

POLICY COMMITTEE
PUBLIC MEETING AGENDA

DATE: MONDAY, JUNE 20, 2022
11:00 AM

Via Zoom Webinar (access details via email)

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

- 1. ADOPT AGENDA**
- 2. APPROVE MINUTES**
Attachment: Minutes of meeting held May 16, 2022.
- 3. DIVERSITY, EQUITY, INCLUSION POLICY REVISIONS**
Attachment: Report from Assistant Superintendent Brautigam
- 4. STATUS OF CURRENT AND ANTICIPATED ITEMS**
Attachment: Update to June 20, 2022.
- 5. ADJOURNMENT**

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

MINUTES OF PUBLIC MEETING OF POLICY COMMITTEE

Date: Monday, May 16, 2022 at 11 am
Via Zoom Webinar

Present: Sandra Nixon, Vice Chair
Heather Larson, Member
Norman Goldstein, Alternate member
Scott Robinson, Superintendent
Christel Brautigam, Assistant Superintendent
Tim McCracken, Richmond Teachers' Association
Jw Cho, Richmond Teacher's Association
Mike Murray, Richmond Association of School Administrators
Jason Leslie, Richmond Association of School Administrators
Rebeca Avendano, Richmond Management Professionals Staff
Catherine Cleary, Executive Assistant (Recording Secretary)

Regrets: D. Tablotney, Chairperson

The Vice Chair called the meeting to order at 11:02 am.

1. ADOPT AGENDA

The agenda was adopted as circulated.

2. APPROVE MINUTES

The Minutes of the meeting held March 7, 2022 were approved as circulated.

3. DIVERSITY, EQUITY, INCLUSION POLICY PROCESS

Assistant Superintendent Brautigam provided an update on the recommendations brought to the Board and approved at the end of April. The recommendation to update and develop District policies and regulations was outlined with clearly articulated Diversity, Equity, and Inclusion (DEI) principles. There was general feedback on the District's policies overall, where some updates and improvements might be considered as well as direct reference to 22 policies with specific recommendations. The report identified that many District policies contain outdated language that does not reflect the evolving terminology of today. She noted that as policy language can have a tendency towards the complex and pose barriers, suggestions on how to make policies more accessible to readers be part of the process.

It was also suggested that when policies are brought forward, there is a commitment to equity and inclusion being more visible throughout as policy is foundational to the District's operations.

Assistant Superintendent Brautigam spoke about the new DEI Advisory Committee, and the work that will include: language being accessible; a glossary of terms; a consistent template for policy documents – *policy structure, policy name and number, purpose and implementation procedures*; and use of text features such as flow charts or tables to provide a visual structure to the complexity of policy and the interactions within. As well, some policies will include links that refer to other policies or regulations to assist the reader to have further access and context, along with a site map on the policy page to see how policies interact. This initial work will take place and then the Advisory Group will refer back to the Policy Committee for further development.

ACTION: It was **AGREED** to refer the policy work to the DEI Advisory Group that will then bring back a recommendation to Policy Committee to work together in collaboration and prioritization.

4. MEETING FORMAT

The Policy Committee was canvassed on continuing with a virtual meeting format or move to in person meetings. Committee members stated they preferred a virtual meeting format, and the Vice Chair noted she would update the Chairperson on meeting preference going forward to the end of the school year.

5. STATUS OF CURRENT AND ANTICIPATED ITEMS

An Update was provided to the Committee. The Vice Chair noted that Policy 102 was on hold waiting for a report from the Working Group. Facilities Section 700: Phase 2 is also in progress. These policies will be coming back for review to a future Policy Committee meeting.

6. ADJOURNMENT

The meeting adjourned at 11:19 am.

Respectfully Submitted,

*Deborah Tablotney, Chairperson
Policy Committee*

Report to the Policy Committee PUBLIC

DATE: June 20, 2022
FROM: Christel Brautigam, Assistant Superintendent
SUBJECT: Diversity and Antiracism Group Policy Recommendations

The following report to the Board is for information only. No further action on the part of the Board is required at this time.

INTRODUCTION

The purpose of this report is to provide the Policy Committee with a brief overview of anticipated next steps regarding the recommendations of the Diversity and Anti-Racism Working Group relating to Policy revision.

STRATEGIC PLAN REFERENCE

Strategic Priority Two, Goal One: *District learning environments are equitable and inclusive.*

Strategic Priority Two, Goal Two: *The district actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation, and socio-economic status.*

BACKGROUND

At the April 27, 2022 public meeting of the Richmond Board of Education, the following motion was approved:

THAT the Board receive the report of the Diversity and Anti-Racism Working Group, and support the priorities identified through:

1. Establishment of a DEI Advisory Committee to work with staff to move forward on the priorities identified by the Diversity and Antiracism Working group.
2. Monitoring progress on these priorities through the strategic plan update process, regular reporting from the DEI Advisory Committee through the board standing committee structure, and an annual report to the Board from the DEI Advisory Committee.

One of the recommendations contained in the report is “Update and/or Develop District Policies and Regulations with Clearly Articulated DEI Principles and Consideration of the Intended Reading Audience.” Accordingly, the newly formed Diversity, Equity and Inclusion Advisory Committee will begin discussions in the Fall of 2022 regarding how to address the recommendation most effectively. At that time, a draft timeline and process will be established and shared with the Policy Committee for feedback. In preparation for those discussions, background information is being provided for the Committee's initial consideration in order for a more fulsome discussion to occur at the September meeting of the Policy Committee.

[The Richmond School District is the best place to learn and lead.](#)

At the May 16, 2022 Policy Committee meeting it was shared that the report from Bakau Consulting highlights some general feedback about our policies overall, as well as a review of 22 policies with specific recommendations to consider.

It was identified in the Bakau report that many policies include outdated language that does not reflect today's evolving terminology. Due to the sometimes complex nature of policy language, if individuals are not familiar with reading policy, the volume, and complexities of how all these documents interact can pose barriers to understanding. The Bakau consultants also suggested that, because policies are foundational to our operations, when policies are reviewed and developed with DEI principles in mind it helps make the commitment to equity and inclusion more visible throughout the district.

It was agreed at the May 16 Policy Committee meeting that the DEI Advisory Committee develop a draft framework from which to review and develop District policies and bring it to the Policy Committee for approval. The DEI Advisory Committee will embark on that work in the Fall of 2022.

In order to support a more fulsome discussion of the specific recommendations provided by Bakau Consulting, please see the attached Policy section of the Bakau Consulting report that was shared with the Board on November 27, 2021. The entire report is now publicly available through the [District website](#). This section of the report provides feedback on the 22 policies reviewed and overall feedback that the DEI Advisory Committee will use to develop a draft policy review framework.

Attachment: Policy-Related Recommendations from Bakau Consultant Audit Report.

November 2021

DEI AUDIT REPORT

Richmond
School District

Analysis of Policies & Procedures

presented by



Policy & Documents

The analysis of the Districts' policy and documents aims to provide guidance from which all other documents within the District can be examined.

Documents reviewed:

Board Policies

District Values & Code of Conduct

- 100 + Regulation – Vision, Mission, Values
- 101 – Goals and Objectives
- 105 + Regulation – District Code of Conduct
- 502 – Student Behaviour and Discipline
- 502.1 – Maintenance of Orderly Conduct

Diversity, Equity & Inclusion

- 102 – Diversity & Inclusion
- 106 + Regulation + Guidelines – Sexual Orientation & Gender Identity
- 502.1.2 + Regulation + Guidelines – Dress Code
- 511.2 + Guidelines – School Calendar
- 512.6 + Regulation – Special Education

Decision Making and Policy Creation

- 103 + Guidelines – Collaboration and Community
- 103 R(A) – Foundations for Learning
- 204 + Guidelines – Creation and Revision of Policy and Regulations
- 300 + Regulation (A) – Administration
- 300 Guidelines – Leadership Guidelines
- 512.14 + Guidelines – Curriculum Development
- 802 + Regulation – Citizen Involvement in Decision Making

Conflict Resolution and Complaints Process

- 103 – Bylaw Complaints by Students, Parents and Public
- 103 R (B) – Complaints and Appeals by Staff

Hiring

- 400 – Administrative Guidelines
- 400 + Regulation 3 – Equal Opportunities Employment
- 401 + Regulation + Guidelines – Recruitment and Selection of Management and Administrative Personnel

Policy & Documents

Introduction

Policies and procedures are the foundation from where the District values and commitment to equity and inclusion can be cemented.

In our analysis, we examined the District documents through questions like:

What is the goal of this policy/procedure?
Does it promote equity and inclusion?
Does it align with District values?
What potential barriers can it pose to marginalized folks?
Are the policies clear and specific?
Are there clear avenues for accountability?
Who has the responsibility to ensure this policy is implemented and is effective?
Is the language used accessible? Is it gender-neutral?
Are there any key themes that emerge when looking at these policies and procedures as an extension of the audit survey?

While these findings and recommendations are not exhaustive – we may be missing nuances and understanding of procedures and unspoken applications of these documents in practice that only come with the experience of working within the District– we hope this section will serve as a guideline from which a deeper examination can be conducted on all District policies, procedures and documents.

While specific and more in-depth findings and recommendations are found further down this section, we have also noted some general observations from the documents we examined.

General Observations

Accessibility

The links within the online pdf documents do not work when viewed through the website. We recommend adding these links in a way that can be easily clicked elsewhere.

Though not stated in the documents we reviewed, hard copies of these policies should be made available as well as disclosing whether these policies are offered in any other languages.

Since school districts operate having to consider multiple legal obligations, there should be more information provided for how each Board policy interacts with other .

Policy & Documents

General Observations

policies such as Collective Agreements especially if the lack of knowledge of this could mean the potential for someone to unknowingly go against these policies. Since there are a lot of Board Policies, Regulations and Guidelines, it may be beneficial to have a guide on how to read and understand these policies. If folks are not used to reading policy, the sheer volume and complexities of how all these documents interact may be a barrier to some. In some documents, visual aids were provided in form of flow charts. This would be an inclusive and effective way to communicate a lot of the complex procedures found within the District.

Clarity & Specificity

Specificity should be given when comments like "timely manner" are used. E.g. "Investigations will commence within 30 days of a report being received. If for some reason, it cannot commence before that timeline, the District will notify the person who reported the incident."

Some terms, words and phrases used within these documents are asked to be clarified in meaning. For example "respect" was a word that was used a lot through these documents but can mean different things to each individual person.

Acknowledging caregivers

Throughout the policy documents, regulations and guidelines, parents are the only caregivers stated. We recommend extending this to all caregivers and updating the language to be inclusive.

Gender-inclusive language

Some policies, regulations and guidelines have gendered language. E.g. He/she. These should be updated to gender-inclusive terms wherever gendered language is not necessary.

Difficulties, challenges, hindrances vs barriers

Marginalized folks do face many difficulties and challenges within our society and the degree of these depend on their intersecting identities. The suggestion to consider changing to the word "barriers" is to acknowledge that these are placed in front of these folks by systems of oppression and the subsequent policies, procedures, attitudes, assumptions and opportunities that develop from these. Making this distinction can mean that changes and updates can be made for this purpose (page x for more about the use of the word "barriers")

Policy & Documents

General Observations

Acknowledging days

Acknowledging days of cultural or religious significance and raising awareness for marginalized people is important. We recommend including actionable language in addition to acknowledgement. For example, this could be outlining that discussion should be facilitated in classrooms or the District should invite members of the community to come and share their views on how the District could better serve them. The intention behind adding actionable language is so that the District and those within it can begin to think about what action they can take towards change. It gives guidance to schools while building accountability.

Indigenous solidarity and decolonization

Through our review of the Board policies and other documents submitted for review, we did not see any references to how the District is actively and implementing with intention, decolonizing practices and showing solidarity with Indigenous students and the wider community. Since the District has an Aboriginal Success Team, they should be consulted alongside relevant folks on how to bridge this gap. The District should also be in consultation with the Indigenous communities for the continued use of the term "aboriginal".

Policy & Documents

Below are more specific findings and recommendations for the policies and documents we reviewed. These should be considered with the general observations noted above as well as the findings from the data portion of the survey. We try not to repeat recommendations so please keep that in mind when reading through this section. Some documents examined did not require specific recommendations. For this reason some documents listed as reviewed will not have a heading below.

Board Policies

District Values and Code of Conduct

The District Vision, Mission, Values and Regulation (100) are written in a clear and concise manner. The inclusion of the District Community Members as having joint responsibility in ensuring that these values are upheld is powerful.

- Safe community: The concept of a safe community is introduced in the Mission statement. Though this may not be the place to insert this addition, it is worth noting and understanding the concept of safe(r) space. Safe(r) space is the understanding that no space can truly be safe for everyone, despite our best intentions. Our intentions to do good and cause no harm does not mitigate the harm that is caused. A safe(r) space recognizes this and ensures that if harm is caused, strong and effective accountability measures are in place.
- Resilience as a value: Resilience is the ability of a person to overcome adversity and to be able to build themselves up. While this is important in life, to not let setbacks stop you from pursuing your goal, there is a risk by putting an emphasis on resilience or commending students on being resilient, they will learn to become tolerant towards adversity. The District should find ways to communicate what effective resilience looks like which involves stopping and allowing time to recover and recharge rather than rushing to keep going. This strips the sense of urgency around resilience.
- Respect as a value: When talking about values, respect is one we hear time and time again but what does it actually mean? Respect can mean different things to different people. Creating an accompanying document that dives deeper into explaining each value and adding examples could be helpful in creating a common understanding.

101 - Goals and Objectives again is clear in its language and layout. The specification of "personal excellence" under Equity is an important note to make. This forms the understanding that each student is seen as an individual with their own specific needs and goals.

Policy & Documents

District Values and Code of Conduct

- "High Quality": The note that "teaching and administration will be of high quality" is vague. It does not state the standard that this quality is measured against and could cause confusion. We recommend the Board examine what is considered "high quality" and make that distinction in the text.

105 + Regulation – District Code of Conduct is written in a way that is approachable. The addition of the title "How We Learn and Work Together" is a great addition in humanizing the policy and its applications.

- District Education Community is explained here in brackets. Since this community is outlined in the District Vision, Missions and Values, we recommend moving the explanation to that location so that any mention of the community in subsequent documents is understood.
- Positive Climate: "Positive" is used often in policy and procedures to cultivate a feeling of collective harmony. Though it is easily understood by all who read it, in practice, it can create some challenges. By placing an expectation of a positive climate, interactions and other behaviours, it leaves room for toxic positivity to enter. Toxic positivity is the idea that people should look at things in a positive way no matter what. It can sound like "everything happens for a reason", "happiness is a choice". In terms of using a "positive climate" in policy, it can result in gaslighting of feelings and incidents or labelling someone as a "troublemaker" if they are persistent in highlighting issues and are seen as disturbing the positive climate. This distinction of what is actually meant by a positive climate should be made clear, especially to those who are in charge of enforcing the policy.
- Ableism: Please refer to the definition of ableism as we noted the use of the word "special needs". The use of this language is driven by the belief that living with a disability is inherently negative and needs a positive spin on it in order for people to have their needs met.
- A healthy Environment is mentioned too without explanation which may cause confusion.
- The commitment of the members of the District includes to "not threaten, harass, intimidate or assault in any way...through physical violence." We believe psychological, sexual and online forms of violence should also be included in this.

Policy & Documents

District Values & Code of Conduct

502 - Student Behaviour and Discipline is a thorough document and we think that laying out specific complaints procedures for students within this document is important.

- "Interfering with other people, more specifically with other people's property and other people's time.": While damage to property and disruption of class time are serious matters, specifically outlining this also highlights the connection with capitalism. The connection to the importance of ownership under capitalism as well as how capitalism considers "time is money!" cannot be ignored here. We recommend adding to this the importance of other people's physical and psychological safety and wellbeing being made a priority as well.
- Language updates: Some gendered terms such as "he/she" and "sportsmanship" are used. In a move towards gender inclusiveness and the application of SOGI policies and guidelines, we recommend reviewing and amending these and other gendered terms within the documents. Explanation of the term "no objective hearing" should also be provided as this phrase may not be familiar to all, especially students who may be interested in reading this policy as it pertains to them. "Children" is used here to refer to students and in the context of this policy, it may sound condescending to some.
- Setting the tone for mutual respect and understanding: In our observation, especially within the sections of Student Rights and Responsibilities and Student Complaints and Grievances, there were some sentiments that we feel should be reexamined in the context of equity and anti-oppression. Phrases such as "without constant argument" places a judgement on the student before even knowing the situation. This combined with the expectation of maintaining a "positive climate" can be extremely harmful. Disruptive behaviour is an expression of an unmet need. There should be a clear procedure highlighted within the document on how incidents like continuous disruption will be handled (or if there is one already, the policy number embedded here) from a place of compassion and understanding. Another point is around the expectation of students to "obey directions first and ask questions later" in the interest of safety. Though the intention is to keep students safe and to ensure that they understand teachers are there for their safety, this concern does not come across. Schools should be a place where students get to develop their self-discipline and decision-making at their pace, a "one person, one vote democracy" AND also a place where the responsibility of the teacher for their students is understood and respected. This section may prevent students from reporting a grievance in fear that they might be seen as going against this policy, causing issues to go unreported.

Policy & Documents

District Values & Code of Conduct

We would recommend editing these pieces. We also recommend creating a separate section on the relationship and responsibilities between students and teachers.

502.1 Maintenance of Orderly Conduct may need some more clarity added.

- Define orderly conduct: There is no definition of what orderly conduct is for the District. We recommend adding in some examples to make it easily understandable.
- Suspension measures: Though it seems as if suspension from a one-time incident is only for exceptional circumstances, it does not say whether restorative practices are used within the District.

Diversity, Equity & Inclusion

102 Diversity and Inclusion outlines the rights of all school community members to learn and work in an environment free from discrimination.

- Equity & Anti-Oppression: Since one of the District values is equity, we recommend extending this policy to include equity. Since equity is already highlighted under educational practices by recognizing that everyone has unique needs, we feel adding it to the scope of this policy makes sense. This policy could also extend to include intersectionality and acknowledging the different barriers that marginalized folks face and how the District will take that on board under this diversity, equity and inclusion policy. The suggestion to include equity also extends to when equality is mentioned in other policies, regulations and guidelines.
- Accessibility: Though "inclusive classroom practices" are mentioned, an example of what this could be for students with physical and/or mental disabilities could be useful, in addition to the existing example of ELL support.
- Include definition: We recommend adding the location 15(1) from the Charter that states what in particular cannot be discriminated against as well as elaborating on 15(2) of the Charter that makes the distinction "Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability."

Policy & Documents

Diversity, Equity & Inclusion

106 Sexual Orientation and Gender Identity + Regulation + Guidelines create a comprehensive and inclusive plan for the District to ensure that those who are nonbinary and who are members of the 2SLGBTQIA+ community are protected and celebrated.

- Indigenous solidarity: Recently, more and more organizations have been ensuring that Two-Spirit is placed at the front of the acronym. This is to acknowledge that Two-Spirited people (recognizing that this is a universal term in English and there are many words for Two-Spirit that do not have English translations.) have been discriminated against and persecuted since the beginning of colonization in Canada. We recommend consulting with community members on this change. The acronym for this term is explained in the second paragraph after being used in the first paragraph without explanation.
- Practicing call-ins: How the District encourages folks to challenge those who behave in disrespectful ways is important. We recommend providing more direction on how to challenge including providing an opportunity for call-ins.
- Gender identity: Using the phrase "gender decisions" could be taken as gender is a choice and a preference. Alternative phrases could be the use of "gender identity affirmed" rather than making the distinction for the sentence to read "including the right to have one's gender identity affirmed and remain private at school or work".
- Gender-neutral facilities: Single-person facilities as stated will be accessible to all persons. We recommend the District ensuring that they are clearly labelled as gender-neutral and accessible washrooms.
- Inclusion of trans students: Specific clarity on trans student participation in physical activity and other activities separated by gender should be included.

502.12 Dress Code + Regulation + Guidelines has some important areas to provide clarification. Though it is stated that policies created should not be prescriptive, certain phrases and terms used in the policy regulation and guideline needs to be expanded upon as the interpretation differs from person to person. These include:

- Respect for themselves, self-respect and dignity of the wearer, respect for the school context, respect for the perspectives and sensibilities of others.
- Immodesty
- "The way students dress has an impact on the tone of the school".
- "For secondary school students, while there is neither need for nor benefit to formality, clothing should meet the minimal standards of propriety that are typical of the workplace."
 - It does not seem clear why secondary school students would need to meet these minimal standards.

Policy & Documents

Diversity, Equity & Inclusion

- Dress that is "distracting to others".
 - Since cisgender girls are often blamed for "distracting" others by the way they dress, having this statement be vague will open up the risk for this. Examples should be provided for what constitutes "distracting" others.
- "Authority to establish reasonable requirement with respect to dress"
 - What is reasonable?

511.2 School Calendar + Guidelines. By examining the school calendar, we were hoping to get a better understanding of whether the District celebrates days off other than those outlined as Stat days in BC. The policy and guidelines did not provide this picture so we instead examined the 2019 -2022 District calendar to better understand if any other celebrations or acknowledgements were given a day off. The District should consider how flexibility can be given to those who are not Christian or Catholic to take a day off on a day that is significant to them culturally and religiously instead of a Stat day that they have no connection to.

512.6 Special Education + Regulation contains ableist and outdated terms. In particular, we found the use of "special education", "special needs" and "handicapped". Referring to education for people with disabilities as "special" infers that they are different from those without disabilities (see definition of Ableism) . These terms and the specifics of this policy should be reexamined with consultation from people with disabilities. While those who have disabilities can use terms in the ways they want to, as general policies for the District, these words should be replaced.

Decision Making, Consultation & Policy Creation

103 Collaboration and Community sets the expectation of creating a strong sense of a common goal within the District. We feel there is an opportunity to recognize that some voices may not be heard often or consulted upon. The District should encourage and ensure that marginalized folks are not only included but listened to and are considered an essential part of decision-making processes.

103 Foundations for Learning Regulation (A) would be even more inclusive if it gave insights into what is included as a "common concern". In a homogenous environment, if the majority decides an issue is not of concern or importance, it may exclude those whose concerns should be addressed by the entire school.

Policy & Documents

Decision Making, Consultation & Policy Creation

204 Creation and Revision of Policy + Regulations + Guidelines outline a clear process. Some more details to add to the clarity would also be to state whether feedback can be given to emergency policies and how often policies are reviewed. I.E it currently states "periodically". Page two of the policy seems to be a repeat of the first three paragraphs on page one. The guidelines contain a visual flow chart that should be used for all complex procedures.

300 G Leadership Guidelines is written in a form that is quite different from the other documents. Though it is in-depth and explains the complexities and challenges of leadership, it may not be a completely accessible document for all, due to its academic format. We recommend also providing visual charts to make it easier to understand as well as revisiting to examine whether certain points could be simplified.

802 Citizen's Involvement in Decision Making + Regulation does not specifically mention seeking the involvement of folks who belong to the community that may be affected by policy. Though this may be practice already, it should be outlined.

Conflict Resolution & Complaint process

103 Bylaw: Complaints and Appeals by Students, Parents and the Public includes "mediation conducted by the principal or designate" as a way to resolve conflicts. Mediation is a specific skill and it is not stated whether the internal mediation is offered by someone who is trained to do so. The District should ensure that all persons expected to mediate conflicts are trained, as harm can be unintentionally caused if adequate training is not provided.

- More details should be provided that outlines the process of reporting anonymously as well as the steps involved in getting assistance from an employee of the Board in the appeals process.
- Retaliation is mentioned but no examples are provided as to acts that would be considered retaliation. Often these can be covert and hard to pinpoint. Providing this information could be beneficial. If this exists already, include the location of this policy.
- When setting out a process that could affect students, in particular, an explanation should be provided for these. For example, the policy stated that a copy of the appeal will be sent to the student's parents if filled out by someone under the age of 19. If this is a legal obligation of the District, it should be noted.

Policy & Documents

Conflict Resolution & Complaint process

103 Complaints and Appeals by Staff Regulation 103- R (B) outlines some processes that may impose some barriers to marginalized staff members. This includes:

- "They are expected to respect both the consensus of colleagues and the authority of their supervisors". This may become an issue if someone expresses an opinion that the majority of staff feel is unimportant or irrelevant as they may not be affected by it.
- Setting up the expectation that concern should be expressed verbally first can be intimidating and cause some individuals to not speak up. There should also be multiple ways that concern and opinions can be expressed outside of verbally addressing the person or lodging an official complaint where possible. Though retaliation is specified as not being tolerated in this document, it can be subtle and covert, making it hard to pinpoint. In the case where union procedures require this process, the right to have someone as support through this process should be clearly stated.

Hiring

400 Equal Opportunity Employment Regulation 3 does not mention equitable steps the District is going to take in the hiring process and promotion opportunities except in the statement of non-discrimination and "advancement on the basis of individual abilities and merit." We suggest changing this title to be "Equitable Employment Opportunity".

401 Recruitment and Selection of Management and Administrative Personnel + Regulation + Guidelines provides a good layout of the process for hiring. Some clarity can be given to what exactly is meant by "good standing" and "successful teaching experience". The preference given to an advanced degree should also be examined whether that is necessary to perform the job. Adding in "nice to have" or stating preferences on a job posting can deter folks from applying because they may not have all of the qualifications.

- Culture fit vs value fit/add: Reference checking guidelines and interview questions should ensure that the focus is on finding someone who is a value fit or add rather than a culture fit. While culture fit often entails hiring candidates that are similar to us in terms of interest, personality, work styles, focus on value fit or add cultivates a deeper mix of individuals within the organization working towards a common goal.

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

POLICY	STATUS	DATE/TIMELINE
Policy 101: Developmental Objectives	Requires revision upon completion of District Strategic Plan.	2022
Policy 102: Diversity and Inclusion	Requires revision	Jun 20 2022 - DEI Policy Revisions - Report from Assistant Superintendent Brautigam.
Policy 103 Bylaw: Complaints by Students, Parents & the Public	Requires revision	2022
Policy 105-R: District Code of Conduct: How we Learn and Work Together Personal Use of District Supplies, Equipment and Facilities	Requires revision	Feb 8 2021 – Executive Director presented Report and proposed Draft revised Regulation to Policy Committee. Guideline and Policy were reviewed at the Nov 18, 2020 F&L Committee meeting, that advised it be brought to Policy for review.
Policy 502: Student Behaviour and Discipline Policy 502.1: Maintenance of Orderly Conduct Policy 502.2/502.2-R: Student Suspension or Exclusion from School Policy 502.3/502.3-R: Student Possession of Weapons	Requires revision	Jan 18 2021 – Update provided by Deputy Superintendent. Policies and regulations will be updated in with District Code of Conduct and brought back to the Committee for further review and feedback.
Policy 522/522-R: Transportation	Requires revision	2022
Policy 701.11/701.11-R: Naming and Renaming of Board Owned Facilities or Parts of Board Owned Facilities	Requires revision	Mar 7 2022 - Update for information from the Deputy Superintendent To be aligned with the Diversity & Anti-racism Working Group Report
Policy Section 700: Facilities – Phase 2	Requires revision	Mar 7 2022 – Report from the Executive Director, Facilities Services To come back to a future Policy Committee Meeting.
Document Management Policy	On hold	

Updated to June 20, 2022