

Policy Committee
Public Meeting Agenda

Monday, June 10, 2024 – 11:00 am
via Zoom

<https://sd38.zoom.us/j/68007809889>

Passcode: 6000

The Richmond Board of Education acknowledges and thanks the First Peoples of the hə́nqəmihəm language group on whose traditional and unceded territories we teach, learn and live.

- 1. Adopt Agenda**
- 2. Approve Minutes**
Public minutes from meeting held May 13, 2024 attached.
- 3. Policy 105: District Code of Conduct**
Report from the Deputy Superintendent and Executive Director, Learning and Business Technologies attached.
- 4. Status of Current and Anticipated Items**
Status Update attached.
- 5. Next Meeting Date – September 2024**
- 6. Adjournment**

Policy Committee
Public Meeting Minutes

Monday, May 13, 2024 – 11:00 am
Via Zoom

Present:

Chairperson	D. Tablotney
Vice Chairperson	D. Yang
Trustee Member	R. Belleza
Trustee Alternate	H. Larson*
Trustee	A. Wong
Deputy Superintendent	R. Ryan
Executive Director, Learning and Business Technologies	R. Laing
President, Richmond Teachers' Association	L. Baverstock
2 nd Vice President, Richmond Teachers' Association	F. Marsic
President, Richmond Association of School Administrators	G. Fitt
Vice President, Richmond Association of School Administrators	A. Goulas
President, Canadian Union of Public Employees 716	S. Robinson
Executive Assistant (Recording Secretary)	J. Coronel

*Present for a portion of the meeting

Regrets:

Superintendent	C. Usih
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The Chairperson called the meeting to order at 11:02 am.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmi̓n̓əm language group on whose traditional and unceded territories we teach, learn and live.

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

Minutes of the meeting held April 15, 2024 were approved as circulated.

3. Policy 400-R5: Smoking and Alcohol Consumption
Policy 804.1-R: Community Use of District Facilities

The Deputy Superintendent spoke to his report as included in the agenda package. He highlighted that, upon consultation with partner groups, the partner group review process will be extended from one month to two months, for the period of May 23 to July 23, 2024.

The President, Richmond Teachers' Association shared her comments on the interpretation of "district business" as stated in Policy 400-R5. She also proposed to include the phrase "misuse of prescription drugs" in Policy 804.1-R to be consistent with Policy 400-R5.

In response to a suggestion from the President, Richmond Teachers' Association to have a broader review of Policy 804.1-R, the Deputy Superintendent clarified that the current policy revision aims to focus on the urgent need of removing the Superintendent's authority to approve alcohol consumption on district property, with plans to address less urgent concerns in the future.

Finally, the Deputy Superintendent responded to a trustee's inquiry on the interpretation of language in Policy 400-R5 prohibiting consumption of alcohol and cannabis without explicit prohibition of their transfer, purchase or possession (similar to language on illegal drugs).

Following discussion, the Committee then agreed to forward the following **RECOMMENDATION** to the Board:

THAT the Policy Committee recommend to the Board of Education that revised Policy 400-R5: Smoking and Alcohol Consumption, and Policy 804.1-R: Community Use of District Facilities be referred to Partner Group Review Process for the period of May 23 to July 23, 2024.

4. Policy 104: Acceptable Use of Information and Communication Services

The Executive Director, Learning and Business Technologies provided an update on the process and actions taken in regard to the Personal Digital Device policy and guidelines which are required by the Ministry of Education and Child Care to be in place by September 2024. He noted that the key focus of the policy and guidelines will be on the acceptable use of these devices to leverage technology to be a tool to enhance learning in a focused classroom rather than a potential hindrance or distraction to learning.

The President, Richmond Teachers' Association emphasized the importance of clear guidelines and consistent implementation for students. The Executive Director, Learning and Business Technologies then responded to a trustee's comment on the inclusive application of the guidelines.

Trustee Larson left the meeting at 11:49 am.

5. Status of Current and Anticipated Items

A Status of Current and Anticipated Items was attached to the agenda package. There were no questions or comments.

6. Next Meeting Date – Monday, June 10, 2024 at 11:00 am.

7. Adjournment

The meeting adjourned at 11:57 am.

Respectfully Submitted,

*Debbie Tablotney
Chairperson, Policy Committee*

DRAFT

Report to Policy Committee Public

Date: June 10, 2024
From: Rick Ryan, Deputy Superintendent and Rob Laing, Executive Director
Subject: **Policy 105 - District Code of Conduct**

RECOMMENDATION:

THAT the Policy Committee recommend that the Board of Education approve the attached minor revisions to **Policy 105 District Code of Conduct at the June 19th, 2024, Public Meeting.**

BACKGROUND:

From time to time, Policy Committee will bring forward minor revisions to existing policies and/or regulations for the Board's consideration. Ultimately, all revisions supported by Policy Committee will require approval at a public meeting of the Board of Education.

The Ministry of Education and Child Care has amended the *Provincial Standards for Codes of Conduct Order* (the "Order") to promote consistency and to support boards of education in ensuring their schools have appropriate policies in place to restrict student personal digital device use. **The amended Order will come into effect on July 1, 2024.**

In order to coincide with the Order coming into effect, staff are recommending that the Policy Committee implement the provision of Policy 204-R which states:

If a situation arises in which the Board must act quickly, the Chairperson may, with the consent of the Board, waive the requirement of prior notice and the Board may propose, discuss, and adopt a policy or regulations at a single meeting. However, it is the practice of the Board to review such emergency policies and regulations after they have been in force for several months to ensure that the policy and/or regulations are well considered and remain appropriate for continued use.

Per Policy 204-R, it is also recommended not to place the policy revisions into the partner group review process, since the proposed revisions are minor in nature.

LEGISLATIVE CONSIDERATIONS:

School Act - Section 85: Power and Capacity

For the purposes of carrying out its powers, functions, and duties under the School Act, a board has the power and capacity to determine local policy.

POLICY CONSIDERATIONS:

See attached draft minor revisions to Policy 105.

PROPOSED TIMELINE:

Dates	Meeting	Comments
June 10, 2024	Policy Committee (Public)	Draft revised policy shared with the Committee. Recommendation for possible approval at the next scheduled public meeting of the board.
June 19, 2024	Board of Education (Public)	Recommendation for board approval of revised policy.

Respectfully submitted,

*Rick Ryan
Deputy Superintendent*

*Rob Laing
Executive Director, Learning and Business Technologies*

Attachments:

- 1. Revised Policy 105 - District Code of Conduct (track change and clean versions)*
- 2. Provincial Government Document: Personal Digital Device Restrictions Support Guide*

DISTRICT PHILOSOPHY

Policy 105 (previously 502.1.1)

District Code of Conduct: How We Learn and Work Together

The Board of Education recognizes and welcomes its obligation to all members of the district community to provide a positive climate and a safe, healthy environment. As we learn and work together, we will truly celebrate and support the rich diversity that is our district community.

It is our collective responsibility and expectation that all district community members (students, staff, parents, and guests) comply with and enact the purpose and spirit of the British Columbia Human Rights Code, the Canadian Charter of Rights and Freedoms and the Canadian Human Rights Act including not engaging in discriminatory conduct on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or that group or class of persons.* (BC Human Rights Code 2017).

To that end, we are committed to the expectation that all members of the district community will conduct themselves in an ethical and lawful manner that demonstrates respect for self, others, property, and the environment.

We will:

- show respect for the diversity of the members of our school and district community.
- ~~act~~ in a safe, considerate, and courteous manner at all times.
- not threaten, harass, intimidate, or assault, in any way, any person within our school district community, through physical violence, print or electronic media.
- not be in possession of weapons, dangerous articles, alcohol, or illegal drugs while in school or work.
- ~~restrict students' use of personal digital devices at school, including during instructional time or learning related activities, to promote online safety and a focused learning environment, unless use is permitted by supervising staff.~~
- ~~support the acceptable use of student personal digital devices for accessibility and accommodation needs, medical and health needs, and to support equity of learning outcomes.~~
- show respect and pride in our school district buildings and equipment through care and appropriate use of school district property.
- respect the non-smoking ~~and non-vaping~~ environment of our schools and school district facilities.

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The District Code of Conduct shall apply at all school, ~~district facilities, and school/district~~ functions regardless of location. In its application, there will be a clear understanding that everyone has a responsibility to ensure that the Code of Conduct is lived daily through being

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Adopted: 05 September 1995
Revised: 15 September 2008; 19 June 2017

respectful, caring, and courteous. There is also a recognition that each member of the district's community has a duty to report violations.

Any violation will warrant intervention and/or disciplinary action.

Adopted: 05 September 1995
Revised: 15 September 2008; 19 June 2017

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To that end, we are committed to the expectation that all members of the district community will conduct themselves in an ethical and lawful manner that demonstrates respect for self, others, property, and the environment.

We will:

- show respect for the diversity of the members of our school and district community.
- act in a safe, considerate, and courteous manner at all times.
- not threaten, harass, intimidate, or assault, in any way, any person within our school district community, through physical violence, print or electronic media.
- not be in possession of weapons, dangerous articles, alcohol, or illegal drugs while in school or work.
- restrict students' use of personal digital devices at school, including during instructional time or learning related activities, to promote online safety and a focused learning environment, unless use is permitted by supervising staff.
- support the acceptable use of student personal digital devices for accessibility and accommodation needs, medical and health needs, and to support equity of learning outcomes.
- show respect and pride in our school district buildings and equipment through care and appropriate use of school district property.
- respect the non-smoking and non-vaping environment of our schools and school district facilities.

The District Code of Conduct shall apply at all school district facilities, and school/district functions regardless of location. In its application, there will be a clear understanding that everyone has a responsibility to ensure that the Code of Conduct is lived daily through being

respectful, caring, and courteous. There is also a recognition that each member of the district's community has a duty to report violations.

Any violation will warrant intervention and/or disciplinary action.

Personal Digital Device Restrictions Support Guide

The Ministry of Education and Child Care has [amended](#) the *Provincial Standards for Codes of Conduct Order* (the “Order”) to promote provincial consistency and to support boards of education in ensuring their schools have appropriate policies in place to restrict student personal digital device use. The amended Order will come into effect on July 1, 2024.

This guide is intended to support boards of education in amending their codes of conduct to align with the amended Order by including language that addresses student use of personal digital devices (including cell phones) at school. This Order sets out the standards that boards of education must meet in establishing student codes of conduct for their respective districts. The information in this support guide is provided for your convenience and guidance and is not a replacement for the Order.

The Ministry of Education and Child Care recommends boards of education engage with their Indigenous Education Councils as part of the process of updating their codes of conduct.

Order Language

The following sections are excerpts from the amended Order:

- 1 In this order “**personal digital device**” means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet.
- 6 Boards must ensure that the following elements are included in their codes of conduct:
 - ...(d.1) one or more statements about restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments;
- 8 Further to section 6(d.1), the statements about restricting the use of personal digital devices at school must address the following matters:
 - (a) restrictions on the use of personal digital devices at school, including during hours of instruction;
 - (b) use of personal digital devices for instructional purposes and digital literacy;
 - (c) use of personal digital devices that is appropriate to a student’s age and developmental stage;
 - (d) accessibility and accommodation needs;
 - (e) medical and health needs;
 - (f) equity to support learning outcomes.

Intention

Codes of conduct to restrict student personal digital device use at school to promote online safety and support focused learning environments.

Supporting Information

Section 1 Personal Digital Devices

The Order defines this term as “any personal digital device that can be used to communicate or to access the internet, such as a cell phone or a tablet.” Additional examples of devices that may fall into this definition are smart watches, gaming devices, and electronic toys.

Subsection 8(a) At school, including during hours of instruction

Codes of conduct must include statements about restricting the use of personal digital devices during hours of instruction. Boards of education are expected to use these statements to limit the use of personal digital devices at times when students should be focused on participating in educational programs.

With respect to the meaning of “hours of instruction”, please see the relevant definitions in the *School Regulation*.

Codes of conduct may also address student use of personal digital devices during school hours or on school property.

Subsection 8(b) Instructional purposes and digital literacy

Codes of conduct must address the use of personal digital devices for instructional purposes and digital literacy. Instructional purposes might include the use of devices as directed by teachers during class time. Digital literacy purposes might include designated computer or cell phone time that serves to promote digital literacy by providing opportunities for students to use devices while under the supervision of a teacher, which may include critical dialogue regarding responsible and appropriate use of devices.

Subsection 8(c) Age and Developmental Stage

Codes of conduct must address the use of personal digital devices that is appropriate to a student’s age and developmental stage. For example, elementary school codes of conduct may take a more restrictive approach, while middle and secondary schools may allow for progressively greater flexibility and student agency in using personal digital devices.

Subsection 8(d) Accessibility and accommodation needs

Codes of conduct must address accessibility and accommodation needs. This might involve the use of personal digital devices to support students with disabilities or diverse abilities as outlined in students’ support plans and Individual Education Plans. Codes of conduct may consider the use of assistive technology on personal digital devices at school to support student accessibility, communication, and autonomy. Examples of assistive technology could include devices or programs that support students with hearing loss or voice, speech or language disorders. Codes of conduct might allow for the use of tools such as augmentative and alternative communication (AAC) devices, text to speech and speech to text programs or devices, translators, timers, calendars, and reminder software to promote accessibility and to facilitate participation.

Subsection 8(e) Medical and health needs

Codes of conduct must address medical and health needs. This might include approved use of personal digital devices to support medical necessities, such as monitoring blood glucose levels for a student with diabetes.

Subsection 8(f) Equity to support learning outcomes

Codes of conduct must address equity to support learning outcomes. Codes of conduct might include considerations to ensure personal digital device restrictions do not disproportionately impact some students

more than others. For example, codes of conduct may reflect computer or cell phone access facilitated by boards of education to support students who do not have access to internet outside of school and who therefore might use technology at school to complete schoolwork and foster connections with peers.

Research/Evidence

Restricting the use of personal digital devices at school is consistent with published research and evidence. The Ministry of Education and Child Care recommends that boards of education consider available research, including the following information, when amending their codes of conduct.

Reducing Screen Time at School

A recent academic paper (Smale et al., 2021) looking at the potential benefits and harms of cell phone use in classrooms to provide policy recommendations concluded that “removing cell phones from classrooms is likely to reduce students’ temptation to check their devices, play games, text, and surf the Internet, consequently enhancing their ability to focus and thus improving their performance due to greater intake and memory of academic material.” (p.51)

According to the 2023 BC Adolescent Health Survey results (Smith et al., 2024), during their last school day prior to responding to the survey, top reasons for which students reported using their phones included: to scroll social media (74%), connect with family and friends (65%), game (not esports) (26%), game (esports) (18%), and only 11% of students reported using their phones for none of these activities.

There is a growing field of research into the impacts of cell phones and social media on mental health and academic performance, however there is still limited in-depth or longitudinal studies and more research is needed to confirm causality versus correlation (Smale et al., 2021; Abi-Jaoude, et al., 2020; Vuorre et al., 2021; Shannon, et al., 2022). Social media use in particular has been linked to emotional and coping challenges, including eroded self-worth, fear of missing out, distraction, stress and anxiety, and exposure to cyber-bullying (Vuorre et al., 2021; Abi-Jaoude et al., 2020; Shannon et al., 2022).

To promote physical and mental health and support healthy relationships, HealthLinkBC (2023) recommends a maximum of 2 hours of screen time per day for children aged 5-17. According to a recent report (Saunders & Colley, 2024) based on the Canadian Community Health Survey, average screen time increased between 2018 and 2021. In 2018, 42.5% of youth between age 12-17 reported meeting the recommended 2 hours or less of screen time on school days and 21% on non-school days, compared to 29.8% and 12.2% in 2021. Increased screen time takes away from time spent in direct connection with others, physical activity, and learning activities, and delays sleep.

Digital Literacy

As set out in the *School Act*, “the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.” Digital literacy is instrumental to meeting this purpose. Digital literacy can include both the basic skills needed to operate devices and programs, as well as the thinking skills needed to access, evaluate, and utilize digital information. Jobs across all industries increasingly need foundational to advanced computer skills (Bergson-Shilcock, 2020). Digital literacy further promotes critical thinking related to internet safety, media, and online participation which benefit personal agency, holistic health, and political engagement and democracy (Cortesi et al., 2020).

Equity, Accessibility and Accommodations

Many B.C. students face barriers due to factors such as race, gender, sexual orientation, socioeconomic status, care status, disabilities, diverse abilities, immigration status or primary language.

Students who face barriers are likely to experience greater benefits from access to technology and internet to support their unique needs. Cell phones can support equity through access to supports and services, connections and relationships, applications for learning, and more (UNESCO, 2023; McCreary Centre Society, 2018; Ministry of Children and Family Development, 2021). Cell phones can also support a sense of safety and promote social connection (Ministry of Children and Family Development, 2021).

The UNESCO Technology in Education report (2023) identifies that, “People with disabilities face some of the most significant barriers in accessing quality education. Technology provides multiple means of representing information, expressing knowledge and engaging in learning, which can support people with disabilities, providing fair and optimized access to the curriculum, while developing their independence, agency and social inclusion” (p. 37). They further identify that “Some applications and technology-assisted learning initiatives support language learning” (p. 40).

Access to the Internet

According to the 2023 BC Adolescent Health Survey, 97% of youth in B.C. had access to the internet in some capacity, and among these youth, 31% identified as accessing internet at school (Smith et al., 2023, p. 41). While highspeed internet or cellular services are available to most B.C. residents, many face barriers for access due to affordability (Ministry of Citizens' Services, 2022, pp. 26, 42). Students without internet access at home or cellular data may have access internet while at school or in other wifi-enabled locations outside of their houses.

BC Youth's Access to Technology fact sheet (McCreary Centre Society, 2018), based on 2018 Adolescent Health Survey data, identifies that a lack of internet access can create barriers to access health and mental health information, reduce feelings of connection and negatively impact school and employment skills (p. 1). They further note that those without internet were less likely to plan to graduate secondary school or pursue post-secondary education and reported poorer mental health and wellbeing, with higher levels of school absences, self-harm, and suicidality (p. 3). School connectedness was seen to be “protective for youth who lacked Internet access. For example, those who felt like a part of their school were more likely to rate their mental health as good or excellent ..., to feel happy ..., and to plan to continue their education beyond high school.” (p. 6)

Resources:

Curriculum

- [BC's curriculum](#) provides many opportunities for students to consider the appropriate use of technology. The provincial Applied Design, Skills, and Technologies (ADST) course is required learning for all students. Other areas of the curriculum reinforce this learning about technology use, such as the health components of the Physical and Health Education (PHE) curriculum which teach students about making choices to promote physical and mental health and developing healthy relationships.

Next Generation Network

- Through the Next Generation Network, the Ministry supports school districts with resources to protect internet access on school networks with firewall services to block: access to social media sites, inappropriate images, websites defined as inappropriate by the districts.

Digital Literacy

- BC's [Digital Literacy Framework](#) gives teachers suggestions on what ages to introduce important concepts related to topics like digital footprints, online safety, and information literacy.
- [United Nations Educational, Scientific and Cultural Organization \(UNESCO\) International Centre for Technical and Vocational Education and Training](#) provides a database of digital competence frameworks, links to articles and think-pieces, and webinars.
- [Youth and Digital Citizenship+ \(Plus\): Understanding Skills for a Digital World](#) overview of digital citizenship, its importance in the digital age, includes frameworks and resources.

Assistive Technology

- [SET-BC \(setbc.org\)](#) provides assistive technology services for students living with physical disabilities.

Parent & Educator Resources

Digital literacy training

- [MediaSmarts](#) Non-profit organization that develops digital media literacy programs and resources with BC specific resources and curriculum charts for Grades K-12. Additional resources for parents include blogs, games, tips sheets, guides, workshops & tutorials, and videos.
- [Expect respect and a safe education \(erase\)](#) Online safety information, actions and resources to support K-12 students, parents, families, and educators in learning how to use technology responsibly, and stay safe from online harms.
 - erase Training sessions were designed to support families and caregivers navigate the digital world.
- [TelusWise](#) free digital literacy education program that offers informative workshops and resources to help people of all ages have a positive experience as digital citizens.
- [Canadian Paediatric Society - Digital media: Promoting healthy screen use in school-aged children and adolescents](#)
- [Canadian Paediatric Society - Screen time and digital media: Advice for parents of school-aged children and teens](#)
- [Canadian Paediatric Society - Social media: What parents should know](#)

Assistive Technology

- [Understood.org - What is assistive technology?](#)

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POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

COMPLETED		
	Policy	Dates & Actions
1	Policy 101: Goals and Objectives	Revised policy approved in May 2023
2	Policy 201: Board Operations	Revised policy approved in June 2023
3	Policy 311/311-R: Freedom of Information and Protection of Privacy	New policy approved in June 2023
4	Policy 621/621-R: Financial Planning and Reporting and Policy 631-R: Accumulated Operating Surplus and Capital Reserves	Revised policy approved in June 2023
5	Policy 402/402-R: Public Interest Disclosure Policy	New policy approved in December 2023
6	Policy 701.2-R: Capital Project Design Review Process	Revised policy approved in March 2024
7	Policy 200: Trustee Role, Responsibilities and Code of Ethics	Revised policy approved in May 2024
8	Policy 204-R: Creation and Revision of Policy and Regulations	Revised policy approved in May 2024

IN PROGRESS		
	Policy	Dates & Actions
1	Policy 105: District Code of Conduct Senior Staff Responsible: Rick Ryan and Rob Laing	<ul style="list-style-type: none"> • Public report on draft revised policy, with Recommendation for approval of revised policies at June board meeting (June 2024)
2	Policy 400-R5: Smoking and Alcohol Consumption Policy 804.1-R: Community Use of District Facilities Senior Staff Responsible: Rick Ryan	<ul style="list-style-type: none"> • Public report on draft revised policy, with Recommendation to place into Partner Group Review Process from May 23 to July 23, 2024 (May 2024) • Under Partner Group review from May 23 to July 23, 2024 (June 2024)

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

ANTICIPATED		
	Policy	Dates & Actions
1	<p>Policy 102: Diversity and Inclusion</p> <p>Senior Staff Responsible: Christel Brautigam</p>	<ul style="list-style-type: none"> • DEI Advisory Committee Policy Update (Dec 2022) • Public report on revised policy checklist from DEI Advisory Committee; Revised policy checklist approved by Policy Committee (Jan 2023) • Policy revision placed on hold to align with an anticipated Ministry DEI framework
2	<p>Policy 103 Bylaw: Complaints by Students, Parents & the Public</p> <p>Senior Staff Responsible: Rick Ryan</p>	<ul style="list-style-type: none"> • Anticipate submission of revised policy to public meeting in 2024
3	<p>Policy 105-R: District Code of Conduct: How we Learn and Work Together Personal Use of District Supplies, Equipment and Facilities</p> <p>Senior Staff Responsible: Cindy Wang</p>	<ul style="list-style-type: none"> • Public report on draft revised policy (Feb 2021) <ul style="list-style-type: none"> - Committee agreed that there would be more discussion and review around process for the revision to be brought back at a later date • Anticipate submission of revised policy to public meeting in 2024
4	<p>Policy 502: Student Behaviour and Discipline</p> <p>Policy 502.1: Maintenance of Orderly Conduct</p> <p>Policy 502.2/502.2-R: Student Suspension or Exclusion from School</p> <p>Policy 502.3/502.3-R: Student Possession of Weapons</p> <p>Senior Staff Responsible: TBD</p>	<ul style="list-style-type: none"> • 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 (Jan 2021) • Anticipate submission of revised policy to public meeting in 2024
5	<p>Policy 522/522-R: Transportation</p> <p>Senior Staff Responsible: Cindy Wang/Jane MacMillan</p>	<ul style="list-style-type: none"> • Anticipate submission of revised policy to public meeting in 2024
6	<p>Policy 701.11/701.11-R: Naming and Renaming of Board Owned Facilities or Parts of Board Owned Facilities</p> <p>Senior Staff Responsible: Rick Ryan</p>	<ul style="list-style-type: none"> • Update for information from the Deputy Superintendent (Mar 2022) • Policy revision and development placed on hold to allow for the Anti-Racism Working Group Report to the Board • Policy 102 will be reviewed/refreshed to inform and ensure alignment with a redrafted Policy 701.11/701.11-R

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

ANTICIPATED		
	Policy	Dates & Actions
7	<p>Policy 701.12/701.12-G: Official School Openings</p> <p>Senior Staff Responsible: Cindy Wang</p>	<ul style="list-style-type: none"> Anticipate submission of revised policy to public meeting in 2024
8	<p>PHASE 3 - Policy Section 700: Facilities:</p> <p>Policy 703.1 - Accident Prevention and Safety Procedure</p> <p>Policy 703.2 - First Aid and Accident Reports</p> <p>Policy 703.5 and Regulation 703.5-R - Health and Safety</p> <p>Policy 703.6 and Regulation 703.6-R - Protection of Employees from Violence in the Workplace</p> <p>Policy 705 and Regulation 705-R - Telephones</p> <p>Policy 706 - Smoke Free Environments</p> <p>Policy 703.7 and Regulation 703.7-R - Closure of Schools Due to Emergent Conditions</p> <p>Policy 707 and Regulation 707-R - Post Disaster Procedures</p> <p>Policy 708 and Regulation 708-R - Video Surveillance</p> <p>Senior Staff Responsible: Cindy Wang</p>	<ul style="list-style-type: none"> Anticipate submission of revised policy to public meeting in 2024