RICHMOND
SCHOOL DISTRICT NO.38

POLICY COMMITTEE
MONDAY, FEBRUARY 11, 2019 @ 10:30am
Board Room, Main Floor, ADMIN BUILDING

PUBLIC MEETING AGENDA

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

1.   **INTRODUCTIONS**

2.   **ADOPT AGENDA**

3.   **APPROVE MINUTES**
     Attachment: Minutes of meeting held January 7, 2019.

4.   **SEXUAL ORIENTATION AND GENDER IDENTITY: POLICY 106**
     Verbal update.

5.   **COMPLAINTS AND APPEALS BY STUDENTS, PARENTS AND PUBLIC: BYLAW: 103**
     Verbal update.

6.   **ASSESSMENT AND EVALUATION: POLICY 517, 517-R 517-G** [to be renamed
     Assessment and Reporting/Communicating Student Learning]
     Attachment: Memorandum from Assistant Superintendent Archer.

7.   **SELECTION AND APPOINTMENT OF ADMINISTRATORS: POLICY 300-R** [to be
     renamed and renumbered as Policy 401, 401-R and 401-G: *Recruitment and Selection of
     Management and Administrative Personnel]*
     Attachment: Memorandum from the Executive Director, Human Resources.

8.   **POLICY REVIEW STATUS [standing item]**
     Attachment: Status to January 15, 2019

9.   **AGENDA ITEMS FOR UPCOMING MEETINGS**
     Attachment: Status to January 15, 2019

10. **NEXT MEETING DATES**
     Meetings are scheduled for Wednesday, March 6, Wednesday, April 3, Wednesday, May 1
     and Wednesday, June 5 at 10:30am.

11. **ADJOURNMENT**

School District No. 38 (Richmond)
7811 Granville Avenue, Richmond, BC V6Y 3E3

MINUTES OF PUBLIC MEETING OF POLICY COMMITTEE

Date: Monday, January 7, 2019 at 10:30am
                  Board Room, Main Floor, Administration Building

Present: Sandra Nixon, Chairperson
                  Donna Sargent, Vice Chairperson
                  Sherry Elwood, Superintendent of Schools
                  Scott Robinson, Deputy Superintendent
                  Roy Uyeno, Secretary Treasurer *
                  Donna Dunn, Pro-D Officer, Richmond Teachers' Association
                  Gail Hackenbruch, Executive Assistant (Recording Secretary)

Regrets: Heather Larson, Member

* *Present for a portion of the meeting*

The Chair called the meeting to order at 10:36am.

1.   **INTRODUCTIONS**
     Nil.

2.   **ADOPT AGENDA**
     The agenda was adopted as circulated.

3.   **APPROVE MINUTES**
     The minutes of the meeting held Monday, October 15, 2018 were approved as circulated.

4.   **TRUSTEE STIPEND AND EXPENSES - POLICY 203-G**
     The Secretary Treasurer provided rationale for the proposed housekeeping revisions to the Administrative Guidelines that accompany Policy 203: *Trustee Stipend and Expenses*. These include reflecting the recent name change of the Personnel & Finance Committee to the Finance and Legal Committee and bringing the district into line with BCSTA per diem rates. Attendees had comments and questions on: current and past practice for signing expense claim forms; the process for approval of trustee attendance at various conferences; the importance of having appropriate checks and balances in place for approval of expenses and streamlining processes to ensure expenses are paid on a timely basis. The Secretary Treasurer advised that staff is in the process of making the relevant changes to the trustee expense claim form to reflect these proposed changes.

The Secretary Treasurer left the meeting at 10:46am at the conclusion of the above item.

5.   **SEXUAL ORIENTATION AND GENDER IDENTITY: POLICY 106**
     The Deputy Superintendent advised that generally the implementation of the Sexual Orientation and Gender Identity (SOGI) policy at schools is going well. He spoke to the established expectations for principals and vice principals to familiarize themselves, their staffs and the Parent Advisory Council Executive with the policy, noted the work of the SOGI Leads in schools, the expanded focus of washroom accessibility, and the availability of library resources at all schools.

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The Superintendent and Deputy Superintendent noted that at a small number of schools, administrators and staff were having more discussions and meetings with parents to answer questions and improve understanding of the policy. The Deputy Superintendent advised that the district Rainbow cafes were ongoing, district staff is participating at metro school district meetings to learn from other school districts on where they are at with the implementation of the SOGI policy and advised that SOGI workshops on the non-instructional day in the late fall 2018 were very well attended by teachers. The Deputy Superintendent noted that the SOGI Policy calls for the establishment of a District SOGI Advisory Committee whose mandate is to act in an advisory capacity for the implementation of the SOGI policy and develop terms of reference and advised that staff is now moving forward with this Committee's formation.

6. **ASSESSMENT AND EVALUATION: POLICY 517, 517-R 517-G** [to be renamed Assessment and Reporting/Communicating Student Learning]
The Superintendent spoke to this item noting that input and feedback on the proposed changes had been received from the Richmond Teachers' Association (RTA) as of the December 31, 2018 deadline date. This item will be presented to the February 2019 meeting of Policy Committee.

   ACTION: The Recording Secretary to forward to all Trustees the feedback received on the proposed changes to Policy 517: *Assessment and Evaluation*.

7. **SELECTION AND APPOINTMENT OF ADMINISTRATORS: POLICY 300-R** [to be renamed and renumbered as Policy 401, 401-R and 401-G: *Recruitment and Selection of Management and Administrative Personnel]*
The Superintendent spoke to this item noting that input and feedback on the proposed changes had been received from the Richmond Teachers' Association (RTA) and Richmond Association of School Principals (RASA) as of the December 31, 2018 deadline date. This item will be presented to the February 2019 meeting of Policy Committee.

   ACTION: The Recording Secretary to forward to all Trustees the feedback received on the proposed changes to Policy 300-R: *Selection and Appointment of Administrators*.

8. **COMPLAINTS AND APPEALS BY STUDENTS, PARENTS AND PUBLIC: BYLAW: 103**
The Deputy Superintendent spoke to this item noting our current practice of allowing parents to appeal a transfer request decision and advised that the *School Act* does not include transfer decisions as appealable. He then advised that our district needs to take steps to bring our policy into line with Section 11 of the *School Act* where those decisions that are appealable are set out. He advised that *Complaints and Appeals by Students, Parents and the Public: Bylaw 103* does not require revision regarding transfers but that another Board policy references the transfer appeal process and does require revision. The Deputy Superintendent advised that at this time parents are being allowed to go through an appeal process with no likelihood of success and that he would bring forward an alternative to that process, with clearly defined criteria on transfer appeals. Attendees has comments and questions on: being fair, transparent and consistent with the public and our staff and: the legal requirement of having our policy be reflective of the *School Act*.

9. **POLICY REVIEW STATUS [standing item]**
The status to November 30, 2018 was included with the agenda package.

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Attendees had comments and questions on: whether or not any other topics should be added to the list as presented; whether or not the topics reflected will be assigned to specific Policy meeting dates. The Chair suggested that the topic of determining which items are assigned to which meeting date should be added to a future agenda for further discussion.

The Deputy Superintendent advised that senior staff had been asked to plot out any potential items that may come to Policy Committee over the next 6 months.

10. AGENDA ITEMS FOR UPCOMING MEETINGS
The status to November 30, 2018 was included with the agenda package.

The Superintendent signaled that there is the potential for some policy work around our technology policies and financial policies to ensure they are in line with current best practices.

11. NEXT MEETING DATES
The Chairperson spoke to planning for future meeting dates and times that would work for members of Policy Committee and our stakeholder groups. Discussion ensued.

ACTION: The Recording Secretary was asked to provide potential meeting dates and start times for meetings of Policy Committee from February to June 2019.

12. ADJOURNMENT

The meeting adjourned at 11:08am.

Respectfully Submitted,

Sandra Nixon, Chairperson
Policy Committee

		Report to the
DATE:	**February 11, 2019**	**Policy Committee**

FROM: **Lynn Archer, Assistant Superintendent**

SUBJECT: **Policy Section 500 EDUCATION, Section 510: Programs**
Proposed Revisions to and Rescinding of Various Policies

RATIONALE/BACKGROUND

All policies referenced in this memorandum require consideration in order to comply with current and future Ministry of Education policies and practices. Specifically, some of the policies require revision and updating to bring them into alignment with current practices and others should be rescinded.

POLICY FOR REVISION

Policy 517, 517-R and 517-G: *Assessment and Evaluation* requires revision. Attached are the **proposed** revisions to this policy, its regulation and administrative guidelines, as well as the current policy, its regulation and administrative guidelines.

The proposed revised Policy 517: Assessment and Reporting/Communicating Student Learning was discussed by the Policy Committee in May 2018 and was presented at a public Board Meeting on May 9, 2018. It was later decided to engage in further background consultation and discussion before sending the revised policy out for public review. Since May, there have been discussions with the Assessment and Innovation Committee, and RASA and RTA leaders. From these discussions, some amendments were made to the revised policy and are reflected in the attachments provided.

The proposed revisions to Policy 517, 517-R and 517-G have now been distributed publicly for response. Limited response was received and there has been a follow up meeting with the group who submitted a response. As a result of the received response and meeting, a few additional revisions have been made to proposed Assessment Policy 517.

POLICY TO BE RESCINDED

The following policies are recommended to be rescinded as they are no longer applicable as current practices in the district and/or province. These policies have been in place since the 1990s and early 2000s, since that time many changes have occurred in BC's educational practices. The Richmond School District has always complied with the most current Ministry of Education's Ministerial Policies, Regulations and Orders. Proposed revisions to Assessment Policy 517 ensure that we will continue to comply with the necessary components of supporting and recording student progress.

Policy 515.1: *Progress Reports of Students*
Policy 515.3 and 515.3-R: *Promotion of Students*
Policy 515.4: *Graduation Requirements*
Policy 515.5: *Permanent Records of Students*
Policy 515.6: *School Completion* Certificates
Policy 516.1 and 516.1-R: *Challenge*

CONCLUSION

Revisions to Policy 517, 517-R, and 517-G are intended to align with current and future practice in Richmond and the province. When the Ministry of Education embarked upon the process of revising the K-

9 Assessment and Reporting policy, they asked districts to update their assessment policies to align with future directions. The revised language in the proposed Assessment and Reporting Policy is consistent with the redesigned provincial curriculum and assessment practices for K-9, and is flexible enough to work with future directions for the Graduation Years curriculum and assessment practices.

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Lynn Archer
Assistant Superintendent

Attachments to this memo are:

-     Revised Policy 517, 517-R and 517-G: *Assessment and Evaluation*
-     Proposed revisions to Policy 517, 517-R and 517-G: *Assessment and Reporting*

EDUCATION: PROGRAMS

Assessment and Reporting: Supporting Student Growth, Enhancing Student Learning and Achievement

The primary purpose of assessment **(formative and summative)** is to support and enhance student learning. Assessment supports student learning by providing feedback that informs teachers and students about what has been learned and what is not yet understood.

Assessment practices are integral to the planning and delivery of curriculum and to implementing instructional approaches to best meet student needs and ways of learning, thereby supporting and enhancing student growth and achievement.

Assessment supports what and how we communicate and report student learning. Student learning communicated in a timely and flexible manner is a shared responsibility between students and teachers. Assessment and reporting practices are intended to ensure that parents are informed about their children's progress in relation to the learning standards of the BC curriculum, while adhering to all appropriate district policies, and provincial regulations and ministerial orders.

Meaningful communication between the school and home is central to student success. Responsive, clear and descriptive communication provides parents with information about their child's learning, as well as an increased ability to support their child.

Adopted: November 21, 2011

EDUCATION: PROGRAMS

Assessment and Reporting: The Key to Student Growth and Learning

Assessment and Reporting in the District
- Assessment and Reporting are key to student growth and learning. The district will ensure that effective assessment and reporting practices are facilitated for students and parents through clarifying learning standards, sharing criteria, providing descriptive feedback, affording students' opportunities to reflect and self-assess, and selecting evidence of progress.
- The district will ensure that parents are informed about their children's progress in relation to the learning standards and core competencies of the BC curriculum, according to appropriate district policies, provincial regulations and ministerial orders.
  - The following Ministerial Orders and Regulation apply:
    - Regulation 265/89, the School Regulation (PDF)
    - Ministerial Order 192/94, the Provincial Letter Grades Order (PDF)
    - Ministerial Order 191/94, the Student Progress Report Order (PDF)
    - Ministerial Order 190/91, the Permanent Student Record Order (PDF)
    - Ministerial Order 295/95, the Required Areas of Study Order (PDF)
- Staff, students and parents at each school site will have a clear sense of the principles of assessment and reporting/communicating student learning that underlie practice and enhance student growth, learning, and achievement.

Guiding Principles
- Formative and summative assessment, together with reporting, are central to supporting students' understanding of their learning.
- Reporting honours learning as a timely and flexible process, rather than a series of separate events.
- Reporting ensures parents are well informed of their child's progress.

Assessment and Reporting in Schools
- Each school will regularly review their assessment and reporting purposes and practices to ensure consistency with the district's assessment and reporting/ guidelines associated with these regulations.

- Each school's discussion of purpose and practices will:
  - review the school's current practices in conjunction with the district's policy, regulation, and guidelines regarding assessment along with the values and purposes that underlie those expectations
  - involve staff, students, and parents in order to promote understanding and communication of the school's assessment and reporting/communicating student learning purposes and practices

Adopted: November 21, 2011

EDUCATION: PROGRAMS

Policy 517-G
(previously 607-G)

Assessment and Reporting: Guiding Instruction to Enhance Student Growth and Learning

Assessment (formative)

The primary purpose of **formative assessment** is to inform students and teachers about students' progress in various stages of acquiring new skills and knowledge **(in other words assessment *for* and *as* learning)**. The information gathered is descriptive, and serves as feedback so that as students practice they can extend what they have learned. This information also helps teachers plan where to go next with instruction based on student understandings of the material.

- Assessment *for* learning refers to formative assessment by which teachers and students **review** information about student development. Assessment for learning is ongoing and provides the basis for determining what the teacher and student should do next to move learning forward.

- Assessment *as* learning refers to the active involvement of students in being critical assessors who work with the teacher to become more aware of their own learning goals and how to effectively address them. The goal is for students to reflect on their learning, become aware of what helps them learn, thus increasing their role in contributing to their own learning achievement and competencies.

Assessment (summative)

The primary purpose of **summative assessment** is to make informed judgments about what students have learned based on assessment *of* learning evidence. These judgments are made by comparing valid evidence of student learning to standards of performance as related to prescribed curricular learning **standards**. Students as well as teachers should be clear on the standards of performance and/or proficiency scales used to make these judgments.

- Assessment *of* learning refers to summative assessment whereby teachers and students **gather authentic evidence** from a variety of sources to assess student performance in relation to prescribed curricular learning **standards**. This informs students, parents and others about **student achievement and competencies.**

* The following principles provide a foundation for sound assessment practices and strong student learning. These principles are intended to provide guidance for assessment that aligns with the redesigned curricula.

Principles of Quality Assessment

- **is fair, transparent, meaningful and responsive to all learners**
- **focuses on all three components of the curriculum model – knowing, doing, understanding**

Adopted: November 21, 2011

- provides descriptive feedback to students
- is timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves students in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

*https://curriculum.gov.bc.ca/assessment-info

Reporting includes:

- Students, with the guidance of teachers, selecting authentic examples of learning to demonstrate learning and growth over time.
- Students engaging in meaningful conferencing conversations with teachers and parents around setting criteria, acknowledging progress, and identifying next steps in their learning.
- School communities providing various experiences and events, such as face-to-face and/or digital, that allow students, parents and teachers to engage in regular, meaningful conversations about student learning.
- Teachers using evidence of learning to make professional judgments and provide summative feedback. Summative reporting is reserved for those occasions when a snapshot of student performance/achievement is required or necessary.

District Assessment and Reporting

The revised Ministry of Education Student Reporting Policy was mandated on July 1, 2016. The following Regulation and Ministerial Orders apply:

- Regulation 265/89, the School Regulation (PDF)
- Ministerial Order 192/94, the Provincial Letter Grades Order (PDF)
- Ministerial Order 191/94, the Student Progress Report Order (PDF)
- Ministerial Order 190/91, the Permanent Student Record Order (PDF)
- Ministerial Order 295/95, the Required Areas of Study Order (PDF)

Related Resources: https://curriculum.gov.bc.ca/assessment-system

Adopted: November 21, 2011

DATE: February 5 2019

FROM: **Laura Buchanan**
               Executive Director, Human Resources

SUBJECT: **Policy 300 Regulation: Selection and Appointment of**
               Administrators

Starting in the fall of 2016 and continuing throughout this time, Policy 300 Regulation has been explored by the Policy Committee. Proposed changes were put out for stakeholder feedback in the fall of 2018.

The proposed revisions were distributed to the presidents of RASA, RTA, CUPE Local 716, RDPA and RMAPS. The District received feedback from the presidents of RASA and the RTA.

Senior district staff have reviewed the feedback provided by RASA and the RTA, and have proposed amendments as set out in this package.

This memo sets out recommended changes to the new Regulation 401-R "Guiding Principles for Recruitment and Selection of Management and Administrative Personnel" and accompanying Administrative Guidelines.

The following components are included in this package:

1. *Executive Summary*	
2. *Current Policy 400, which is proposed to remain in place.*	*No changes recommended*
3. *A new Policy 401 Recruitment and Selection of Management and Administrative Personnel. This policy has already been affirmed the Board.*	*No changes recommended*
4. *A new Regulation 401-R "Guiding Principles for Recruitment and Selection of Management and Administrative Personnel".* *This Regulation would complement existing Policy 400 Statement of Guiding Principles for Human Resources, and accompany new Policy 401.*	*As a result of feedback from stakeholder groups, suggested amendments are highlighted in yellow.*
5. *New Guideline 401-G, replacing current Policy 300-R*	*As a result of feedback from stakeholder groups, suggested amendments are highlighted in yellow.*

Executive Summary: Rationale for Amendments to current Policy 300-R(B): Selection and Appointment of Administrators.

The education system as a whole and specifically our school district is significantly dependent upon the human resources employed to support our students every day. Approximately 90% of our annual budget is dedicated to employee salary and benefits costs. It is incumbent upon any organization which such high dependence to establish structures, policies and procedures that support the recruitment and retention of a strong, stable, knowledgeable and adaptable workforce.

To that end, the revisions to the Regulation (now Guideline) support the objectives set out in the new proposed regulation above, and seek to meet and exceed best practices in the area of recruitment, selection and retention:

- The short listing process should occur immediately after the competition closes to ensure that superb candidates remain available to interview and fill the vacancy.
- The composition of the interview panel should include those who have input into the decision making process and/or specific expertise that can assist in the selection process, including interviewing training.
- With the exception of the senior executive positions as set out in the new guideline, senior district staff should be empowered to determine the composition of the Interview Panel.
- Reference checking may be considered at any point in the selection process but generally should be done after the interview has occurred, to allow reflection and feedback on the information gathered during the interview.
- The length of time from posting to notification of successful applicant should be as compact as possible while ensuring process is followed and diligence is exercised.
- Appointments should be made by the Superintendent, with the Board exercising its governance role in confirming the appointments of senior executive positions. The process should not impede the timely filling of the vacancy, and the notification of the successful as well as unsuccessful candidates.
- The security of private employment information is potentially compromised when a large number of individuals participate in the various recruitment and selection processes. The information that is submitted is confidential, and even an applicant's name must not be shared beyond those required to know that an application has been made.

HUMAN RESOURCES Policy 400

Statement of Guiding Principles for Human Resources

The Board is committed to attract, retain, develop and motivate the highest quality employees to fulfill the Mandate for the School System of the Province of British Columbia in support of providing the best quality education available to the students of the Richmond School District.

In order to meet this commitment, the Board's specific Human Resource goals are to enhance and sustain:

- an atmosphere of mutual respect and collegiality that promotes teamwork and *employee engagement.*

- a positive working relationship between the Board and our employees by *negotiating and* administering contracts and collective agreements such that the terms and the *administration* of the agreements are based on mutual respect between the parties.

- a culture where ethical and lawful behaviour is the only *acceptable behaviour* on the part of all District employees, including compliance with the Canadian Charter of Rights and Freedoms.

- an environment which ensures knowledge of, and compliance with, all *applicable regulatory and legal requirements* affecting the operation of the School District.

- a system that promotes and supports continuous *professional growth and development*

- a *safe and healthy environment* for all students, employees and the public when engaged with the Richmond School District.

POLICY 401

RECRUITMENT AND SELECTION OF MANAGEMENT AND ADMINISTRATIVE PERSONNEL

The Board believes that the recruitment and selection of school district personnel is a core responsibility that supports the Board's ongoing commitment to "Focus on the Learner".

The Board further believes strong leadership and administration at the District and school levels are essential for the effective and efficient operation of the school system.

The Board has the sole authority to recruit and select an individual for the position of Superintendent of Schools.

The Board is committed to recruitment and selection processes that align with core Human Resource professional practices:

- Following fair, consistent, objective and unbiased processes;
- Adhering to all relevant employment related legislation and regulations;
- identifying candidates through various and diverse recruitment methods, to extend the broadest reach into the candidate pool
- Continually improving and reviewing recruitment and selection processes to respond to the needs of the student population, the emerging workforce and the evolving education system.
- Providing education and training to all individuals involved in the recruitment and selection process;

<mark>Recommendation: New Regulation:</mark>

POLICY 400-R

RECRUITMENT AND SELECTION OF MANAGEMENT AND ADMINISTRATIVE PERSONNEL

This regulation applies to the recruitment and selection practices for all administrative and management (exempt staff) positions in the district, with the exception of the Superintendent of Schools. The Superintendent of Schools is selected by the Board and appointed by Board resolution. The process for recruiting and selecting the Superintendent of Schools will be developed by the Board on each separate occasion.

Stakeholder engagement in selection processes for senior executive positions remains a core value of the Board.

For Assistant Superintendent, Deputy Superintendent, Secretary-Treasurer, Director / Executive Director positions, the Board may elect to meet with the candidate selected for appointment by the Superintendent of Schools, in advance of the Board meeting confirming such appointments.

1.   General

Selection processes are intended to identify individuals who have the ability and desire to perform their duties in accordance with District policy and values, and to approach their work through an effective blend of rational, relational and reflective practices. Typically, selection will occur through a competition process as described below.

The Superintendent of Schools or designate makes all appointments to administrative and management staff positions, as the concluding component of the recruitment and selection process. For Assistant Superintendent, Deputy Superintendent, Secretary-Treasurer, Director Executive Director positions, the Board shall confirm the appointment of the successful candidate at the subsequent regularly-scheduled in-camera meeting of the Board.

2.   Interviewing

Interviews will be conducted by a committee established by the appropriate departmental manager or educational administrator in collaboration with the Human Resources Department. Members of the interview committee will have participated in training and professional learning opportunities related to appropriate interviewing techniques.

The composition of the interview committee will be reflective of the responsibilities and organizational placement of the position. <mark>**When interviewing for educational administrative and executive positions, the interview committee will include administrators.**</mark>

A maximum of two members of the Board of Education, and one representative of each of the unionized stakeholders, shall be invited onto the interview panels for the positions of Secretary-Treasurer, Assistant Superintendent, Deputy Superintendent, Director / Executive Director.

==Recommendation: New Administrative Guidelines:==

Administrative Guidelines

HUMAN RESOURCES POLICY 401-G

RECRUITMENT AND SELECTION OF MANAGEMENT AND ADMINISTRATIVE PERSONNEL

1.   Qualifications: Educational Administrative Positions

Candidates for educational administrative positions will be expected to meet the following minimum requirements:

• Membership in good standing in the Teacher Regulation Branch of British Columbia;
• Additional formal study in supervision, administration and/or curriculum through a credible institution;
• Five years of successful teaching experience; and
• For promotion within the administrative ranks, two years' successful administrative experience.

All other factors being equal, preference will be given to candidates who hold a Master's degree or other postgraduate degree. In the case of candidates for the position of Vice Principal, all other factors being equal, preference will be given to candidates who have been accepted into a Master's degree program or hold a Master's degree.

2.   **Applications**

A call for applications will be issued both internally and externally by the Human Resources Department, in consultation with the departmental manager or educational administrator as appropriate. Information about the role and the selection process will be made available through the district intranet and other venues and methods as appropriate.

3.   Reference Checking

Reference checking may occur at any point in the recruitment and selection process. Reference checking will be conducted by the appropriate departmental manager or educational administrator, in collaboration with the Human Resources Department using a uniform approach. Reference checks will be done in confidence and respondents will be asked not to reveal the comments they have made to anyone, including candidates. Reference checking will involve more than one reference and varied perspectives if possible.

4.   Short Listing

A short-listing committee will be established by the appropriate departmental manager or educational administrator, in collaboration with the Human Resources Department. ==**When short listing for educational administrative positions, the short listing committee will include administrators.**==
 The discussions of the short-listing committee will be in-camera and short lists will be confidential.

### 5.	Interviewing

Members of the interview committee will be provided with the application package for all short-listed candidates prior to the interview.

Information considered by the interview committee will include the application package, ~~any firsthand knowledge of the applicant by the members of the interview committee~~, the results of reference checks (if conducted prior to the interview) and the interview itself.

The interview committee will base its candidate assessment feedback on the demonstrated attributes and abilities of candidates in comparison to criteria developed collaboratively in advance by the interview committee. Members of the interview committee may provide the Superintendent of Schools or designate with a recommendation as a result of the candidate assessment process.

Where additional information regarding candidates is collected after the interview has occurred, the Superintendent of Schools or designate may provide members of the interview committee with a summary of that information.

### 6.	Post Interview

Following the appointment of the successful candidate, all interviewed candidates will be contacted by phone regarding the outcome of the competition.

Applicants may request feedback regarding their application. This will be provided by one or more of the appropriate departmental manager or educational administrator who has participated in the interview, and the Human Resources Department.

The Board, at the recommendation of the Superintendent, appoints all administrators.

Selection processes for administrators are intended to identify individuals who have the ability and desire to perform their duties in accordance with District policy and values, and to approach their work through an effective blend of rational, relational and reflective practices.[4] Typically, selection will occur through a competition process as described below.

For school administrators, information about the role and the selection process will be made available through a conference on the district intranet and through annual information meetings held prior to the deadline for applications.

The Board may authorize the Superintendent to appoint an administrator without holding a competition. This would normally occur only if one candidate is so uniquely qualified for a specialized position that the Superintendent feels that a competition is not necessary.

Applications

A call for applications for school administrators will be issued both internally and externally by the Human Resources Department, in consultation with Area Superintendents, prior to the interview/selection process. At least one information session for prospective applicants will be held before the application deadline. Specific dates and deadlines will be posted in public conferences on the district intranet.

A call for applications for support staff administrators will be issued by the Human Resources Department whenever an existing position becomes vacant or a new one is created.

The Human Resources Department will receive applications, screen them for eligibility and prepare copies of acceptable application packages for a short-listing committee.

Short Listing

For school administration positions:
Short listing will be done by a committee comprised of the Area Superintendents[5] and two representatives of the Richmond Association of School Administrators.

Reference checking for short list candidates will be conducted by Area Superintendents in collaboration with the Human Resources Department using a uniform approach. Reference checks will be done in confidence and respondents will be asked not to reveal the comments they have made to anyone, including candidates. Reference checking will involve more than one reference and varied perspectives if possible.

For district administration positions, other than a Superintendent:[6]

An appropriate short-listing committee will be established by the Administrator of the relevant department in collaboration with the Human Resources Department. The discussions of the short-listing committee will be in-camera and short lists will be confidential.

Reference checking will be conducted by the Administrator of the relevant department in collaboration with the Human Resources Department using a uniform approach. Reference checks will be done in confidence and respondents will be asked not to reveal the comments they have made to anyone, including candidates. Reference checking will involve more than one reference and varied perspectives if possible.

Interviewing
Interviews will be conducted by a committee comprised as follows.

School Administrator: Superintendent, Area Superintendents, two Trustees, two RASA representatives, an RTA representative and a CUPE representative.

District Administrator (Educator): Administrator of the relevant department, one or more Area Superintendents, RASA Representative, others as appropriate.

District Administrator (Other): Administrator of the relevant department, representative of the Human Resources Department, others as deemed appropriate.

Executive Team: Superintendent, Assistant Superintendents, Secretary Treasurer, two or more Trustees, two RASA representatives, an RMAPS representative, an RTA representative and a CUPE representative.

Superintendent: See separate section below

Members of the interview team will be provided with the application package for all short-listed candidates prior to the interview.

Information considered by the interview committee will include the application package, any first hand knowledge of the applicant by the members of the interview team, the results of reference checks and the interview itself.

The interview committee will base its deliberations on the demonstrated attributes and abilities of candidates in comparison to criteria developed collaboratively in advance by the interview committee with reference to Policy 300 and its associated Regulations and Guidelines.

In addition, candidates for educational administrative positions will be expected to meet the following minimum requirements:
• Membership in good standing in the College of Teachers in British Columbia;
• Additional formal study in supervision, administration and/or curriculum through a credible institution;
• Five years of successful teaching experience; and
• For promotion within the administrative ranks, two years' successful administrative experience.

All other factors being equal, preference will be given to candidates who hold a Master's degree or other postgraduate degree. In the case of candidates for the position of Vice Principal, all other factors being equal, preference will be given to candidates who have been accepted into a Master's degree program or hold a Master's degree.

Post Interview

The Superintendent will recommend administrators to the Board for appointment. If the Superintendent's recommendation differs from that of the interview committee, the Board will be advised of this difference and the reasons for it.

Following approval of the recommendations, all interviewed candidates will be contacted by phone regarding the outcome of the competition.

The Board may authorize the Superintendent to make a job offer for later ratification.

Applicants may request feedback regarding their application. This will be provided by one or more of the members of the Executive Team who has participated in the interview.

Superintendent Selection

A Superintendent is selected by the Board and appointed by Board resolution. The process for inviting, short listing, interviewing and otherwise vetting applicants will be developed by the Board on each separate occasion.

The Board may include representatives of employee groups, parents or students in the selection process.

The Board may use the services of a consultant with expertise in Superintendent selection.

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[4] See Policy 103 Guideline B: Leadership for a discussion of the rational, relational and reflective aspects of administration.

[5] In this regulation "Area Superintendents" refers to Associate and Assistant Superintendents.

[6] In this Regulation "Superintendent" refers to either the Superintendent or an Area Superintendent.
Adopted: 01 June 2009 Revisions Adopted: 04 June 2010

Richmond School Administrators Association (RASA) feedback on the proposed revisions to Policy 300-R: Selection and Appointment of Administrators [to be renamed and renumbered as Policy 401, 401-R and 401-G: Recruitment and Selection of Management and Administrative Personnel]

December 29th ,2018

The following feedback is based on individual discussions with the RASA vice president and members of the RASA executive who served as representatives on the short listing and interview committees for the 2018 school administrative postings.

RASA is, in principle, supportive of the proposed policy changes as outlined in Policy 401, 401 –R and 401-and support the rationale and need to revise current policies to reflect the changing nature of the educational system and the desire to attract and retain qualified candidates for all administrative positions in a consistent and transparent manner.

As an association we are very pleased to see Board's commitment and belief that "strong leadership and administration at the District and school levels are essential for the effective and efficient operation of the school system".

As an association we have had a long standing commitment to supporting the leadership development of all RASA members. As the board has indicated, we are valued leaders as District or School based administrators and, as such, RASA should continue to have defined roles and opportunities for meaningful input in the selection of school and district administrative leadership positions including the selection of senior staff excluding the Superintendent.

Feedback on Policy 401 –G (Administrative Guidelines)

3. Reference checking
   The process for checking references isn't clear and recommends the process be articulated more clearly so short listed candidates know what to expect when a reference is contacted.

4. Short Listing

RASA supports efforts to ensure the confidentiality of the process and would have the expectation selected members will honour that commitment as participants and representatives of the association. However, RASA members indicated the amount of time allotted to review applications in the recent posting wasn't sufficient.

The RASA president will continue to ensure selected representatives of the short listing and interview committees for principals or district administrators members have not worked together in the past for school principal applicants and would ask this be stated in the administrative guidelines.

5. Interviewing

RASA members indicated the amount of time allotted to review short listed application applicants in the recent 2018 posting wasn't sufficient and would request more time for review and reflection.
RASA is supportive of training and education for representatives on interview panels and would suggest training sessions be offered yearly with first priority for RASA executive members who wish to volunteer.

6. Post Interview

RASA supports and values the post interview conversations with all applicants and would ask that specific constructive feedback be provided to all interviewed candidates in a consistent manner.

Feedback on Policy 401- R

2. Interviewing

RASA would ask that the President or Vice President of the association be included on the interview panel for senior staff positions as outlined in the guideline given that all other stakeholder representatives have been named.

Respectfully submitted on behalf of RASA,

Mark Hoath
President

Richmond Teachers' Association
210 - 7360 Westminster Hwy.
Richmond, BC
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December 21, 2018

Via E-Mail

Ken Hamaguchi, Board Chair
Board of Education
School District No.38 (Richmond)
7811 Granville Avenue
Richmond, B.C. V6Y 3E3

Dear Trustees,

Thank you for the opportunity to review and provide feedback and comments to the proposed changes to the Selection and Appointment of Administrators, Regulations and Guidelines. The Richmond Teachers' Association acknowledges the important and complex role of management and administrative staff and we believe it is integral that the RTA continues to be involved in the process of selecting administrators in Richmond.

The RTA appreciates that the proposed policy provides for stakeholder engagement in the process of selecting management and administrative staff. However, the RTA has a number of questions with respect to RTA involvement as well as the structure and participation in the interviewing process – specifically with the RTA and other stakeholder groups not being named as participants in the process for selecting *school administrators*.

> *Interviews will be conducted by a committee established by the appropriate departmental manager or educational administrator in collaboration with the Human Resources Department.*

With respect to the selection of educational administrative positions (school administrators), the RTA would like to see something similar to the current policy regarding the interviewing process of School Administrators, which specifically names the RTA and other stakeholder groups:

> *School Administrator: Superintendent, Area Superintendent, two Trustees, two RASA representatives, an RTA representative and a CUPE representative.*

Alternatively, the RTA would be satisfied if the following proposed portion of Policy 401-R was incorporated into proposed Policy 401-G:

A maximum of two members of the Board of Education, and one representative of each of the unionized stakeholders, shall be invited onto the interview panels for the positions of Secretary-Treasurer, Assistant Superintendent, Deputy Superintendent, Director/Executive Director.

While the Board values the participation and input of stakeholder groups with respect to the selection of management and administrative personnel, the absence of the RTA in the interviewing section of Policy 400-R does not align with this stated belief and is deeply concerning to us. The RTA and the Board have a long-standing relationship built on respect, collegiality, and collaboration, which allows for the RTA and the District to approach issues through a problem-solving lens that aligns with the District's core philosophy of *Our Focus is on the Learner*. The RTA is very much of the belief that our long-term relationship with the District contributes to the positive culture that exists in our schools. Moreover, the RTA, as the majority stakeholder in the District, believes teachers' relationships with school administrators is key to the collegial and harmonious nature of our schools, which the District and the RTA acknowledge in the preamble of our Collective Agreement. The RTA strongly believes that our involvement in the selection of school-based administrators is essential.

With respect to proposed Policy 401-R, the RTA has the following questions:

A maximum of two members of the Board of Education, and one representative of each of the unionized stakeholders, shall be invited onto the interview panels for the positions of Secretary-Treasurer, Assistant Superintendent, Deputy Superintendent, Director/Executive Director.

1. Why does the above list not include school administrators?
2. Is it the intention of this policy to exclude stakeholder groups from the interview process for school administrators?
3. If it was not the Board's intention of excluding stakeholder groups from school administrator interviews, is the omission of the names of the stakeholder groups (RTA, RASA, CUPE) an oversight?

Further, the RTA has concerns about the interview process and the emphasis on participants having participated in training prior the interview process for the positions of Secretary-Treasurer, Assistant Superintendent, Deputy Superintendent, and Director/Executive Director.

Members of the interview committee will have participated in training and professional learning opportunities related to appropriate interviewing techniques.

1. How will the RTA continue to be meaningfully involved in the selection and interviewing process if specific training is required for individuals participating in administrator interviews?
2. If specific training will be provided to RTA members and stakeholder group participants, how will this training be accessed and who will conduct the training?
3. Is this training necessary for stakeholders who are participating in the interview process?
4. Given the unique role and concerns of each stakeholder group, will there be a role for stakeholders with respect to having input on the design of interview questions that are relevant to their members and the relationship between individuals in schools and the District? For example, RTA members work closely with our school administrators and these

relationships need to remain positive and collegial in order for our schools to continue to function in a way that meets the needs of learners.

The interview committee will base its candidate assessment feedback on the demonstrated attributes of candidates in comparison to criteria developed collaboratively in advance of the interview committee.

1. With respect to collaboration, how will the District ensure that all stakeholder groups participating in the interview process are adequately prepared to be active participants in the interview?
2. Will members of the interview committee be able to ask questions during the interview or will there be an opportunity to ask questions to the interviewee and/or debrief as a committee following each interview? The ability to discuss each candidate as a group was a key feature in the past that is now absent from the process. The ability for the interview committee to orally debrief each candidates interview was an invaluable component of the interview process and should be reintroduced

While the RTA recognizes the proposed policy's inclusion of the RTA for senior management positions, we still have concerns with respect to RTA (and other stakeholder) involvement and input in the selection of school administrators.

Stakeholder engagement in selection process for senior executive positions remains a core value of the board.

If stakeholder engagement is truly a value of the Board then it would stand to reason that this engagement would be extended to the selection of school administrators – the RTA sees no logical reason that the Association would be excluded from this process.

Once again, thank you for the opportunity to share our feedback.

Sincerely,

Liz Baverstock
RTA President

cc: Sherry Elwood, Superintendent of Schools
       Sandra Nixon, Chair - Policy Committee
       Steve Wenglowski, RTA 2nd Vice-President
       Tim McCracken, RTA 1st Vice-President

STATUS OF POLICIES
AT JANUARY 15, 2019

🟩	Completed after Approval of New Policy Framework
⬜	In Revision/Discussion Process
🟪	Awaiting Review

| POLICY	STATUS	COMMENTS/ACTION	REVIEW
Policy 300-R(B): *Selection and Appointment of Administrators*	**Step 3** Jan 07/19 – Update at Policy Com. Sep 17/18 - Discussed at Policy Com. Jun 18/18 – Discussed at Policy Com. Jun 13/18 – Presented to in-camera Brd Mtg. May 14/18 - Updated on at Policy Com. Apr 16/18 - Updated on at Policy Com. Feb 18/18 - Updated on at Policy Com. Jan 19/18 – Updated on at Policy Com. Jan 15/18 – Updated on at Policy Com. Nov 20/17 – Updated on at Policy Com. Jun 05/17 – Brief update provided to Policy Com. May 1/17 – Update provided at Policy Com.	Jan 07/19 – It was advised feedback had been received and would be discussed at the Feb 2019 meeting of Policy Com. Sep 26/18 – Board approved placement into stakeholder review process with a Dec. 31/18 response date. Sep 12/18 – a Notice of Motion was provided to the Board that a recommendation for approval of placement into the review process would be provided on Sep 26/18. Jun 18/18 – Discussed at Policy Com. A Notice of Motion to place revisions to Policy 300-R and (new) Pol. 401, 401-R and 401-G into review process will be provided to Sep. mtg. of the Board. Jun 13/18 – Discussed at in-camera Brd Mtg. Brd. requested presentation to next public mtg of Policy Com. May 14/18 – Discussed at Policy Com. Referred to Brd. Mtg. for full discussion. Apr 16/18 - Discussed and further revisions and additions suggested. This will return to the May 2018 meeting. Feb 19/18 – Discussed and further revisions suggested. Anticipated return to Mar. 12/18 meeting but was not discussed. Now anticipate returning to April or May 2018 meeting. Jan 15/18 – Options discussed. Further changes suggested. Items return to Feb 2018 in-camera meeting. Nov 20/17 – Option for proposed changes will be provided to Jan 15/2018 meeting. Jun 19/17 – Board reviewed proposed changes. Jun 05/17 –Update was provided on proposed revisions. Will return to future Policy Com. May 1/17 – Verbal update on potential revisions.	Full policy review process underway.

| Policy 517: *Assessment & Reporting*; Policy 515.1: *Progress Reports of Students,* Policy 515.3 and 515.3-R: *Promotion of Students,* Policy 515.4: *Graduation Requirements,* Policy 515.5: *Permanent Records of Students,* Policy 515.6 and 515.6-G: *School Completion Certificates* and Policy 516.1 and 516.1-R: *Challenge* | **Step 3** Jan 07/19 – Update at Policy Com. Sep 17/18 - Discussed at Policy Com. May 14/18 – Discussed at Policy Com. Public Apr 16/18 – Discussed at Policy Com. In-camera Jan 15/18 – Discussed at Policy Com. | Jan 07/19 – It was advised feedback had been received and would be discussed at the Feb 2019 meeting of Policy Com. Sep 26/18 – Board approved placement into stakeholder review process with a Dec. 31/18 response date. Sep 17/18 – Discussed at Policy Com. As a Notice of Motion was provided to the Brd. on May 23/18, it was agreed that a REC for placement into stakeholder review process would be provided to Sep 26/18 Brd. Meeting. May 14/18 – Discussed at Policy Com. Policy Chair to provide a memo to the May 23/18 Board meeting advising that the timing will be deferred until full discussion with stakeholder groups. Anticipate Late Fall 2018 for return. May 3/18 – A Notice of Motion was provided to the Board advising the proposed revisions would be presented to the May 23/8 Meeting for placement into stakeholder review process. [subsequently deferred] Apr 16/18 – Discussed at Policy Com. A Notice of Motion to place proposed revisions to Policy 517: *Assessment & Reporting* into the stakeholder review process, along with a recommendation to rescind Policy 515.1: *Progress Reports of Students,* Policy 515.3 and 515.3-R: *Promotion of Students,* Policy 515.4: *Graduation Requirements,* Policy 515.5: *Permanent Records of Students,* Policy 515.6 and 515.6-G: *School Completion Certificates* and Policy 516.1 and 516.1-R: *Challenge,* will be provided to a future meeting of the Board as they are no longer applicable to current practices in the district and/or province. Jan 15/18 – A review of policies in the 515-517 range related to student learning is required and will be reviewed once anticipated advice and direction from the Ministry has been received. | Full policy review process underway. |
| *Policy 603.5.1-R: Authorized Signatures /Authorization to Contract* | **Step 5** Jan 07/19 – Discussed at Policy Com. | Jan 07/19- Discussed proposed changes, considered as housekeeping at Policy Com. A Notice of Motion will be presented to the Jan 23/19 Board Meeting with anticipated approval at Feb 11/19 Meeting | Housekeeping Changes to Regulation. |

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Policy 512.4: *French Programs*	**Step 1** Jun 18/18 – Discussed at Policy Com. Apr 16/18 - Discussed at Policy Com.	Jun 18/18 – This item will be delayed until later in the fall 2018. Apr 16/18 – Proposed revisions to this policy and its accompany regulation were discussed. It was agreed this would return to the May or June 2018 meeting of this Com. for more full discussion.	Full policy review process anticipated
Policy 203-G: Trustee Stipend and Expense	**Step 1** Jan 07/19 – Discussed at Policy Com.	Jan 07/19- Discussed proposed housekeeping changes at Policy Com. Board will be provided with information on the changes at its Jan 23/19 Meeting	Housekeeping Changes to Administrative Guidelines.
Policy 501.8: *Student Admissions, Registration Placement and Transfer*	**In Development** Oct 15/18 - Update provided at Policy Com. Sep 17/18 – Update provided at Policy Com. May 14/18 – Update provided at Policy Com. Mar 12/18 – Discussed at Policy Com. Feb 19/18 - Discussed at Policy Com. Nov 20/17 – Discussed at Policy Com. Oct 16/17 – Discussed at Policy Com. Jun 05/17 – Review will be required.	Oct 15/18 – the latest revisions to the administrative guidelines that accompany this policy and its regulation were provided for information. Sep 17/18 – the updated Administrative Guidelines for Pol. 501.8 were provided to Policy Com. for info. Jun 18/18 – This item will be discussed at the Sep 17/18 meeting of Policy Com. 2 Phased update anticipated. May 14/18 – Policy Com. Chair advised that this policy review would now be deferred until Fall 2018. Mar 12/18 – Current proposed changes and how the Long Range Facilities Plan may affect this policy discussed. This item will return to Policy Com. in May 2018 for further discussion of the changes. Feb 19/18 – Discussed at meeting and suggested changes to be made. Item will return to Mar 12/18 Policy Com. meeting. Nov 20/17 – Update provided and will return to Feb Policy Com. meeting. Oct 16/17 – This will return to Policy Committee in November or December 2017 for an update on potential revisions. Jun 05/17 – Briefly discussed and a review is necessary due to the Supreme Court of Canada ruling on class size and composition and the need for additional space in schools. Schedule for Policy Com in fall 2017.	Housekeeping Changes to Administrative Guidelines.

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Policy 704: *Retirement of School Facilities*	**In Development** Nov 20/17 –Discussed at Policy Com. Nov 21/16 – Discussed at Policy Com. Oct 24/16 – Discussed at Policy Com. Sep 19/16 – Discussed at Policy Com. Larger discussion planned. Oct 24/16 - Initial discussion.	Nov 20/17 – Discussed and it was suggested that the review would take into account the LRFP and could potentially be in 2019. Will return for discussion and review once LRFP is completed. Nov 21/16 –Discussion on splitting this policy into school closures and disposition of facilities. Review and feedback process also discussed. At conclusion of school closure process, this policy and regulation will be reviewed for any necessary updating.	Full policy review process anticipated.
Policy 804.1: *Community Use of Schools*	**In Development** Nov 21/16 – Discussed at Policy Com. Jun 6/16 – Discussed at Policy Com.	Nov 21/16 - There was discussion on whether to review this policy in conjunction with Policy 704: *Retirement of School Facilities.* Discussed at the Feb 15, Mar 7, Jun 6, and Nov 21, 2016 meetings of Policy Com. Will return to Policy Committee at the conclusion of LRFP process.	Full policy review process anticipated
Policy 804.8: *Commercialism*) 400-1R: *Employee Conflict* 804.9: *Donations to Schools* 602.7–*Gifts, Grants and Benefits)* 805.4–*Money Raising Activities at Schools;* 602.9.1-R *General Principles for Revenue Generating Activities*	**In development** Jan 23/17 – Update from Superintendent. Nov 21/16 – Update from Superintendent. Oct 24/16 – Update from Superintendent. Sep 19/16 – Discussed at Policy Com. Jun 6/16 – Draft revised policy presented for initial review. May 16/16 – Discussed at Policy Com. Will return to Jun 6/16 meeting. Apr 4/16 – Discussed at Policy Com. Policy Com. Trustees will meet with Sup. to discuss this Policy. Apr 25/16 Discussed at Policy Com.	Jan 23/17 – Superintendent advised on meeting with RDPA President; questions answered and clarity provided. The policy will be reviewed for possible updating at a future date. Jun 6/16 - Review of proposed revised policy will continue over summer and return to Sep 19/16 Policy Committee meeting. Apr 25/16 Policy Com. Trustees & Superintendent discussed comparative commercialism policies. Apr 27/15 - Policy Committee discussed various policies related to PAC fundraising or money raising activities in schools that require review. Questions were raised by the PAC Executive about clearly defining the fundraising role of PACs. There are currently some conflicting policies. A review of all policies related to PAC fundraising or money raising activities will be done and return to Policy Com.	Full policy review process anticipated.
Policy 701.2 and 701.2-R: *School Building Planning Review Process*	**In Development** May 1/17 –Discussed at Policy Com.	May 2017 – Briefly discussed and staff indicated a comprehensive review is required with projected timing for commencement in the Fall 2017.	Full policy review process anticipated.

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Policy 522 and 522-R: *Transportation*	**In Development** Mar 2017 – A review will be required.	Mar 2017 - Discussed at Policy Committee and will be added for review upon completion of the Long Range Facilities Plan.	Full policy review process anticipated.
Policy 707 and 707-R: *Post Disaster Procedures*	**In Development** Nov 20/17 – Discussed at Policy Com. Oct 16/17 – Discussed at Policy Com.	Nov 20/17 – Anticipate setting up a working group to review the policy in Spring 2018. Oct 16/17 – Briefly discussed-review required. Basic emergency resources at all schools to be considered.	Full policy review process anticipated.
Policy 103: Bylaw: *Complaints by Students Parents and Public*	**In Development** Jan 07/19 – Update at Policy Com. Jun 18/18 – A review will be required	Jan 07/19 – Update at Policy Com. Jun 18/18 – It was advised that would require a review with anticipated timing of the fall 2018.	Full policy review process anticipated.

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☐ Completed after Approval of New Policy Framework

☐ In Revision/Discussion Process

☐ Awaiting Review

POLICY	STATUS	COMMENTS/ACTION	REVIEW
Policy SECTION 600: *Finance [previously Section 800: Business Procedures]*	**ENTIRE SECTION NOT YET IN THE REVIEW PROCESS**	Nov 2/16 *Policy 603.5.1-R: Authorized Signatures /Authorization to Contract – Minor change to Authorized Signature Title changed – considered housekeeping.* Mar 2014 – New Policy Framework Approved by Board. Previously Section 800: *Business Procedures.*	Full policy review process anticipated.
Policy SECTION 700: *Facilities [previously Section 900: Buildings and Sites]*	**ENTIRE SECTION NOT YET IN THE REVIEW PROCESS**	Mar 2014 – New Policy Framework Approved by Board. Previously this section was numbered 900: *Buildings and Sites*	Full policy review process anticipated.
Policy SECTION 800: *Community Relations [previously Section 1000]*	**ENTIRE SECTION NOT YET IN THE REVIEW PROCESS**	Mar 2014 - New Policy Framework Approved by Board. Previously this section was numbered 1000: *Community Relations.*	Full policy review process anticipated.
Policies 101: *Goals and Objectives*, 102: *Diversity and Inclusion*, 103: *Collaboration and Community*, 103-R(A): *Foundations for Learning*, 103-G: Foundations for Learning	**ENTIRE SECTION NOT YET IN THE REVIEW PROCESS**	Oct 16/17-It was noted at Policy Com that these policies in section 100 will require a future review, some for housekeeping and updating. However, they will remain to complement the Policy 100: Vision, Mission, Values.	Full policy review process anticipated.

POLICY	STATUS	COMMENTS/ACTION	REVIEW
Policy 201: BYLAW: *Board Operations*	APPROVED BY BOARD OCT/2018	OCT 10/18 – 3 Readings were Heard and the Board approved revisions to this Bylaw, as a result of updates to the Board's Terms of Reference for its Standing Committees, changes in the School Act and changes to the Board's meeting rotation and minor housekeeping revisions.	Housekeeping changes.
Policy 513.2: *Field Trips*	APPROVED BY BOARD OCT/2018	Oct 10/18 Board approved the revisions to this policy (and renamed Field Trips Off-Site Learning Experiences) to reflect current best practices, address appropriate adult to Student Supervision Ratios, to reflect current best practices, to develop new Field Trip Forms to: 1) provide consistency of practices across the school district; 2) enhance communication amongst the Partner Groups; 3) reflect best practices to enhance educational value, field trip design, and safety and risk management, and; 4) support the new BC Curriculum. Activities related to the Field Trip forms began in Fall 2013 in response to changes in safety and liability protocol associated with ski trips. A Committee of four school administrators was formed to revise a few field trip forms. By early January 2014, the Committee was responding to safety issues related to international trips as well as outdoor and water-based trips. As a result, the Committee evolved into the Field Trip Task Force and in Spring 2015, it became the Field Trip Pilot Team.	Underwent full policy revision process
Policy 106: *Sexual Orientation and Gender Identity* (SOGI)	APPROVED BY BOARD JUN/2018	In June 2017 the Board passed a resolution requesting staff develop a policy that recognizes the gender diversity of our school district community and that such a policy support an increased awareness and understanding of sexual orientation, gender identity and expression. A Working Group was struck, comprised of district stakeholders including students, with the mission to develop the policy. The policy, regulations and administrative guidelines were drafted, presented to Policy Committee for various revisions and a community engagement and consultation period took place from March to June 2018.	Underwent full policy revision process.

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Policy 104: *Acceptable Use of Information & Communication Services*	APPROVED BY BOARD JUN/2018	Jun 13/18 – Housekeeping revisions approved by Board. May 23/18 – Notice of Motion regarding approval of housekeeping changes presented. May 14/18 – Proposed revision to Policy to incl. reference to appropriate federal and provincial legal and legislative requirements. Notice of Motion presented to May 23/18 Board Mtg. for approval of housekeeping change. Feb 19/18 – Presented Admin Guidelines to Policy Com. and considered by staff as a housekeeping item and for information. After discussion, staff was asked to review and determine if there is a reference to adherence to FOIPPA and whether any further changes may be required. This will return to May 2018 meeting.	Housekeeping change.
Policy 100: Vision, Mission, Values (previously District Philosophy)	APPROVED BY BOARD MAR/2018	On March 2, 2015, the Board passed a resolution to establish the Policy 100 Re-Visioning Task Force Committee with representatives from stakeholder groups including trustees, CUPE, RASA, RDPA, RTA, RMAPS and students, to participate in the re-visioning of Policy Section 100: *District Philosophy*. This Task Force had the mission to design the re-visioning process, establish a timeline to invite input from Partner Groups, activate voices of partner groups regarding mission statement, vision statement, and value statements, review collated input, respond to draft revised Policy 100 and to present a draft revised Policy 100.	Underwent full policy revision process.
District Code of Conduct-Policy 105	APPROVED BY BOARD JUN/2017	The District Code of Conduct (Policy 105) has been in place for many years. In 2015 the District created a working group of stakeholder partners to review and revise Policy 105. In addition, in the fall of 2016, the Ministry of Education directed that all school district Codes of Conduct should be updated with language that speaks to gender identity, sexual orientation and expression.	Underwent full policy revision process
Policy 300-R(B): *Selection and Appointment of Administrators*	APPROVED BY BOARD APR/2017	Minor housekeeping changes made to ensure compliance with updated privacy legislation, professional human resources principles and best practices and to incorporate recent district technology system changes.	Housekeeping changes.

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Trustee Professional Development and Travel-Policy 205, 205-R, 205-G	APPROVED BY BOARD NOV/2016	Policy 205: *Trustee Professional Development and Travel* is a NEW Policy. Certain sections from current Policy 203: *Trustee Stipend, Resources and Expenses* were removed and incorporated into this new Policy.	Underwent full policy revision process.
Trustee Stipend, Resources & Expenses-Policy 203, 203-R, 203-G	APPROVED BY BOARD NOV/2016	Policy 203: *Trustee Stipend, Resources and Expenses* was reviewed in conjunction with (new) Policy 205: *Trustee Professional Development and Travel*. After revision and approval, this policy was renamed Policy 203: *Trustee Stipend and Expenses*.	Underwent full policy revision process.
Student Registration, Enrolment and Placement-Policy 501.8 and 501.8-R [AND **renamed** *Student Admission, Registration, Placement & Transfer*]	APPROVED BY BOARD APR/2016	Substantive changes made to this policy/regulation as a result of changes to the School Act, the Family Law Act and Immigration legislation and the district's centralized registration. A number of Policies **rescinded** as a result of approved changes.	Underwent full policy revision process.
Video Surveillance-Policy 708, 708-R and 708-G	APPROVED BY BOARD APR/2016	This policy and its accompanying regulations were adopted by the Board in 2003 and reviewed in 2015/16 to ensure its continued relevance. The revisions reflect the new framework and definitions.	Underwent full policy revision process.
Administering (Prescribed) Medications to Students-Policy 504.3.1; 504.3.1-R and 504.3.1-G	APPROVED BY BOARD FEB/2016	In 2013 Health Nurses indicated this regulation was outdated (last revisions approved in 1995) and should be brought into line with updated health care practices. Consultation with health care professionals in Richmond. Regulations became a (new) policy, (revised) regulations and (new) admin. guidelines**.**	Underwent full policy revision process.
Human Resources-Policy Section 400:	APPROVED BY BOARD APR/2014	This section consisted of 69 pages; was reduced to 9 after review ie. 1 policy, 6 regulations and admin. guidelines.	Underwent full policy revision process.
Community Use of Facilities-804.1, 804.1-R, and 804.1-G	APPROVED BY BOARD APR /2014	Construction of the Neighbourhood Learning Centre at Brighouse required a review of this policy (1004.1 in the old framework).	Underwent full policy revision process.

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Interscholastic Competitions and Contests- 503.6,503.6-R	APPROVED BY BOARD OCT/2014	Policy 1005.2: *Interscholastic Athletic Competitions* was combined with Policy 503.6: *Interscholastic Competitions and Contests* to ensure consistent of application of policy for students in both athletic and academic competitions. 1005.2 was subsequently rescinded by the Board.	Underwent full policy revision process.
Policy 703.7: *Closure of Schools Due to Emergency Conditions*	CONCLUDED ON FEB 19/18	Feb 19/18 – Updated at Policy Com. Staff advised the policy has been reviewed and no changes anticipated. The updated closure process due to emergency conditions now appears on the district website. Jan 15/18 – Discussed and will be placed as item on Feb 19/18 agenda. Nov 20/17 – To be added to Jan 15/18 agenda for discussion and update. May 1/17 – Briefly discussed. Staff to review this policy and its regulation. This will return in the fall 2017.	Policy was reviewed by staff and no changes required.

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POLICY COMMITTEE MEETINGS
SUMMARY OF FUTURE ITEMS - UPDATED TO JANUARY 15, 2019

DATE	PUBLIC ITEM
FUTURE ITEMS	**DATE FOR DISCUSSION TO BE DETERMINED** Policy 103 Bylaw: Appeals (housekeeping) Policy 103 Bylaw: Complaints by Students, Parents and the Public Policy 501.8: Student Admission, Registration, Placement & Transfer Policy 300-R: Selection and Appointment of Administrators Policy 517: Assessment and Evaluation Policy 512.4: French Programs Policy 522 and 522-R: Transportation Policy 701.2-R School Building Planning Review Process Policy 704: Retirement of School Facilities Policy 707 and 707-R: Post Disaster Procedures Policy 804.1: Community Use of Schools Policy 804.8: Commercialism Critical Incident Protocols / Fair Notice
2019	**PUBLIC ITEM - DISCUSSED**
January 07	Policy 106: SOGI Update Policy 203-G: Trustee Stipend and Expenses Policy 103: Bylaw: Complaints and Appeals by Students, Parents and Public
2018	**PUBLIC ITEM - DISCUSSED**
October 15	Policy 501.8-G: Student Admission, Registration, Placement & Transfer Policy 106: SOGI Update
September 17	Policy 517: Assessment and Evaluation Policy 201: Bylaw: Board Operations Policy 513.2 Field Trips
June 18	SOGI Update Policy 300-R: Selection and Appointment of Administrators
May 14	Policy 513.2 Field Trips SOGI Public Information Sessions Update Policy 104: Acceptable Use of Information and Technology

POLICY COMMITTEE MEETINGS
SUMMARY OF FUTURE ITEMS - UPDATED TO JANUARY 15, 2019

April 16	SOGI Policy Update
March 12	Policy 501.8: Student Admission, Registration, Placement & Transfer Policy 104: Acceptable Use of Information and Technology
February 19	Policy 501.8: Student Admission, Registration, Placement & Transfer SOGI Dev & Revised Timeline Policy 100 Update Policy 703.7 Closure of Schools Due to Emergent Conditions