

**POLICY COMMITTEE**  
**Monday, March 12, 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  
hənq̓əmiḥəm (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 February 19, 2018
- 4. SOGI POLICY**  
Memorandum from the Superintendent attached.
- 5. POLICY REVIEW STATUS [standing item]**  
Attachment: Status to February 28, 2018
- 6. POSSIBLE AGENDA ITEMS FOR NEXT MEETING**  
Update on Policy 100 Art contest.
- 7. NEXT MEETING DATES**  
Meetings are scheduled for 10:30am on the following dates: Monday, April 16, Monday, May 14 and Monday, June 18.
- 8. ADJOURNMENT**

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

**MINUTES OF PUBLIC MEETING OF POLICY COMMITTEE**

Date: Monday, February 19, 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  
Wendy Lim, Assistant Superintendent  
Liz Baverstock, President, RTA \*  
Donna Dunn, RTA Executive Member \*  
Dionne McFie, President, RDPA \*  
Andrew Scallion, Vice President, RDPA  
Colleen Howu, Parent  
Rahim Othman, PAC Chair, Mitchell elementary school  
Gail Hackenbruch, Executive Assistant (Recording Secretary)

\* Present for a portion of the meeting

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

**1. INTRODUCTIONS**

Introductions were made around the table.

**2. ADOPT AGENDA**

The agenda was adopted as presented.

**4. POLICY 501.8: STUDENT ADMISSION, REGISTRATION, PLACEMENT AND TRANSFER**

The Superintendent advised that a first draft of proposed revisions to this policy was presented at today's in-camera meeting and noted the importance of this policy and its regulations to ensure continuity in schools over the next number of years as the district moves into the seismic upgrade, building and renovation processes for schools. Attendees had questions and comments on: deadline admission dates for various types of registration, specifically, new immigrants; meaning of "full classrooms" or "full schools, "closed" to transfer and "closed to catchment enrolment"; and giving choices to parents when their catchment school is closed to further enrolment.

This item will be updated upon as progress is made.

**3. APPROVE MINUTES**

The minutes of the meeting held Monday, January 15, 2018 were approved as circulated.

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

Assistant Superintendent Lim spoke to her memorandum as included with the agenda package. She provided background on the composition of the Policy 100 Task Force, highlighted the work of the Task Force since its inception in May 2015 and noted the collaborative development of the Vision, Mission Values Statements to ensure a simple, succinct and clear vision that all students, even those in Kindergarten, could understand and remember.

She noted the importance of the role of parents in students' learning and advised that current Policies 101: *Goals and Objectives*, 102: *Diversity and Inclusion*, 103: *Collaboration and Community*, 103-R(A): *Foundations for Learning* and 103-G: *Foundations for Learning* would be retained in Policy Section 100 to complement the new Policy 100 *Vision, Mission, Values* Statements and its accompanying regulation. She then provided information on the extensive consultation process, spoke to the themes that emerged from the 274 pieces of feedback received on the proposed changes to Policy 100, included as part of this package, and the tweaks made to the proposed policy as a result of that feedback. Attendees had comments and questions on: the representation of all stakeholder groups in the re-visioning of this policy and the truly collaborative work of the Task Force. Attendees had further comments and questions on: the motto "Our focus is on the Learner" and whether it continues to be important and accurately summarizes our values.

It was **AGREED** that a Notice of Motion would be provided to the February 28, 2018 Public meeting of the Board of Education (Richmond) advising that the proposed (revised) Policy 100: *Statement of Philosophy*, to be renamed Policy 100 and Policy 100-R(egulation): *Vision, Mission, Values*, would be presented for approval at the March 14, 2018 meeting of the Board.

Assistant Superintendent then advised that upon approval of the *Vision, Mission, Values* Statements, the Policy 100 Task Force would invite our elementary and secondary students to participate in the Visioning Art Contest by submitting 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. She advised that a secondary school student had designed the poster inviting students to participate in the art contest. Attendees had comments and questions on: the anticipated launch date of the art contest; the art contest submission process and criteria; the process and timing for review of the art submissions; the selection process for the winner or winners of the art contest; the potential of changing the art contest to art submissions to ensure all students feel their submissions were valued. Further discussion ensued of having the *Vision, Mission, Values* Statements endure for at least 10 years and potentially building a gallery board on the district website to display all art submissions received.

**ACTION ITEM:** Assistant Superintendent Lim to share with members of the Policy 100 Task Force the suggestion of a Trustee to consider changing art "contest" to art "submission" to eliminate the idea of there being winners and losers.

## **6. SOGI POLICY**

The Chairperson referenced the (revised) SOGI policy development timeline, as included with the agenda package, and advised that the SOGI Working Group had been meeting since June 2017, had considered drafts of various policies and expects a final draft would be presented to the March 2018 meeting of Policy Committee with the policy approval by June 2018. The Superintendent advised that at the meeting this afternoon, the SOGI Working Committee would discuss various methods of consultation such as holding information events at schools, constructing opportunities for secondary school students to talk about the draft policy and online feedback opportunities for all staff, stakeholders and the community. Attendees had questions on: the timing for the consultation process (April 11 – June 4); whether the school events to discuss the proposed policy would take place during this feedback timeline; and communicating with the public to ensure they have the opportunity to provide feedback. The Chair advised that to meet the approval date, she required a recommendation to present a Notice of Motion to the Board allowing the SOGI Working Group to ensure an extensive consultation period and meet the timeline.

It was **RECOMMENDED AND AGREED** that the finalized draft of the SOGI Policy from the SOGI Working Group accompany the Notice of Motion to the March 14, 2018 public meeting of the Board.

**7. POLICY 703.7: CLOSURE OF SCHOOLS DUE TO EMERGENT CONDITIONS**

The Superintendent spoke to the updated notice on emergency school closures that appears on the district website. She provided information on the school closure process that takes place when there are inclement weather conditions, advised that staff/student safety is always a priority and getting any school closure messages out to our community in a timely manner. She advised that schools could be closed not only due to weather conditions but also as a result of flooding, power outage and health hazards. Attendees had questions on: examples of when schools would close due to health issues; and ensuring that the district website reflects clearly the process for parents to advise schools in the case of student absences. There were questions on school lock down protocols and it was advised that critical incident/fair notice protocol is being worked on for future presentation.

Donna Dunn left the meeting at 11:39am during the above item.

**8. POLICY 104-G: ACCEPTABLE USE OF INFORMATION AND COMMUNICATION SERVICES**

The Superintendent spoke to the rationale for recent revisions to the administrative guidelines as a result of changes to the Freedom of Information and Protection of Privacy Act (FOIPPA) and the technology we now use. A summary of those revisions made to the administrative guidelines was included with the agenda package for information. Attendees had questions and comments on: staff having a reasonable expectation of privacy; how the district communicates the requirements and expectations of FOIPPA; and the timing for this change. The Superintendent advised that these changes had been made to the administrative guidelines as FOIPPA sets out clearly how the district collects, stores and uses personal information.

**ACTION:** The Superintendent will review the wording in Policy 104 and 104-R: *Acceptable Use of Information and Communication Services* to determine if there is a reference to adherence to FOIPPA and whether any further changes may be required. This will return to a future meeting of Policy Committee.

Dionne McFie left the meeting at 11:45am during the above item.

**9. POLICY REVIEW STATUS [standing item]**

The policy status document to January 31, 2018 was included with the agenda package.

Liz Baverstock, President, RTA, left the meeting at 12:04pm. during the above item.

**10. POSSIBLE AGENDA ITEMS FOR NEXT MEETING**

A Trustee requested that agenda items for upcoming meetings are set out on future agendas.

**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**

The meeting adjourned at 12:08pm.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read 'S. Nixon', is written below the text 'Respectfully Submitted,'.

Sandra Nixon, Chairperson  
Policy Committee

DRAFT

SUBJECT: SOGI Policy

DATE: March 9, 2018

PREPARED BY: Sherry Elwood, Superintendent of Schools

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Attached is the final draft of proposed (new) Policy, Regulation and Administrative Guidelines on Sexual Orientation and Gender Identity (SOGI).

As the Board reaches out to the community for feedback, staff would recommend that the following be included in the consultation process:

- Let's Talk Website
- Information Open Houses
- Notice of consultation through school newsletters and school website
- Encouragement of PAC's (through the RDPA) to participate in feedback process
- Use of source media and other media outlets to advertise the consultation process
- Student activities at each of the secondary schools soliciting student feedback in person and online through the district website

Respectfully,



Sherry Elwood  
Superintendent of Schools

**DISTRICT PHILOSOPHY****Policy****Policy Statement - Sexual Orientation and Gender Identity**

The Richmond Board of Education values the diversity present within the Richmond School District. We believe that each individual should feel welcome and included as part of a safe, respectful and caring environment.

We recognize the unique set of challenges experienced by our Lesbian, Gay, Bisexual, Transsexual, Transgender, Two Spirit, Queer and Questioning (LGBTQ+) community and believe that it is our collective responsibility to ensure that every individual is treated with fairness, respect and dignity, and is included fully in the life of the community.

The Richmond School District understands and demonstrates that our district culture is strengthened by the rich contributions made by each member. We believe that learning and working environments that are inclusive of diversity and equitable in relation to that diversity are essential in supporting the highest level of personal and collective growth and achievement.

**DISTRICT PHILOSOPHY****Policy****Management Regulations - Sexual Orientation and Gender Identity**

The Richmond Board of Education believes that an important role for public education is to prepare young people to work and live in open, supportive and democratic societies that are free of discrimination or violence that is based on sexual orientation or gender identity and expression.

An educational environment that fosters equity and the principles of inclusion, will affirm the identities of individuals and their families, and can support the elimination of homophobia and discrimination within our schools and our communities.

It is the overarching responsibility of the Board of Education to jointly ensure that all staff understand and demonstrate that it is their individual and collective responsibility to identify individual discriminatory attitudes and behaviours. It is expected that all staff will work to eliminate the barriers and inequities to learning for students who identify themselves as LGBTQ+, ensuring that all students are treated with fairness, respect and dignity.

The Board will promote pro-active strategies and guidelines so that all members of this diverse community are welcomed, respected, accepted and supported.

**The Board is committed to implementing measures that will:**

- Define appropriate expectations, language, behaviours and actions in order to prevent discrimination and harassment.
- Ensure that complaints of discrimination or harassment based on sexual orientation, gender identity and/or gender expression are taken seriously and dealt with expeditiously and effectively through consistently applied policy and procedures.
- Raise awareness and improve understanding of the unique set of challenges experienced by those who identify sexual orientation or gender identity and expression.



**Education and Awareness**

- The District will work continuously to educate all members of the school community (including students, staff, parents and guardians) to prevent discrimination based on sexual orientation or gender identity and expression and to promote a safe and inclusive environment.
- The District will support schools with SOGI affirming resources that can be infused in all curricula.
- The District will support developmentally appropriate activities and provide resources that promote knowledge and skills that develop respect for all sexual orientations and expressions.
- The District will support schools and staff in the maintenance of library resources that affirm human diversity as a fundamental component in our society, and reflect the diversity within our school communities.

**District, School and Staff Responsibilities**

- The Board and District will provide opportunities for school communities to increase awareness of the impact of harassment and discrimination.
- The Board and District will provide opportunities for staff to increase their knowledge and skills in promoting respect for human rights, supporting diversity and addressing harassment and discrimination.
- The District will take action when there is evidence of, or an actual complaint, of harassment and/or discrimination.
- The District will distribute guidelines for investigating and addressing incidents of harassment and/or discrimination.
- The District will build greater awareness of, and responsiveness to, the harmful effects of isolation resulting from homophobic and/or transphobic discrimination.
- Schools will inform students, staff and parents on how and when to report incidents of harassment and/or discrimination and where appropriate, intervene.
- Schools will support formal and/or informal Gay/Straight Clubs or Alliance (GSAs) groups.
- Staff and students have an obligation to intervene in any interaction involving the use of harassing, discriminatory or homophobic

statements, comments and behaviours, regardless of the speaker's intentions and to convey that such comments are against policy and will not be tolerated. Education about the harmful impact of such language and behaviour will be emphasized and encouraged, alongside any discipline deemed necessary.

- Staff will support any individual or group of students that request help and support for any issues of harassment or discrimination.
- The District will review and report to the Richmond Board of Education annually regarding the work of district and school staff in support of the Sexual Orientation and Gender Identity Policy (SOGI).

DRAFT

**DISTRICT PHILOSOPHY****Policy****Administrative Guidelines - Sexual Orientation and Gender Identity**

**The Richmond School District accepts the responsibility to create safe and caring environments and believes that:**

- The District is responsible for ensuring that school cultures are safe, welcoming, inclusive and affirming for all students.
- The role of educators in the district is critical in creating positive societal change to address difficulties which LGBTQ+ community often face in schools.
- LGBTQ+ community have a right to be recognized and affirmed by school district personnel, and have equal access to services.
- Homophobic and gender-based comments, discrimination and bullying undermine the safety of any learning or working environment. These forms of harassment and discrimination are prohibited under the BC Human Rights Code.
- Any language or behaviour that deliberately degrades, denigrates, incites hatred, prejudice, discrimination, or harassment on the basis of sexual orientation or gender identification or expression will not be tolerated. Schools shall include the prohibition of such language and behaviour in their student codes of conduct.
- All staff have an obligation to intervene in any interaction that involves the use of homophobic or transgendered insults and slurs. Staff will convey that such comments are against Board policy and will not be tolerated in the educational community.

**The LGBTQ+ Community within the Richmond School District have a right to:**

- Be free from harassment, discrimination and violence;
- Be treated fairly, equitably and with dignity;
- Self-identity and be free to express themselves;
- Be included, to be represented and affirmed in a positive and respectful manner;

- Have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, discrimination and violence.
- Have their families and communities valued and affirmed.

### **Privacy and Confidentiality**

All persons have the right to privacy. This includes the right to have one's assigned sex at birth (male/female) remain private at school or work. Disclosing information without permission may violate privacy laws, such as the *Freedom of Information and the Protection of Privacy Act* (FOIPPA).

The District will ensure that all medical information relating to students and staff will be kept confidential in accordance with applicable district, municipal, provincial and federal laws. Staff will not disclose information which may reveal sexual orientation or gender identity unless legally required to do so; or with the permission of the student, parent or adult who has been authorized to do so through the use of a district release of information form.

### **Self Identification**

Every member of our district community has the right to be addressed by a name or pronoun that corresponds to their gender identity. A court-ordered name or gender change is not required, and official records do not need to be changed. Official records will only be changed upon the receipt of legal documentation.

### **Washroom, Locker and Change Room**

All students and staff have the right to safe and private washroom and changing facilities. They have the right to access washrooms, locker rooms and changing facilities that correspond to their gender identity regardless of their legal sex. The student's self-identification is the sole measure of the student's gender. Schools may maintain separate washrooms, locker rooms or changing facilities for male and female students, provided that students can access them based on their gender identity. Schools will also designate facilities designed for use by one person as accessible to all persons, and to incorporate such single-use facilities into new construction or renovation. Any person who is uncomfortable using a shared facility while attending an off-site school-sponsored co-ed activity will be provided with a safe and private alternative. Students will not be required to use facilities that are inconsistent with their gender identity.

### **Physical Education Classes, Curricular and Extra-Curricular Activities**

All students have the right to participate in physical education classes, curricular and extra-curricular sports/activities in a manner that respects and embraces their gender identity. Activities will be designed to be as inclusive and gender-neutral as possible. However, if an issue of inclusivity arises, students will be given options for activities they feel comfortable with. A request may come directly from the student or from a parent or guardian. It is the school administrator's responsibility to make the requested arrangements for these students to participate in school and extra-curricular activities and physical education. All requests/meetings/decisions must be documented and maintained in a confidential file.

### **Other Gender-Based Activities, Rules and Practices**

School and district personnel are required to evaluate all procedures, forms, routines, activities, rules and ceremonies to ensure inclusive language and purpose. Language used should be as gender-neutral as possible in all cases. Newly written guidelines must be communicated to all staff, parents and students. Students have the right to expect that all policies, procedures, programs and communications are appropriate, competent and respectful, taking into consideration all parts of their identities. Students will be permitted to participate in any such activities or conform to any such rule, policy or practice consistent with their expressed gender identity.

### **Billeting and Overnight Field Trips**

Plans for billeting for sports teams and/or overnight school based activities must provide accommodation for each student in a room where they will feel safe and accepted. The school administrator or teacher in charge of the event will be supported in making every effort to make adjustments to support the student. When staying with a billet family there will be discussion with the student and their parent or guardian whether the student requires the billet family to be informed of their sexual orientation or gender identity. Wherever possible, in a billet situation, a member of staff should be billeted along with the student to further ensure their feelings of safety.

### **Media and Community Communication**

When the school district is communicating to the media or community about issues related to sexual orientation or gender identity and expression, the school or district will designate a single spokesperson as the key contact

person. All other district and school staff will direct community members and the media to the designated spokesperson. Protecting the privacy of transgender students and staff is the top priority. All medical information is kept strictly confidential. Any violation of confidentiality of this information contravenes this administrative procedure and the privacy law *Freedom of Information and the Protection of Privacy Act* (FOIPPA).

### **Student Counselling and Support**

School District No. 38 (Richmond) is committed to maintaining a safe learning and working environment which actively provides counselling and support to students who identify themselves on the basis of sexual orientation or gender identity and expression. School Counsellors and the Adolescent Support Team are often the first point of contact for students seeking emotional support and will be specifically trained in culturally safe responses to LGBTQ+ issues. School administrators have the primary responsibility for ensuring that all school staff, Parent Advisory Committees and students are familiar with and understand the content of this policy and these procedures. The Board of Education is responsible for ensuring that employees who represent the district in other areas are equally as informed. Students can report incidents of harassment, bullying, intimidation and discrimination through the ERASE Bullying website at <https://www.erasebullying.ca/>. Information regarding the website is available through the school administration.

The District encourages and will facilitate within reason, efforts in the formation of Gay/Straight Clubs or Alliances (GSAs) where students or staff have come forward to request this opportunity. Schools are encouraged to appoint a minimum of two members of staff to be safe contacts for students who identify themselves on the basis of sexual orientation or gender identity and expression. School administrators will inform students and other staff school leads about the location and availability of this contact person.

### **Staff Development and Education**

Education is the primary purpose of the district. Educational programs will include curricular topics and learning resources that reaffirm the inclusion of all members of our community regardless of sexual orientation or gender identity and expression. In addition, staff will have resources and training available to help teach and promote the safe, caring and inclusive values of the district. Schools will conduct annual staff training for all staff members outlining their responsibilities under applicable laws, policies and

administrative procedures. This will include teachers, educational assistants, administrators, counsellors and youth and family workers, and other staff as deemed necessary. Information regarding this administrative procedure shall be incorporated into information sessions for new school employees. All staff share the collective responsibility of creating safe, supportive and inclusive learning environments for the LGBTQ+ community.

**Educators and school support staff will be expected to:**

- Be familiar with and know where to access the SOGI policy and prevention procedures;
- Have a general understanding of definitions regarding sexual orientation, gender identity and expression;
- Develop appropriate communication strategies to interact with LGBTQ+ community;
- Fully understand the concepts of protection of privacy for students and families;
- Be aware of strategies and procedures for intervening with issues, such as bullying, harassment and intimidation and/or discrimination;
- Model and teach inclusive practices that honour and promote all sexual orientations, gender identities and expression.

Educators have an important role to play in teaching and modelling respect for gender diversity. It is expected that teachers will create classrooms where students can see a commitment to creating a safe, caring, inclusive and discrimination free environment. Students need to see that teachers are striving to change the notions of only two genders exemplified by:

- Addressing the class in non-gender ways (using inclusive language);
- Seating and lining up students in non-gender groupings;
- Creating mixed gender groups/teams;
- Displaying signs, posters, safe place stickers, and books that depict a range of gender presentations;
- Celebrating national and international days and events that raise awareness about gender identity;
- Teaching students how to be allies for each other and modelling appropriate supportive behaviour towards all gender identities;
- Providing balanced health education that is factual and supportive of gender diversity.

The Board will establish an advisory committee which includes both adult and student representatives from the LGBTQ+ community to act in an



advisory capacity regarding the implementation and effectiveness of the district SOGI policy including staff development, in-service, and professional development.

The advisory committee will consider the following recommendations/beliefs.

The goals of ongoing staff development will be to support the LGBTQ+ community in the school district and to promote anti-homophobia and anti-heterosexism initiatives. The Board believes that:

- Trustees, management and staff must model respect and affirmation of the LGBTQ+ community in part through participating in in-service workshops on LGBTQ+ issues;
- Trustees, management and staff have the responsibility for the addressing of homophobia and heterosexism in the working and learning environment;
- Teachers must be supported when they include positive images and accurate information about history and culture which reflects the accomplishments and contributions of LGBTQ+ people;
- Trustees, management and staff must facilitate safer school environments for LGBTQ+ community, and those who are perceived to be so, by:
  - acknowledging that an acceptance of diversity is the starting point of respect;
  - treating everyone with respect;
  - using language that affirms all sexuality identities and not using disparaging remarks or language that demeans LGBTQ+ identities and families;
  - challenging staff, students and parents who behave in prejudicial ways towards LGBTQ+ people;
  - encouraging teachers to sponsor and support LGBTQ+ positive initiatives such as Gay/Straight Clubs or Alliances.
  - supporting the rights of LGBTQ+ students to counselling that is supportive and affirming. Under no circumstances will counsellors suggest or promote the use of or the referral to aversion, reparative or conversion therapies.
  - Supporting school or wider district initiatives which support greater inclusivity and affirmation for LGBTQ+ students, staff and families.



## **Employment Equity**

1. The Board believes in equitable treatment for all individuals regardless of race, colour, ancestry, ethnic origin, socio-economic status, gender, sexual orientation, gender identity or expression, physical or mental ability, or political beliefs. The letter and spirit of the *Canadian Charter of Rights and Freedoms*, the *B.C. Human Rights Acts* and the Board's *Collective Agreements* shall be carefully observed, enforced, and supported, so that all members of the educational school community may work together in an atmosphere of respect and acceptance of individual differences.
2. The Board will ensure the confidentiality of employees who are lesbian, gay, bisexual, transgender, or transitioning to another gender and will give them the support they require to do their work in a safe and respectful environment.

## **School Community Involvement**

The Board is committed to ongoing, constructive and open dialogue with the LGBTQ+ community.

The Board will support community partnerships that would enhance the board's commitment to LGBTQ+ community.

The Board will encourage Parent Advisory Councils to acknowledge and support the diversity of our school community. The Board will acknowledge through the communication to students, staff and the community that some children live in LGBTQ+ families and need to be positively recognized. Parent Advisory Councils and students will be encouraged to engage in dialogue with openly identified LGBTQ+ youth and their organizations.

## **Appropriate Intervention/Responding to Incident**

All members of the School District No. 38 (Richmond) community have the right to expect a respectful and culturally safe environment free of discrimination, harassment and bullying. In 2007, the Ministry of Education mandated that school districts establish procedures that align with the Ministerial Order M2276/07. Each school must, in consultation with staff, parents and students establish their own Code of Conduct based on the ministerial order and guidelines. Appropriate interventions are included in the Code of Conduct administrative procedures. School district personnel

may also refer to the School District No. 38 (Richmond) ERASE Bullying Strategies as a guide in making intervention decisions.

### **Complaint Process**

The District will take all concerns and complaints seriously. Students and parents should expect that concerns and complaints regarding SOGI discrimination at the school level will be supported by teachers and school administration. Students are encouraged to share their concerns to a teacher, counsellor or Vice Principals and Principals. Concerns and complaints can also be directly communicated to Vice Principals and Principals.

Students can also report SOGI discrimination and/or bullying to the ERASE on-line website at <https://www.erasebullying.ca/> and this information will be used to address the concern to the school district for action.

In the event that an incident occurs at a school site, the complaint will be managed by the school administrator. If a complaint is against the administrator, referral of the complaint to the Office of the Superintendent should occur.

A thorough investigation will be conducted.

The complaint process shall be communicated to all schools, partner groups, and contracted services. District administration is responsible to ensure that employees and contract providers are aware of the process.

### **Appeal Process**

The Board of Education recognizes and respects the fact that students and/or parents or guardians may disagree with decisions made by employers. Section 11 of the *School Act* of British Columbia gives parents or guardians and students (with parental consent) the right to express concerns or appeal certain decisions. The right of appeal applies to decisions that significantly affect the health, education or welfare of students. Information regarding the Board's appeal procedure and the formal appeal bylaw can be accessed on the district's website. Prior to an appeal, it is expected that school administration, students and parents or guardians will try to resolve concerns at the school level.

## **GLOSSARY OF TERMS**

### **Bisexual:**

People who have a bisexual orientation can experience sexual and romantic attraction to both their own sex and the opposite sex. It also refers to an individual's sense of personal and social identity based on those attractions and the behaviours expressing them. It is one of the three classifications of sexual orientation, along with a heterosexual and a homosexual orientation.

### **Discrimination:**

The subordination of groups or individuals resulting from a distinction, preference or exclusion based on the grounds of race, religion, colour, ethnicity, place of origin, language, age, disability, socio-economic status, sexual orientation, gender identity, gender expression, sex, or any other difference. It includes harassment, any negative or adverse conduct, comment, gesture or contact, or systemic barrier based on the above grounds. Discriminatory conduct is harmful and can create a working or learning environment that is known, or reasonably should be known, to be offensive.

### **Educational Community:**

Includes all those who work, learn, or attend any School District No. 38 (Richmond) schools, alternative educational settings and facilities, work sites, or any district facility, and includes ancillary sites, events or activities such as school buses, district meeting settings, etc.

### **Gay:**

A person who is emotionally/romantically and physically attracted to persons of the same sex. The term "gay" can refer to both males and females. Gay can be used interchangeably with homosexual. Gay is most often the term preferred by the LGBTQ+ communities when referring to homosexual males.

### **Gender Identity:**

Characteristics linked to an individual's intrinsic sense of self as a man or as a woman, which may not be the same identity as one's biological sex.

### **Homophobia:**

The fear, and/or hatred, and/or repulsion of homosexuality and gender variance in oneself or in others, often exhibited by self-hatred, prejudice, discrimination, bullying or acts of violence. Homophobia is typically directed towards those who are LGBTQ+ or are perceived as such, through gender

cues that are not in accordance with societal norms about masculinity and femininity.

**Gender Expansive:**

Refers to a person who does not conform to society's expectations of their gender role or gender expression. It is a broad term that includes boys who behave, dress and interact in feminine ways; girls who behave, dress and interact in masculine ways, in addition to trans students.

**Gender Expression:**

Refers to a way a person expresses one's gender, through dress, grooming habits, choice of name and pronoun, mannerism, activities, etc.

**Heterosexism:**

The assumption that everyone is or should be heterosexual and that heterosexuality is superior. Heterosexism can exist on a personal, interpersonal, institutional or cultural level.

**Intersex:**

Individuals who are born as "hermaphrodites" (now an outdated term). Intersex is a general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male. Though "intersex" is referred to as an inborn condition, intersex anatomy doesn't always show up at birth. Sometimes a person isn't found to have intersex anatomy until she or he is the age of puberty, or finds themselves an infertile adult, or dies of old age and is autopsied. Some people live and die with intersex anatomy without anyone (including themselves) ever knowing. A significant issue is the practice of some parents and physicians deciding which sex is desired and then making a decision in favour of "normalising" surgery at or near birth.

**Lesbian:**

A female who is emotionally/romantically and physically attracted to other females. Lesbian, gay or queer can be used when referring to homosexual.

**LGBTQ+, LGBTTTIQQ, LGBT, LGBTQ, LGBTTQ or LGBTQQ - and other variations:**

Acronym used to refer inclusively to a wide group of individuals and incorporates lesbian, gay, bisexual, transsexual, transgender, two-spirit, intersex, queer or questioning persons. For ease of reference in the policy the acronym LGBTQ+ has been adopted, but it is intended to be widely inclusive.

**Queer:**

A term used derisively to humiliate and demean LGBTQ+ individuals and groups. It is generally not viewed as an appropriate term for use or in a manner directed towards the LGBTQ+ community, because of the potential of its use in a contemptuous manner or with such intent, despite the fact that some students may identify themselves as "queer" in a positive way.

**Questioning:**

Adults and youth who are not personally certain about their own sexual identity or orientation and may be exploring, publicly or privately, their feelings in this area.

**Sexual Orientation:**

The emotional/romantic and physical attraction felt by an individual towards members of the same sex, the other sex, or either sex. Sexuality is a private affair; however, expressions of sexuality (such as holding hands with one's romantic partner and putting a picture of her or him on one's desk) are public displays of sexual orientation.

**Sexual Orientation Identities:**

Lesbian, Gay, Straight, Bisexual and Questioning are ways that people identify themselves insofar as their romantic partnerships and family diversities are concerned.

**Transgender:**

A person whose gender identity (feeling of being either boy or man, girl or woman) does not match their physical/anatomical sex (male or female) and the gender roles assigned by mainstream society. Some describe it as being born into the wrong body. Increasingly, many transgender people refer to themselves as "trans".

**Transsexual:**

An individual who presents himself/herself and lives in the gender "opposite" to his/her genetic/physical gender at birth. A transsexual is someone who may feel psychologically like the other sex and has somehow been trapped in the wrong body. Transsexuals may be heterosexual, bisexual or homosexual in their sexual orientation. Some transsexuals may undergo operations and hormone therapy in order to make their body fit what they feel is their true gender. These individuals are sometimes known as female-to-male, FTM, transmen or male-to-female, MTF, transwomen.

**Two-Spirit:**

This is a term that is used by some indigenous people to describe themselves in a way that reflects their cultural construct of sex/gender/sexuality. Many of the languages of indigenous nations of North America include specific terms for gender and sexually diversity; some indigenous people may use both the general term Two-Spirit and the culturally specific term from their own language to describe themselves.

DRAFT

## **RESOURCES**

### **SOGI 1 2 3**

SOGI 1 2 3 shares proven SOGI-inclusive tools and resources in the areas of policy and procedures, inclusive environments and curriculum resources.  
<http://www.sogieducation.org>

### **BC Teachers Federation**

The BCTF offers a variety of free workshops to teachers that aim to develop skills to interrupt, address, and challenge homophobia and transphobia within our classrooms and school communities.  
<https://bctf.ca/SocialJustice.aspx?id=17988>

### **Education Resource Acquisition Consortium (ERAC)**

ERAC provides a range of services including evaluation, licensing and acquisition of print, software, and digital learning resources. ERAC offers a curated catalogue of SOGI resources (see LGBTQ+ collection).  
<http://www.bcerac.ca/index.aspx>

### **Out in Schools**

Out in Schools presentations and Learning Hub provide youth with opportunities not only to learn, but to do. The presentations offer a chance to build participation in and creation of Queer Straight Alliances across the province. The Rise Against Homophobia Video Contest offers youth the chance to make media as a vehicle not only for personal expression, but to shape more inclusive school communities.  
<http://outinschools.com/about/>

### **QMUNITY - BC's Queer Resource Centre**

QMUNITY is a non-profit organization based in Vancouver, B.C. that works to improve queer and trans lives. They provide a safer space for LGBTQ/2S people and their allies to fully self-express while feeling welcome and included.  
<http://qmunity.ca/>

### **Egale Canada Human Rights Trust**

Founded in 1995, Egale Canada Human Rights Trust is Canada's only national charity promoting lesbian, gay, bisexual, and trans (LGBT) human rights through research, education and community engagement.  
<http://egale.ca/>

**MyGSA**

MyGSA.ca is Canada's website for safer and inclusive schools for the lesbian, gay, bisexual, trans, queer and questioning (LGBTQ) community.

<http://mygsa.ca>

**Trans Care BC**

The Trans Care BC program aims to enhance to coordination of trans health and supports across the province, bringing gender-affirming care closer to home wherever possible.

<http://www.phsa.ca/our-services/programs-services/trans-care-bc>

**Gay, Lesbian and Straight Education Network (GLSEN)**

The leading national US-based education organization focused on ensuring safe and affirming schools for LGBTQ students.

<http://www.glsen.org/>

**Parents, Families and Friends of Lesbians and Gay s(PFLAG)**

PFLAG Canada is a national charitable organization, founded by parents who wished to help themselves and their family members understand and accept their non-heterosexual children.

<http://pflagcanada.ca/>




**Pride Education Network**

The Pride Education Network of teachers, administrators, support staff, youth and parents strives to make the B.C. school system more welcoming and equitable for LGBTQ students and staff, and queer families.

<http://pridenet.ca/>



**STATUS OF POLICIES**  
**AT FEBRUARY 28, 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 5</u></b> Feb 19/18 - Discussed at Policy Com. 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.	Feb 19/18 – Notice of Motion will be presented to Mar 12/18 Board Meeting with a recommendation to approve at the Apr 11/18 Board Meeting. 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 – Asst. Sup. Lim facilitated a task force to review the District's Philosophy. 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 conducted.

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 19/18 – Updated on at Policy Com. Jan 15/18 – Updated on at Policy Com. Nov 20/17 – Updated on at Policy Com. Jun 05/17 – Brief update provided to Policy Com. May 1/17 – Update provided at Policy Com.	Feb 19/18 – Discussed and further revisions suggested. Will return to Marc 12/18 meeting. 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>Step 2</u></b> Feb 19/19 – Update at Policy Com. 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 – Update at Policy Com. Mar 6/17 – Initial discussion at Policy Com.	Feb 19/18 – Discussed at Policy Com. Draft Policy to be presented to Mar 12/18 public Policy Com. meeting. It was agreed that a notice of Motion will be provided to the Mar 14/18 Board Meeting with a recommendation to place the draft proposed policy into stakeholder review process on Apr 11/18. 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 FEBRUARY 28, 2018**

<b>POLICY</b>	<b>STATUS</b>	<b>COMMENTS/ACTION</b>	<b>REVIEW</b>
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: <i>BYLAW: Board Operations</i>	<b><u>In Development</u></b> Feb 19/18 – Discussed at Policy Com. Sep 19/16 – Discussed at Policy Com.	Feb 19/18 – Discussion regarding an update required to add Facilities & Building terms of reference to the Bylaw concluded with a decision to wait until all other terms of reference have been reviewed. 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> Feb 19/18 - Discussed at Policy Com. Nov 20/17 – Discussed at Policy Com. Oct 16/17 – Discussed at Policy Com. Jun 05/17 – Review will be required.	Feb 19.18 – Discussed at meeting and suggested changes to be made. Item will return to Mar 12/18 Policy Com. meeting. Nov 20/17 – Update provided and will return to Feb Policy Com. meeting. Oct 16/17 – This will return to Policy Committee in November or December 2017 for an update on potential revisions. Jun 05/17 – Briefly discussed and a review is necessary due to the Supreme Court of Canada ruling on class size and composition and the need for additional space in schools. Schedule for Policy Com in fall 2017.	Minor Housekeeping Changes to Policy Anticipated.

**STATUS OF POLICIES**  
**AT FEBRUARY 28, 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
Policy 104:G: Acceptable Use of Information & Communication Services	Feb 19/18 - Discussed at Policy Com.	Feb 19/18 – Presented Admin Guidelines to Policy Com. and considered by staff as a housekeeping item and for information. After discussion, staff was asked to review and determine if there is a reference to adherence to FOIPPA and whether any further changes may be required. This will return to a future meeting.	

<b>POLICY</b>	<b>STATUS</b>	<b>COMMENTS/ACTION</b>	<b>REVIEW</b>
Policy SECTION 600: <i>Finance [previously Section 800: 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 [previously Section 900: 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 [previously Section 1000]</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 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: Statement of Philosophy [to be renamed Policy 100: Vision, Mission, Values]	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.
Policy 703.7: <i>Closure of Schools Due to Emergency Conditions</i>	CONCLUDED ON FEB 19/18	Feb 19/18 – Updated at Policy Com. Staff advised the policy has been reviewed and no changes anticipated. The updated closure process due to emergency conditions now appears on the district website. Jan 15/18 – Discussed and will be placed as item on Feb 19/18 agenda. Nov 20/17 – To be added to Jan 15/18 agenda for discussion and update. May 1/17 – Briefly discussed. Staff to review this policy and its regulation. This will return in the fall 2017.	Policy was reviewed by staff and no changes required.