

SCHOOL DISTRICT NO. 63 (SAANICH)

POLICY DEVELOPMENT COMMITTEE

**Report to Board Meeting of February 15, 2023**

Committee Members:	Trustee VanWell Trustee Elder Trustee McMurphy - regrets
Staff Support:	Dave Eberwein, Superintendent of Schools Jason Reid, Secretary Treasurer
Partner Representatives:	Don Peterson, STA Nola Welsh, CUPE Suzanne Chisholm, SAA COPACS - regrets
Other Attendees:	Chair Dunford, Trustee Hickman, Trustee Silzer, Trustee Vandall, Carly Hunter – Director of Instruction, Melissa Austin – District Principal & Sheralyn MacRae – Indigenous Education Coordinator

**Committee Meeting**

Tuesday, February 7, 2023

**A. PRESENTATIONS AND QUESTIONS**

Cultivating Respectful Relationships with W̱SÁNEĆ Nation – M. Austin/S. MacRae

The Committee agreed that the Policy Committee will consider next steps after the next Local Education Agreement meeting where this will be explored with the W̱SÁNEĆ Nation.

**B. ITEMS DISCUSSED**

No Items.

**C. ITEMS FOR RECOMMENDATION**

No Items.

**D. ITEMS FOR INFORMATION**

No Items.

**E. FUTURE AGENDA ITEMS**

That the following remain as policies pending a review by the Board about what portions of these programs the Board wishes to retain as policy:

- Transportation Policy
- Political Meeting Attendance by Staff
- Policy 9 (Provisions for Virtual Meeting Attendance)

# Cultivating Respectful Relationships with the WSÁNEĆ Nation



# Territorial Acknowledgement Protocol

We acknowledge and thank the W̱SÁNEĆ people on whose traditional territory we live, learn, and teach. The W̱SÁNEĆ people have lived and worked on this land since time immemorial.

## The How and When

- Don't overthink it
- When to acknowledge territory and when to have someone welcome to the territory
- Make sure this is done in way that there is meaning and significance versus checking a box

## Meeting Protocols and Attendance

What to consider when inviting the First Nations community to meetings or engagement sessions:

- Flexibility with meeting format and procedures such as Robert's Rules of Order
- What meeting protocols we use when in community
- Being flexible when a community member attends a meeting or public committee and wants to speak

## What does decolonization look like for the Board of Education?

How do we decolonize our policies, procedures, and practices

- UNDRIP
- TRC Calls to Action
- Standard 9 [link](#)
- Creating ethical frameworks for Reconciliation/Cultural Safety
- Creating Reconciliation Policies, Strategic Plans, and Committees

## Why Equity?



The Purpose of Indigenous Education is to

Enhanced funding provides culturally appropriate educational programs and services to support Indigenous student success and seeks to improve success and supports for Indigenous students, increase the presence of Indigenous culture, languages and history **for all students**

Indigenous Education aligns with commitments to:

- The United Nations Declaration on the Rights of Indigenous Peoples
- The Calls to Action of the Truth and Reconciliation Commission of Canada
- The Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples
- BC Teachers' Council Professional Standard 9

Why do Indigenous learners receive enhanced services and supports?



The history of this land we now call Canada and what it has tried to do to Indigenous peoples

- Indian Residential School System
- Indian Day Schools
- 60's Scoop
- The Indian Act and
- Other laws designed to destroy Indigenous cultures

We have yet to address the legacies of all of these.

### Indigenous Specific Trauma:

#### Pre - Contact

Death  
Starvation  
Tribal War  
Separation  
Flood  
Fire  
Earthquake  
Physical Injury

#### Targeted Trauma

Mass murder  
Genocide  
Bio-Warfare  
Land Theft  
Displacement  
Residential Schools  
Indian Hospitals  
Health Experimentation  
Child Theft  
Dog Slaughters  
State Violence  
Religious Violence  
Economic Violence

#### Intergenerational Trauma

Sexual abuse  
Sexual assault  
Psychological assault  
Ritual Abuse  
Gender Violence  
Cultural Alienation  
Suicidality  
Mental Illness  
Toxic drug poisoning  
Mass Incarceration  
Houselessness  
Poverty  
Survival Crime  
Addiction  
Lateral Violence

## Community Reluctance to Engage

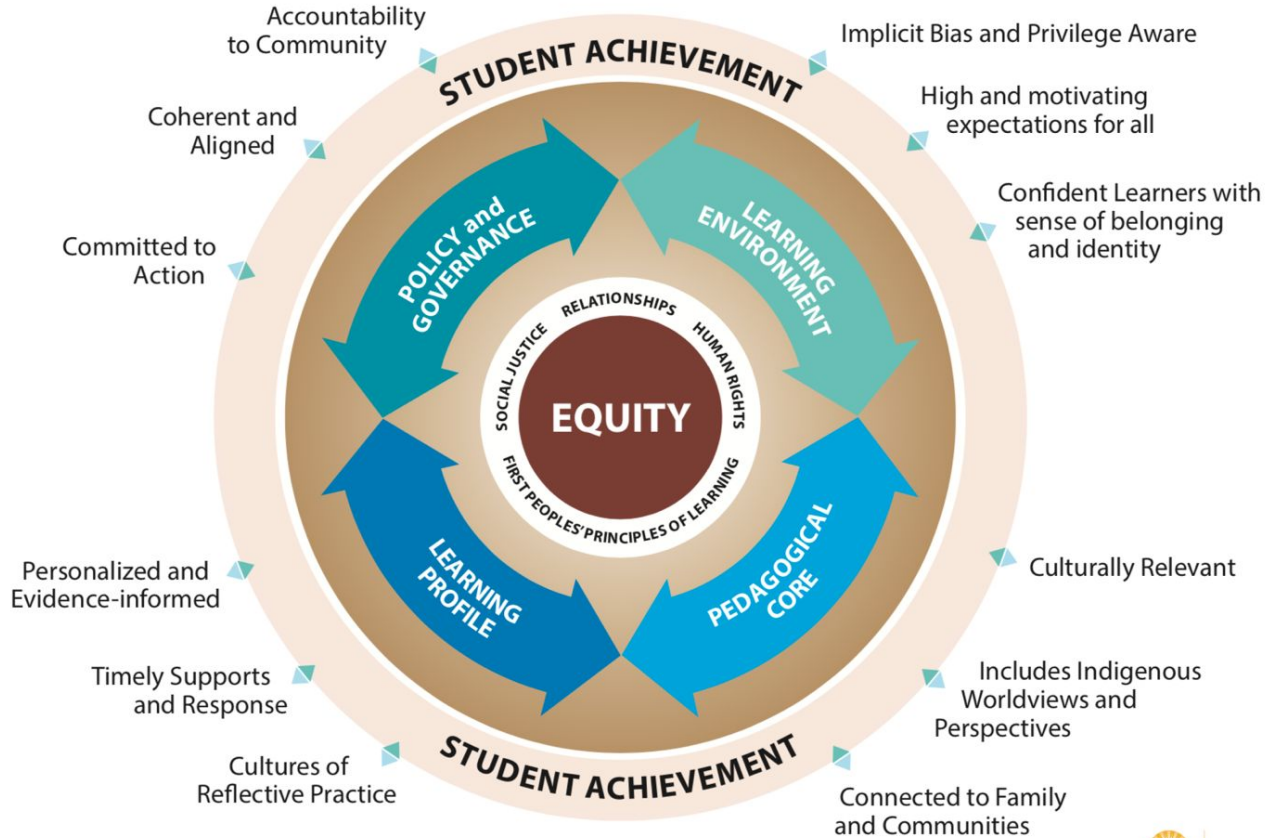
- Understanding we are not where we need to be yet as we have more work to do
- Ensuring cultural safety
- Cultivating safe spaces
- Hesitancy to engage with school
- Purpose: Are we asking to check a box or are we asking to take the feedback and implement and inform change



## Equity Scan Policy and Governance

**SANICH**  
SCHOOLS

# Indigenous Student Success



# Equity Scan Policy and Governance



## Policy and Governance

1. Describe the authority and decision-making of district structures and who is responsible for ensuring that actions and decision making for equity are in place for Indigenous learners.
2. Does your district have policies, practices and governance procedures that support equity?
3. How does your district policy, practices, and governance educate about the history and current realities related to issues of inequity and gaps in opportunity for Indigenous learners?
4. Does the district have in place policy or agreements that reflect a dedication to equity in budgets, employment/hiring and specific service to Indigenous learners?
5. Does your district have an Indigenous parent, family and community engagement policy or strategy?
6. Describe participation and representation of local First Nation communities, as legally responsible for the education of their members, in the decision making and change process to programs and services that directly affect their children.
7. Does your district have specific policy related to access to Indigenous language and cultural programs?
8. What processes have been developed to ensure that Indigenous languages are a visible and valued part of each learner's experience?

### Policy and Governance Rubric

1	2	3	4	No Evidence
District Policy and Governance structures are largely silent on equity. There is no or limited shared language and planning for equity among partners.	The District is aware of the need for Policy and Governance structures related to equity. Partners are willing to work together to support equity.	District Policy and Governance structures consider equity and have some plans for action. Partners are aware of and support equity and the direction of the district.	District Policy and Governance structures are known to and supported by all partners. Policy enables equity work and governance structures routinely focus attention on and review equity in the district. Action plans are obvious to all.	The Equity Team is unable to determine the district's Policy and Governance related to equity work due to lack of evidence.

# 5 Key Questions

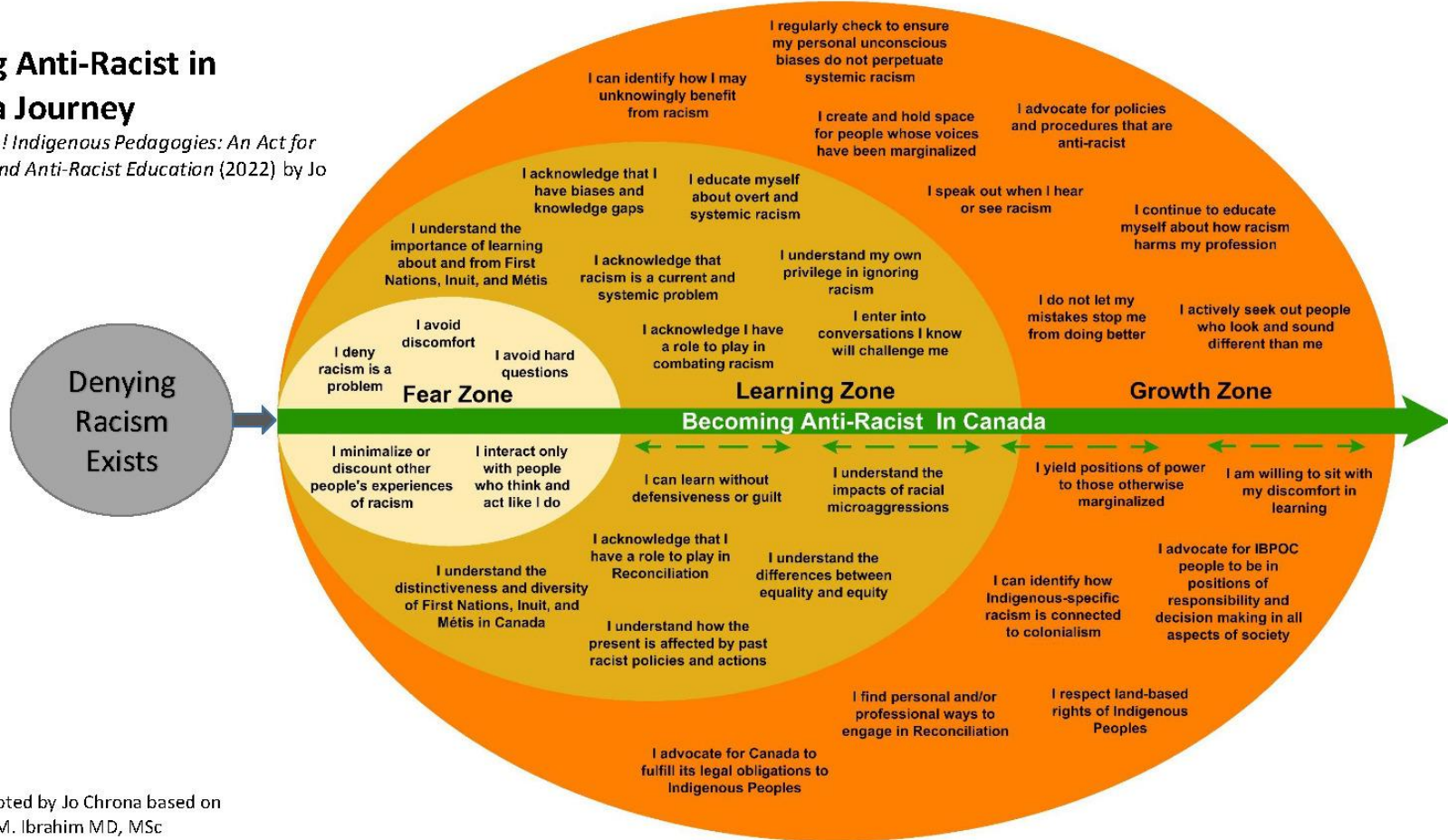
- Do all students have access to all pathways?
- Are we creating space or requiring compliance?
- What are our **dark corners** and how do we reveal them?
- Do our students encounter the racism of low expectations?
- Is there implicit bias in our system?

# The Language of Racism – Being an Active Anti-Racist

- Means examining how overt, systemic, and epistemic racism play out in classrooms, schools, and districts
- When we place the blame for disparity in education outcomes on learners, families, or communities, we are reinforcing colonial narratives that have portrayed Indigenous Peoples as in need of fixing.
- Asks us to respond to the concerns and priorities of Indigenous leadership, rather than continuing to believe that non-Indigenous Peoples 'know best'.
- Change assumptions that Indigenous learners come to school with inherent deficits, and recognize that they have innate gifts and abilities to be nurtured into growth.

# Becoming Anti-Racist in Canada: a Journey

From *Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education* (2022) by Jo Chrona



Idea/graphic adapted by Jo Chrona based on work of Andrew M. Ibrahim MD, MSc

## The Path Forward - Taking Action

- Indigenous representation & participation
- Indigenous-focused equity strategies
- Ensure that those in leadership positions engage in learning to understand the structural, systemic, or institutional nature of inequity. Commitment to ongoing learning about colonialism and Indigenous Education
- Encourage school board members to participate in anti-racism and bias-awareness workshops
- We must look at new initiatives or policies to ensure that they do not contribute to systemic inequity for Indigenous Learners.



## The Path Forward - Taking Action

Be Bold, Be courageous

Decolonize your policies and practices. We need to shift how we do business

Indigenous Voice is central to the work not an afterthought or a checkbox

Do the Work - Be an active anti-racist



## Resource List

Webinar from Len Pierre Consulting

[Transformative Territory Acknowledgements webinar](#)

[https://www.lenpierreconsulting.com/files/ugd/90c86d\\_b3aa5cd2564c4d77a72b7b397d96add0.pdf](https://www.lenpierreconsulting.com/files/ugd/90c86d_b3aa5cd2564c4d77a72b7b397d96add0.pdf)

Me And White Supremacy *A 28-Day Challenge to Combat Racism, Change the World, and Become a Good Ancestor*

<http://laylafsaad.com/meandwhitesupremacy>

[Wayi Wah! Indigenous Pedagogies](#) - An act for Reconciliation and Anti-Racist Education

[Professional Standard 9 – Truth and Reconciliation, Moving Forward Together](#)

Prince George Report [SCHOOL DISTRICT 57 Special Advisors Report](#)