

**POLICY COMMITTEE**  
**Monday, FEBRUARY 19, 2018 @ 10:30am**  
**Board Room, Main Floor, ADMIN BUILDING**

**PUBLIC MEETING AGENDA**

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

- 1. INTRODUCTIONS**
- 2. ADOPT AGENDA**
- 3. APPROVE MINUTES**  
Attachment: Minutes from meeting held January 15, 2018
- 4. POLICY 501.8: STUDENT ADMISSION, REGISTRATION, PLACEMENT AND TRANSFER**  
Verbal update.
- 5. POLICY 100: STATEMENT OF PHILOSOPHY**  
Attachment: Memorandum from Assistant Superintendent Lim
- 6. SOGI POLICY**  
Attachment: Policy Development Timeline
- 7. POLICY 703.7: CLOSURE OF SCHOOLS DUE TO EMERGENT CONDITIONS**  
Attachment: Updated notice on emergency school closures (from district website)
- 8. POLICY 104-G: ACCEPTABLE USE OF INFORMATION AND COMMUNICATION SERVICES**  
Attachment: Summary of revisions to administrative guidelines
- 9. POLICY REVIEW STATUS [standing item]**  
Attachment: Status to January 31, 2018
- 10. POSSIBLE AGENDA ITEMS FOR NEXT MEETING**
- 11. NEXT MEETING DATES**  
Meetings are scheduled for 10:30am on the following dates: Monday, March 12, Monday, April 16, Monday, May 14 and Monday, June 18.
- 12. ADJOURNMENT**

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

**MINUTES OF PUBLIC MEETING OF POLICY COMMITTEE**

Date: Monday, January 15, 2018 at 10:30am  
Board Room, Main Floor, Administration Building

Present: Sandra Nixon, Chairperson  
Donna Sargent, Vice Chairperson  
Alice Wong, Member  
Sherry Elwood, Superintendent of School  
Colleen Howu, Parent \*  
Gail Hackenbruch, Executive Assistant (Recording Secretary)

\* Joined the meeting in progress

The Chair called the meeting to order at 10:40am.

**1. INTRODUCTIONS**

Nil.

**2. ADOPT AGENDA**

The agenda was adopted as presented.

**3. APPROVE MINUTES**

The minutes of the meeting held November 20, 2017 were approved as circulated.

*Colleen Howu joined the meeting at 10:43am.*

**4. REVIEW TERMS OF REFERENCE**

An excerpt from Policy 201: *Bylaw: Board Operations* setting out the Terms of Reference for Policy Committee was included with the agenda package. The Terms of Reference were reviewed to ensure they reflect the Board's strategic work plan for the remainder of its term. It was agreed that no changes are required to the current terms of reference as reflected on Policy 201: *Bylaw: Board Operations*.

The Chair will update the Board that no changes are required to Policy Committee's Terms of Reference.

**5. POLICY 100: STATEMENT OF PHILOSOPHY**

Minutes of the meeting held November 15, 2017 were included with the agenda package. The Chair noted the School District poster art contest, spoke to its associated timelines and advised that it is hoped to provide a summary of feedback on the proposed revisions, received by the deadline date of January 30, 2018, to the next meeting of Policy Committee. The Chair noted that public feedback is welcomed via the district website and that all Trustees would receive a copy of all feedback through the district's intranet (The Portal).

**ACTION:** The Recording Secretary to advise Trustees that all feedback received on the proposed revisions to Policy 100: *Statement of Philosophy* (to be renamed Policy 100: Vision, Mission, Values) will be posted to The Portal.

## **6. POLICY REVIEW STATUS [standing item]**

The Policy Status document to November 30, 2017 was included with the agenda package.

The Chair reviewed the status document and noted the change in timing for report back on the proposed revisions to Policy 513.2: *Field Trips* to March/April. She then spoke to the work that the members of Policy Committee may want to accomplish prior to this Board's term concluding. Discussion ensued on identifying those items that should be discussed at future meetings of Policy Committee with a view to accomplishing various tasks before the end of this Board's term.

**ACTION:** The Chair of Policy Committee to develop a strategic timing summary document for policy work from February to October 2018.

## **7. POSSIBLE AGENDA ITEMS FOR NEXT MEETING**

Possible agenda items include: update on Policy 501.8: *Student Admission, Registration, Placement and Transfer*; Policy 703.7: *Closure of Schools due to Emergent Conditions*; update and revised timeline on development of the SOGI policy; Policy 100 updates; and the strategic timing summary document for policy work. Policy 513.2: *Field Trips* may also be a consideration for the next meeting agenda.

## **8. NEXT MEETING DATES**

Meetings are scheduled as follows: Monday, February 19, Monday, March 12, Monday, April 16, Monday, May 14 and Monday, June 18, 2018.

The Policy Committee Chair will discuss the meeting date conflicts (March 12 and May 14) with the Chair of the Personnel & Finance Committee.

It was also noted that additional meeting dates for Policy Committee may be required to ensure that the goals of this Committee can be achieved.

## **9. ADJOURNMENT**

The meeting adjourned at 11:03am.

Respectfully Submitted,



Sandra Nixon, Chairperson  
Policy Committee

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## Report to the Policy Committee

**DATE:** February 15, 2018  
**FROM:** Wendy Lim, Assistant Superintendent  
**SUBJECT:** Policy 100 and 100-R: Update

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### BACKGROUND

On March 2, 2015, the Board passed a resolution to establish the Policy 100 Re-Visioning Task Force 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*.

The Task Force began its work in May 2015 and by June 2017, they prepared the draft Policy 100 - Vision, Mission, Values Statements. In Fall 2017, the Task Force prepared the draft Policy 100-Regulation. At the November 22, 2017, the Board of Education (Richmond) received, for information, a draft of proposed revisions to Policy 100: *Statement of Philosophy*, [to be renamed Policy 100 and Policy 100-R(egulation): *Vision, Mission, Values*]; and directed staff to forward the draft Statements to School District Stakeholder Groups (employees, PACs and students) for review and feedback at [policy100feedback@sd38.bc.ca](mailto:policy100feedback@sd38.bc.ca) by Tuesday, January 30, 2018.

It is important to note the following:

- Current 100 Policies have been retained to complement the proposed new Policy 100 and 100-R(egulation): *Vision, Mission, Values* Statements. These documents were attached to the proposed revised Policy 100 and Policy 100-R to provide foundational details to the proposed revisions: 101 *Goals and Objectives*, 102: *Diversity and Inclusion*, 103: *Collaboration and Community*, 103-R(A): *Foundations for Learning*, 103- G: *Foundations for Learning*.
- Activating student voices in this re-visioning process was a priority for the Task Force and thus a video *Visioning Today for Tomorrow's World* was created and included on the website so our Stakeholders could hear the ideas from elementary and secondary students. These were the voices that helped the Task Force draft the proposed Policy and Regulation.
- The proposed Statements were kept simple, succinct, clear and memorable so that all members of our school community (elementary students, secondary students, parents, staff, and members of the public) could understand and use them.

### The Proposed Revised Policy 100 Vision, Mission, Values

**Vision:** The Richmond School District aspires to be the best place to learn and lead.

**Mission:** The Richmond School District's mission is to create a safe, accepting, engaging community that inspires a passion for learning.

**Values:** The values that will guide our work together to achieve our mission and vision are: collaboration, creativity, curiosity, resilience, and respect.

### The Proposed Policy 100-R(egulation) Vision, Mission, Values

The Board of Education recognizes the power of the *Vision, Mission and Values* Statements in transforming learning, teaching, and leading in the Richmond School District. The intention of the regulation is to invite members of the Richmond School District community to engage in discussion about these Statements and to "live them" in our classrooms, schools, and worksites. As a result of our shared commitment, implementation of the *Vision, Mission, Values* Statements shall be the joint responsibility of the Board, students and staff in collaboration with parents and our community.

## **REVIEWING STAKEHOLDER FEEDBACK**

The Policy 100 Visioning Task Force met on the following dates to review the collated feedback and to discuss possible changes to the Proposed Policy 100 and 100-R: February 1, February 5, and February 14. Please find the meeting highlights in Appendix A and the collated feedback in Appendix B.

The Task Force reflected the data prior to the meetings and then engaged in exploring all the data together during the three meetings. The following observations were made after we shared our reflections, explored and ‘mined’ as well as discussed, the data:

- there were 44 pages of collated Stakeholder feedback on the draft VMV Statements
- overall there were 12 group responses and 15 individual responses totaling 274 respondees
- 150 secondary students from three groups responded; 99 adults from seven groups and 10 individuals responded with the same matching feedback
- there was a strong support for the proposed Vision-Mission-Values Statements
- due to feedback, we revised the Vision, Mission, Values Statements as well as Regulation
- we discussed the theme of student feedback and concluded that their concerns about how “to ‘achieve/apply/attain’ and ‘put into action’ the Vision, Mission, Values Statements” would be addressed by adding ‘regular discussions’ in the draft Regulation
- we discussed the theme of parent feedback and concluded that their concern about ‘recognizing the role of parents to support and guide their children,’ was already addressed in the current Policy 103 Regulation and Guidelines.
- a few respondees indicated that we should keep “the focus is on the learner” motto

## **REVISING THE PROPOSED POLICY BASED ON THE STAKEHOLDER FEEDBACK AND TASK FORCE REFLECTIONS**

### **Policy 100 - Vision, Mission, Values**

Vision: The Richmond School District is the best place to learn and lead.

Mission: The Richmond School District’s mission is to cultivate a safe, accepting and engaging community that inspires a passion for lifelong learning.

Values: The values that will guide our work together to achieve our vision and mission are: collaboration, creativity, curiosity, resilience, respect and equity, for all.

### **Policy 100 – Regulation**

The Board of Education recognizes the power of the Vision, Mission and Values Statements in transforming learning, leading and teaching in the Richmond School District. The intention of the regulation is to invite members of the Richmond School District community to engage in regular discussions about these statements and to live them in our schools, workplaces and community. As a result of our shared commitment, implementation of the Vision, Mission, Values Statements shall be the joint responsibility of the Board, students and staff in collaboration with parents and our community.

## **CONCLUSION**

The Policy 100 Visioning Task Force has had an exciting learning and leading journey in the 32 meetings over the past three years to prepare and propose the new Policy 100 Vision, Mission, Values Statements and Policy 100-Regulation to replace the current Policy 100 Statement of Philosophy. We present these revised Policy 100 and Policy 100-R for your approval.

Our next task is to invite our elementary and secondary students to participate in the Visioning Art Contest to submit images to visually represent the new Vision Statement, “The Richmond School District is the best place to learn and lead.” Our goal is to have this graphic ready to accompany the New Policy 100 and 100-Regulation.

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Wendy Lim  
Assistant Superintendent

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**Meeting #29: January 29, 3:30-5:00, SBO4**  
**Meeting #30: February 1, 2018, 3:30-5:30 SBO4**  
**Highlights and Actions**

**Partner Reps**

CUPE: Ian Hillman; Lisa Devitt  
RASA: Kathy Pantaleo; Anne Gillrie-Carre  
RDPA: Dionne McFie; Andrew Scallion  
RMAPS: Anita Doig  
RTA: Jacqueline Maurice; Donna Dunn; Steve Wenglowksi  
Trustees: Sandra Nixon; Debbie Tablotney; Alice Wong  
Students: Kishoore Ramanathan (Gr 12, Burnett); Minaho Chiew (Gr 12, Richmond); Ashwyn Dholliwar (Gr 12, SLSS)  
Executive Team: Wendy Lim (facilitator)

**Welcome**

**Purpose of Policy 100 Visioning Task Force (P100VTF)**

- design the **visioning** process – Vision, Mission, Values
- 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
- present draft Policy 100 as per Policy 204

**Policy 100 – Vision, Mission, Values (draft VMV for consultation with Stakeholders)**

**Vision:** The Richmond School District aspires to be the best place to learn and lead.

**Mission:** The Richmond School District's mission is to create a safe, accepting, engaging community that inspires a passion for learning.

**Values:** The values that will guide our work together to achieve our mission and vision are: collaboration, creativity, curiosity, resilience, and respect.

**Policy 100 Regulation Statement (draft for consultation with Stakeholder input)**

*"The Board of Education recognizes the power of the Vision, Mission and Values Statements in transforming learning, teaching, and leading in the Richmond School District. The intention of the regulation is to invite members of the Richmond School District community to engage in discussion about these Statements and to "live them" in our classrooms, schools, and worksites. As a result of our shared commitment, implementation of the Vision, Mission, Values Statements shall be the joint responsibility of the Board, students and staff in collaboration with parents and our community."*

**Policy 100 Visioning Art Contest**

**Meeting #29: January 29, 2018**

**Review the Draft #4 of the Poster**

- reviewed draft Visioning Art Contest Poster #4 and discussed revisions

**Action:** Mina will email next draft poster to Task Force for feedback

**Meeting #30: February 1, 2018**

**Review the Stakeholder Feedback to the draft VMV Statements and Regulation:**

- agreed to keep this data to "eyes only" with the members of the Task Force during our meetings
- reviewed 44 pages of collated Stakeholder feedback on the draft VMV Statements. Overall there were 12 group responses and 15 individual responses totaling 274 respondees. We observed that: 150 secondary students responded from 3 schools and 128 adults submitted the same feedback. There was a strong support for the VMV Statements.
- discussed the preliminary ideas:

1) Vision statement – change “aspires to be” to “is”; consider “best place to learn and **innovate**,” instead of “lead”; note: “lead” as an umbrella word for “kind” and “help”

2) Mission Statement – change “create” to “promote, nurture, foster, build, sustain”; change “inspires” to “promote”; consider “personal best,” “pursuit of excellence,” “personal excellence”

3) Values Statement – think about “curiosity,” “creativity,” “equity,” “diligence,” “motivation”

Regulation – consider “school, workplaces, and community (or neighbourhood)” instead of “classroom, school, worksite”; due to a theme of student feedback which focused on ensuring that we were able to ‘achieve/apply/attain’ and ‘put into action’ the VMV Statements, we might consider adding a new statement, “form a VMV Committee of Stakeholder Reps to meet regularly to develop a plan to ensure that the VMV Statements are “alive in our classrooms, schools, and worksites”; due to a theme of parent feedback which focused on ‘recognizing the role of parents to support and guide their children,’ we might consider adding a new statement, “reaffirm Policy 103 Foundations for Learning which acknowledges the role of parents in supporting their children as well as the importance of the student-parent-school relationship.”

- additional feedback included: keep “the focus is on the learner” motto; note – the new VMV Statements will not replace this motto

#### **Actions:**

- We will reconvene on Monday February 5<sup>th</sup> to continue to review the data some more and to make revisions to the draft VMV Statements and Regulation.
- We will reconvene to finalize the Visioning Art Contest Poster following our Policy 100 & 100R work (Feb 13 or 14, 3:30-5:00)
- We will decide on additional meeting dates for Policy 100 development and Art Contest Poster finalization

#### **Prepare a revised draft Timeline of Visioning Art Contest and Policy 100 Development**

- February 19: Present Report to the Policy Committee – Finalized Policy 100 and 100-R
- February 28: Present Notice of Motion to Board of Education to adopt the revised Policy 100 and 100-R
- March 14: Present recommendation to Board of Education to approval of the revised Policy 100 and 100-R
- March 15: Launch Visioning Art Contest with newly approved Vision Statement
- May 4: Deadline for submission of Artwork, 12:59 PM
- Month of May – Policy 100 Vision Task Force reviews all submissions and select winner(s)
- Early June – Policy 100 Vision Task Force works with David Sadler to prepare Press Release and Communication Plan to announce winner(s)

#### **Upcoming Policy 100VTF meetings:**

<b>Dates/Times/Location of Meetings</b>	<b>Activities</b>
Mon Feb 5 <sup>th</sup> , 3:30-5:30 SBO4 Tue Feb 13 <b>OR</b> Wed Feb 14, 3:30-5:30 SBO4	Reviewing Stakeholder Feedback and Finalizing Policy 100 and 100-R
Mon Feb 19 <sup>th</sup> , 3:30-5:00 SBO3	Reviewing Visioning Art Contest Poster criteria and submission details
Wed May 9, 16, 23, 30, 3:30-5:00 SBO4	Reviewing Visioning Art Contest Submissions - Selection of Winner(s)

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**Meeting #31: February 5, 3:30-5:30, SBO4**  
**Highlights and Actions****Partner Reps**

CUPE: Ian Hillman; Lisa Devitt

RASA: Kathy Pantaleo; Anne Gillrie-Carre

RDPA: Dionne McFie; Andrew Scallion

RMAPS: Anita Doig

RTA: Jacqueline Maurice; Donna Dunn; Steve Wengowski

Trustees: Sandra Nixon; Debbie Tablotney; Alice Wong

Students: Kishoore Ramanathan (Gr 12, Burnett); Minaho Chiew (Gr 12, Richmond); Ashwyn Dholliwar (Gr 12, SLSS)

Executive Team: Wendy Lim (facilitator)

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- 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
- present draft Policy 100 as per Policy 204

**Policy 100 – Vision, Mission, Values (draft VMV for consultation with Stakeholders)**

**Vision:** The Richmond School District aspires to be the best place to learn and lead.

**Mission:** The Richmond School District's mission is to create a safe, accepting, engaging community that inspires a passion for learning.

**Values:** The values that will guide our work together to achieve our mission and vision are: collaboration, creativity, curiosity, resilience, and respect.

**Timeline for Visioning Art Contest and Policy 100 Development**

- February 19: Present Report to the Policy Committee – Finalized Policy 100 and 100-R
- February 28: Present Notice of Motion to Board of Education to adopt the revised Policy 100 and 100-R
- March 14: Present recommendation to Board of Education to approval of the revised Policy 100 and 100-R
- March 15: Launch Visioning Art Contest with newly approved Vision Statement
- May 4: Deadline for submission of Artwork, 12:59 PM
- Month of May – Policy 100 Vision Task Force reviews all submissions and select winner(s)
- Early June – Policy 100 Vision Task Force works with David Sadler to prepare Press Release and Communication Plan to announce winner(s)

**Policy 100 Visioning Art Contest**

**Action:** Mina will email next draft poster to Task Force for feedback this week and We will meet on Wednesday February 14<sup>th</sup>, 3:30-5:00 to finalize the Art Poster.

**Policy 100 Revision to the Draft VMV Statements and Regulation**

**Vision:** The Richmond School District ~~aspires to be~~ is the best place to learn and lead.

**Mission:** The Richmond School District's mission is to ~~create~~ cultivate a safe, accepting, and engaging community that inspires a passion for lifelong learning.

**Values:** The values that will guide our work together to achieve our mission and vision are: collaboration, creativity, curiosity, resilience, ~~and~~ respect and equity for all.



**Regulation:**

The Board of Education recognizes the power of the Vision, Mission and Values Statements in transforming learning, leading and teaching, ~~and leading~~ in the Richmond School District. The intention of the regulation is to invite members of the Richmond School District community to engage in discussion about these statements and to “live them” in our ~~classrooms, schools, and work sites~~ workplaces and community. As a result of our shared commitment, implementation of the Vision, Mission, Values Statements shall be the joint responsibility of the Board, students and staff in collaboration with parents and our community.

A committee of stakeholder reps will meet regularly to support the implementation of the Policy 100 **and 100-R**: Vision, Mission, Values.

Policy 103 Foundations for Learning will continue to be important; it acknowledges the role of parents in supporting their children and it focusses on the value of the student-parent-school relationship.

**Our discussion:**

- it is important to remember that our draft statements were created based on listening to the voices of our K-12 students; we need to be true to their voices
- how do we honour the parents’ feedback about the importance of parental involvement, guidance and 6 values? Add to the regulation and tweak the mission and values
- how do we honour the students’ feedback about accountability and achieving the VMV? Add to the regulation
- we recognized that the VMV statements will inspire much dialogue and discussion
- how do we honour pursuit of personal excellence? Use lifelong learning because this signal a continued journey of learning beyond school; we recognized personal excellence will be different for everyone
- we considered the differences between curiosity and creativity
- we discussed the mission verbs of cultivate, create, promote, nurture
- we discussed respect for people, accepting people for who they are, supporting people for what they need to succeed, and inclusion
- we discussed that all people are demonstrating learning, teaching and leading and to avoid confusion of hierarchy, we’d switch the order to learning, leading and teaching
- we discussed where to live these VMV and agreed to schools, workplaces and community
- we discussed the word equity and recognized its relevance based on our previous discussion on inclusion and valuing all peoples; we wondered how best to include this feedback? Add to Values

**Actions:**

- We will reconvene on Wednesday Feb 14<sup>th</sup>, 3:30-5:00 to continue to finalize the revisions to the draft VMV Statements and Regulation. As time permits, we will finalize the Visioning Art Poster Contest (Mina’s poster and online Contest info and registration)

**Upcoming Policy 100VTF meetings:**

<b>Dates/Times/Location of Meetings</b>	<b>Activities</b>
Wed Feb 14, 3:30-5:30 SBO4	Reviewing Stakeholder Feedback and Finalizing Policy 100 and 100-R Reviewing Visioning Art Contest Poster criteria and submission details
Mon Feb 19 <sup>th</sup> , 3:30-5:00 SBO3 (possible)	Reviewing Visioning Art Contest Poster criteria and submission details
Wed May 9, 16, 23, 30, 3:30-5:00 SBO4	Reviewing Visioning Art Contest Submissions - Selection of Winner(s)

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**Meeting #32: February 14, 2018, 3:30-5:00 SBO4**  
**Highlights and Actions****Partner Reps**

CUPE: Ian Hillman; Lisa Devitt

RASA: Kathy Pantaleo; Anne Gillrie-Carre

RDPA: Dionne McFie; Andrew Scallion

RMAPS: Anita Doig

RTA: Jacqueline Maurice; Donna Dunn; Steve Wengowski

Trustees: Sandra Nixon; Debbie Tablotney; Alice Wong

Students: Kishoore Ramanathan (Gr 12, Burnett); Minaho Chiew (Gr 12, Richmond); Ashwyn Dholliwar (Gr 12, SLSS)

Executive Team: Wendy Lim (facilitator)

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- activate voices of partner groups regarding mission statement, vision statement, and value statements
- review collated input
- respond to draft revised Policy 100
- present draft Policy 100 as per Policy 204

**Finalized Our Observations from the Collated Feedback**

The following observations were made after we shared our reflections, explored and ‘mined,’ and discussed the data:

- there were 44 pages of collated Stakeholder feedback on the draft VMV Statements
- overall there were 12 group responses and 15 individual responses totaling 274 respondees
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- there was a strong support for the proposed Vision-Mission-Values Statements
- due to feedback, we revised the Vision, Mission, Values Statements as well as Regulation
- we discussed the theme of student feedback again and concluded that their concerns about how “to ‘achieve/apply/attain’ and ‘put into action’ the Vision, Mission, Values Statements” would be addressed by adding ‘regular discussions’ in the draft Regulation
- we discussed the theme of parent feedback again and concluded that their concern about ‘recognizing the role of parents to support and guide their children,’ was already addressed in the current Policy 103 Regulation and Guidelines.
- a few respondees indicated that we should keep “the focus is on the learner” motto

**Revised Proposed Policy 100 and 100-Regulation****Policy 100 - Vision, Mission, Values**

Vision: The Richmond School District is the best place to learn and lead.

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Values: The values that will guide our work together to achieve our vision and mission are: collaboration, creativity, curiosity, resilience, respect and equity, for all.

**Policy 100 – Regulation**

The Board of Education recognizes the power of the Vision, Mission and Values Statements in transforming learning, leading and teaching in the Richmond School District. The intention of the regulation is to invite members of the Richmond School District community to engage in regular discussions about these statements and to live them in our schools, workplaces and community. As a result of our shared commitment, implementation of the Vision, Mission, Values Statements shall be the joint responsibility of the Board, students and staff in collaboration with parents and our community.

## Visioning Art Contest Poster

- we reviewed the latest draft of the Visioning Art Contest Posters and made final suggestions
- we revised the Online Submission Guidelines

## Online Submission Information for the Visioning Art Poster Contest

First Name

Last Name

What is the best way to contact you? (phone #, email)

Your School – select

Your Grade – select

Artwork Upload

- choose file

Artwork Title

Artwork Description (up to 50 words describing how your artwork represents the vision statement)

**Deadline for Submission: May 4<sup>th</sup> 2018 11:59 PM PST**

*Upon receipt of submission, include the bounce back message to the artist, “Thank you for submitting your artwork to the SD#38 Visioning Art Contest!”*

### Submission Guidelines and Information

- The Richmond School District’s Vision, Mission, and Value Statements are:

**Vision:** The Richmond School District is the best place to learn and lead.

**Mission:** The Richmond School District’s mission is to cultivate a safe, accepting and engaging community that inspires a passion for lifelong learning.

**Values:** The values that will guide our work together to achieve our vision and mission are: collaboration, creativity, curiosity, resilience, respect and equity, for all.

- The submission may be from the following visual art categories: photography, collage, digital art, printmaking, painting, drawing and ink.
- Each student who participates will receive a certificate of appreciation from the Richmond Board of Education.
- All artwork submitted will become the property of the Richmond School District. We may use one submission or parts of several submissions to create the final graphic, which may be professionally enhanced, scanned at high resolution for resizing, produced and distributed in print and electronically throughout the Richmond School District.
- The Policy 100 Visioning Task Force of Stakeholder Reps including students will comprise of the selection panel.
- The Art Contest winner will be announced before the end of June 2018 through a News Release, social media and School District website.
- Due to the anticipated volume of entries, submissions that do not conform to the submission criteria will be disqualified.

### **Actions:**

- Mina will prepare the final Visioning Art Contest Poster and will email Task Force members
- Wendy will share with Evan both the Art Contest Poster and the Online Submission Guidelines so he can complete the online information
- Wendy will send the Visioning Art Contest Poster and invitation to schools on March 15<sup>th</sup> with a reminder that the deadline for submission online is Friday May 4<sup>th</sup>, 12:59 PM PST

## Timeline of Visioning Art Contest and Policy 100 Development

- February 19: Present Report to the Policy Committee – Finalized Policy 100 and 100-R
- February 28: Present Notice of Motion to Board of Education to adopt the revised Policy 100 and 100-R
- March 14: Present recommendation to Board of Education to approval of the revised Policy 100 and 100-R
- March 15: Launch Visioning Art Contest with newly approved Vision Statement
- May 4: Deadline for submission of Artwork, 12:59 PM
- Month of May – Policy 100 Vision Task Force reviews all submissions and select winner(s)
- June – Policy 100 Vision Task Force works with David Sadler to prepare Press Release and Communication Plan to announce winner(s)
- September – Launch of new Policy 100 and 100-R and Student Art

## Upcoming Policy 100VTF Meetings

Wed May 9, 16, 23, 30, 3:30-5:00 SBO4 – Reviewing Visioning Art Contest Submissions - Selection of Winner(s)

## RICHMOND SECONDARY STUDENT VOICES

<p>1. What do you like about these statements?</p>	<ul style="list-style-type: none"> <li>- They cover every important aspect. The values go in depth.</li> <li>- The statements were very clear and concise. I like that the statements conveyed positivity and genuine concern for students.</li> <li>- Very inspiring. Provides me with motivation.</li> <li>- They are clear and thorough, all 3 of the create a vivid and positive image of the community.</li> <li>- Sounds encouraging</li> <li>- Resilience, respect</li> <li>- They have an overall positive message</li> <li>- Very positive, no bad can occur; only great things can happen</li> <li>- I like the emphasis on leading</li> <li>- I think the mission and values are exactly what a school should be and value</li> <li>- I really like these statements, I think they are very thoughtful</li> <li>- Very well thought out and aspiring</li> <li>- They are very positive</li> <li>- The idea would help students, but what would be done to act upon them. A safe community is hard to create, unless you want to monitor everything</li> <li>- I like how they relate to the school</li> <li>- These statements are really focused on learning</li> </ul>
<p>2. What concerns do you have about these statements?</p>	<ul style="list-style-type: none"> <li>- General goals</li> <li>- No concerns.</li> <li>- I have no concerns at all. - III</li> <li>- May be unrealistic, too ambitious to apply to reality</li> <li>- Too general</li> <li>- Just because an environment is safe and accepting does not mean it is inclusive; very unrealistic; too broad</li> <li>- Very general statements, somewhat lacking a concrete direction, value statement is not really starting values</li> <li>- Although it is a great goal, it is not easy to achieve. How do you plan to do this?</li> <li>- Inspiring a passion for learning sounds hard</li> <li>- The vision could be a bit more specific</li> <li>- None</li> <li>- They don't sound possible</li> <li>- Think these things already exist in schools</li> <li>- How are we going to put this into action</li> </ul>

<p>3. What is needed to make these statements come alive in schools?</p>	<ul style="list-style-type: none"> <li>- Leadership, communication</li> <li>- Posters, putting the statements in the agenda</li> <li>- Take action, foster vision, encourage passion</li> <li>- Posters/banners, teachers review it at the beginning of the year</li> <li>- These statements should be commonly use in daily life, passing on the messages</li> <li>- Too much, need to focus on 1 main large goal, values are all over the place, need to instill values through actions beginning from a young age</li> <li>- Uniformity, it's too difficult as we need some sort of idea or thing to bond everyone together, which is lacking currently</li> <li>- This goal requires a change in students; people do not change unless they themselves want to. A method which will motivate students is required.</li> <li>- Student action, getting students to be excited about this</li> <li>- Strongly emphasize the mission so students aren't afraid to make mistakes</li> <li>- We need to care more about everyone's opinions and concerns</li> <li>- Don't know</li> <li>- Teachers and students who care deeply about this subject</li> <li>- More should be done to rat out bullying, and watch for people bullying on the internet</li> <li>- People's cooperation</li> <li>- Too lazy to try</li> <li>- Maybe have...</li> </ul>
--	--

# Police 100 feedback

janice

Sat 2018-01-27 8:36 AM

To:SD38 Policy 100 Feedback <policy100feedback@sd38.bc.ca>;

NOTICE: This email originated from outside of the school district. Do not click on links or download attachments unless you recognize the sender and know the content is safe. For information on how to detect malicious emails, please go to our district's Portal > Inside 38 > Software Support > Outlook.

Dear school boarder,

The proposed Policy 100 looks great capturing a passion for learning. We just want to add few elements to "Values" of the proposed Policy 100—

Parental Guidance -- Parents are important part of students' learning

Pursuit of Excellence – Students are encouraged to put in their best regardless of ability

Equality – Treat everybody equal

Self-Motivation – Important element in job market

Diligence – The attitude to reduce whining

Independence – Able to work and think independently

Thank you for the opportunity to give our feedback and thank you for considering our feedback seriously.


Sincerely,

# Feedback on Policy 100

Jho

Sun 2018-01-28 9:41 PM

To: SD38 Policy 100 Feedback <policy100feedback@sd38.bc.ca>;

 1 attachment

Richmond School Board.pdf;

NOTICE: This email originated from outside of the school district. Do not click on links or download attachments unless you recognize the sender and know the content is safe. For information on how to detect malicious emails, please go to our district's Portal > Inside 38 > Software Support > Outlook.

Hi there,

We appreciate what the school district is doing for Richmond students and is submitting our feedback as part of the public consultation process for Policy 100.

Please see attached feedback.

Regards.  
Jhoane

"Our focus is on the learner." We appreciate the efforts of Richmond School District in focusing its resources and providing education to our children.

Parents provide ongoing encouragement and support in students' learning. The home cultivates motivation and interest of learning. We ask the Board of Education to recognize the role of parents in students' learning process. We also ask the Board of Education to consider other important values that will engage students to learn. We, therefore, suggest the addition of the followings to the "Values" under the proposed Policy 100:

Parental guidance, Equality, Self-Motivation, Strive for excellence, Diligence, Independence, Value Formation, Character Building, Skill Development

Thank you for considering our feedback for the best interests of our children.

Sincerely,

Names

Postal c

17

NAMES



# Policy 100 feedback

Mon 2018-01-29 12:55 PM

To: SD38 Policy 100 Feedback <policy100feedback@sd38.bc.ca>;

NOTICE: This email originated from outside of the school district. Do not click on links or download attachments unless you recognize the sender and know the content is safe. For information on how to detect malicious emails, please go to our district's Portal > Inside 38 > Software Support > Outlook.

Thank you for your efforts to update the District Philosophy. We ask the Board to understand and recognize that parents are primary educators and contribute to students' learning. We want all students to do their personal best at school. Therefore, we ask the Board to add to Values: parental guidance, pursuit of excellence, equality, self-motivation, diligence, independence. Thank you.

Regards,  
Winnie

# Policy 100 feedback

Emily

Mon 2018-01-29 12:55 PM

To:SD38 Policy 100 Feedback <policy100feedback@sd38.bc.ca>;

NOTICE: This email originated from outside of the school district. Do not click on links or download attachments unless you recognize the sender and know the content is safe. For information on how to detect malicious emails, please go to our district's Portal > Inside 38 > Software Support > Outlook.

Hi

Thank you for your efforts to update the District Philosophy. We ask the Board to understand and recognize that parents are primary educators and contribute to students' learning. We want all students to do their personal best at school. Therefore, we ask the Board to add to Values: parental guidance, pursuit of excellence, equality, self-motivation, diligence, independence. Thank you.

Parent of students in Richmond

# Fwd: Feedback to PoLicy 100

Mon 2018-01-29 3:14 PM

To:SD38 Policy 100 Feedback <policy100feedback@sd38.bc.ca>;

NOTICE: This email originated from outside of the school district. Do not click on links or download attachments unless you recognize the sender and know the content is safe. For information on how to detect malicious emails, please go to our district's Portal > Inside 38 > Software Support > Outlook.

We appreciate the hard work from all the students and staff updating the District Philosophy. Parents make daily, subtle contributions to a student's success. We also identify other elements that are essential. We suggest adding the followings to the Values in the proposed District Philosophy:

Equality

Strive for Excellence

Diligence

Self-Motivation

Independence

Parental Guidance

Thank you for taking our inputs seriously and working for the best interests of our children.

2/1  
NAMES

# Our comments on the proposed Policy 100 revisions

Mon 2018-01-29 7:17 PM

To:SD38 Policy 100 Feedback <policy100feedback@sd38.bc.ca>;

@ 1 attachment

Richmond School Board District Philosophy0001.pdf;

NOTICE: This email originated from outside of the school district. Do not click on links or download attachments unless you recognize the sender and know the content is safe. For information on how to detect malicious emails, please go to our district's Portal > Inside 38 > Software Support > Outlook.

Hi,  
We wish to make some revisions to the proposed Policy 100 as shown in the attached letter.  
Thank you.

To : Richmond School District no. 38 Richmond

We note that the proposed policy of the Richmond School Board will soon be amended to reflect values that do not recognise the importance of home values to the children's upbringing. For comparison, the following are excerpts from the current and proposed Policy 100 of the District Philosophy:

(I) Current policy

Page 30 para 3 line 6 :

".....The home has prime responsibility for establishing a sound foundation of beliefs and behaviours for the student and for providing a healthy, stable and supportive environment which will enhance the student's continuing growth and development."

Page 30 para 4 line 11:

".....parents are responsible for sharing in and reinforcing the educational endeavours of the school....."

(II) Proposed policy

Page 33 line 5:

"As a result of our shared commitment, implementation of the Vision, Mission, Values Statements shall be the joint responsibility of the Board, students and staff in collaboration with parents and our community."

As evidenced by (II) above, the scope of the parents' involvement is diminished and relegated to a subsidiary position. As parents, our children's emotional development and academic achievements are of the highest priority. We consistently encourage our children to respect others, involve in the community, and work hard. We guide, teach, coach, help our children in on a daily basis.

We hope the Richmond School District understands and recognizes parental involvement is essential to student's achievement. Therefore, we suggest the following qualities be added to the "Values" of the proposed District Philosophy:

Parental guidance, Equality, Pursuit of Excellence, Self-Motivation, Independence, Diligence

Thank you for considering our feedback seriously. We look forward to actively collaborating with the School District.

Best Regards,

13 NAMES

# Policy 100 feedback

JIAN

Mon 2018-01-29 10:16 PM

To:SD38 Policy 100 Feedback <policy100feedback@sd38.bc.ca>;

NOTICE: This email originated from outside of the school district. Do not click on links or download attachments unless you recognize the sender and know the content is safe. For information on how to detect malicious emails, please go to our district's Portal > Inside 38 > Software Support > Outlook.

We just want to add few elements to "Values" of the proposed Policy 100—

Parental Guidance -- Parents are important part of students' learning

Pursuit of Excellence -- Students are encouraged to put in their best regardless of ability

Equality -- Treat everybody equal

Self-Motivation -- Important element in job market

Diligence -- The attitude to reduce whining

Independence -- Able to work and think independently

Thank you for the opportunity to give our feedback and thank you for considering our feedback seriously.

Sincerely,

Names

Postal Codes

1.1  
NAMES

# Feedbacks on policy 100

Herbert

,>

Tue 2018-01-30 12:07 AM

To:SD38 Policy 100 Feedback <policy100feedback@sd38.bc.ca>;

NOTICE: This email originated from outside of the school district. Do not click on links or download attachments unless you recognize the sender and know the content is safe. For information on how to detect malicious emails, please go to our district's Portal > Inside 38 > Software Support > Outlook.

Thank you for your efforts to update the District Philosophy.

We ask the Board to understand and recognize that parents are primary educators and contribute to students' learning. We want all students to do their personal best at school. Therefore, we ask the Board to add to Values: parental guidance, pursuit of excellence, equality, self-motivation, diligence, independence.

Thank you!

# Policy100 feedback

maggie

>

Tue 2018-01-30 12:22 AM

To:SD38 Policy 100 Feedback <policy100feedback@sd38.bc.ca>;

NOTICE: This email originated from outside of the school district. Do not click on links or download attachments unless you recognize the sender and know the content is safe. For information on how to detect malicious emails, please go to our district's Portal > Inside 38 > Software Support > Outlook.

Thank you for your efforts to update the District Philosophy. We ask the Board to understand and recognize that parents are primary educators and contribute to students' learning. We want all students to do their personal best at school. Therefore, we ask the Board to add to Values: parental guidance, pursuit of excellence, equality, self-motivation, diligence, independence. Thank you.

A mother of 3



# Policy 100 Feedback

Trevor

Tue 2018-01-30 5:53 AM

To: SD38 Policy 100 Feedback <policy100feedback@sd38.bc.ca>;

NOTICE: This email originated from outside of the school district. Do not click on links or download attachments unless you recognize the sender and know the content is safe. For information on how to detect malicious emails, please go to our district's Portal > Inside 38 > Software Support > Outlook.

Dear Sir/Madam,

Thank you for your efforts to update the District Philosophy. We ask the Board to understand and recognize that parents are primary educators and contribute to students' learning. We want all students to do their personal best at school. Therefore, we ask the Board to add to Values: parental guidance, pursuit of excellence, equality, self-motivation, diligence, independence.

Thank you.

# policy 100

Mandy <r

>

Tue 2018-01-30 9:56 AM

To:SD38 Policy 100 Feedback <policy100feedback@sd38.bc.ca>;

NOTICE: This email originated from outside of the school district. Do not click on links or download attachments unless you recognize the sender and know the content is safe. For information on how to detect malicious emails, please go to our district's Portal > Inside 38 > Software Support > Outlook.

To whom who may concern,

Thank you for your efforts to update the District Philosophy. We ask the Board to understand and recognize that parents are primary educators and contribute to students' learning. We want all students to do their personal best at school. Therefore, we ask the Board to add to Values: parental guidance, pursuit of excellence, equality, self-motivation, diligence, independence. Thank you.

# Untitled

Connie

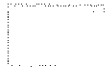
Tue 2018-01-30 9:09 AM

To:SD38 Policy 100 Feedback <policy100feedback@sd38.bc.ca>;

NOTICE: This email originated from outside of the school district. Do not click on links or download attachments unless you recognize the sender and know the content is safe. For information on how to detect malicious emails, please go to our district's Portal > Inside 38 > Software Support > Outlook.

Thank you for your efforts to update the District Philosophy. We ask the Board to understand and recognize that parents are primary educators and contribute to students' learning. We want all students to do their personal best at school. Therefore, we ask the Board to add to Values: parental guidance, pursuit of excellence, equality, self-motivation, diligence, independence. Thank you.

Yours truly,



# Feedback

Colleen

Tue 2018-01-30 10:54 AM

To:SD38 Policy 100 Feedback <policy100feedback@sd38.bc.ca>;

NOTICE: This email originated from outside of the school district. Do not click on links or download attachments unless you recognize the sender and know the content is safe. For information on how to detect malicious emails, please go to our district's Portal > Inside 38 > Software Support > Outlook.

Every child is unique. Students have different levels of ability within one class. However, every student has the ability strive for his personal best. There is no limit in learning. And there is always room for improvement. The attitude for striving for excellence does not reserve for the intellects. It is for everyone. It is not about scores. It is the motivation behind learning. Every student should have same opportunity in learning. It gives security to students if they know that they are being treated equally. I hope the district can provide an environment and atmosphere for students to work hard to pursue their endeavors and to be an independent grown-ups in the process. Parents support and guide their children in learning. The ongoing encouragement and love from parents are essential to children's learning journey. I sincerely ask the Board to add these qualities to the proposed District Philosophy (Policy100) – Parental guidance, Equality, Self-motivation, Diligence, Independence, Strive for excellence.


Thank you for this collaboration work. I appreciate your ongoing efforts in Richmond School District.

Best regards,

# Feedback from McRoberts Student Council Exec

Tue 2018-01-30 1:23 PM

To:SD38 Policy 100 Feedback <policy100feedback@sd38.bc.ca>;

 1 attachment

Policy 100, 100(R) Feedback, McRoberts StuCo.docx;

Good afternoon,

Please find attached a record of discussion held as part of a policy feedback workshop between members of the McRoberts Student Council Executive and myself, Jamie. 1. The purpose of this workshop was to ensure the continued presence of student voice in the policy process and we hope that this feedback is useful in considering revisions to or adoption of the proposed Policy 100 and Policy 100-R.

Feedback re: Policy 100  
Student Council Executive  
École secondaire Hugh McRoberts Secondary School

This is a written record of a discussion held between Student Council Executive members Nicole , Kelvin , Selena , Flora , Maxine , Vincent & Emma and Mme Jamie as part of a policy feedback workshop that took place on Tuesday, January 23<sup>rd</sup>, 2018 at McRoberts. It is our hope that the thoughts, questions and suggestions outlined below may be useful in considering revisions to the proposed Policy 100 and Policy 100-R.

## **I. POLICY 100**

### **VISION: THE RSD ASPIRES TO BE THE BEST PLACE TO LEARN AND LEAD.**

LEAD: why has there been a shift towards focusing on leadership in addition to learning? Who are we expecting to lead? If our vision is for all to be leaders, what about those who aren't? Why is this a priority?

LEARN & LEAD: when these two things are placed next to each other, it seems that students are all expected to learn and to lead, and not every student is interested in or able to lead. If this word 'lead' is referring to the whole district and its ability to be progressive and innovative, perhaps INNOVATE would be a better word.

The past 'slogan' of "our focus is on the learner" seemed to better encompass the focus on learning and the student-centered nature of district work.

BEST: how is this measured? Would it be better to use words that implied that we are continually striving to become better than we currently are (so BETTER or CONTINUALLY BETTER/PROGRESSIVELY BETTER)? This would imply a certain level of self-reflection and comparison not with other districts/provinces/countries but rather with our own strengths and areas for improvement.

### **MISSION: THE RSD'S MISSION IS TO CREATE A SAFE, ACCEPTING, ENGAGING COMMUNITY THAT INSPIRES A PASSION FOR LEARNING.**

Where is the reference to the word LEAD that is such a priority in the vision?

SAFE: focus on safety is important. We know that students can't learn if they don't feel safe.

PASSION: how do we foster passion? By ensuring that learning is relevant to students and that they are able to pursue what interests them.

ENGAGING COMMUNITY: this term seems vague – what does it mean?

TO CREATE: once this has been 'created', then what? Maybe a word like FOSTER would demonstrate the ongoing nature of this work.

**VALUES: THE VALUES THAT WILL GUIDE OUR WORK TOGETHER TO ACHIEVE OUR MISSION AND VISION ARE: COLLABORATION, CREATIVITY, CURIOSITY, RESILIENCE, AND RESPECT.**

These are pretty words! They are easy to agree with.

It would be nice to see a visual representation/graphic that shows the links between the vision, mission and values. How are these words linked to the mission and vision? The connections need to be clear.

COLLABORATION: an important aspect of learning in our current context.

CREATIVITY: it's nice to see this valued so prominently, particularly given the expectations of modern jobs to be creative and contribute to the 'knowledge economy'.

CURIOSITY: this is important to foster a passion for learning. It's also something valued by many jobs.

**GENERAL COMMENTS:**

Technology is not explicitly mentioned, but perhaps should be if we value innovation and progress (although this may be an assumption about the meaning of the word LEAD that is in the vision statement).

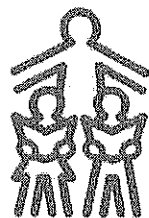
**II. POLICY 100-REGULATION) VISION, MISSION, VALUES**

It's great to see words like COLLABORATION and JOINT RESPONSIBILITY as these words echo the values outlined in Policy 100.

It's good that specific groups or 'stakeholders' are explicitly mentioned, which increases visibility and accountability.

The regulation seems too vague. We'd like to see analogies/examples (administrative guidelines perhaps). What does it mean to LIVE this policy?

In talking about LEARNING, TEACHING and LEADING, it seems to indicate a hierarchy of roles (students LEARN, teachers TEACH, the school board LEADS), but this is too rigid. All members of the community undertake all of these roles. How can this be presented in a way that's more flexible?



**Richmond Teachers' Association**

210 - 7360 Westminster Hwy.

Richmond, BC

V6X 1A1

Tel: 604-278-2539

Fax: 604-278-4320

Email: rta.office@shaw.ca

January 30, 2018

**Via E-Mail**

Ms. Sherry Elwood, Superintendent of Schools,  
School District No. 38 (Richmond),  
7811 Granville Avenue,  
Richmond, B.C. V6Y 3E3

Dear Sherry:

Thank you for the opportunity for the RTA and other stakeholders to review the proposed changes to Policy 100.

Since it has been many years since Policy 100 has been reviewed and revised, and in the current educational context, where school districts around the province are seeking to expand their international appeal and student base, it makes sense to do so now. Also, we recognize the intent of the working committee to include all stakeholder voices in the process of creating new policy and the inherent value of keeping policy statements inclusive, simple, succinct and clear for all members of our school community.

We strongly agree with the professional nature of the vision statement, "RSD is the Best Place to Learn and Lead" as it is bold, and a strong declaration which aptly reflects the level of commitment, dedication and professionalism demonstrated by Richmond teachers. Likewise, the mission statement, denoting safety, passion and of fostering inspiration in our students are indeed qualities which are central to the practice and profession of teaching and therefore appropriately contained in Policy 100.

In addition, the RTA generally agrees with the values outlined in the policy, as they acknowledge the practice of mutual respect and collaboration between the District and the Richmond Teacher's Association and other stakeholder groups. One current example of this working relationship is the ongoing discussion about collaboration initiatives and how we might work together to implement collaboration into district timetables in a way that makes sense for everyone.

We also recognize that traditionally, collaboration between stakeholder groups has been one of the foundational cornerstones in RSD, and is upheld here, by the opportunity to provide feedback on this and other district policy initiatives. Finally, we are pleased to see the value of "resilience" identified in the policy. We agree this an important characteristic, which needs to be nurtured.



Ms. Sherry Elwood  
January 30<sup>th</sup>, 2018.

page 2

We look forward to working with the District, to consider ways of building resilience in both our student and teacher populations.

While we agree with many aspects of Policy 100, we also have some questions and concerns. First, we are wondering whether the change to Policy 100 will include changes or revisions to the "R-Man" and our current slogan, "Our Focus is on the Learner"? We have a couple of concerns with changes to the R-Man and current slogan:

- i. The RTA believes the current slogan, "Our Focus is on the Learner" is an important legacy that is well recognized by all district employees, parents, students and the greater Richmond community. The statement holds true today for all Richmond Stakeholders especially RTA members; it is one our members take great pride in.
- ii. The RTA is especially concerned with the costs associated with replacing everything throughout the district containing logos, from letterhead to the signage on buildings, district vehicles, etc. Given the existing stretch to district operating funds, we feel money would be better spent on providing direct supports for our students and teachers in their classrooms.

Finally, while we like the succinct and direct nature of the vision, mission, and values of the revised Policy 100, we feel that there could be more substance and specific detail added to the proposed regulations as we are unclear about the required actions to support this policy. We are particularly interested in the required actions that will support the "Values" of collaboration, resilience, creativity and respect, as well as the "Mission" to create safe and accepting communities. Our district and the education system as a whole has and continues to experience significant change making actions to support our Vision, Mission and Values all the more important.

While not an exhaustive list, these points serve as some of the RTA's thoughts, questions and concerns around revisions to Policy 100.

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

Yours truly,



Liz Baverstock,  
PRESIDENT, R.T.A.

# Policy 100, 100(R)

Jamie

Tue 2018-01-30 1:33 PM

To:SD38 Policy 100 Feedback <policy100feedback@sd38.bc.ca>;

Good afternoon,

I would like to express my concern regarding the lack of reference to justice and equity in the proposed Policy 100 and 100(R). I would love to see our district include the word 'just' in its mission statement, and the values of equity and possibly justice in our values statement. I think that words such as 'accepting' and 'safe' do not replace the explicit mention of words like 'just' or 'equitable', and I think it is important that this be an explicit focus for the work we do. I believe that we cannot truly become the best place to learn and lead for all members of our community if we do not have justice at the core of our own philosophy. I do believe that the values listed emphasize really essential and progressive aspects of education (collaboration, creativity, curiosity, resilience, and respect), but I think that respect does not automatically translate to justice or equity. I think the rest of my concerns and praises were well addressed by the McRoberts student council executive, so I will not repeat them here.

Thank you,  
Jamie

French Immersion Teacher

# Proposed revisions to District Philosophy

Mabel

Tue 2018-01-30 6:14 PM

To:SD38 Policy 100 Feedback <policy100feedback@sd38.bc.ca>;

📎 1 attachment

Feedback on Richmond District Philosophy0001.pdf;

NOTICE: This email originated from outside of the school district. Do not click on links or download attachments unless you recognize the sender and know the content is safe. For information on how to detect malicious emails, please go to our district's Portal > Inside 38 > Software Support > Outlook.

Hi,

I forward herewith a letter from 5 residents of Richmond regarding changes to the current policy of the Richmond School Board.

Thank you for your attention.

To : Richmond School District no. 38 Richmond

We note that the proposed policy of the Richmond School Board will soon be amended to reflect values that do not recognise the importance of home values to the children's upbringing. For comparison, the following are excerpts from the current and proposed Policy 100 of the District Philosophy:

(I) Current policy

Page 30 para 3 line 6 :

".....The home has prime responsibility for establishing a sound foundation of beliefs and behaviours for the student and for providing a healthy, stable and supportive environment which will enhance the student's continuing growth and development."

Page 30 para 4 line 11:

".....parents are responsible for sharing in and reinforcing the educational endeavours of the school....."

(II) Proposed policy

Page 33 line 5:

"As a result of our shared commitment, implementation of the Vision, Mission, Values Statements shall be the joint responsibility of the Board, students and staff in collaboration with parents and our community."

As evidenced by (II) above, the scope of the parents' involvement is diminished and relegated to a subsidiary position. As parents, our children's emotional development and academic achievements are of the highest priority. We consistently encourage our children to respect others, involve in the community, and work hard. We guide, teach, coach, help our children in on a daily basis.

We hope the Richmond School District understands and recognizes parental involvement is essential to student's achievement. Therefore, we suggest the following qualities be added to the "Values" of the proposed District Philosophy:

Parental guidance, Equality, Pursuit of Excellence, Self-Motivation, Independence, Diligence

Thank you for considering our feedback seriously. We look forward to actively collaborating with the School District.

Best Regards,

5 RESIDENTS

# Policy 100

Veron

Tue 2018-01-30 10:28 PM

To:SD38 Policy 100 Feedback <policy100feedback@sd38.bc.ca>;

NOTICE: This email originated from outside of the school district. Do not click on links or download attachments unless you recognize the sender and know the content is safe. For information on how to detect malicious emails, please go to our district's Portal > Inside 38 > Software Support > Outlook.

Thank you for the opportunity to give our feedback on the proposed District Philosophy. We would like to see every student try his/her personal best in all aspects of life. The passion of learning includes setting goals and means for improvement. Regardless of each student's ability, each one can strive to do better tomorrow. Students are not being compared to each other, but to their own selves. They are being treated equally and given equal opportunities. Schools can keep raising the bar as students grow. Lowering the bar means that schools lose confidence on students. The more improvements students make, the more confident and motivated they become. Parents encourage and support their children in identifying their strengths, doing their best, and looking for ways to improve. Parents do not give up on their children nor lose confidence on their abilities. Parental guidance is essential in a child's learning journey. Parents work side by side with the teachers and schools to support their children. Therefore, we suggest to add a few qualities to the proposed policy.

To inspire a passion for learning, we request to add "Equality, Parental guidance, Pursuit of excellence, Self-motivation, Independence, Diligence" to the "Values" of the District Philosophy.

Best Regards,

11  
NAMES

# Feedback to Policy 100

Angie ,

Tue 2018-01-30 11:03 PM

To:SD38 Policy 100 Feedback <policy100feedback@sd38.bc.ca>;

NOTICE: This email originated from outside of the school district. Do not click on links or download attachments unless you recognize the sender and know the content is safe. For information on how to detect malicious emails, please go to our district's Portal > Inside 38 > Software Support > Outlook.

We appreciate the hard work from all the students and staff updating the District Philosophy. Parents make daily, subtle contributions to a student's success. We also identify other elements that are essential. We suggest adding the followings to the Values in the proposed District Philosophy:

Equality

Strive for Excellence

Diligence

Self-Motivation

Independence

Parental Guidance

Thank you for taking our inputs seriously and working for the best interests of our children.

Sincerely,

11

NAMES

# Feedback on proposed Policy 100

Rachel

Tue 2018-01-30 11:14 PM

To:SD38 Policy 100 Feedback <policy100feedback@sd38.bc.ca>;

NOTICE: This email originated from outside of the school district. Do not click on links or download attachments unless you recognize the sender and know the content is safe. For information on how to detect malicious emails, please go to our district's Portal > Inside 38 > Software Support > Outlook.

To whom it may concern:

We learned that Richmond School District is proposing to update the Policy 100; hence, we would like to provide some feedback. The current district philosophy is able to reflect the importance of *close cooperation with the home* and to highlight *parents' involvement*. Families strive to work closely with teachers and school system to promote healthy learning for the students. Parents also play a significant role in supporting and nurturing their children in their education and many other ways.

We feel that the new policy in a few points does not have a good grasp of how our commitment and support to our children should be like. We strongly recommend Richmond School District to keep the Policy 100 in a narrative format with important details on:

- \* Close cooperation with home, parents and community
- \* Partnership with trustees, teachers, administrators and support staff
- \* Effective and healthy learning environment
- \* Accountability

We appreciate that Richmond School District has been putting ongoing effort and focus on serving students in collaboration with parents and community. We value this opportunity to provide our feedback. We hope that your team would sincerely acknowledge our concerns and consider our suggestions. Please feel free to contact us. We look forward to hearing back from you and more updates from Richmond School District.

Thank you for your kind attention.

Regards,

4  
NAMES

**T.A.B.L.E. 38 – The Association for Building Leadership Excellence**  
**ACTIVATING STUDENT VOICE: POLICY 100 FEEDBACK ACTIVITY**

January 16, 2018 Feedback from 125 secondary students, session held at Burnett Secondary

<p>1. What do you like about these statements?</p>	<ul style="list-style-type: none"> <li>- The mission focuses on igniting a passion for learning</li> <li>- These statements cover the main/important goals</li> <li>- Clearly defined, concise and clear</li> <li>- A very strong concise and nice sentence that get to the point, they convey a promising and trustworthy message to readers</li> <li>- They are great, they are written with the fate of all the students in mind</li> <li>- These statements are very broad and can be easily applied to any situation. We believe that these ideas are relatable to students in elementary and in high school</li> <li>- They are filled with passion</li> <li>- Very broad – can be related/applied to many cases; concise, creative; lots of adjectives</li> <li>- They can be applied to everyone; prompts personal growth</li> <li>- They are really positive statements</li> <li>- Give some words to focus on; mentions not only actual education aspects, also different</li> <li>- Clear and easy to understand</li> <li>- They are straightforward and easy to understand</li> <li>- Easy to understand and straight up</li> <li>- I like that these statements are very accepting; I like the idea of a safe and worry-free environment</li> <li>- They are specific enough to inspire students, yet broad enough to allow students to be able to adapt to new changes</li> <li>- The statements are very inclusive to all and creates an environment that students can trust/feel safe in</li> <li>- The emphasis on diverse topics (resilience, creativity, etc.); learning environment is the number 1 priority</li> <li>- Work together; learn and lead; passion for learning</li> <li>- They're positive; sound accepting and welcoming</li> <li>- Students are the #1 priority</li> <li>- The district set a goal that is ideal</li> <li>- These students are positive that create optimistic futures and environment</li> <li>- They are positive statements that create optimistic futures and environments</li> <li>- The Richmond School District is making a move to create a better learning environment</li> <li>- I like that these statements are inclusive to all students and aim to help nurture their learning</li> <li>- The school district takes our safety into consideration; the school district wants to collaborate with the students to achieve a collaborative goal</li> <li>- All the statements are positive; they focus on being good learners instead of just high achievers</li> <li>- I like that the statements contain details regarding to what the district and ourselves should do. The five values clearly direct us as to what we should do</li> <li>- These statements encourage participation in academic events and are great values that can be shared with the public</li> </ul>
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- Highlights the importance of including everyone; covers every aspect of a safe environment
- They are inspiring and promote acceptance
- They help promote acceptance
- Focus on nurturing learning; good words; important values; values that match well with current students, timeless values; very clear statements
- I like that we're talking about more than just doing good at school academics and focusing more on enjoying the time we have in school. We all know that school isn't always getting good grades in our classes, it is also about...
- I think these 3 statements express how much the Richmond School District wants to succeed in helping the students become the best versions of themselves. To create a successful person, a good environment is required.
- Very modern, the focus is for the best for our students
- I like that all of these words aren't all directing into one main point. They are more broad and they include all aspects of human nature.
- The meaning behind all the words put together
- I think resilience is important because you can't always avoid falling down. If you can get up after that, you'll become stronger. I think collaboration is important because when you get a job, you'll have to work with other people.
- That all the statements are true. That the School District thought about these statements and that they're trying their best to help the future generations.
- It aspires to have a comfortable environment
- Reflect on different aspects
- The statements show leadership, they make students feel safe in their environment; supporting and reassuring
- They have information and provide the dreams of a fun and safe learning environment.
- Includes everyone of all ages; these statements reflect the progress of the school district and how they're trying to improve a student's education
- They are positive! They are inspiring to those who love school!
- They highlight the important aspects of forming a stronger and more accepting school community, they represent aspects of being more informed about your personal values
- It creates a better community in the school, creates a community where everyone is accepted
- I like the statements because it creates a community where everyone is accepted, better school community
- They inspire people to do their best and to try their hardest
- They highlight the importance of school and learning
- I like how the school is more concerned about students and by how much help they need for their education
- I'm intrigued about how the Richmond School District is wanting to be more inclusive and create new ways of learning
- That the School District is making the effort to bring together the school community. That this is targeted to bettering the system for everyone. That they're aware that some problems are needed to be resolved.
- I like how everyone is included as a group, nobody is left out. We can create a more civilized future for the next generation of students. I like how this movement solely focuses on us!
- Concise: making it easy for people of all ages to understand

- I like how they take into consideration of what's best for the students. They care for us.
- I'm overjoyed that the Richmond School District shows genuine concern for the well-being of their students. In addition, these statements reflect that the RSD wants to strive towards collective betterment.
- Hope, love – ll
- Smile more
- It's really amazing how they want to create that type of environment for school, and how they want to engage more students with learning
- I think it's really amazing that their mission is to encourage students to be inspired towards a goal
- The values that will guide our work together is very true. Especially collaboration, creativity and respect. I like that the Mission is to inspire people and eventually they can have a big passion for learning.
- These statements show the values wanted by the District and how they will use the mission attributes to build the vision.
- These statements show the values wanted by the District and how they will use the mission attributes to build the vision
- School district is making an effort
- I like how it is very considerate about respecting each other
- Shows that the school district cares about students' learning, like how district takes initiative, takes time to understand our needs
- Simple and achievable
- Much simple-ness, clear, understandable for K-12; achievable concepts
- Very simple, clear, understandable for K-12, achievable concept
- Focuses more on how students grow as people than their ability to learn, a solid and specific guideline to improve the school district
- I like how the values put more importance on the students' growth as a person rather than their ability to learn, I like how the mission wants everyone to be safe and accepting
- Shows that the School District cares about our education, tells students that we will be in a safe and accepting place to learn
- They apply to everyone, easy to understand, inspiring
- I like the ambition and clear layout of these statements. It reassures students that the community and district are working together towards a common goal of improving students' learning environment
- They seem quite ideal – goal: utopia
- Really ideal – utopia-like; encompasses what students need in order to achieve a higher quality of education
- Sounds perfect
- It focuses on accepting people's differences, it is very positive, they focus on growth and development
- They are very positive and inspiring, they focus on growth and development for the school system
- These statements inspired and motivated me about the school district, I learned more about my thoughts in school
- I like how they think more about the students
- They were inspiring and motivating, it recollected my thoughts on what school is really about

<p>2. What concerns do you have about these statements?</p>	<ul style="list-style-type: none"> <li>- The vision is a bit vague “Best place to learn and lead” needs to be more clearly defined rather than just being a statement.</li> <li>- No concerns</li> <li>- Relatively cliché, safe and accepting are close in definition, the word could be switched for something more powerful</li> <li>- There’s no examples about how to achieve these statements</li> <li>- How will you achieve them? What will you do? Can these goals be accomplished?</li> <li>- Although the generic statements may be a positive asset to our district, I think that it is not specific and focus based</li> <li>- The goals are not specific, and don’t have a goal time frame. It is hard to achieve these goals when they are so broad.</li> <li>- Very hard to achieve; need every student’s participation</li> <li>- Hard to achieve; not specific enough; hard to get everyone involved</li> <li>- That it ends up being overrated/overused and lose their meaning to students; kind of general, it doesn’t catch attention</li> <li>- May be trying to include too much, to the point where it may be overlooked/forgotten</li> <li>- Not as catchy to people – no attention</li> <li>- They don’t catch your attention</li> <li>- It should catch people’s attention rather than simply a statement</li> <li>- I feel like as good as these statements may be, I have a hard time believing that they will be followed district-wide</li> <li>- How can these policies be enforced?</li> <li>- What procedures/obstacles would it take to achieve these goals?</li> <li>- The vision statement feels incloquent and could be modified to include the words environment and passion</li> <li>- No concerns</li> <li>- No concerns at all; maybe for mission, add “... engaging community that inspires students to challenge themselves”</li> <li>- It isn’t happening fast enough for students to see the effects</li> <li>- The vision could be considered unrealistic</li> <li>- I feel that these statements are too simple or in other words, generalized. We should look into deep issues within the school communities. We need more talk about LGBTQ people</li> <li>- I feel as though these are generalizations. There are issues deep within school communities that would create conflict with these issues</li> <li>- If it will ever be followed through</li> <li>- How will you inspire students to learn who don’t have passion to learn specifically?</li> <li>- How will the Richmond School District provide their students a safe, accepting community? Will this be at the loss of other important qualities currently observed in schools?</li> <li>- How will the Richmond School District follow through with these statements? The five values stated are subjective – how will the district evaluate their progress?</li> <li>- These statements may be too vague and as a result, decrease the effectiveness of them overall</li> <li>- Statements are very similar and vague; should include how to enforce these statements</li> <li>- How will it be ensured?</li> <li>- Lack of consistency?</li> </ul>
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- Not a direct focus on kindness, empathy, etc; collaboration is kind of a weird word; it is important to lead but also to be humble
- Some students might be too stubborn to accept such ideas; very broad, might be better to focus on one area
- Nothing! - ll
- Beautifully written
- None.
- None of the values are true
- Values are not often seen in school
- They might not be for everyone, some people will not follow these statements
- We have no concerns because Richmond will always be fun and safe.
- The ideals may not reflect everyone's opinion
- They are unrealistic
- I wonder whether attaining all of these fundamentals will even be formerly possible. Communal factors – the elements of having enough time to bring these goals to life
- That it won't happen, not specific
- I'm concerned that it won't happen, not specific enough
- I have no concerns - ll
- I have no concerns, I feel like these statements fit perfectly for student needs
- I'm concerned as to why these statements and visions haven't been implemented sooner
- These maybe a bit vague, so I hope that all concerns and improvements will continuously be addressed!
- Nothing!
- May not include enough information to grasp a clear idea ex. Vision: elaborate on how the school district will lead
- We can't guarantee these statements, they are not certain
- Racism, bullies, meanies
- Racism, homophobes, meanies
- Some students may not participate
- Students might not participate
- How will you apply these values in schools?
- I honestly have no idea what any of this means when it comes to policy changes, redirect or how they intend to actually make things better for students
- How it will take in place
- For the mission, maybe how students could develop passion for learning is by teachers teaching in a different way
- How do you create a great learning environment, statements are pretty generic/not specific
- The time and resources needed to achieve these concepts
- More to achieve so everyone believes the same thing, different perspective
- What improvements on the school district will be made and how will it be accomplished
- Placing a high value on resilience could impose hypermusculinity in students
- The question is how? One of the statements should be how.
- These are not SMART goals. Although they are great goals, they are not specific enough. This makes it harder to achieve these goals.
- The steps towards our goal, more specific on the phrasing
- Lack of awareness from other people (especially students) – difficult to implement without awareness, feedback, and participation from other people

	<ul style="list-style-type: none"> <li>- Lack of implementation</li> <li>- How the district will go about acting upon these statements – what will the future look like? How will everyday life at school change? Will they still try to enhance our knowledge and try to challenge us academically? Don't compromise leadership for academics or vice versa</li> <li>- I have no concerns about these statements</li> <li>- Some students might not understand</li> <li>- I have no concerns for these statements</li> </ul>
3. What is needed to make these statements come alive in schools?	<ul style="list-style-type: none"> <li>- Taking an in-depth look about what and why we are learning what we do in school. What changes can be made to better engage students. Courses should be a vision of the future i.e. why isn't HTML, Java, etc not a viable language course?</li> <li>- Should be promoted through posters, paintings and among students in schools</li> <li>- Initiative + action</li> <li>- Initiation and leadership, starting anywhere leads the first point of achieving vision, mission and values</li> <li>- To make these statements possible, we will have to consider every aspect from the statements. It is difficult to balance all the ideas all the time</li> <li>- Advertise</li> <li>- Participation (students, teachers); advertisement (need to bring these statements to everyone)</li> <li>- Make sure everyone knows about it</li> <li>- Demonstrations of the values from student leaders</li> <li>- Student leaders</li> <li>- Student leaders in the school</li> <li>- Students, teachers, the environment</li> <li>- Cooperation and reiteration</li> <li>- Accepting and open-minded teachers/staff</li> <li>- Ensure that everyone enforces these roles</li> <li>- Dedicated and passionate teachers concerned with their students' experience, well-being and education</li> <li>- Have a better community; make our Earth clean</li> <li>- More involvement with the students; make sure students in other schools know about these opportunities; collaborate schools together i.e. more TABLE 38-like events</li> <li>- Dedicated and passionate teachers</li> <li>- Everyone/every student has to contribute – this has no impact in/for students</li> <li>- To get more involved with all students</li> <li>- More involvement with students</li> <li>- To be completely honest, I'm not sure if these statements will have any impact on schools/students around Richmond</li> <li>- All students need to work together and create a positive environment</li> <li>- A vision as well as concrete proof/data to support the vision; kids may be wary of the district's policies if they do not appear concrete and sincere!</li> <li>- The curriculum will have to include teaching students about finding passion and motivation as well as being empathetic people to address the values above</li> <li>- More people have to know about these statements in order for the statements to come alive in schools.</li> <li>- To ensure these values are implemented, the values must focus on specific ideas and maximize the effect on the student body</li> <li>- People actively promoting; role models</li> </ul>

- Participation from students
- Good ambassadors
- A serious approach (but gentle); incorporation into school environments; expectations; don't push students too much
- Students
- Participation, leadership, youth empowerment
- To spread more awareness about this "Vision Mission". I truly believe many people will be interested in this mission
- Advertisements
- A lot of hard work from both the students, teacher and the school district.
- Ask the students what they want, and listen
- Need more leaders (young), using social media to spread awareness to schools; student involvement
- People need to be aware of these statements so they know how to start. We need leaders to step up.
- Teamwork, cooperation of everybody
- Punish the bullies accordingly, start with simple steps
- More open discussion on these topics and not shy away from the more challenging issue. Having empathetic, open and genuine conversation.
- People to take action
- People need to take action to make it possible
- To get students to feel connected
- They need to have both students and teachers to participate
- For students to speak about what is/are on their minds, letting them speak out
- A collaborative effort from students and teachers is needed to make these statements come alive and really be used in a positive way
- To make everyone involved, to incorporate teaching, and learning of these statements in school. For parents, teachers, etc to join in and be part of this commitment
- Maybe have someone come to the school to talk about this movement, so people would be more aware
- To give students many opportunities to engage with school events and overall just participate, to become leaders
- These statements require a collaborative effort to bring to reality. If the students aren't willing to put in the effort or have an open-minded approach, superintendents can't single handedly achieve their vision.
- Teamwork, be alive
- Teamwork
- Life
- Inspire student/force them to participate
- Students should inspire/encourage others. Force students to join
- For vision, to have input from all the schools in Richmond, that way you know what each school needs to make it a better place
- Teachers are aware of how the students learn
- Students' engagement, voice of students heard, counsellors change courses; easy transition into the year
- Feedback, teamwork
- Money, feedback and teamwork

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>- People's feedback (everyone involved in the district), students and staff's cooperation, actions, raising awareness/bringing attention to these statements to the entire student body</li> <li>- More student participation, not just from a small group but from most of the student population, teachers and parents that fully engage in their child's learning and development</li> <li>- Everyone needs to take the initiative, people shouldn't be afraid to speak out</li> <li>- Promotion (online, posters, by word, announcements), initiating activities that promote these goals</li> <li>- The collaboration of students and teachers</li> <li>- Will there be campaigns, presentations, presenters etc to promote and make aware to the school populations for the mission to become real in schools – ex acceptance, how will they promote/implement this/these things? Schoolwide activities</li> <li>- Talk to students – explain how it can affect them in the future</li> <li>- When students approach teachers with related concerns, they should be taken seriously and acted upon; teachers [must be dedicated to create the ...], less talk more action</li> <li>- Support and understanding from students district-wide, more passion projects - students get to focus on what they want to learn (within a topic)</li> <li>- Hard work and dedication will be needed for sure because nothing will come easy in life unless you work for it</li> <li>- We need to work together to become better people</li> <li>- Teachers, inspiring students</li> </ul> |
|--|---|

## Proposed New Policy 100

✕ DELETE

↩ REPLY

↩ REPLY ALL

➡ FORWARD

...



Jennifer

Thu 2018-01-25 7:44 PM

Mark as unread

To: SD38 Policy 100 Feedback;

Bing Maps

+ Get more apps

NOTICE: This email originated from outside of the school district. Do not click on links or download attachments unless you recognize the sender and know the content is safe. For information on how to detect malicious emails, please go to our district's Portal > Inside 38 > Software Support > Outlook.

To: Richmond School District No. 38

Re: Proposal of New Policy 100

"Our focus is on the learner." We appreciate the efforts of Richmond School District in focusing its resources and providing education to our children.

Parents provide ongoing encouragement and support in students' learning. The home cultivates motivation and interest of learning. We ask the Board of Education to recognize the role of parents in students' learning process. We also ask the Board of Education to consider other important values that will engage students to learn. We, therefore, suggest the addition of the followings to the "Values" under the proposed Policy 100:

Parental guidance, Equality, Self-Motivation, Strive for excellence, Diligence, Independence

Thank you for considering our feedback for the best interests of our children.

Sincerely,



## SD38 Policy 100 Feedback

 DELETE REPLY REPLY ALL FORWARD

...




Remigio

Sun 2018-01-21 11:12 AM

Mark as unread

To: SD38 Policy 100 Feedback;

 1 attachmentSD 38  
Propo...docx

Just a little correction.

I sent you and earlier version.

I prefer the one I have attached, although there are only minor differences.

## Feedback to proposed changed to Policy 100

X DELETE

← REPLY

⇐ REPLY ALL

→ FORWARD

...



Remigio

Sun 2018-01-21 11:01 AM

Mark as unread

To: SD38 Policy 100 Feedback;

📎 1 attachment

SD 38  
Propo-.docx

To whom it may concern:

I thought I would offer my two bits.

This kind of initiative interests me, and I think it is important in shaping education and student learning and student performance.

Thank you.

Remi

## The Proposed Policy 100 Vision, Mission, Values

Vision: The Richmond School District aspires to be the best place to learn and question.

### RATIONALE

*Lead* and *leadership* are slippery words, particularly in the world we live in today. We might want to democratize the two words, but inevitably, in human relations, to *lead* and *leadership*, too often, leads to exclusion rather than inclusion; regardless of how much we make it appear that to *lead* and *leadership* can be accomplished by everyone, the facts belie our good intentions: the leaders are very few; the followers, or perhaps those made to follow, are many.

To *question* intelligently, effectively, respectfully, and critically (and again taking a look around the world and at those who are leading today), is needed more than ever. Relentless, evidence-based questioning, is what all learners not only need to aspire to, but also what they must continue to do, if to *lead* and *leadership* are to be democratic concepts.

Mission: The Richmond School District's mission is to create a safe, accepting, engaging community that promotes a passion for learning.

### RATIONALE

I would much prefer the word, *promotes*. To *promote* is an action or an activity which most of us would be able to get started on, if we have resources, the time necessary, and/or the inclination to do so. To *inspire* sounds great but most of us have very little notion what steps are needed to indeed fulfill such a goal, and such an abstract notion. There will not be any shortage of takers when it comes to *inspiration*, but the reality is that if we were to ask a dozen people what inspiration is, I am pretty sure we will get all kinds of nice talk, but little in the way of something I can grab a hold of. On the other hand, if I volunteer to promote a passion for learning, I can, for example, let a student know she should read *The Brothers Karamazov*.

Values: The values that will guide our work together to achieve our mission and vision are: collaboration, mastery, curiosity, resilience, and respect.

### RATIONALE

**Creativity** is a feel good word that more often than not leads the learner in the opposite direction to that of collaboration. Those who espouse and promote creativity, or their version of it, anyways, often, or perhaps more often than need be, set themselves up as the only model to follow.

**Mastery**, on the other hand, is more of a down to earth, proletarian word; mastery connotes an individual struggle to achieve the very best one can achieve. Think of





examples such as these: a master craftsman, a master teacher. I am aware that *masters* sometimes set themselves up as mini dictators; however, *mastery* is quite different from *master*: mastery is what is adjudged to be good and excellent by a group of like minded but independent practitioners/thinkers.

Even without a long explanation as to what mastery means, most learners will be able to begin their journey of mastery, baking a cake, for example, by trying to set up steps and procedures, which will take them, after many tries if necessary, to the desired end. Creativity, on the other hand, is an abstract concept, notoriously difficult to pin down, even by those who consider themselves experts in the field.

By the way, to a certain extent, *curiosity* subsumes the notion of creativity.

Remi

## Policy 100

 DELETE  REPLY  REPLY ALL  FORWARD ...

Mark as unread



Wed 2018-01-17 6:17 PM

**To:** SD38 Policy 100 Feedback;

This message was sent with high importance.

NOTICE: This email originated from outside of the school district. Do not click on links or download attachments unless you recognize the sender and know the content is safe. For information on how to detect malicious emails, please go to our district's Portal > Inside 38 > Software Support > Outlook.

Dear Sir or Madam,



WE would appreciate it if under the Statement of Philosophy, third paragraph that reads:

The home has the prime responsibility for establishing a sound foundation of beliefs and behaviours for the students and providing a healthy, stable and supportive environment which will enhance the student's continuing growth and development.

would remain in the new PROPOSED Statement of Philosophy section. The home is where students begin being nurtured and developed, and we as parents would like to ensure that this remains so; not that the school takes over that responsibility or influence.

Thank you,  
Benita

## RESPONSE DRAFT: Proposed Revisions to Policy 100: District Philosophy

 DELETE REPLY REPLY ALL FORWARD

...



Robert

Mon 2018-01-15 8:57 AM

Mark as unread

To: SD38 Policy 100 Feedback;





Hello,

Great work on the changes. I like what I see. It is short and to the point.

Regards,

Robert :

## Re: RESPONSE DRAFT: Proposed Revisions to Policy 100: District Philosophy

 DELETE  REPLY  REPLY ALL  FORWARD ...

Ed

Fri 2018-01-12 4:01 PM

Mark as unread

To: SD38 Policy 100 Feedback;

Hello,

I think it is an excellent addition to our Policy 100! Thank you to everyone involved for all of the time and energy that you've invested into putting this together for us. I appreciate how clear and concise you have honed the wording without diminishing the impact and importance of the statements.

I have a minor suggestion on wording. There is some redundancy in the use of "... in our **classroom, school** and workplaces". The statement also overlooks living these statements in our interactions outside the walls of our district. We could consider using "... in our neighborhoods, schools and workplaces" or "... invite members of the Richmond School District to engage in discussion about these statements and to "live them" in our community, schools, and worksites."

Thanks again,  
Ed

## SOGI POLICY DEVELOPMENT REVISED TIMELINE

January 22, 2018	SOGI Working Group - review 1 <sup>st</sup> draft
February 2018	Board input to draft policy
March 12, 2018	SOGI Working Group and Policy Committee finalize draft policy
March 14, 2018	Board Meeting: Board receives Notice of Motion
April 11, 2018	Board Meeting-Board receives Motion to place policy into public consultation process
April – June 2018	SOGI Working Group and Policy Committee review public and stakeholder feedback
June 4, 2018	Deadline for public and stakeholder feedback on draft policy
June 13, 2018	Board Meeting-Board receives Notice of Motion
June 27, 2018	Board Meeting-Board receives Motion to adopt SOGI policy




7811 Granville Avenue, Richmond, BC, V6Y 3E3

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## Emergency School Closures

### General Information

During an emergency, inclement weather, power outage or similar incident, it is a priority to communicate effectively to parents, students and community partners. We work closely with local municipalities and emergency services to gather accurate information about road conditions and safety considerations.

We will work quickly to determine impacts to school so parents can adjust plans accordingly in the early morning hours. We try to determine school closures due to inclement weather by 6:30 am.


### Safety is a Shared Responsibility

- Student/staff safety is always our first priority and it is a shared responsibility.
- If schools are open, and you wish to keep your child/children home due to weather conditions, you may absolutely do so - just let your school know of this decision.
- Parents/guardians are responsible for their child's safe travel to school and during winter weather conditions and we encourage parents to walk their children to school if possible in poor weather conditions.

With your cooperation and support related to winter weather procedures, we can achieve safe conditions for all.

### Twitter

Follow us on [Twitter](#) for the latest updates.



### Local Media

To reach as many people as possible - as quickly as possible - we work closely with our local media to share information. Listen to local radio stations and follow local news outlets online to also get information about the impact of severe weather or emergencies in our schools.

#### Radio - AM

690 - CBC Radio One (Listen)

730 - AM 730 (CHMJ) (Listen)

980 - CKNW (Listen)

1130 - News1130 (Listen)

1320 - CHMB (Listen)

1470 - Fairchild (Listen)

1600 - Radio India (Listen)

#### Radio - FM

88.1 - CBC Radio One (Listen)

103.5 - QM/FM (Listen)

#### Television

CBC

City TV

CTV BC

Fairchild TV

Global TV

\*Please do not call the radio stations.

Individual school closures due to unique circumstances (e.g., power outage) will be announced as early as possible in the same manner. If snowfall begins while school are in session, in most circumstances, the schools will remain OPEN until the usual end of the school day.

No radio or television announcement will be made saying that schools are open. Only school closures will be announced by the media.

PAGE 57

## **SUMMARY OF CHANGES TO POLICY 104-G: ACCEPTABLE USE OF INFORMATION AND COMMUNICATION SERVICES**

~~2.1.3. To encourage a positive relationship between the District and its retirees, retired employees will be provided the option of a district email account to maintain email communications with staff.~~

~~2.3. In accordance to the provincial Freedom of Information and Protection of Privacy Act (FOIPPA), the Board, District's Senior Administration or designate will not intentionally inspect the contents of users' e-mail, files, or disclose the contents to anyone other than the sender, or intended recipient, without the consent of the sender or intended recipient, unless required to do so by law or the policies of the Board, or to investigate complaints regarding content which is alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually explicit, threatening, racially offensive, or illegal material. The Board will cooperate fully with any participating school district, local, provincial, or federal law enforcement and regulatory agencies in any investigation concerning or relating to any ICS user as defined in Section 2.1.1.~~

2.3. Users' email, files and contents shall be accessed in accordance with the requirements of the Freedom of Information and Protection of Privacy Act (FOIPPA).

## DISTRICT PHILOSOPHY

## Policy 104-G (previously 415-G)

### Acceptable Use of Information and Communications Services

#### 1. INFORMATION AND COMMUNICATION SERVICES AGREEMENT

- 1.1. Users of the Board's Information and Communication Services (ICS) will be required to agree to and sign the employee, student or public "Information and Communications Services Acceptable Use Agreement" as applicable.
- 1.2. Students under the age of 19 may have limited access if the Board receives in writing a request from their parent or legal guardian. Limited access is defined as restricting access to the Internet, e-mail, and other online services as reasonably and practically as possible and where there will be minimal impact to students' learning.

#### 2. ACCESS TO SERVICES

- 2.1. The Board will provide access to the District's communications system, which may include e-mail, social media, voice, and fax services as follows:
  - 2.1.1. All District employees, members of the Board, students and the public will be provided access to the district's communications systems as appropriate and necessary. Public access must be authorized by the Director of Instruction, Technology and Communication Services or designate. Examples of public users include contracted workers, PAC members, etc.
  - 2.1.2. Access to conferences and features of the district's communication system may be controlled or limited based on the type of user (e.g. student, grade level, staff, public, management, etc.).
- 2.2. Subject to Section 2.3, if there are reasonable ground for concern, computer systems (including internet, intranet and email usage), use of social media sites, and stored items may be monitored and reviewed by the District's senior management or designate without prior notice to the user.
- 2.3. Users' email, files and contents shall be accessed in accordance with the requirements of the Freedom of Information and Protection of Privacy Act (FOIPPA).

#### 3. CONDUCT AND EXPECTATIONS

- 3.1. It is important that users conduct themselves in a responsible, respectful and ethical manner while using the District's information and communications systems and follow the Board's Policy 105: District Code of Conduct (previously 502.1.1).
- 3.2. Use of e-mail, voice mail, and online services for personal purposes is acceptable, provided that these uses, in the opinion of the Board, do not:
  - 3.2.1. Interfere with or detract from staff duties and responsibilities and student learning during working or classroom hours respectively
  - 3.2.2. Compromise the integrity and efficiency of the District's information technology facilities and services

- 3.3. Users will refrain from uploading and downloading copyrighted files, programs, and applications without the express permission of the owner of the material.
- 3.4. Due to the value and sensitive nature of some of the District's data and employee and student information, users must exercise caution and care in their work and adhere to all District information security and privacy policies and procedures.
  - 3.4.1. Users are expected to protect critical or sensitive data files (softcopy and hardcopy) from accidental or intentional disclosure to unauthorized users.
  - 3.4.2. Users must respect the privacy of other users' software and data.
  - 3.4.3. Users should keep their access information (i.e. ID and password) to any District-owned or related systems private.
  - 3.4.4. Users should not store confidential information on personally owned devices or storage mediums.
  - 3.4.5. Users should not store data containing private or confidential information in non-district Internet-based services (a.k.a. "the cloud") that reside outside of Canada. Examples of these online services include, but is not limited to, GoogleDocs, iCloud, TeacherWeb, DropBox, etc.
- 3.5. Users must not maliciously attempt to harm, modify, or destroy data of another member, the Board, or any of the agencies and other networks that are connected to the Internet as well as to violate or attempt to violate the security of ICS.
- 3.6. The District's ICS is a shared resource and users should use it in such a way that it doesn't disrupt the services to others. Users must not use ICS to:
  - 3.6.1. Send chain letters and spam
  - 3.6.2. Play network or online games
  - 3.6.3. Upload or download excessively large files unless required to do so for the user's work or assignment
  - 3.6.4. Stream video content unless required to do so for the user's work or assignment
- 3.7. The District's information and communications systems are not to be used for non-district commercial use. Non-district commercial use is defined as "offering or providing products or services not directly related to school district business".
- 3.8. The use of the District's ICS for political lobbying, fundraising or other political activities is prohibited. However, users may analyze legislative measures and communicate their constructive opinions to elected officials.

## 3.9. Publication of Materials

- 3.9.1. Personal web pages and social media accounts may provide links to web pages residing on the District's ICS or references to the District, staff and students. The Board reserves the right to require the removal of such links and references if, at the sole discretion of the Superintendent or his or her appointee, any part of personal web pages or other postings is deemed to be inappropriate or damaging to the District and its staff and students. Whenever feasible and appropriate, the Superintendent or his or her appointee will consult with his or her senior management team prior to any removal or changes.
- 3.9.2. School and student-produced websites, blogs, and other online materials created must:
- Relate specifically to school activities and programs or student-produced materials
  - Have prior permission to use any content that has not been created by the student or the school
  - Follow guidelines and policies for appropriate content as stipulated in this and other district policies
  - Be approved by a sponsoring teacher if students produce the web pages
  - Publication of pictures, photographs, and audio and video recordings of students must:
    - o Not contain personal information such as addresses, phone numbers, the full names of students (use of first names is acceptable).
    - o Have the express permission by the students' parent or guardian to publish the media containing their child's image or recording.
- 3.9.3. Advertisements and promotion of events must be directly related to the District and must be authorized by a District administrator or the Board.
- 3.9.4. Posting materials on social media sites such as on YouTube, Facebook, Twitter etc. should follow the same regulations and guidelines as for publishing materials via other means.
- Users should consider anything that is published to a social media site would be public and permanent; therefore, users should exercise discretion before posting anything. Users should be aware that they might be directly liable for inappropriate postings on the Internet that could include, but is not limited to, appropriate disciplinary actions and the involvement of law enforcement authorities.
  - Staff that use social media to interact with students and parents via social media sites should follow these procedures:
    - o Separate their personal social media accounts with their social media work accounts – Set one or more personal and one or more for interacting with students/parents (e.g. one for current students and one for former students)
    - o Do not "friend" students on your personal accounts

- o For staffs' and students' protection, personal "chatting" with students is highly discouraged. For general discussions, students should post their comments on a publicly viewable "wall" or blog
- o Where applicable, create group/classroom areas or accounts for students to post and share information and materials
- o Model safe and responsible behaviour and actions. Learn and instruct students on controlling privacy and social responsibilities.
- Students that use social media:
  - o May use it as part of supporting their learning during class time.
  - o Should conduct themselves appropriately at all times. It is recognized that the line between personal and classroom use is not always clear.
  - o Should refrain from posting photos and videos that can potentially be damaging to themselves or to others or causing authorities to be involved
  - o Should use privacy settings to limit the public accessibility of their information and images

#### **4. OVERALL RESPONSIBILITIES**

- 4.1. The Director of Instruction, Technology and Communication Services shall be responsible for the overall system coordination and relationships with regional or provincial programs.
- 4.2. Reasonable measures will be taken to supervise students while they are using the Internet. However, the School District and its employees cannot be responsible for direct and continual supervision of every student while they are using the Internet.
- 4.3. Procedures for ICS users who intentionally modify or tamper with ICS equipment without prior authorization are found in Appendix A.

#### **5. RESPONSIBILITIES OF ICS ADMINISTRATION AND STAFF**

- 5.1. The Director of Instruction, Technology and Communication Services or designate shall be responsible for assigning responsibility to District staff to maintain and monitor the District's ICS.
- 5.2. Like all other employees of the District, staff who support the information technology infrastructure and provide information technology services are expected in the normal course of business to use information technology appropriately, respect the privacy of others, and maintain the confidentiality of information that may come to their attention during the routine exercise of their duties.
- 5.3. Information technology employees will ascertain and release information that is normally confidential only when specifically requested to do so according to the provisions of Section 2 of this Policy.
- 5.4. In situations where there is an immediate threat to the integrity and availability of the District's networks and data systems, ICS management have the obligation and authority to take the measures that they, in their professional judgment, think are necessary to secure the networks and systems for general use, even if this means denying access and causing loss or inconvenience to some users. ICS staff has the responsibility to report to ICS management of concerns they may have in regards to the integrity and availability of the District's networks and data system.



## **6. RESPONSIBILITIES OF BUILDING-LEVEL ADMINISTRATORS**

- 6.1. The Building-Level Administrator for schools shall be the school principal. For other facilities, the designated building manager for each facility shall be the Building-Level Administrator.
- 6.2. Administrators will ensure that all of the employees under their supervision receive instruction of this policy and that they are followed.
- 6.3. School administrators will establish a process to ensure adequate supervision and safety of students using ICS.
- 6.4. Administrators, in consultation with their supervisor, are responsible for conducting building-level activities such as maintaining and reviewing school, department, and staff web pages and applying this policy at the building level. Administrators may designate another staff member the upkeep of the school's or department's website as appropriate.

## **7. RESPONSIBILITIES OF TEACHERS AND STUDENT SUPERVISORY STAFF**

- 7.1. Teachers and other adults who directly supervise students shall be responsible for educating students about the acceptable, safe, and socially responsible uses and by providing general supervision and enforcing this Policy.

## **8. RESPONSIBILITIES OF PARENTS**

- 8.1. Parents are responsible for ensuring that they fully understand the terms and conditions of this policy and have discussed this with their children that attend school in the Richmond School District.

## **9. RESPONSIBILITIES OF ALL ICS USERS**

- 9.1. All ICS users are expected to be familiar with and comply with this policy, regulation and guidelines and the related ICS Acceptable Use Agreement.
- 9.2. All ICS users are expected to use technology responsibly out of district as it relates to the impact it may have on the District.
- 9.3. All ICS users should report to their supervisor or, in the case of students, their teacher all suspected illegal or unacceptable use of ICS resources.

## **10. MODIFICATIONS OF INFORMATION AND COMMUNICATION SYSTEMS**

- 10.1. The modification or alteration of the District's information and communication systems are to be performed by designated Board employees. This includes:
  - 10.1.1. *Network infrastructure*  
The Network Infrastructure covers both the LAN (local area network) and the WAN (wide area network or "PLNet") and all devices that facilitate the connections of computers and peripherals on the network. Other than the Technology and Communications Services Department (TACS), no staff member, or member of the public is permitted to make any modifications to any network device regardless of location. This includes disconnecting and replacing cables. Unauthorized changes to networks may result in the disconnection or deactivation of that portion of the network if it is determined that the alteration is causing or may cause safety concerns or problems for the network.

10.1.2. *Telephones, photocopiers, printers*

Technology and Communications Services department staff are authorized to move these devices. Network cables attached to these devices must not be disconnected, moved, or switched by non-TACS staff.

10.1.3. *Hardware repairs/modifications*

Other than the TACS Department, no staff member or member of the public is permitted to perform any modification to a computer device that is to be maintained and supported by the District. The repair and labour costs resulting from any device altered or modified by an unauthorized person may result in costs incurred to the school or department.

10.1.4. *Servers*

All servers are the sole responsibility of the Technology and Communications Services Department to maintain, administer, and support.

10.1.5. *Computer workstations including Laptops*

Any workstation that has been imaged to a District Standard will be maintained by the Technology and Communications Services Department and cannot be modified unless it has been designated as a Lab Teacher Workstation. In these cases, the teacher will have access rights to install and test different devices and software for the purposes of instructional software testing. Should any of these Lab Teacher Workstations require a rebuild of the software, the Technology and Communications Services Department will re-image back to the District Standard. It will be the responsibility of the teacher to install any additional applications.

10.1.6. *Mobile telephones*

Board-provided mobile telephones may be supplied with pre-configured settings and software. Users may customize their district-supplied mobile telephones to suit their particular needs. However, users are solely responsible for saving and backing up any additional content that are added. Mobile telephones that are repaired, updated or replaced may be supplied back to users without their customized data and programs.

10.1.7. *Portable computing devices*

Board-provided portable computing devices not included in 10.1.5 above might be supplied with pre-configured settings and software. Users may customize these devices to suit their particular needs in accordance to direction given by school or district management.

However, users will be responsible for saving and backing up any additional content that is added. Portable computing devices that are repaired, updated or replaced may be supplied back to users without their data and user-installed programs.

10.2. Costs to repair, restore, or rectify unauthorized modifications will be at the responsibility of the department or site of where the equipment is located.

## **11. BREACH OF POLICY**

11.1. Breach of this policy and procedures may result in disciplinary actions in accordance to Board or local school practices as applicable, as well as potential legal actions.

11.2. Unauthorized modifications of District information and communication systems will follow the procedures described in the following diagram.



## Procedures for Handling Unauthorized Modifications of District Technology Hardware and Infrastructure

v1.3

### EXAMPLES OF WHAT SHOULD NOT BE MODIFIED OR ALTERED

#### Network Infrastructure

The Network Infrastructure covers both the LAN (local area network) and the WAN (wide area network or PLNet) and all devices that facilitate the connections of computers and peripherals on the network. Other than the Technology and Communications Services Department, no staff member, or member of the public is permitted to make any modifications to any network device regardless of location. This includes disconnecting, extending and replacing cables and attaching network routers and switches. Unauthorized changes to networks will result in the disconnection or deactivation of that portion of the network if it is determined that the alteration is causing or may cause safety concerns or problems for the network.

#### Telephones, Photocopiers, Printers

Technology and Communications Services department staff can only move these devices. These devices and the network cables attached to these devices must not be disconnected, moved, or switched around. Printers must be authorized and supplied by the district in order for them to be connected to the district's network or equipment.

#### Hardware Repairs/Modifications

Other than the Technology and Communications Services Department, no staff member or member of the public is permitted to perform any modification to a computer device that is to be maintained and supported by the District.

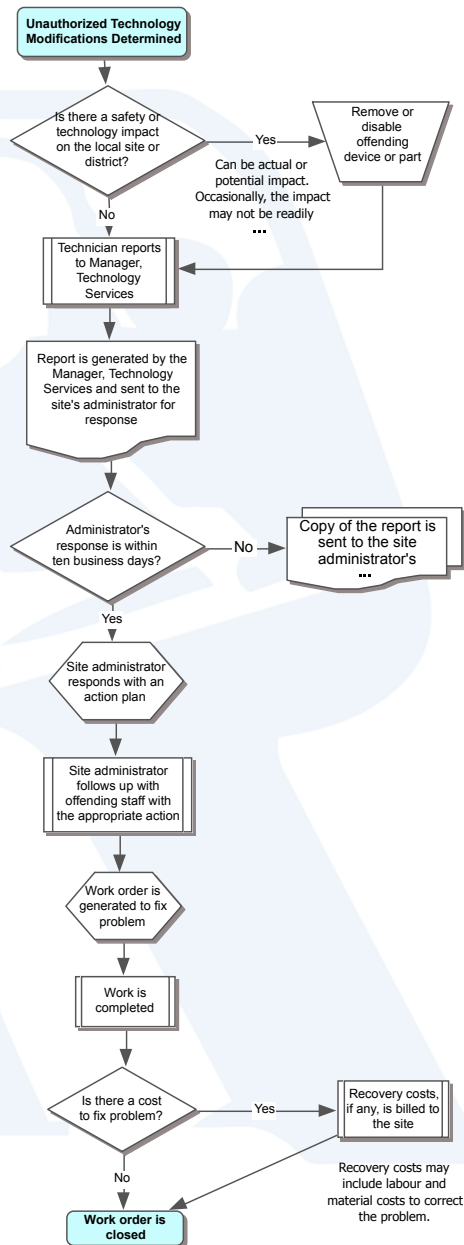
Devices found to have been modified may be denied access to the network. The repair and labour costs resulting from any device altered or modified by an unauthorized person will be charged to the school or department.

#### Servers

All servers are the sole responsibility of the Technology and Communications Services Department to maintain, administer and support.

#### Workstation and Laptop Software

A workstation or laptop that has been imaged to a District Standard will be maintained by the Technology and Communications Services Department and cannot be modified unless it has been previously designated as modifiable. In these cases, the teacher will have access rights to install and test different devices and software for the purposes of instructional software testing. Should any of these "testing" workstations require a rebuild of the software, the Technology and Communications Services Department will re-image to the District Standard. It will be the responsibility of the teacher to install any missing applications. Requests for additional software to be installed on district imaged computers must be done through a work order and must meet curricular relevancy and technical requirements.






Board Adoption: 03 July 2012

Revised: 26 November 2015

Revised: 01 February 2018

**STATUS OF POLICIES**  
**AT JANUARY 31, 2018**

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

<b>POLICY</b>	<b>STATUS</b>	<b>COMMENTS/ACTION</b>	<b>REVIEW</b>
Policy 704: <i>Retirement of School Facilities</i>	<b><u>In Development</u></b> 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 100: <i>District Philosophy</i>	<b><u>Step 3</u></b> Nov 20/17 – Discussed at Policy Com. Oct 16/17 – Updated at Policy Com. Sep 18/17 – Updated at Policy Com. Jun 05/17 – Update from Trustees on the Task Force. May 1/17- Update from Asst. Sup. Lim on the April 12 Learning Café. Feb 23/17 – Updated provided. Nov 21/16 – Updated provided. Oct 24/16 – Updated provided. Sep 19/16 – Asst. Sup. Lim updated the committee on the timing of various phases and activities of the Task Force. May 16/16 – Asst. Sup. Lim advised an update will be provided to the Jun 20/16 public meeting of the Board. Mar 2/15 – Board Approved Task Force Review Policy 100.	Jan 15/18 – Discussed at Policy Com. Task Force recommendations regarding public feedback and final draft to be considered at Feb Policy Com. Meeting. Nov 22/17 – Board placed proposed revisions into review process. Process for an artwork contest will be designed to accompany the finalized VMV. Nov 8/17 – Notice of Motion presented to Board. Oct 16/17 – Notice of Motion to Nov 8 Board meeting-REC to place proposed revisions into review process. Sep 18/17 - Task Force to make additional changes; will return to Oct 16 meeting of Policy Com. Jun 05/17 – Will return to Sep 2017 Policy Com. May 1/17 – Update on the April 12 Visioning Café. Feb 23/17 – VMV to be discussed at various events. Anticipate proposed revisions will be presented to the Board in Fall 2017. Nov 21/16 – Initial timeline will be reviewed and presented to a future meeting of Policy Com. Asst. Sup. Lim is facilitating a task force to review the District's Philosophy to determine if it still accurately represents the philosophical underpinnings of the district. Input and Stakeholder consultation process will take place on any proposed revisions for Board consideration in Spring 2017. Discussed on: Apr 4/12; Sep 12/12; Oct 9/14; Jan 26/15; Feb 23/15.	Full policy review process in progress.

POLICY	STATUS	COMMENTS/ACTION	REVIEW
Policy 804.8: <i>Commercialism</i> (previously 1004.8) 400-1R: <i>Employee            Conflict</i> 804.9: <i>Donations to            Schools</i> (previously 1004.9) 602.7- <i>Gifts,            Grants and            Benefits</i> (previously 802.7) 805.4- <i>Money            Raising Activities            at Schools</i> (previously 605.4) 602.9.1-R <i>General            Principles for            Revenue            Generating            Activities</i> (previously 802.9.1-R)	<b><u>In development</u></b> 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 had been 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 300-R(B): <i>Selection and            Appointment of            Administrators</i>	<b><u>In Development</u></b> (for comprehensive review) Jan 15/18 – Update at Policy Com. Nov 20/17 – Update at Policy Com. Jun 05/17 – Brief update provided to Policy Com. May 1/17 – Update provided at Policy Com.	Jan 15/18 – Options discussed and 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 anticipated.

POLICY	STATUS	COMMENTS/ACTION	REVIEW
CONTINUED Policy 300-R(B): <i>Selection and Appointment of Administrators</i>	Feb 20/17 – Discussed at Policy Com. Oct 24/16 – Discussed at Policy Com. Sep 19/16 – Discussed at Policy Com. Jun 6/16 – Draft revised policy initial review. Apr 4 and May 16/16 – Discussed at Policy Com.	Feb 20/17 – Minor housekeeping changes proposed. Nov 21/16 – To be discussed at future meeting of Policy Com. Sep 19/16 – Potential options for various revisions discussed. Jun 6/16 – Review of proposed revised policy took place over the summer and continues.	Feb 20, 2017 – Minor revisions made and considered as housekeeping
Policy 513.2: <i>Field Trips</i>	<b><u>In Development</u></b> Oct 16/17 – Update provided on status at Policy Com. Jun 05/17 – Discussed at Policy Com. Feb 20/17 – Initial discussion at Policy Com.	Dec 13/17 – The Working Group met and this item will be delayed until May 2018 meeting of Policy Com. Oct 16/17 – Update provided on the pilot at schools. This will return to Policy Committee in January 2018. Jun 05/17 – Update provided and the pilot extended with a report anticipated in the fall 2017. Feb 20/17 – Proposed revisions to align policy with updated field trip practices presented. Policy Com. had further suggestions. Will return to Policy Com. Meeting.	Full policy review process anticipated.
Policy 804.1: <i>Community Use of Schools</i>	<b><u>In Development</u></b> 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: <i>Retirement of School Facilities</i> . 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.
SOGI Policy	<b><u>In Development</u></b> Jan 15/18 – Discussed at Policy Committee in-camera. Nov 20/17 – Update at Policy Com. Jun 05/17 – Update at Policy Com. May 1/27 – Discussed at Policy Com. Mar 6/17 – Initial discussion at Policy Com.	Jan 15/18 – A revised timeline for this Policy was discussed. An update on the revised timeline was provided in public. Nov 20/17 – Verbal update provided. Anticipate further update in Jan 15/18. Jun 19/17 – The initial meeting took place. Jun 05/17 – Initial meeting of working group that will develop policy is currently being planned. May 1/17 – Board approved the policy development plan and timeline. Anticipate draft policy late fall 2017. Mar 6/17 – Initial discussion.	Full policy review process anticipated.

**STATUS OF POLICIES**  
**AT JANUARY 31, 2018**

<b>POLICY</b>	<b>STATUS</b>	<b>COMMENTS/ACTION</b>	<b>REVIEW</b>
Policy 703.7: <i>Closure of Schools Due to Emergency Conditions</i>	<b><u>In Development</u></b> Jan 15/18 – Updated at Policy Com. Nov 20/17- Request to place on next agenda. May 1/17 –Discussed at Policy Committee	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 has been reviewed; no changes anticipated.
Policy 701.2 and 701.2-R: <i>School Building Planning Review Process</i>	<b><u>In Development</u></b> May 1/17 –Discussed at Policy Committee	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.
Policy 522 and 522-R: <i>Transportation</i>	<b><u>In Development</u></b> Mar 17 – 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 201: BYLAW: <i>Board Operations</i>	<b><u>In Development</u></b> Sep 19/16 – Discussed at Policy Com.	This Bylaw will be reviewed for any necessary updates at a future meeting of Policy Com.	Full policy review process anticipated.
Policy 501.8, 501.8-R: <i>Student Admissions, Registration Placement and Transfer</i>	<b><u>In Development</u></b> Nov 20/17 – Discussed at Policy Committee Oct 16/17 – Discussed at Policy Com. Jun 05/17 – Review will be required.	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.	Minor Housekeeping Changes to Policy Anticipated.

**STATUS OF POLICIES**  
**AT JANUARY 31, 2018**

<b>POLICY</b>	<b>STATUS</b>	<b>COMMENTS/ACTION</b>	<b>REVIEW</b>
Policy 707 and 707-R: Post Disaster Procedures	<b><u>In Development</u></b> 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 and a review will be required. Basic Resources at all schools to be considered.	Full policy review process anticipated
Policy Nos. 515-517 Range: Education: Programs	<b><u>In Development</u></b> Jan 15/18 – Discussed at Policy Com.	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 anticipated

<b>POLICY</b>	<b>STATUS</b>	<b>COMMENTS/ACTION</b>	<b>REVIEW</b>
Policy SECTION 600: <i>Finance</i> [previously Section 800: <i>Business Procedures</i> ]	<b><u>ENTIRE SECTION NOT YET IN THE REVIEW PROCESS</u></b>	Nov 2/16 <i>Policy 603.5.1-R: Authorized Signatures /Authorization to Contract – Minor change to Authorized Signature Title changed – considered housekeeping.</i> Mar 2014 – New Policy Framework Approved by Board. Previously Section 800: <i>Business Procedures</i> .	Full policy review process anticipated.
Policy SECTION 700: <i>Facilities</i> [previously Section 900: <i>Buildings and Sites</i> ]	<b><u>ENTIRE SECTION NOT YET IN THE REVIEW PROCESS</u></b>	Mar 2014 – New Policy Framework Approved by Board. Previously this section was numbered 900: <i>Buildings and Sites</i>	Full policy review process anticipated.
Policy SECTION 800: <i>Community Relations</i> [previously Section 1000]	<b><u>ENTIRE SECTION NOT YET IN THE REVIEW PROCESS</u></b>	Mar 2014 - New Policy Framework Approved by Board. Previously this section was numbered 1000: <i>Community Relations</i> .	Full policy review process anticipated.
Policies 101: <i>Goals and Objectives</i> , 102: <i>Diversity and Inclusion</i> , 103: <i>Collaboration and Community</i> , 103-R(A): <i>Foundations for Learning</i> , 103-G: <i>Foundations for Learning</i>	<b><u>ENTIRE SECTION NOT YET IN THE REVIEW PROCESS</u></b>	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 proposed revisions to Policy 100: <i>Statement of Philosophy</i> [to be renamed Policy 100: <i>Vision, Mission, Values</i> ]	Full policy review process anticipated.

POLICY	STATUS	COMMENTS/ACTION	REVIEW
<i>District Code of Conduct</i> -Policy 105 [prev. 502.1.1] and 105-R	APPROVED BY BOARD JUN/17	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 orientation and expression.	Underwent full policy revision process.
Policy 300-R(B): <i>Selection and Appointment of Administrators</i>	APPROVED BY BOARD APR/17	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.
<i>Trustee Professional Development and Travel</i> -Policy 205, 205-R, 205-G	APPROVED BY BOARD NOV 21/16	Policy 205: <i>Trustee Professional Development and Travel</i> is a NEW Policy. Certain sections from current Policy 203: <i>Trustee Stipend, Resources and Expenses</i> were removed and incorporated into this new Policy.	Underwent full policy revision process.
<i>Trustee Stipend, Resources &amp; Expenses</i> -Policy 203, 203-R, 203-G	APPROVED BY BOARD NOV 21/16	Policy 203: <i>Trustee Stipend, Resources and Expenses</i> was reviewed in conjunction with (new) Policy 205: <i>Trustee Professional Development and Travel</i> . After revision and approval, this policy was renamed Policy 203: <i>Trustee Stipend and Expenses</i> .	Underwent full policy revision process.
<i>Student Registration, Enrolment and Placement</i> -Policy 501.8 and 501.8-R [AND <b>renamed</b> <i>Student Admission, Registration, Placement &amp; Transfer</i> ]	APPROVED BY BOARD APR/16	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 <b>rescinded</b> as a result of approved changes.	Underwent full policy revision process.



<b>POLICY</b>	<b>STATUS</b>	<b>COMMENTS/ACTION</b>	<b>REVIEW</b>
<i>Video Surveillance-</i> Policy 708, 708-R and 708-G: (previously 908, 908-R & G)	APPROVED BY BOARD APR/16	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..
<i>Administering (Prescribed) Medications to Students-Policy</i> 504.3.1; 504.3.1-R and 504.3.1-G	APPROVED BY BOARD FEB/16	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.
<i>Human Resources-</i> Policy Section 400:	APPROVED BY BOARD APR/14	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.
<i>Community Use of Facilities-804.1, 804.1-R, and 804.1-G</i>	APPROVED BY BOARD APR /14	Construction of the Neighbourhood Learning Centre at Brighthouse required a review of this policy (1004.1 in the old framework).	Underwent full policy revision process.
<i>Interscholastic Competitions and Contests-</i> 503.6,503.6-R	APPROVED BY BOARD OCT/14	Policy 1005.2: <i>Interscholastic Athletic Competitions</i> was combined with Policy 503.6: <i>Interscholastic Competitions and Contests</i> 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.