

716, Richmond Association of School Administrators (RASA), Richmond District Parents Association
 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

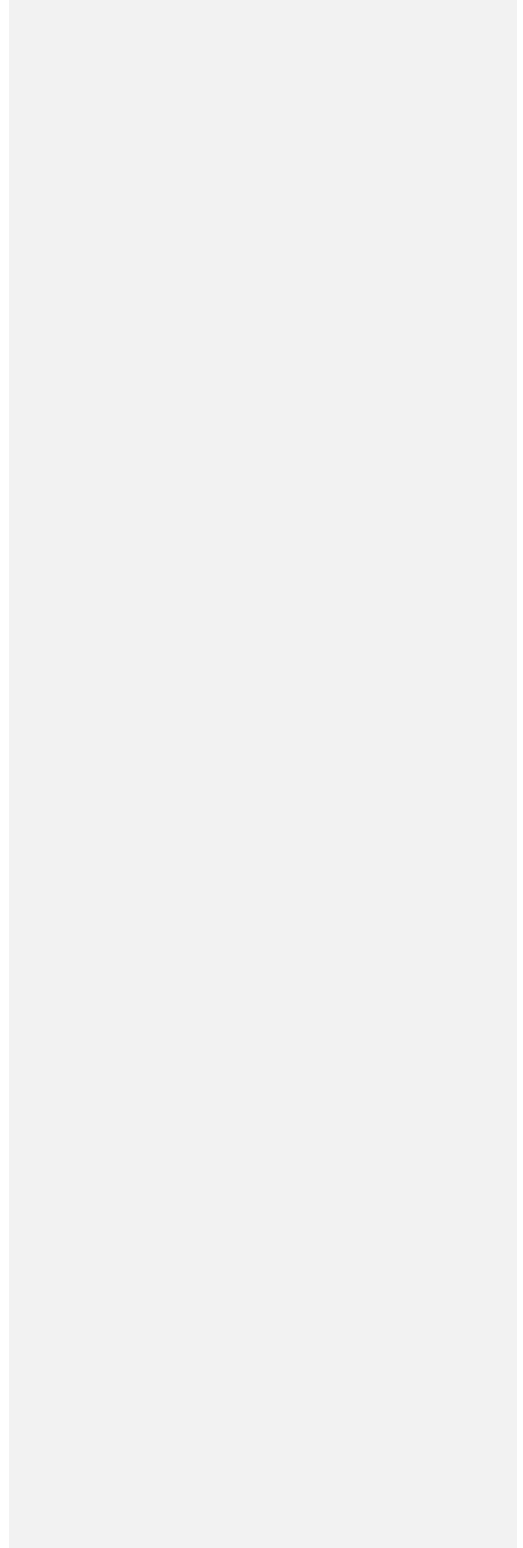
Following initial discussions at Policy Committee (in-camera), trustee feedback has been incorporated into the draft documents. Per Board Policy 2024, it is recommended to place the policy revisions into the partner group review process as the proposed revisions are minor in nature.

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

Policy



Adopted: 22 January 1990
Revised: 07 November 2005; 24 May 2023

Regulation

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 p_lan.

Provincial L evel 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 Provincial Framework for Enhancing Student Learning (FESL) Policy and school level planning.

Regulation

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.

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!#\$%&'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.

!#\$%&'stakeholders

Adopted : 24 May 2023

Regulation

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

Regulation

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
 - a.

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(taken from the [0LQLVWU\ V\)m:HEVLWH](#)

Individuals and Nations may have preferred terminology. Always check first with
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Last updated:

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.'

Inuit and Inuk

- x Indigenous people who live in the Arctic regions of what is now Canada, Greenland, United States of America and Siberia
- x Identifies one of the three populations of Indigenous Peoples within Canada, the other two being First Nations and Métis
- x Inuit in Canada are part of the Indian Act and at the same time do not have V W D. They have their own history of land claims and journey of returning to self-governance
- x Inuit in B.C. do not currently have political representation within B.C.
- x Inuit - S O X U D O ð m Z H U H m , Q X L W
- x Inuit - adjective or collective noun. For example:
 - o 1 R m P D W W H U m Z K H U H m , Q X L W m O L Y H ð m Z K H W K H U m L Q m V K D U H m F H U W D L Q m L G H D O V ð m E H O L H I V m D Q G m Z D \ V m R
 - o \$ Q m , Q X L W m G U X P
- x Inuk - V L Q J X O D U m Q R X Q m U H I H U U L Q J m W R m D Q m L Q G L Y L G X D O , Q X L W m P X V L F L D Q m L V m F R U U H F W ð m E X W m Q R W m 7 K H m P X , Q X N m P X V L F L D Q

Métis

- x 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.
- x Identifies one of the three populations of Indigenous Peoples within Canada, the other two being First Nations and Inuit
- x Nation -specific term with unique culture, language and customs
- x Can be singular or plural, noun or adjective
- x

Reserve

Lands defined under the Indian Act and held in trust by the Crown. Note that the

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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

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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

Geographical names, or legislation.

- x Aboriginal groups
- x Aboriginal interest
- x Band (Unless referring to a local Nation that uses this term, check with the Nation first for proper reference)
- x Eskimo
- x ~~Indian~~ (Avoid using "Indian" as a general term for Indigenous peoples. Use specific Nation names instead.)
- x ~~Native American~~ (Avoid using "Native American" as a general term for Indigenous peoples. Use specific Nation names instead.)
- x 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 traditional knowledge, use "Traditional Knowledge" or "Traditional Ecological Knowledge" instead.
- x Tribe (Unless referring to a local Nation that uses this term, such as the Cherokee Nation, avoid using "Tribe" as a general term for Indigenous peoples.)

Use specific Nation names instead of general terms.

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:

- x ~~Indian~~ (Avoid using "Indian" as a general term for Indigenous peoples. Use specific Nation names instead.)

- x \$UWLIDFWñVò mDQGm FXUDWLQJøFXUDWH mDUHmFRPPF 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 a nd ceremonial regalia,

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POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

IN PROGRESS		
Policy	Dates & Actions	
		<ul style="list-style-type: none"> x Anticipate initial IC Policy Committee discussion (Fall 2024) x Public verbal update on policy revisions (No 2024)

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

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS