



**The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee Meeting**

AGENDA

Broadcasted via YouTube <https://bit.ly/3czx8bA>

Monday, January 15, 2024, 7:00 p.m.

Chairperson: Trustee Mahbobi

A. COMMENCEMENT OF MEETING

A.1. Acknowledgement of Traditional Territories

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

A.2. Approval of the Agenda

Recommended Motion:
That the January 15, 2024 agenda be approved.

A.3. Approval of the Minutes

Recommended Motion:
That the December 4, 2023 Combined Education Policy and Directions Committee and Operations Policy and Planning Committee meeting minutes as they pertain to Education Policy and Directions Committee, be approved.

A.4. Business Arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

C. NEW BUSINESS

**C.1. Enhancing Student Learning Report (ESLR) - Director of Indigenous Education,
Dr. Shelly Niemi**

Presentation – Secondary Focus

Indigenous Focused Grad Requirement (Memo)

District-Based: Vice-Principal, Lindsay Johnson and District Indigenous Teacher, Emma Milliken.

School-Based from Vic High: Teachers Holly Brooke and Georgina Hope

C.2. Literacy Update (Memo)

District-Based: District Principal, David Hovis and District Learning Support Teacher, Breanne Glover

School-Based from South Park Elementary: Principal, Tim McCreesh, Teachers, Christie Kowaleski and Eva Henrich.

Early Literacy Collaboration Teacher, Rachel Ottenbreit

C.3. Policy Sub-Committee Report

a. Policy 6163.1 Learning Resources

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 6163.1 Learning Resources.

CI.4. Trustee Kwan

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Board Chair to write a letter to the Ministry of Education and Child Care with a request for additional funding for staff to complete DEI training in line with the K-12 Anti Racism action plan.

D. NOTICE OF MOTION

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

Recommended Motion:

That the meeting adjourn.

Note: This meeting is being audio and video recorded. The video can be viewed on the District website.



The Board of Education of School District No. 61 (Greater Victoria)
Combined Education Policy and Directions and
Operations Policy and Planning Committee Meeting
MEETING MINUTES
Monday, Dec 4, 2023, 7:00 p.m.

Trustees Present: **Education Policy and Directions members:** Emily Mahbobi (Chair), Diane McNally, Natalie Baillaut, Mavis David

Operations Policy and Planning members: Rob Paynter (Chair), Karin Kwan, Derek Gagnon, Nicole Duncan (ex officio)

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Julie Lutner, Associate Secretary-Treasurer, Sean McCartney, District Principal of Inclusion and Accessibility, Marni Vistisen-Harwood, Director of Facilities Services, Mike Knudson, Director of Human Resource Services, Andy Canty, Director of Information Technology for Learning, Connor McCoy, VPVPA

Partners: Jane Massy, CUPE 947, Shawna Abbott, CUPE 947, Lena Palermo, GVTA, Cindy Romphf, GVTA, Nyssa Temmel, VCPAC

A. COMMENCEMENT OF MEETING

This meeting was called to order at 7:00 p.m.

A.1. Acknowledgement of Traditional Territories

Chair Mahbobi recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

A.2. Approval of the Combined Education Policy and Directions and Operations Policy and Planning Committees meeting agenda

Moved by Trustee Kwan

That the December 4, 2023 Combined Education Policy and Directions and Operations Policy and Planning Committees meeting agenda be approved.

Motion Carried Unanimously

B. EDUCATION POLICY AND DIRECTIONS COMMITTEE

B.1. Approval of the Minutes

Moved by Trustee McNally

That the November 6, 2023 Education Policy and Directions Committee meeting minutes be approved.

Motion Carried Unanimously

B.2. Business Arising from Minutes

None.

C. PRESENTATIONS TO THE COMMITTEE

Public

C.1. Tarrah Macdonald presented on current challenges with the public education system from her perspective.

C.2. Matt Christie presented on diversity, equity, and inclusion training for staff.

Staff

C.3. Deputy Superintendent Caldwell introduced District Principal McCartney who provided a presentation with an all levels focus on non-violent crisis intervention.

Principal Snow and Vice Principal Henry provided a presentation on Macaulay Elementary's non-violent crisis intervention training program.

Partners, staff, and Trustees had questions of clarification.

D. NEW BUSINESS

D.1. Policy 6163.1 Learning Resources

Associate Superintendent Aerts presented revised Policy 6163.1 Learning Resources.

Combined Education Policy and Directions & Operations Policy and Planning Committees
Meeting Minutes Dec 4, 2023

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) refer Draft Policy 6163.1 Learning Resources to the Policy Sub-Committee for further development;

AND FURTHER

Any recommendations will come to the Education Policy and Directions Committee meeting no later than February 2024.

Motion Carried Unanimously

D.2. Policy 5145 Police Questioning of Students in Schools

Trustee Duncan provided an update on status of the Policy.

E. NOTICE OF MOTION

- a. Trustee Kwan provided a notice of motion for the January 15, 2024 Education Policy and Directions Committee meeting agenda.

“That the Board of Education of School District No. 61 (Greater Victoria) direct the Board Chair to write a letter to the Ministry of Education and Child Care with a request for additional funding for staff to complete DEI training in line with the K-12 Anti Racism action plan.”

F. GENERAL ANNOUNCEMENTS

None.

G. OPERATIONS POLICY AND PLANNING COMMITTEE

G.1. Approval of the Minutes

Moved by Trustee Paynter

That the November 20, 2023 Operations Policy and Planning Committee meeting minutes be approved.

Motion Carried Unanimously

G.2. Business Arising from Minutes

None.

H. PRESENTATIONS TO THE COMMITTEE

None.

I. SUPERINTENDENT'S REPORT

I.1. Policy and Regulation 8400 Whistleblower Protection

Director of Human Resource Services Knudson provided an overview of revised Policy and Regulation 8400 Whistleblower Protection.

Trustees had questions of clarification.

Moved by Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 8400 Whistleblower Protection and accept Administrative Regulation 8400 Whistleblower Protection.

Motion Carried Unanimously

J. PERSONNEL ITEMS

None.

K. FINANCE AND LEGAL AFFAIRS

K.1. Monthly Financial Report: November 2023

Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

K.2. Budget Change Report: November 2023

Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

L. FACILITIES PLANNING

L.1. Operations Update: November 2023

Director of Facilities Services Vistisen-Harwood provided an update.

Trustees had questions of clarification.

L.2. Victoria High School Seismic Project Update

Director of Facilities Services Vistisen-Harwood provided an update.

Trustees had questions of clarification.

L.3. Cedar Hill School Seismic Project Update

Director of Facilities Services Vistisen-Harwood provided an update.

Trustees had questions of clarification.

M. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

None.

N. NEW BUSINESS

None.

O. NOTICE OF MOTION

None.

P. GENERAL ANNOUNCEMENTS

None.

Q. ADJOURNMENT

Moved by Trustee Gagnon

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 8:52 p.m.



To: Education Policy and Directions Committee

Date: January 15th, 2024

RE: Indigenous Focused Graduation Requirement

Background:

As part of the Province of British Columbia's commitments to Truth, Reconciliation, and Anti-Racism, the Ministry of Education and Child Care has implemented an Indigenous-focused graduation requirement for all students starting this 2023/24 school year. All students working toward a B.C. Certificate of Graduation ("Dogwood Diploma"), in English or French, must successfully complete at least 4 credits in Indigenous-focused coursework. There is no change to the total number of credits required to graduate, which remains at 80.

This change represents an important next step towards supporting the actions of meaningful Reconciliation efforts within education, building on work to date to incorporate Indigenous content and perspectives into all areas and subject levels of the provincial curriculum. To support this important and required change, our District is continuing our work from last school year and is offering in the 2023/2024 school year two district wide working groups made up of educators from across our high schools whom are supported by the Indigenous Education Department and District Staff.

Pulling Together and Community of Practice.

As a District, we are currently offering all or some of the following courses in all eight high schools in both English and Social Studies to meet this graduation requirement.

English Courses:

English First Peoples 10

English First Peoples 11

English First Peoples 12

Social Studies Courses:

Contemporary Indigenous Studies 12

BC First Peoples 12

This session will share with you the progress within the two working groups as well as have two teachers from Victoria High School share their experiences teaching the Indigenous focused graduation required courses.

Həyŝx^wqə/ Thank you,

Dr. Shelly Niemi

Director of Indigenous Education

Greater Victoria School District No. 61

Indigenous Focused Grad Requirement

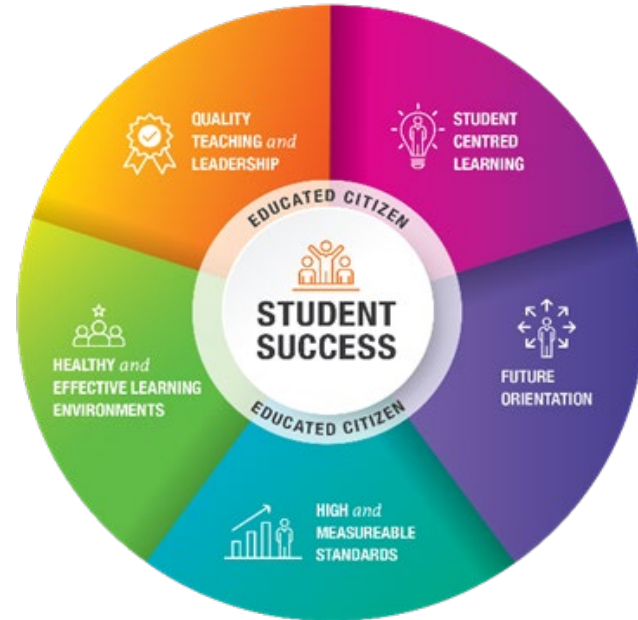
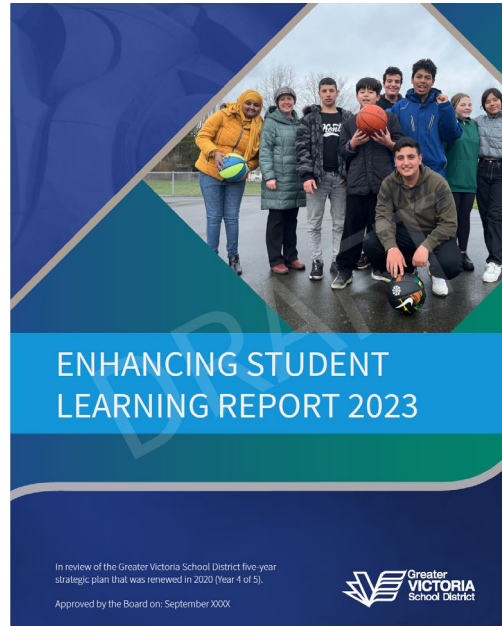
District-Based:

Dr. Shelly Niemi, Emma Milliken, Lindsay Johnson

School-Based from Vic High:

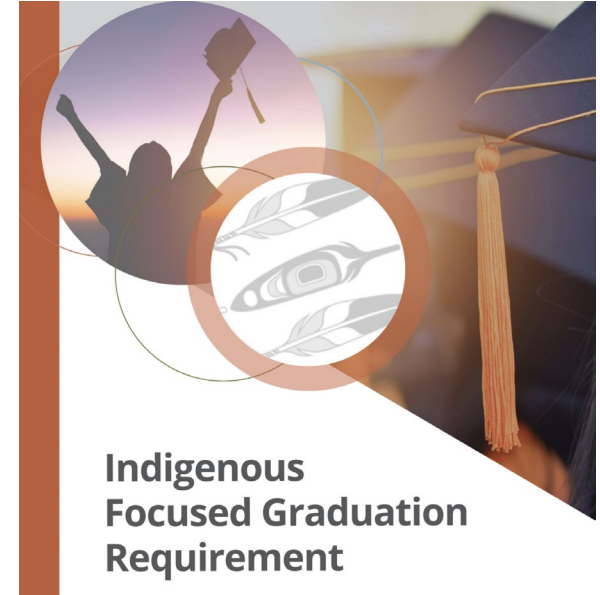
Holly Brooke, Georgina Hope

What Guides Our Work?



Overview

- Context of the grad requirement
- Community perspective
- Shared relational responsibility
 - Pulling Together
 - Community of Practice



Community of Practice Sessions

- Emma Milliken
District Indigenous Teacher Consultant
- Indigenous-focused graduation-required courses (secondary socials and English)
- Community of Practice
 - Purpose
 - Overview
 - Looking ahead

Teacher Supports: Pedagogy,
Resources, Collaboration Time/ Process



Pulling Together Sessions

- Past and present investment
- Teacher voice and feedback
- Support & Concepts covered
- Gratitude
- Next steps and considerations



Our Story & Pedagogy

Holly Brooke and Georgina Hope

- Ancestry (statements of positionality)
- The Journey (how we got here)
- Gratitude (why we do this work)



Class Structure and Approaches

How this course differs from other courses

- Grounded in the First Peoples Principles of Learning (FPPL)
- The Power of Story
- Routines and Approaches
- Physical Space



Leading Circle with Mr. Frank Conibear, Lyackson

What is it not?

It's not just pen and paper.

For the course to be effective, **it must not simply take Indigenous content and deliver it in a traditional colonial fashion.**

Experiential, reflective, and relational approaches **take time and commitment, and a willingness to experiment and adapt, on behalf of both the students and teacher.**

Successes and Struggles

- **Collaboration is Key!**
- **District Supports:** *Community of Practice, Pulling Together, Indigenous Ed and Drum Steward program*
- **Parent responses**
- **Student reactions**
- **Finding a Balance**
- **Changes Over Time**
- **Indigenous Student Engagement**
- **Making Connections** (*With Local Nations*)
- **Learning From the Land** (*Finding Opportunities*)



What is the Big Idea?

How is this landing in the classroom?

Student Voice Learning Logs:

“The thing about a Circle in a classroom is that you are not actually choosing who is in that Circle...Is this approach to Circle authentic to Indigenous practices?”

“Camus harvesting...makes me wonder how much better our environment would be if we simply cooperated with the land...instead of plowing over it for commercial uses.”

“I learned alot from the class (drumming) - I didn't know that some of the names we know today for land and people are based on misunderstandings.”



Decolonising the library

Question: *What was the most enjoyable activity/experience from the course or from this semester that you will remember?*

“The most enjoyable activity of the course... was having a circle and sharing our own ideas, opinion and feeling”

“I liked learning about the Oral stories, and Trickster stories, and the origin/creation stories. Those stories I will remember. ”

“Getting time for ourselves during free choice Friday because before them I didn't know how nice/peaceful it was to just sit there in nature and take it in because there aren't many opportunities to.”

Where Are We and Where are We Headed?

- Beginning stages
- Resource sharing and creation
- Individualized & collaborative support
- Indigenous community perspective





Həyşx^wqə/ Thank you

To: The Board of Education of School District No. 61

From: David Hovis

Date: January 15, 2024

RE: K to Grade 5 Literacy Plan

To support schools in feeling confident and capable in re-engaging priority students so they can say: I belong, I have purpose, I matter.

For the 2023-24 school year, district departments continue to work collaboratively with elementary schools in supporting literacy by addressing goals 1 and 2 of the District's Strategic Plan.

Since 1997, the board has funded literacy in elementary schools through programs and targeted interventions. In 2021, a shift from the Reading Recovery Program to a District Literacy Plan occurred with an emphasis on 10 priority schools. For the 2023-24 school year, all 28 elementary schools received literacy funding, while maintaining a continued focus on priority schools.

Funding for schools has been provided via additional staffing through the role of Early Literacy Collaboration Teachers (ELCTs). ELCTs are responsive to the needs in each school. They collaborate with classroom teachers to develop resources, provide instruction, and support assessment. Data stories from schools indicate the benefit of ELCTs in their ability to be adaptable, collaborative, and provide support to increase students' literacy achievement. Currently ELCTs are in 47 classrooms, supporting 988 students.

For this presentation, the slides include:

- A system wide review of a district literacy plan (David Hovis, District Principal)
 - Historical context of literacy funding in SD61
 - Overview of the K-5 Literacy Plan for 2023-24 school year
 - Teacher supports, an evidence-based investment
- A priority school story: South Park Elementary (South Park Staff)
 - Changes at South Park
 - Shifting teacher practice and implications for learners
 - Evidence of student success in literacy
- Literacy in all elementary schools - supports, data & next steps (Breanne Glover, District Learning Support Teacher)
 - Impact of the literacy plan on K-5 schools
 - Development of district literacy assessments
 - Literacy Collaboration Day – invitation to trustees

K–5 Literacy Plan

South Park Elementary &
District Elementary Department

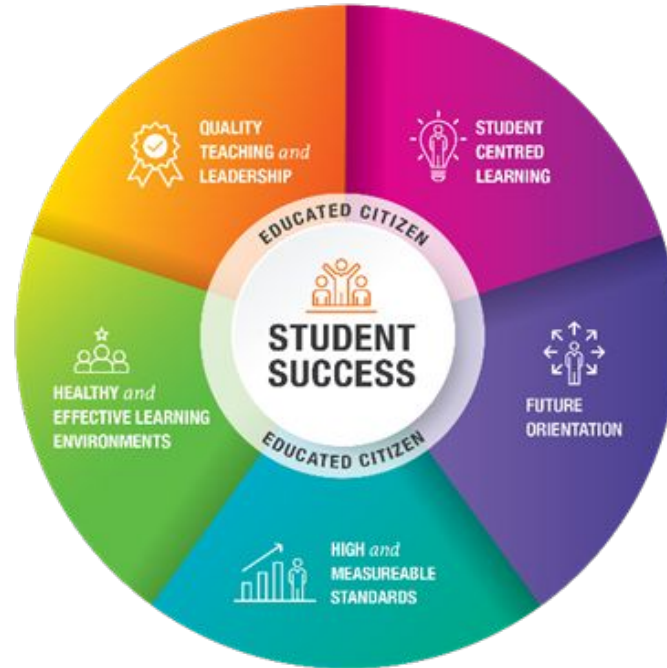


*To support schools in feeling confident and capable in re-engaging priority students so they can say:
I belong, I have purpose, I matter.*

Ministry Vision for Student Success



Ministry of
Education and
Child Care



Focus on Literacy Learning: District Strategic Plan



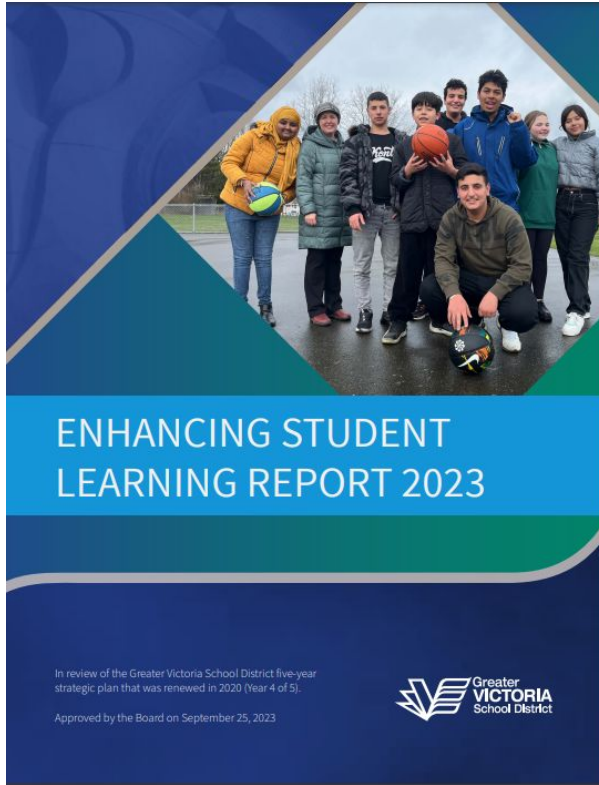
Goal 1
Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

Goal 2
Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

Address the inequity of outcomes for diverse learners in literacy.

Address the inequity of outcomes for Indigenous learners in literacy.

ESLR & Strategic Plan Connections



Literacy defined:

In British Columbia, literacy is considered contextual and cross-curricular in nature. The BC Curriculum defines literacy as the ability to critically analyze and make meaning from diverse texts and to communicate and express oneself in a variety of modes and for a variety of purposes in relevant contexts.

Specifically, literacy is the ability to understand, critically analyze, and create a variety of forms of communication, including oral, written, visual, digital, and multimedia, in order to accomplish one's goals.

Every educator, from kindergarten to grade 12 plays an integral role in a student's literacy development.

SD61 Literacy Journey



Historical Literacy Supports - School Board Funding


Reading Recovery

Early Intervention Program (Grades 1 & 2) - One to One lessons

- 14 Schools (6 Priority Schools)
- 90 Grade 1 Students Supported (2018-19 Data)
- District Cost in 2018-19 School Year - \$485,082

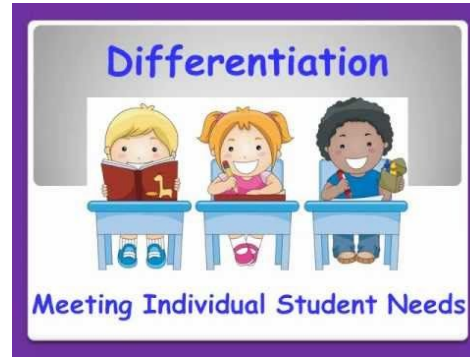
Literacy Plan - 2021-22 School Year

Collaborative Components



District Team Alongside Principals and Vice-Principals	Early Literacy Collaboration Teachers	Literacy Collaboration Teams	New Career Teacher Professional Learning	Early Years Literacy through Play	Reading Recovery & Lead Teacher Consortium Supports
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Literacy Plan - The Journey...



COMMON
ASSESSMENTS

Literacy Plan - 2023-24 School Year

Early Literacy Collaboration Teacher (ELCT) Schools

10 priority schools - 2 days a week

Supporting ALL Learners in Literacy – District Literacy-Learning Support Teacher

7 schools - Ongoing support for the year at the classroom and school level

Literacy Inquiry Focus – Early Literacy Collaboration Teacher

4 schools - one morning a week



Literacy Inquiry Grants – English & French Language Focus

16 schools - 7 English, 9 FRIM

Collective teacher efficacy has the largest positive influence on student achievement.

Hattie's 2018 updated list of factors related to student achievement: 252 influences and effect sizes (Cohen's d)

Source: J. Hattie (December 2017) visiblelearningplus.com

Diagram: S. Waack (2018) visible-learning.org



Early Literacy Collaboration Teachers

- Focused in Priority Schools (10)
- Part of a School Based Team (SBT)
- Ongoing co-teaching, co-assessing and co-planning
- Responsive to Student Learning Needs (as recommended by SBT's)
- Moving literacy learning forward for all learners
- Embedded Collaboration and Pro-D in Schools
- Weekly team meetings - what is working, challenges, next steps...

Literacy at South Park



Changing South Park

Transitioning from School of Choice to Catchment School

Changing Demographics:

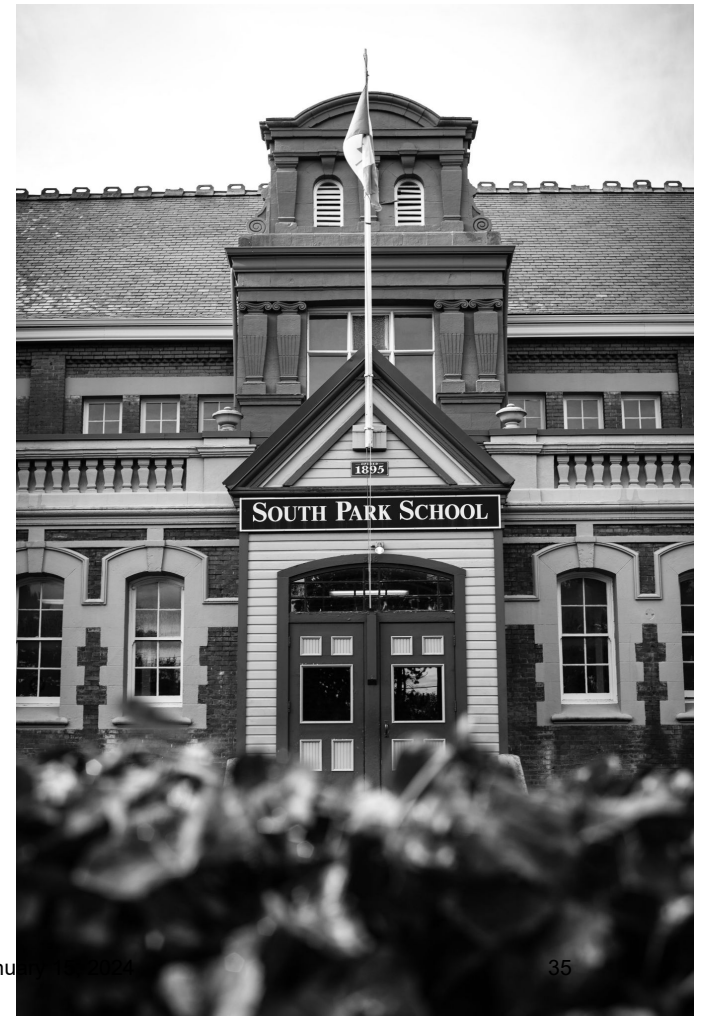
- Growing Population 175 to 185
- 7 ELL Students to 66 ELL Students - from 4% to 36%

Both of which has had an impact on Literacy Instruction and Learning

Changing Staff:

- Significant turnover in Staff due to retirement, leaves, vacancies

Still have managed to develop consistency in literacy across the school and support the building of Literacy routines and culture



Shifting Practice and Building Teacher Efficacy

The ELCT role has shifted practice by:

- fostering a collaborative school culture.
- providing collaborative opportunities and developing common routines/practices across classes.
- facilitating feedback and collaboration sparking a transformation in teaching methods fostering growth for both educators and students.

Practically this looks like...

How does it look for teachers and our practice?

- Consistent built-in grade group collaboration time
- Multiple teachers in classroom
- Intentional reflection
- Consistent informal and formal assessment
- Exploring and implementing new literacy programs and routines
- Consistent routines and team, both daily routines and year-over-year
- Sharing of resources and practices across grade-levels
- Consistent relationship between teachers and between students/teachers



What have we noticed?

An increase in student:

- Engagement
- Confidence
- Participation
- willingness & readiness*
- Output
- Independence
- Shift towards proficiency

Student Example

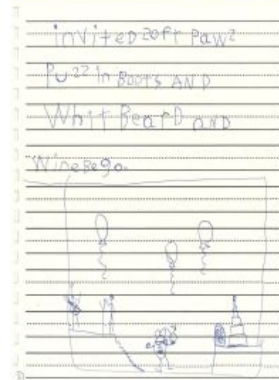
June



They Were
11th to Win? A
plant Party that
Had e992 And
Chocolate Cake
And a easter e99
hunt. They Were
Allowed to invite
a few people they

and threatened in the
Dungeon. But the
Witch King didn't know
that Puss in boots
still had his sword.
He stole the e99 and
fired the e99. He
then ran out of the
Dungeon.

and decided to build
a new house. They
stayed in the king
was in the
Dungeon. He then
took away the
keys to the door. He
was as their
dinner table.

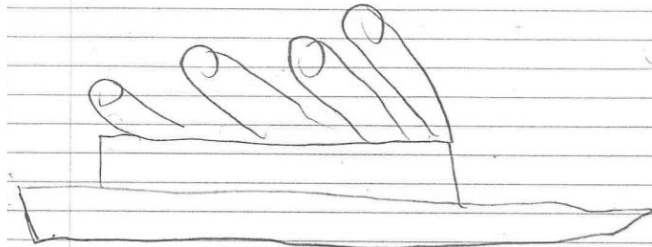


They all had fun
at the party but
then the party had to
stop because a witch
king decided to destroy
their house. He was
a very bad man that didn't
invite him. He then
went and built a new castle.

So the day after
he goes out and
finds a place to live.
He then starts to
look around. He is
trying to find
his home. But the
king used
the memory to take

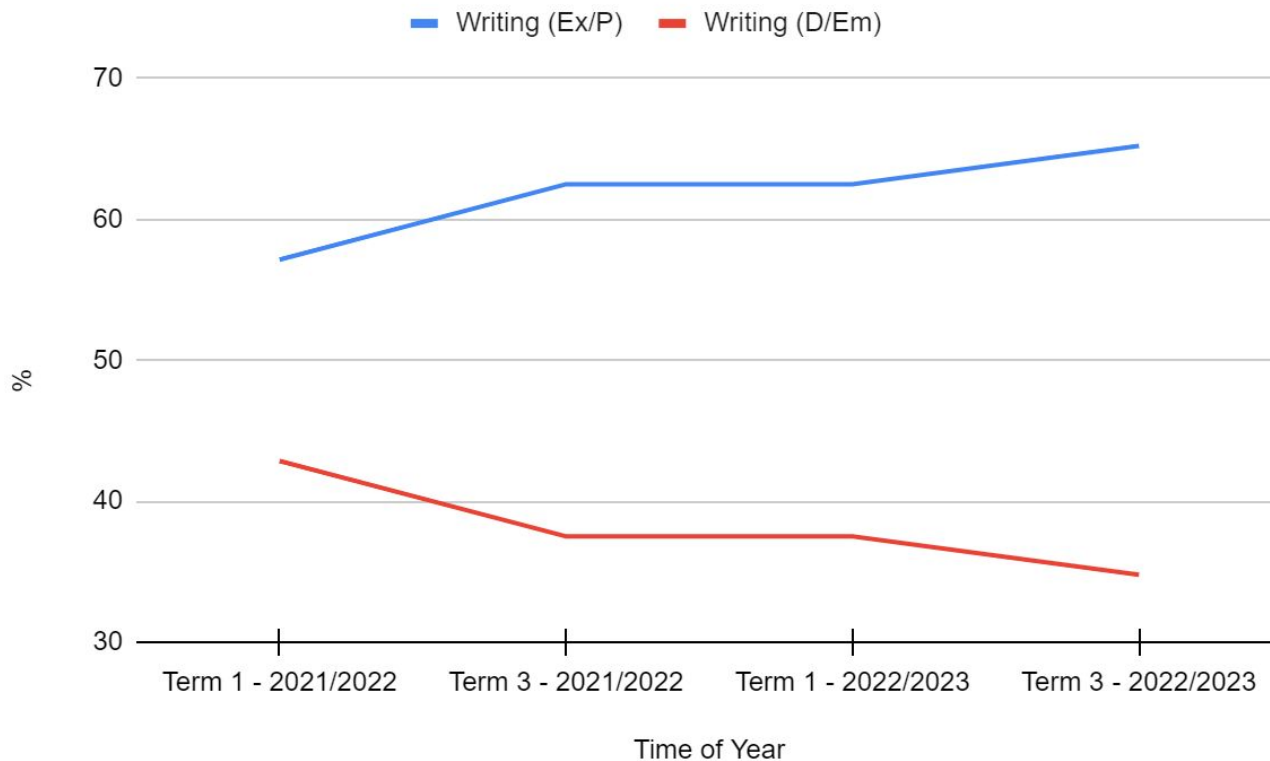
away so he can't
remember where it is.
He doesn't know the
place is there.

Sept



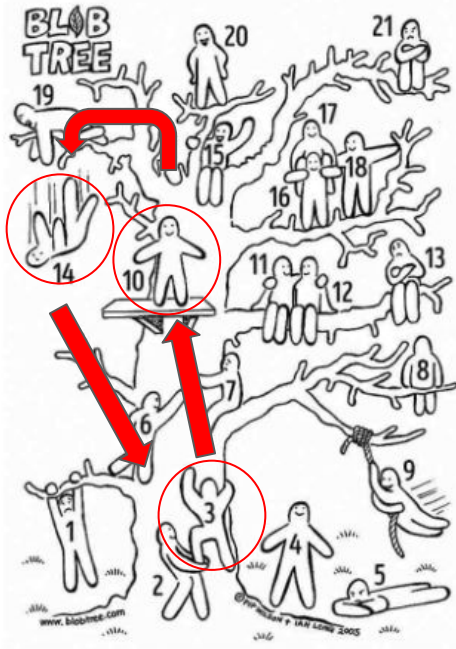
Following a Cohort

Grade 1 cohort the first year of ELCT role



Student Self-Reflection

How do the students see themselves as readers and writers?

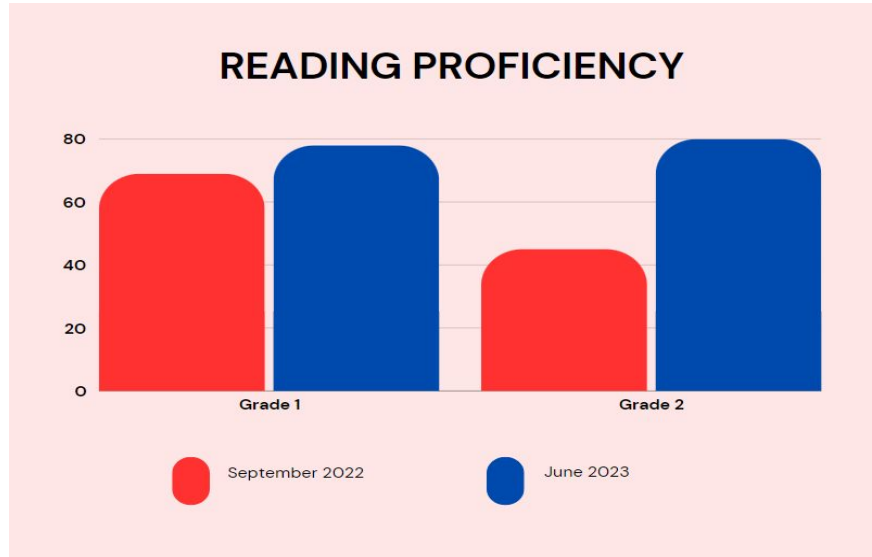


“Usually I feel like 10 because I am happy where I am at. I am not at the top but I know what I am doing. Sometimes I get stuck and then I feel like 14 but then I am 3 because I get help again and get back to 10. It is a cycle”

85% of students made positive or neutral comments about writing

ELCT & Priority Schools

~Literacy data 2022/23~



2023/24 Current Supports:

4.5 FTE

47 classrooms (10 schools)

988 students (10 schools)

Increasing this term!

[illegible]



Responding to Data

Student Name	Blob #	Student's words/explanation
Student A	10	Because when I write it makes me happy. I like stretching out the words.
Student C	5	I feel bored. It's really easy. I've already wrote so many pages, why do I need to keep writing?
Student F	5	I feel tired because my <u>brain's not</u> processing. I feel bored. I would be excited to write about cars.
Student S	21	I Because I don't know how to write and I have to erase my words and I am kind of left behind.

Writing Workshop Routines



Get the **book** I am working on.



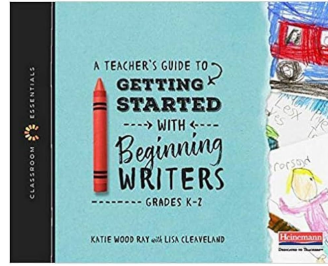
Gather the **tools** I need: pencil, markers, crayons, alphabet chart.



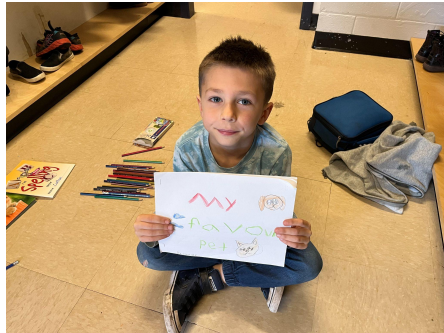
Find a **good spot** in the room to write.



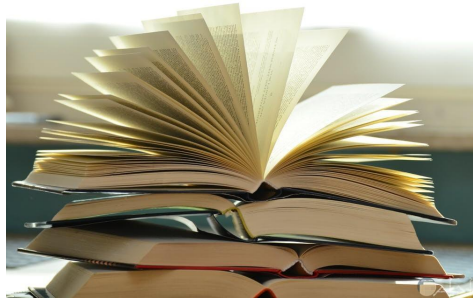
A place I can **focus**.



- Using data (blob tree) to drive a different approach to writing which nurtures students' joy and identities as writers
- Targeting gaps in phonics knowledge through small group instruction (LST) and Secret Stories (whole class)

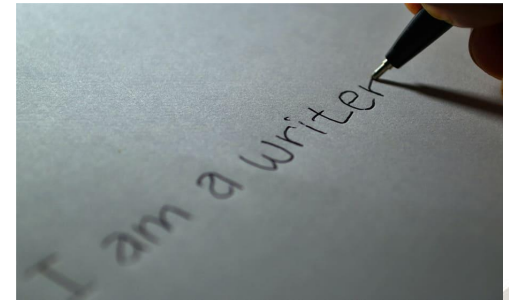


ELCT ~ *Highlights & Trends*




- ★ Increased **student engagement**
 - ★ Increased **student confidence**
 - ★ Increased **academic growth**

- ★ Increased **teacher efficacy**
- ★ Increased teacher and student **knowledge of literacy**



Proficiency Scale - Reading & Writing



To support student learning through
connecting literacy assessment & instruction
K-5

Proficiency Scales - Reading & Writing

**short stories, multi-page stories, personal writes, letters, poems, simple expository text (nonfiction), digital pr*

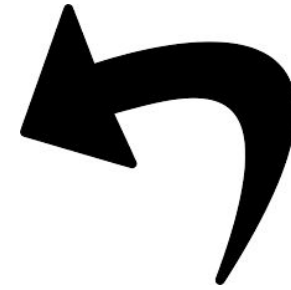
	Developing	Proficient	Extending
	The learner demonstrates a partial understanding of the concepts and competencies and requires some support that directly relates to the learning standard.	The learner consistently demonstrates a complete understanding of the concepts and competencies at an independent level.	The learner demonstrates a complete understanding of the concepts and competencies and goes beyond the standard.
	<i>of removing any barriers. They allow students to demonstrate their knowledge, skills and understanding of a particular learning standard.</i>		
	The student can plan and create some communication forms for different purposes and audiences	The student can plan and create a variety of communication forms for different purposes and audiences	The student can plan and create a variety of communication forms for different purposes and audiences
y	<ul style="list-style-type: none"> I can generate a main idea; may or may not be original 	<ul style="list-style-type: none"> I can generate a main idea using my own ideas, opinions, questions, experiences 	<ul style="list-style-type: none"> I can generate a main idea using my own ideas, opinions, questions, experiences
f	<ul style="list-style-type: none"> I can use some basic details and simple reasoning to support the text I can create text that may instruct/inspire/entertain the reader 	<ul style="list-style-type: none"> I can use details and reasoning to support the text I can create an original text that instructs/inspires/entertains the reader 	<ul style="list-style-type: none"> I can use details and reasoning to support the text I can create an original text that instructs/inspires/entertains the reader
ss	<ul style="list-style-type: none"> I can use some basic descriptive language I can use basic transition words; repetitive I can show some understanding of literary elements 	<ul style="list-style-type: none"> I can use descriptive words in my writing I can use transition words to link my ideas I can consistently show an understanding of literary elements 	<ul style="list-style-type: none"> I can use descriptive words in my writing I can use transition words to link my ideas I can consistently show an understanding of literary elements



Proficiency Scale - Reading & Writing

- BC curriculum & proficiency markers
- Consistent language
- *I can' statements*
- Parent & student involvement in learning
- Assessment & instructional tool
- Every learner has place on the continuum





**A collective
voice**
**Proficiency Scales
Reading & Writing**

Proficiency Scale - Reading & Writing

Proficiency
Scale



*Taking every learner
where they are at and
moving them forward* ♥



Collaboration Day!

We invite you to
join us!

Tuesday Feb. 20 pm
Wednesday Feb. 21 pm
@ Uplands Campus

Office of the Secretary-Treasurer

Katrina Stride – Secretary-Treasurer

TO: Education Policy and Directions Committee

FROM: Katrina Stride, Secretary-Treasurer

DATE: January 15, 2024

RE: **Policy Sub-Committee Report – January 9, 2024 Meeting**

Background:

The Policy Sub-Committee held a meeting on January 9, 2024. New business included prioritizing the order of Board motions from the October 30, November 27, and December 11 Regular Board meetings which directed the Policy Sub-Committee to review two separate policies.

The Committee did not have sufficient time to review Policy 5145 Police Questioning of Students in School. This policy will be included on the agenda of the next Policy Sub-Committee meeting.

There is one recommendation to the Board from the Policy Sub-Committee.

Recommendation:

Policy 6163.1 – Learning Resources

The Committee and guests reviewed the Learning Resources policy that had been updated to reflect feedback received at the Education Policy and Directions meeting on December 4, 2023. The Committee made further amendments and recommended that the Board approve the revised Learning Resources policy.

That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 6163.1 Learning Resources.

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

POLICY 6163.1

LEARNING RESOURCES

The Greater Victoria School Board believes that all resources, human and material, are learning resources and therefore must be equitably available and accessible across the district.

It further believes that the central purpose of all learning resources, services and supporting facilities, is to enable learners to construct knowledge and create meaning from diverse information sources.

Resources and resource services will be an integral part of instructional programs, be collaboratively designed and serve to assist students to develop the information acquisition and processing skills, and recreational reading habits which inspire a life-long love of learning.

Greater Victoria School District

Approved: March 1982

Suspended: March 1992

Renamed and Revised: February 27, 1995

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

POLICY 6163.1

LEARNING RESOURCES

1.0 RATIONALE

The selection and use of Learning Resources must be consistent with the First Peoples Principles of Learning and the BC Ministry of Education and Child Care curriculum. In addition to the wide range of materials available through in the provincial lists of recommended resources Education Resource Acquisition Consortium (ERAC) Focused Education Resources and the grade collections, there are other appropriate resources which staff may select to meet the needs and interests of the student population and the professional needs of staff

The District supports the provision of a wide range of learning resources at varying levels of difficulty with diversity and appeal to meet the needs of students and teachers. Further, access to learning resources needs to be equitably available to all, with no cost as a barrier to knowledge.

2.0 DEFINITIONS

Learning Resources will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes during instructional time. Learning resources include print, multi-media and online materials.

3.0 POLICY

3.1 The primary objective of learning resources is to support, enrich, and enhance the implementation of the curriculum.

3.2 The District seeks to provide a wide range of learning resources with broad appeal that reflects with the diversity of our communities and society appeal and the presentation of different points of view-, including those of Indigenous peoples worldviews to meet the needs of District students.

- 3.3 It is the responsibility of district and school educational staff to provide students **and staff** with learning resources that are appropriate to the needs, interests, and abilities of learners.
- 3.4 The District believes learning resources should be available without charge.
- 3.5 The District seeks to provide learning resources that promote a greater understanding among staff and students of the local Nations' history, territory, and contemporary matters.
- 3.6 The District seeks to partner with Elders, Knowledge Keepers, and community members to ensure that Indigenous ways of knowing and being are responsibly and respectfully integrated with learning resources and, where appropriate, reflected in learning resources.

3.7 Rationale for Learning Resources Selection

3.7.1 In selecting resource materials consideration will be made to include a wide variety of educationally appropriate materials that will provide for a range of teaching and learning styles. Priority should be given to **local and/or Canadian- and/or local** content. Selection is based on sound educational, political, social, or religious views. Resources should be selected based on the degree to which they meet the following social consideration principles.

3.7.2 Learning resources will be selected according to the following social consideration principles:

- promoting diversity;
- appropriately representing the status areas of the BC Human Rights Code of race, colour, ancestry, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, and disability;
- incorporating diverse racial backgrounds and lived experiences demonstrating equity, and reflecting Indigenous, Black and People of Colour (IBPOC) voices;
- promoting respect for and understanding of inclusion and diversity in Canadian society;
- providing appropriate context for complex issues and demonstrating awareness of personal bias;
- emphasizing opportunities for critical thinking; and

- ensuring that resources are current and do not contain offensive or stereotypical content except as needed to support learning about the effects of such damaging content. In situations where offensive or stereotypical content is to be used, consideration should be given to section 4.2.

~~3.7.1 The resource fulfills the following social consideration principles by promoting diversity, appropriately representing the status areas of the BC Human Rights Code of race, colour, ancestry, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, and disability; incorporates diverse racial backgrounds and lived experiences, demonstrates equity, and reflects Indigenous, Black and People of Colour (IBPOC) voices; promotes respect for and understanding of inclusion and diversity in Canadian society; provides appropriate context for complex issues and demonstrates awareness of personal bias; emphasizes opportunities for critical thinking.; and ensures that Resources are will be current and do will not contain offensive or stereotypical content except as needed to support learning about the effects of such damaging content. In situations where offensive or stereotypical content is to be used, consideration should be given to section 4.2.~~

~~3.7.23.7.3~~ All usages of materials will involve the teacher as the facilitator of learning as necessary; students will have some choice in materials selection for specific purposes, such as independent reading or research.

~~3.7.33.7.4~~ It is not expected that any single resource will be sufficient to teach a course; rather, a multimedia **multifaceted** approach is encouraged which integrates materials from different packages **sources** and media.

3.8 Criteria for the Evaluation of Learning Resources

Learning Resources will:

- 3.8.1 Be age and developmentally appropriate.
- 3.8.2 Be evaluated for **relevance, accuracy, reliability, and bias.**
- 3.8.3 Reflect cultural responsiveness, safety, and societal diversity.
- 3.8.4 Be universally available to all and selected with consideration to cost.
- 3.8.5 Minimize student exposure to advertising and marketing; and

3.8.6 Comply with the current Canadian Copyright Act, and current Greater Victoria School District licensing agreements.

3.9 Procedures for Selection of Learning Resources

3.9.1 Responsibility for selecting and issuing learning resources in accordance with the criteria approved herein rests with the appropriate educational staff employed by the District.

3.9.2 The Superintendent or designate and principals have general responsibility for ensuring that the approved criteria are known and appropriately applied.

~~3.9.3 Each principal is responsible for having a process in place where all educational staff have the opportunity for input into the of learning resources in accordance with this Policy and the associated Regulation (6163.1) The Superintendent and principal, who has statutory authority for the school's instructional program, may exercise a veto in resource selection.~~

3.9.3 In selecting learning resources, district and school educational staff will evaluate available resources and curriculum needs and will consult reputable digital resources, professional journals, catalogues, and periodicals. Whenever possible, the actual resource will be examined.

3.9.4 Gift materials shall be judged by the criteria outlined above and shall be accepted or rejected by those criteria.

3.9.5 Selection is an ongoing process which includes the removal of materials which are no longer appropriate according to the approved criteria for the selection of learning resources.

Concerns about the use of learning resources will be considered on the basis of compliance with the principles for selecting and using resources as presented in this Policy, through a reconsideration procedure as outlined in the Regulation (6163.1)

4.0 RESPONSIBILITIES

4.1 The Board delegates the responsibility for coordinating the selection of and making recommendations for the purchase of learning resources to the district or school educational staff and the review of requests for reconsideration of the use of a learning resource as per the process as outlined in the associated Regulation 6163.1.

4.2 In the professional judgement of ~~the Principal and~~ school educational staff, when an approved learning resource is considered "sensitive in nature" or has "the potential to offend", and a teacher(s) intends to use the resource, the school educational staff, in consultation with the Principal, may choose to provide notification to parents of students who will have access to or be exposed to the learning resource.

The notification to parents/guardians will provide information based on the age and maturity of the students in the class and may include:

- (1) Identify the learning resource
- (2) Provide a brief description of the content
- (3) Outline the purpose for the use of the resource
- (4) And the dates that the resource will be in the classroom.

4.3 The Superintendent or designate will make staff aware and orient them annually to Policy 6163.1 and Regulation 6163.1

5.0 REFERENCES

Sections 7, 8, 17, 20, 22, 65, 85, 168 School Act
Educational Program Guide Order MO 333/99
Copyright Act – Fair Dealing Provision
Regulation 6163.1 Learning Resources

Greater Victoria School District

Approved: March 1982
Suspended: March 1992
Renamed and Revised: February 27, 1995
Revised xxxx, 2024

Racial Equity Together



K-12 Anti-Racism Action Plan



Ministry of
Education and
Child Care

The Ministry of Education and Child Care acknowledges that its offices are situated on the Ləkʷəŋən territory of the Esquimalt and Songhees Nations and on the territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations.

The K-12 Education and Child Care sector carries out its work on the territories of the 204 First Nations communities across B.C., each with unique cultures, languages, legal traditions and relationship to these lands and waters. We also respectfully acknowledge and honour the Métis and Inuit people living in B.C.

The Ministry of Education and Child Care gratefully recognizes the honesty and vulnerability that so many students, staff, families, and community members have offered in sharing their stories, experiences, and ideas. The generous sharing of this lived and living experience has been foundational to the creation of this action plan. The ministry recognizes the personal stories as truths.



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Message from Honourable Rachna Singh Minister of Education and Child Care

Much of what we learn during our time in school shapes us as adults. During these years, we begin to understand the fundamentals of learning and build the foundations of literacy and numeracy across all subject areas – Language Arts, Social Studies, Mathematics, Arts Education, and Science – to name a few. As we learn these skills, we also seek to strengthen our personal and social development in understanding our identity and place in society.

It is vital younger generations learn about racism and discrimination and how it has impacted – and continues to impact – people throughout B.C. By understanding the realities of racism and discrimination, we can continue on a positive path forward, with young people as part of the solution towards making a more equitable and welcoming province for everyone.

*“It is vital younger generations learn about discrimination and how it has impacted – **and continues to impact** – people throughout B.C.”*

In B.C., we have taken several steps to recognize and address racism and discrimination head-on, both in communities and schools. In the K-12 education system, we have made changes to the provincial curriculum to support more Indigenous languages, cultural learning opportunities, and an increase to the number of social justice courses for students.

We have developed anti-racism training resources for teachers and ensured codes of conduct and policies are in place in all 60 school districts and independent schools. In addition, we have expanded **erase**, our provincial safety action plan, to provide more anti-racism resources for students and families.

I am pleased to release the K-12 Anti-Racism Action Plan as a key initiative to dismantle systemic racism and discrimination. It provides training and resources to help students and educators understand what it means to be anti-racist. By empowering students and educators with tools to safely stand against and respond to discrimination, this action plan will help create a province where all communities are celebrated and respected.

This action plan will help create a province where all communities are celebrated and respected

The action plan has been developed from dialogues, stories, personal reflections, and ideas shared by First Nations, Indigenous Partners, IBIPOC Community organizers, community organizations¹, education partners, and students through the Community Roundtables on Anti-Racism in Education and the Youth Dialogue Series.

I thank everyone who helped to inform this province-wide plan for the education sector so we can support a stronger culture of belonging for all students, staff and families in school communities.

Let us continue to stand up against racism and discrimination every day.

By truly acknowledging our past, and teaching about historic and current injustices and inequities, we can learn from our shared history, and embrace diversity and inclusion while creating ever-lasting change toward a future that is anti-racist.

Sincerely,

Rachna Singh,
Minister of Education and Child Care

*We can support a stronger culture of belonging for **all** students, staff, and families in school communities*

¹ Community organizations are referenced throughout this document as a broad term representing a range of diverse and unique Indigenous, Black, and People of Colour identities including, but not limited to, multicultural, ethnic, and faith-based organizations.



Message from
Honourable Mable Elmore
Parliamentary Secretary for Anti-Racism Initiatives

From an early age, our perspectives and values are shaped by our families, communities, and peers. The interactions we have with others, the interactions we see in our communities and in the media, as well as the teachings we receive from caregivers and educators impact our opinions and worldviews. This includes how we see our own place, and that of our peers, in society.

These experiences can empower young people to grow into confident leaders, mentors, and allies. For too long, however, not all British Columbians have been given the skills, knowledge, or opportunities to identify patterns of discrimination and racism in their communities. Educating students about B.C.'s and Canada's full history is a crucial first step in helping more people understand the power dynamics that continue to impact Indigenous, Black, and People of Colour. Only then are they equipped to identify and address overt and subtle racism where and when they see it.

When we share this knowledge with the youngest generations and support them to develop the knowledge, skills, and attitudes necessary for responding to racism and discrimination, we are creating a generation of future leaders with the confidence to build a more equitable province for everyone.

We know that this work is only one part of the puzzle. While we are investing in a bright future for our province through this K-12 Anti-Racism Action Plan, we are also addressing racism and discrimination happening right now.


We are creating a generation of future leaders with the confidence to build a more equitable province for everyone

Through the Resilience BC Anti-Racism Network, we're giving local organizations the tools they need to fight hate and respond to incidents of racism and hate in their communities. Through the Anti-Racism Data Act, we're working to identify and break down the barriers Indigenous and racialized people face when accessing government services. We're also developing a broader Anti-Racism Act that will further address systemic racism within government.

We have made important progress in dismantling systemic racism and there is more work ahead. We are committed to working across government and with all partners to build a better, more inclusive B.C. for everyone. Empowering the youngest British Columbians to be anti-racists will ensure these collective efforts continue for generations to come.

Sincerely,

Mable Elmore,
Parliamentary Secretary for Anti-Racism Initiatives



***Empowering the youngest British Columbians to be
anti-racists will ensure these collective efforts
continue for generations to come***

Vision

B.C. students achieve their full potential in an education environment that is equitable, free of racism and systemic barriers, and where all students, staff, and families feel welcome, safe, respected, and valued.

Introduction

Systemic racism and settler colonialism have shaped our province for generations, and this continues to hurt Indigenous, Black, and People of Colour in B.C. To help address discrimination, dismantle racism and make B.C. a more equitable, inclusive, and welcoming province for everyone, we are investing in anti-racism initiatives, such as the Anti-Racism Data Act, anti-racism legislation, and the Resilience BC Anti-Racism Network. To reaffirm this commitment, equity and anti-racism are foundational principles for all Minister's mandate letters.

The B.C. education system also holds great responsibility in addressing the systemic and interpersonal racism that continues to exist throughout the education system today. B.C.'s **Vision for Student Success** is for learners to develop their individual potential and acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and sustainable economy. A necessary piece to achieving this vision is ensuring government and education partners listen and learn from Indigenous and racialized partners and communities to work collaboratively towards an education system that is free from racism and systemic barriers and promotes equity for all students. In July 2020, a **statement of support** for anti-racism efforts was released from the Minister of Education and B.C.'s education partners².

² First Nations Education Steering Committee, First Nations Schools Association, BC School Trustees Association, BC Teachers' Federation, CUPE BC, BC Confederation of Parent Advisory Councils, BC Principals' and Vice-Principals' Association, BC School Superintendents Association, BC Association of School Business Officials and the Federation of Independent School Associations

Racism and Mental Health

We know that racism has adverse impacts on young people and on their ability to thrive in society. As stated in the **Mental Health in Schools Strategy**, giving children the best possible start is key to better long-term mental health outcomes. Wellness promotion and prevention needs to be the focus, starting in the early years and spanning throughout a child's life. The effects of racism on mental health are well documented and have been consistently linked with higher instances of stress, poor health outcomes, and suicidal thoughts and attempts in youth.

Students, staff, and families representing Indigenous, Black, and People of Colour have been reporting experiences of interpersonal and systemic racism and oppression in B.C.'s education system for generations. Studies indicate that exposure to racial discrimination, particularly in youth, is a significant predictor of depressive symptoms.

We know that

In 2018, 14% of racialized students, who completed the BC Adolescent Health Survey (BC AHS), reported experiencing discrimination because of race, ethnicity, or skin colour. This is an increase from 11% in 2013 (BC AHS 2013, 2018).³

Three-in-five (58%) B.C. students say they have seen other students insulted, bullied, or excluded based on their race or ethnicity (ARI-UBC, 2021)⁴.

B.C. youth who experienced racial discrimination reported poorer health and well-being than their peers, including being less likely to feel hopeful for their future and to feel good about themselves (BC AHS 2018).

Racial discrimination was also associated with poorer student mental health, including experiencing extreme stress and despair, self-harming, and seriously considering or attempting suicide (BC AHS 2018).

A safe and supportive school environment, as well as the presence of caring school staff and feelings of being treated fairly, were associated with more positive outcomes among those who had experienced racism including feeling safe at school and feeling good about themselves (BC AHS 2018).

³ The British Columbia Adolescent Health Survey (**BC AHS**) is a province-wide survey conducted by the McCreary Centre Society issued to youth in grades 7 to 12 every five years since 1992. The survey highlights health trends among students to help identify risks and protective factors. Special topic fact sheets are created on certain issues such as **racial discrimination**.

⁴ The Angus Reid Institute (ARI) partnered with the University of British Columbia (UBC) to conduct **an online survey** from Aug. 24-27, 2021 among a representative randomized sample of 872 Canadians aged 12 to 17, whose parents are members of Angus Reid Forum.

What We Have Heard

Over the summer months of 2019, the provincial government hosted community dialogues across B.C. to hear stories of racism and discrimination. Dialogue participants shared that acts of racism were on the rise, were adversely affecting more and more British Columbians, and these experiences were taking place in a variety of public sectors including education. Story by story, it became clear that many individuals and communities were deeply affected by historical and current acts of racism, and that communities were looking for provincial leadership.

A new Community Roundtable on anti-racism in education was created in July 2020 to support the development of an anti-racism action plan. The first Minister's Community Roundtable on Racism in Education hosted key participants in B.C., including Indigenous organizations and partners, community organizations, and education partners. The draft K-12 Anti-Racism Action Plan was developed in part from feedback received and stories shared at this Roundtable.

At the second Community Roundtable in 2021, participants expressed that racism

towards their communities was on the rise. Participants noted that some of their communities were struggling to deal with the response to heightened levels of racist incidents with limited community capacity in order to support those affected. They identified that both immediate supports and long-term systemic changes in education were needed to achieve racial safety and equity. The Community Roundtables will continue on an annual basis to ensure the community conversation on racism in education continues.

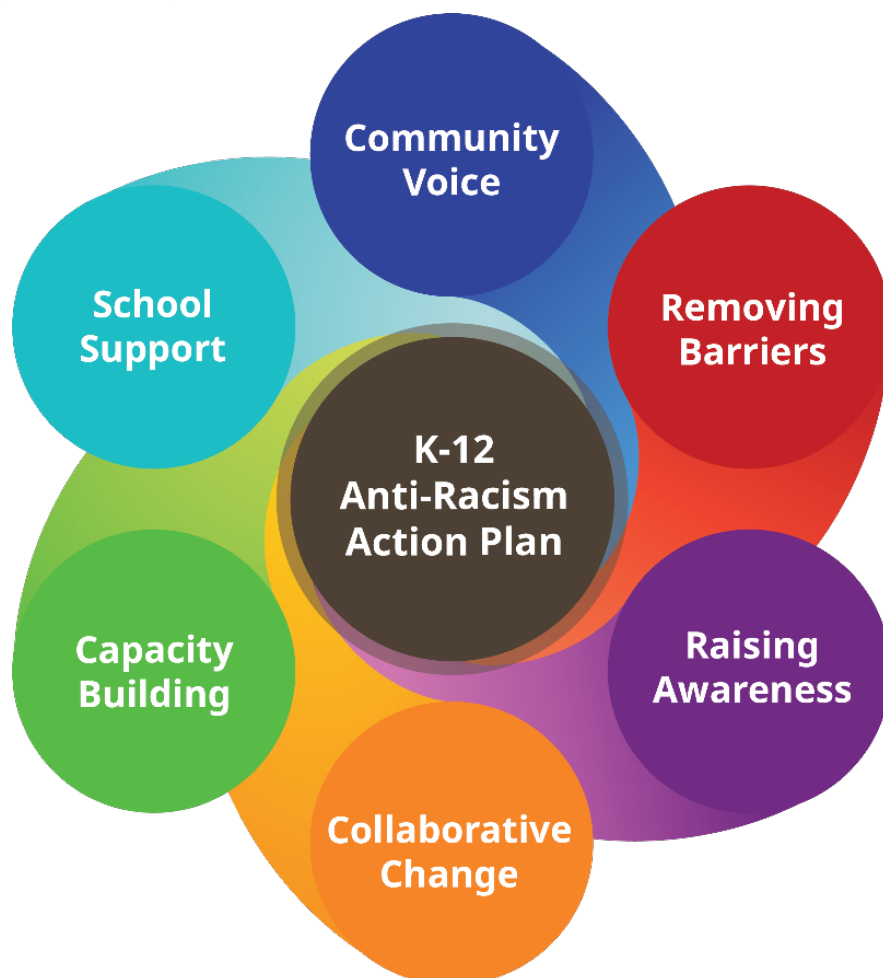
In 2022, Minister's Youth Dialogue Sessions were hosted for students in grades 7-12 from across the province to share their experiences of racism in B.C. schools. The stories and ideas shared by the students were key in informing how the ministry and school leaders can create anti-racist, equitable, and safe learning environments for all. The youth described how important it is that system leaders ensure caring and responsive opportunities for racialized students to share their stories and be heard by their teachers, principals, and district staff. This powerful dialogue series shaped the design and implementation of the K-12 Anti-Racism Action Plan.

The K-12 Anti-Racism Action Plan

The K-12 Anti-Racism Action Plan is a multi-year framework to specifically address racism and discrimination in education and to create a culture and climate of belonging for all students, staff, and families. This is the first phase of what will be many years of collective commitment to dismantle systemic racism in the K-12 provincial education sector.

The current plan is designed to improve outcomes for racialized students and support sector-wide understanding and growth of anti-oppressive systemic practises and content. The Action Plan provides supports and builds equity-based initiatives to start to address historical and oppressive barriers and ultimately lead to student success.

The Ministry is committed to Indigenous-specific strategies in the **Declaration Act Action Plan** for all Indigenous students. One of these strategies includes a First Nations Anti-Racism strategy led by the First Nations Education Steering Committee (FNESC) and supported by the Ministry.



Foundational Understandings

Although students' individual experiences of racism vary, racism holds all students back from truly thriving as individuals and communities. The following elements establish the foundational understanding of this Action Plan as we work together to move forward and stop further harm to racialized communities.

Indigenous Worldviews and Perspectives – There is growing understanding and acknowledgment of the mistreatment and disrespect that First Nations, Métis, and Inuit peoples have endured throughout Canada's colonial history. This harm continues in present day. The necessary commitment to truth, reconciliation, and healing must include the lens of understanding the connections and relationships that create holistic learning.

Affirmation and Recognition - Stories of racism and discrimination have been told time and time again. Moving forward, this strategy acknowledges these experiences without requiring those impacted to retell their stories and prove the harm that has occurred and continues to occur. These experiences are real, they are harmful, they are the truth, and they must be addressed in all contexts of K-12 education.

Equity and Inclusion – Students, staff, and families may have their own experiences of discrimination and oppression; however, the unique experiences of racism must be specifically addressed to create positive and system level change. Anti-racism cannot be addressed in siloes. Although the strategy is focussed on anti-racism, there is recognition that different experiences are shaped by the intersection of unique identities (e.g., intersectionality).

Adult Well-being – Racialized staff report experiences of racism in their school communities and working environments. The **Mental Health in Schools Strategy** emphasizes the importance of addressing the well-being of adults in the education system. In addition to effects on mental health, racism experienced by staff leads to issues with recruitment and retention, which further leads to less racial diversity in schools. This perpetuates racism further for students who do not see themselves represented in their leaders. Anti-racism initiatives must recognize the importance of supporting adults as well as students.

Principles

The K-12 Anti-Racism Action Plan is guided by the following principles as we move forward:

Recognize and respect Indigenous rights and titles in accordance with Section 35 of the *Constitution Act, 1982*, United Nations Declaration on the Rights of Indigenous Peoples, Declaration on the Rights of Indigenous Peoples Act, and the Truth and Reconciliation Calls to Action

Engage First Nations, Indigenous partners, education partners, community organizations representing racialized people, school boards, school communities, and students to work collaboratively, share voice, and integrate work across the sector and within the ministry.

Amplify and defer to the voices and perspectives of those with lived and living racism experiences.

Demonstrate humility and respect and a continuous improvement mind-set.

Apply evidence-based decision-making reflecting current knowledge and data about anti-racism related systems-level change.

Priority Actions

The K-12 Anti-Racism Action Plan includes six priority areas of action: Community Voice, Removing Barriers, Raising Awareness, Collaborative Change, Capacity Building, and School Support.

Community Voice

Community Voice ensures that all actions in this plan are guided and co-led by First Nations, Indigenous partners, education partners, community organizations, and students with lived and living experience of racism. These voices have been missing, historically, from key conversations and decisions in government systems.

Annual Minister's Community Roundtable

An annual event for the Minister to engage directly with the IBPOC community to hear their experiences, perspectives, and recommendations on the Action Plan

Minister's Youth Dialogue Series

The Minister of Education and Child Care will host at least two Youth Dialogue Series: one for intersectional and diverse youth and one for Indigenous youth

Removing Barriers

Removing Barriers creates a system and communication paths to ensure racism cannot thrive through policy and culture.

Roundtable participants, as well as community and sector representatives, asked for more accountability to be embedded in the plan after the first draft, not just for ministry actions, but also for leaders in the system. They also shared the importance of communicating with parents and guardians on the action plan and progress, as well supporting resources to feel connected to their school community.

Anti-racism in district plans

Embed anti-racism reporting requirements within strategic plans

Parent Engagement Plan

A co-developed plan with BC Confederation of Parent Advisory Councils to inform parents of Action Plan initiatives and provide supporting details and information that will promote parent and guardian understanding and welcome their involvement in planning school anti-racism initiatives

Raising Awareness

Raising Awareness provides resources and engagement opportunities to highlight the unique identities and experiences across the province and how we can better appreciate each other, as well as to increase understanding of racism and its harmful effects.

Roundtable participants asked for a calendar to supplement district and school calendars to include more diversity as a first step to ensuring that schools reflect all identities as valued and important. Student-to-student racism was also identified as needing to be addressed, and that starts with foundational understanding of racism, equity, and inclusion.

Inclusion Calendar

Provide districts with a calendar identifying significant events of advocacy, celebration, or honour

Youth Engagement

Presentations and workshops hosted by B.C. Lions to grades 6-10 to explore and engage with issues of anti-racism, diversity, equity, and inclusion

Collaborative Change

Collaborative Change engages all layers of the education system to create system level change. It is imperative that the ministry, school districts, education partners, school staff, students, and families build on existing partnerships and create networks to champion anti-racism work.

Students have shared that only some school staff provide culturally safe and welcoming learning environments, and that is an everyday experience to be met with racism in their day at school in different forms. System level change requires the commitment of all layers of the sector to not only support this work, but also compel it.

Education Partner Collaborative

A committee of education partners, including Indigenous partners, to work collaboratively to address systemic racism

Educator Network

A committee for educators at both district and school level, built over phases, to provide peer support, build internal capacity, and identify needs to engage in anti-racism work

Capacity Building

Capacity Building creates the foundational understanding of racism for all staff in the sector, to recruit diversity in the workforce so that all students see themselves represented in school leadership, and to create a system that is welcoming to all staff.

Students have told the ministry of their hardship from moving through the K-12 system without seeing school leaders who represent and understand them. As well as watching Indigenous, Black, People of Colour (IBPOC) and allied school staff being treated with discrimination. In addition, educators and other school staff have shared the challenges of working in a system that does not feel welcoming and inclusive.

Recruitment and Retention Strategy

Grow diversity in the education workforce so that students see themselves in their teachers and have access to diverse role models through their educational journey
Create better working environments for IBPOC teachers to improve retention

Anti-Racism Training (for everyone)

Develop a foundational online training course available to a sector-wide audience including all ministry, school, and district staff
Develop additional professional learning opportunities to support specific roles and to build on foundational learning

School Support

School Support provides resources, support, and guidance for schools to create anti-racism learning environments.

Students have acknowledged the amount of time they spend in school in their young lives and the influence this environment has on their well-being and development. For students to thrive, they need to see themselves represented as valued members of the school community, as well as in their learning materials and content. They also need safe reporting processes for acts of racism. School leaders to receive those reports with understanding and action-oriented responses.

Incident Response Guidelines & Resource Guide

Develop resources to support districts and schools to identify and respond to incidents of racism, as well as define common terms to establish collective understanding

Develop a resource guide for the sector to provide recommended practices for implementing anti-racism work and ensuring learning environments are safe, welcoming, and inclusive

Curriculum Resources

Inventory existing anti-racism curriculum resources, identify gaps in the inventory, and address existing gaps in resources

Conclusion



The K-12 Anti-Racism Action Plan is a multi-year path forward and an opportunity to bring the education sector together to confront racism in all its forms, but it is only the beginning. This plan outlines the first three years of the provincial school community working together to establish a strong foundation and to chart a path forward for many years of continued dedication to come. This work must always include listening to students, staff, and families, and to be quick to adapt to shifting issues and experiences.

Everyone can play a role in identifying and addressing racism in the education system. System level change requires a shared understanding of our collective responsibility in dismantling racism in schools. Moving forward requires tough and uncomfortable conversations and a willingness to adopt new approaches to delivering education programs that ensure everyone in the school community know they are valued and important members.

The Honourable Murray Sinclair said, “Education got us into this mess and education will get us out of it.” The K-12 Anti-Racism Action Plan sets out to ensure that all students in the B.C. education system can learn in an environment where they feel welcome and valued so that school experiences can help shape a more inclusive and respectful society for everyone.



Appendix - Action Plan Timelines

<i>Element</i>	<i>Action</i>	<i>Timeline</i>
<i>Community Voice</i>	Annual Minister's Community Roundtable	Annual
	Minister's Youth Dialogue Series	Annual
<i>Removing Barriers</i>	Anti-racism in district plans	2022/23 and 2023/24
	Parent Engagement Plan	2021/22 and 2022/23
<i>Raising Awareness</i>	Inclusion Calendar	2021/22 and 2022/23
	BC Lions Youth Engagement	2021/22 to 2023/24
<i>Collaborative Change</i>	Education Partner Collaborative	Ongoing
	Educator Network	2021/22 – Phase 1 Ongoing expansion
<i>Capacity Building</i>	Recruitment & Retention Strategy	TBD
	Anti-Racism Training (for everyone)	2022/23
<i>School Support</i>	Incident Response Guidelines & Resource Guide	2022/23
	Curriculum Resources	2022/23