

105 – nućuma:t sya:ys “working together as one”

1. Vision

Nanaimo Ladysmith Public Schools acknowledges the territories and teachings of the land we learn on.

s’axwusta:lt tun’ni’ ‘u tu syuq’a’numa’ mustimuxw/ Gifts from the ancestors

yu la’lum’uthut ‘u kwust ‘l’mush! ni’ ct yu thay’thut! We walk carefully! We prepare ourselves!

yath ‘uw’ ‘uy’ tl’ulim’ tu shqweluwn ct kws yu ‘l’mush ct, ‘uw’ hay tu ‘uy’ shqweluwn kwun’etut. We must be clean in heart and mind. We carry good hearts and minds.

‘i’ tu mustimuxw ‘i’ ‘uw’ tun’ni’ ‘u tu xe’xe’. People too are sacred.

The Board of Education for Nanaimo Ladysmith Public Schools will actively work towards ensuring a safe, caring, and welcoming environment where every learner, staff member, family member and community member feels seen and heard and has a sense of belonging and their curiosity is engaged.

Learning and working experiences at all times will strive to be accessible, inclusive and respectful to everyone, regardless of Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental ability, sex, sexual orientation, gender identity or expression, or age.

Decolonization, anti-racism, and justice are woven into and incorporated into our policies and practices.

Truth and reconciliation are lived daily through respectful relationships, land-based learning, and the integration of Indigenous world views.

2. Purpose

The Board of Education supports equitable environments for all individuals under the BC Human Rights Code.

Nanaimo Ladysmith Public Schools are accessible, inclusive and respectful to everyone, regardless of Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental ability, sex, sexual orientation, gender identity or expression, or age.

3. Policy

The Board is committed to creating accessible and inclusive learning and working experiences for all employees and students and will:

Safe, inclusive, and equitable work and learning environments

- Make sure schools and district workplaces are accountable, respectful of diversity, free from discrimination and harassment and aware of biases, and are spaces where justice, fairness, equity, and respect are at the core of everything we do.

Commitment to Indigenous rights, reconciliation, and anti-racism

- Honour and support Indigenous ways of knowing and learning by recognizing past harms and by seeking out opportunities for reconciliation, decolonization, anti-racism and acknowledging the United Nations Declaration on the Rights of Indigenous Peoples in our policies and everyday practices.

Responsive, student-centred learning environments

- Provide learning environments that meet students' needs where they are today, while helping them build the confidence to support lifelong learning, including social, emotional and critical thinking skills.

Student success is holistic and inclusive

- Recognize that student success extends beyond academic achievement. Commit to offering meaningful, accessible, and diverse learning opportunities that reflect and support the varied strengths, identities, and needs of all learners. Accessibility will be proactively considered in the design, delivery and evaluation of programs, services, communications, and facilities, with the goal of removing barriers to participation and success.

Justice, and Restorative Practices

- Commit to fostering a culture of accountability where harm is acknowledged, addressed, and repaired. Ensure that processes for responding to discrimination, bias, and wrongdoing are transparent, fair, and grounded in both justice and learning. Embrace restorative approaches that centre relationships, encourage responsibility, and support healing for those impacted, while promoting growth and understanding for individuals and the broader school community. Through this work, strive to build trust, uphold dignity, and create conditions where all members of the school district feel safe and respected.

4. Definitions

The following definitions establish a shared understanding of key terms that guide the district’s policies, practices, and decision-making. These definitions are intended to apply across all District policies unless otherwise specified.

Accessibility:

Removing physical and social and systemic barriers and biases and educating people about diverse abilities and disabilities and putting in place supports so that people of all abilities can fully participate and have equal access to opportunities.

Accountability:

Taking responsibility for actions and their outcomes and being open and honest about them and reflecting on how to do better and committing to doing better in the future.

Anti-Racism:

The active, consistent process of identifying, challenging, and dismantling racist systems, policies and attitudes. Anti-racism demands action and active opposition to racism through equity-focused actions. It involves examining power structures, fostering inclusion, and supporting marginalized communities in addition to actively finding and removing racism by changing systems, policies, and attitudes so power and opportunities are shared fairly.

Bias:

Unfair opinions or assumptions about people based on qualities beyond their control such as race, gender, sexual orientation, or ability.

Decolonization:

Addressing the impacts of colonization by restoring rights, power, and decision-making to Indigenous peoples, while respecting their cultures, laws, and self-determination.

Diversity:

Recognizing, valuing, and respecting differences in people’s backgrounds, identities, and perspectives.

Equity:

Understanding that people have different needs, and making sure everyone has what they need to access the same opportunities while elevating those with a lack of access to resources to ensure that they have the same or similar opportunities to participate and be successful.

Fairness:

The impartial and just treatment of others without bias or favouritism. Ensuring people get what they need or deserve based on equity, rather than guaranteeing identical outcomes for everyone.

Harassment:

Unwelcome, offensive, or humiliating conduct targeting individuals based on Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental ability, sex, sexual orientation, gender identity or expression, or age.

Inclusion:

Creating and maintaining welcoming environments where everyone feels respected, supported, and able to participate.

Justice:

The work of removing barriers that limit people’s opportunities by the action of making sure systems, policies, and practices are fair and equitable.

Reconciliation:

Repairing relationships after harm and/or injustice and building respectful relationships and understanding between people and communities with specific attention paid to the Truth and Reconciliation Calls to Action.

Restorative Justice:

Restorative justice is a framework for responding to harm and conflict that focuses on repairing relationships and addressing root causes rather than simply assigning punishment

5. Delegation

The Board delegates to the Superintendent responsibility for:

- a. The implementation of this policy.
- b. Developing, implementing, and maintaining administrative procedures that support this policy.

6. Monitoring

The Board is responsible for monitoring the effectiveness of this policy.

Legal References:

Monitoring Method:	<i>Internal Reports/Board and Superintendent</i>
Monitoring Frequency:	<i>Annual</i>
Previous Policy Number:	<i>Policy 2.10</i>
Adopted:	2016.06.01
Amended:	2020.01.15, 2026.09.23