

EDUCATION COMMITTEE
PUBLIC MEETING AGENDA

DATE: WEDNESDAY, FEBRUARY 17, 2021
LOCATION: REMOTE MEETING VIA ZOOM
TIME: 6:00 PM

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

- 1. ADOPT AGENDA**
- 2. APPROVE MINUTES**
Attachment: Public minutes from meeting held January 20, 2021.
- 3. DIVERSITY AND ANTIRACISM WORKING GROUP UPDATE**
Christel Brautigam, Assistant Superintendent
- 4. SOGI UPDATE – MID-YEAR REPORT**
Marie Ratcliffe, District Administrator
- 5. SUB-COMMITTEE REPORTS**
 - ELL Consortium (Metro Boards)
 - Richmond Sister Advisory Committee (City Committee)
 - Aboriginal Education Enhancement Agreement Advisory Committee
 - SOGI Advisory Committee
 - Anti-Racism Committee
- 6. NEXT MEETING DATE - WEDNESDAY, APRIL 21, 2021 at 6:00 PM**
- 7. ADJOURNMENT**

REPORT TO EDUCATION COMMITTEE – PUBLIC

DATE: FEBRUARY 17, 2021

FROM: Christel Brautigam, Assistant Superintendent

SUBJECT: DIVERSITY AND ANTIRACISM WORKING GROUP UPDATE

TOPIC

Update on the work of the Diversity and Antiracism Working Group

PROCESS

At the June 10, 2020 public meeting of the Richmond Board of Education, the Board approved the following motion:

THAT the Board of Education (Richmond) form a Diversity and Anti-Racism Working Group in the upcoming school year, comprised of board and district stakeholder representatives, with a mandate which will include:

- consultation with students, staff and other stakeholders regarding their experiences with racism within the school district;
- a review of what the district is currently doing with respect to educating students about various forms of racism;
- a review of current district policy and practices regarding incidents of racism;
- identification of what gaps the district needs to address regarding anti-racism education and practices, including (but not limited to): policy, hiring practices, staff professional development, school and district culture and educational initiatives, and advocacy regarding curriculum and other provincial initiatives;
- and make recommendations to the Board for further action.

As a result of this motion the Diversity and Antiracism Working Group formed this fall and is comprised of members from the following stakeholder groups; RTA, CUPE, Trustees, RASA, RMAPS, RDPA and Executive.

The group has had six meetings since first coming together on November 5, 2020. Thus far discussions directly related to diversity and antiracism include elevating the profile of antiracist education and how we become an antiracist school district. Black History Month has been an example of this with the development and distribution of teaching and learning resources as well as highlighting the work of schools on social media and resources on our public website.

The group has also discussed the need for teaching and learning about antiracism for all of our stakeholders, not only students and teachers. Also important, is that as a district, we broaden the scope of teaching and learning beyond special recognition to deepen into embedded education and learning about antiracism in order to effect positive, enduring and sustainable change.

The following are some of the actions that have been achieved or are currently underway as a direct result of the formation of the Diversity and Antiracism Working Group:

- Upcoming launch of an Antiracism Resources online hub for all staff. The timing of the launch is designed to take advantage of the momentum that Black History Month provides. In addition to curated online, print, video and audio resources, other sections include, learning more about terminology related to antiracism, and how to talk about race in school with different age groups
- Highlighting of antiracism resources on our public website.
- Have developed a plan to highlight antiracism work as part of what we share each month about teaching and learning on our district website
- Schools have been encouraged to share their work on social media platforms such as Twitter
- A BC Black History Course outline for secondary school is currently with Learning Services for review and interested secondary teachers have been invited to support this review process
- We are currently reviewing proposals from workshop leaders, consultants and facilitators who work in the fields of antiracism and equity to support us with both -
 - Workshop and training facilitation for staff and,
 - An audit that will provide an objective view of our policies, conduct focus groups and gather survey data from students, staff and parents specific to the above mandate so that we can make recommendations to the Board to address what is surfaced through this process

Initiatives that began this fall that are currently underway and that support the work of the Diversity and Antiracism Working Group include:

- Antiracism book bundles for elementary and secondary school libraries are in all our schools with books for adults and students
- Our secondary school libraries are engaging in diversity audits to analyze how reflective library collections are of the school community.
- Principals, vice principals and managers have been working with Shane Safir, author of [The Listening Leader](#) on the theme of equity
- Many principals, vice principals, managers and senior leaders are engaging in book clubs with books on antiracist themes.

CONCLUSION

I would like to thank the members of the Diversity and Antiracism Working Group for their time and dedication to the work we have been doing and to the members Teacher Consultant and

Curriculum Coordinators team in Learning Services who are supporting the resources collection and development aspect of this work.

Respectfully submitted,

Christel Brautigam, Assistant Superintendent

Report to the Education Committee

DATE: February 17, 2021
FROM: Marie Ratcliffe, District Administrator
SUBJECT: Update - SOGI
Mid-Year Report

This report is a mid-year update. In accordance with the SOGI policy, an annual report is brought to the board each June.

The work of the District SOGI Advisory Committee relates to Goal 2 of the District's Strategic Plan:

Richmond School District actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation and socio-economic status

INTRODUCTION/BACKGROUND

The History of SD 38's SOGI Policy

- 2014-2016 – the District began a review of the Code of Conduct with a specific focus on SOGI – the Belonging Project began with students from 2 secondary schools.
- January 2016 – Child and Youth Mental Health in BC named sexual and gender minority youth as particularly vulnerable, marginalized, in need of support and called on schools to take action.
- July 2016 – Gender Identity and Expression were added to the BC Human Rights Code.
- September 2016 – Ministry of Education directed all schools and districts to update conduct policies, specifically in respect to Sexual Orientation and Gender Identity.
- November 2016 – Trustees voted to explore the development of a discrete SOGI policy.
- Nov 2016- Feb 2016 – Working Committee drafted a SOGI policy.
- Spring 2018 – Community Consultation on the Draft SOGI policy.
- June 2018 – Trustees voted to approve the SOGI Policy.
- September 2018 – SOGI Advisory Committee began work.

DISCUSSION

Since September 2018, the District SOGI Advisory Committee, made up of representatives of all stakeholder groups, has been involved in guiding change in a number of areas. Some early initiatives included ensuring that all students had access to a gender-neutral washroom, that all school libraries had a collection of resources that promoted diversity and inclusion of LGBTQ2+ people and concerns, and that all secondary schools had both a SOGI lead and a safe and inclusive space for LGBTQ2+ students. Other early areas of action included professional learning opportunities for school staffs and for the secondary school SOGI leads, and a quarterly SOGI-focused newsletter, called *Ask the Kids*, which is delivered to all staff. The first edition was distributed in January 2021. There is a thriving Rainbow Café that meets monthly for all interested secondary students across the district.

We currently have 3 staff members (the Counselling Coordinator, the Teacher Consultant for SEL, and a District Administrator for Learning Services) who coordinate much of the work in schools, responding to requests for professional learning or consulting on specific situations.

Over the last eighteen months, the District SOGI Advisory Committee has been focused on planning the process of the implementation of the SOGI policy. To support that process, the committee conducted a scan of SOGI

awareness for staff across a representative group of schools in the district and, from those results, began the development of a set of goals and objectives to shape the work going forward.

The SOGI Scan, conducted March 13 to 31, 2020, reached into 2 representative secondary schools and 5 elementary schools, and resulted in 185 completed surveys from staff.

It was clear from the results that there were pockets of confidence and comfort within the staff to access resources and use them within their classrooms, while other staff felt less confident. Staff indicated that lack of training and/or knowledge were the largest barriers to using resources; that they preferred participating in presentations by district staff, and using the services of the district teacher consultants and counselling coordinator for training/professional learning; and that, largely, their schools provided a safe and inclusive environment for LGBTQ2+ students and families.

This scan informed the SOGI Advisory Goals and Objectives. The 4 goals are:

1. Students and staff who identify as LGBTQ2+ will feel safe, supported, valued and included in their schools and classrooms;
2. Staff members in the Richmond School District will have the appropriate knowledge and skills in order to feel confident in effectively supporting LGBTQ2+ students in their classrooms and school;
3. The Richmond School District will work alongside parents, family members, and members of our community in order to support LGBTQ2+ children and youth;
4. The Richmond School District will communicate effectively amongst students, staff, families and partner groups about implementation of the SOGI policy.

Each of the goals is supported by a set of objectives, and at this time, members of the Advisory Committee are forming 4 subcommittees that will focus on a unique goal.

LOOKING FORWARD

An exciting new opportunity was offered to schools in December. As part of the Innovation Grant process, schools were invited to apply for an innovation grant that would inspire inclusion and respect for diversity, specifically in the SOGI area. Some possible inquiry areas were proposed:

- Creating safe places through Diversity Clubs
- The impact of Inclusive Learning Resources on our school's climate and the experiences of staff and students
- SOGI and Staff and Student Wellness
- Where does SOGI Live in Your Classroom?

Groups of staff from 6 schools (5 elementary schools and one secondary) applied for these specific grants and are currently working with Learning Services staff as they go through the inquiry process and we keenly await their presentations of their projects in May. All groups are aware that this process will most likely take longer than 6 months, and are committed to seeing the process through in a fulsome way.

CONCLUSION

The District team and the SOGI Advisory Committee continue to work at strengthening relationships with students and families, and to provide strong professional learning opportunities for staff, while supporting students and families and staff. Using the Spiral approach to Inquiry, we continue to scan, develop hunches, focus, learn, take action, and check, to see if we are making enough of a difference. Our goals are that students, staff and families feel included, safe and valued, and that staff build good confidence in this area.