

Policy Committee
Public Meeting Agenda

Monday, December 2, 2024 – 11:00 am
via Zoom

<https://sd38.zoom.us/j/61808664353>

Passcode: 6000

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

- 1. Adopt Agenda**
- 2. Approve Minutes**
Public minutes from meeting held November 12, 2024 attached.
- 3. Policy 102: Diversity and Inclusion**
Report from Assistant Superintendent Brautigam attached.
- 4. Status of Current and Anticipated Items**
Status Update attached.
- 5. Next Meeting Date – Monday, January 13, 2025 at 11:00 am**
- 6. Adjournment**

Policy Committee
Public Meeting Minutes

Tuesday, November 12, 2024 – 11:00 am
Via Zoom

Present:

Chairperson	D. Tablotney
Trustee Alternate	H. Larson
Trustee	A. Wong
Superintendent	C. Usih
Assistant Superintendent	R. Laing
1 st Vice President, Richmond Teachers' Association	S. Wenglowski
2 nd Vice President, Richmond Teachers' Association	F. Marsic
3 rd Vice President, Richmond Teachers' Association	J. Cho
President, Richmond Association of School Administrators	N. Widdess
President, Canadian Union of Public Employees 716	S. Robinson
President, Richmond District Parents Association	C. Huang
Vice President, Richmond District Parents Association	A. Gong
Executive Assistant (Recording Secretary)	J. Coronel

Regrets:

Vice Chairperson	D. Yang
Trustee Member	R. Belleza

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmiñəm 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 October 15, 2024 were approved as circulated.

3. Verbal Update - Policy 103 Bylaw: Complaints by Students, Parents and the Public

Assistant Superintendent Laing shared an update on the review status of Policy 103 Bylaw. He highlighted that a rewritten Bylaw is recommended to better align with best practices and to provide greater clarity for students, parents, staff and the public on the complaints process and

appeals process. The rewritten Bylaw will be presented at an upcoming Policy Committee meeting for further discussion.

**4. Policy Refresh to align with DEI checklist (standing item):
Policy 101/101-R: Strategic Planning**

The Superintendent spoke to his report as included in the agenda package and thanked partner groups for their feedback on the definition of “partner groups” as stated in Policy 101-R. The Vice President of Richmond District Parents Association (RDPA) expressed her appreciation for the inclusion of RDPA in the definition of “partner groups”.

The Committee then agreed to forward the following **RECOMMENDATION** to the board:

THAT the Chairperson of the Policy Committee bring forward a Notice of Motion to the Board of Education at the November 20, 2024, public meeting that a recommendation for the board’s consideration will be presented at the December 11, 2024, public meeting to approve minor revisions to Policy 101 and 101-R: Strategic Planning.

5. Status of Current and Anticipated Items

A Status of Current and Anticipated Items was attached to the agenda package.

6. Next Meeting Date – Monday, December 2, 2024 at 11:00 am.

7. Adjournment

The meeting adjourned at 11:13 am.

Respectfully Submitted,

*Debbie Tablotney
Chairperson, Policy Committee*

Report to Policy Committee Public

Date: December 2, 2024
From: Christel Brautigam, Assistant Superintendent
Subject: Revisions to Policy 102: Diversity and Inclusion

RECOMMENDATION:

That the Policy Committee recommend to the Board of Education that revised **Policy 102: Diversity and Inclusion** be referred to the Partner Group Review Process for the period of December 12, 2024 to February 28, 2025.

INTRODUCTION:

The purpose of this report is to provide a draft timeline, background information, and proposed revisions to Policy 102.

BACKGROUND:

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

POLICY CONSIDERATIONS:

These draft revisions are focused on the Board's commitment to Strategic Priority 2: Equity and Inclusion.

Policy 102 Diversity and Inclusion was adopted on December 7, 2009. Over the course of time, and in our present context, the current policy requires updating to be in alignment with the Board's Strategic Plan, in particular Strategic Priority 2: Equity and Inclusion.

The draft policy revisions are attached. An original copy, a clean copy and a copy with tracked changes is included for ease of reference. Alignment with the DEI Checklist has been taken into account with the revisions. A revised timeline is provided below.

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.

PROPOSED TIMELINE:

Dates	Meeting	Comments
November 12, 2024	Policy Committee (In-camera)	Report submitted to Policy Committee (In-camera) with draft policy revisions attached. Opportunity for trustee review and feedback.
December 2, 2024	Policy Committee (Public)	Draft revised policy incorporating trustee feedback submitted to Policy Committee (Public). Recommendation to place into Partner Group Review Process from December 12, 2024, to February 28, 2025
December 11, 2024	Board of Education (Public)	Possible Board approval for entry into Partner Group Review process from December 12, 2024, to February 28, 2025.
December 12, 2024 to February 28, 2025		Partner Group Review process
April 14, 2025	Policy Committee (Public)	Updated draft policy incorporating partner group input brought to Policy Committee (Public). Possible Notice of Motion for approval at April Board meeting.
April 23, 2025	Board of Education (Public)	Possible Notice of Motion for final approval of revised policy at May Board meeting.
May 21, 2025	Board of Education (Public)	Possible Board approval of revised policy.

Respectfully submitted,

*Christel Brautigam
Assistant Superintendent*

Attachments:

- 1. Revised draft Policy 102 (track changes)*
- 2. Revised draft Policy 102 (clean)*
- 3. Current version of Policy 102*

DISTRICT PHILOSOPHY

Policy 102

Diversity, Equity, and Inclusion

The Richmond School District is committed to the principles of diversity, equity and inclusion, and is on a path toward reconciliation, decolonization, and anti-oppression. The Richmond Board of Education recognizes the uniqueness of Indigenous rights holders, students, their families, and employees.

The Board of Education is focused on dismantling systemic barriers to ensure that each individual's needs are recognized and addressed through an equity lens. In doing so, the Board of Education is committed to providing the supports and opportunities individuals require to achieve their fullest potential.

The Board of Education upholds the values and objectives contained in the [Canadian Charter of Rights and Freedoms](#), in particular [Subsections 15\(1\) and \(2\)](#), the [Canadian Human Rights Act](#), the [Truth and Reconciliation Commission Calls to Action](#), and all other applicable laws and legislation. See appendix below.

The documents referenced and linked above, and in the appendix below, guide all interactions and decisions so that all members of the school district community work and learn together to develop a deep appreciation of all people.

Specifically, the Richmond School District will:

- a. Include the principles of diversity, equity, and inclusion in the District's policies, procedures, and relations with employees, students, parents, and the greater community.
- b. Advance the Truth and Reconciliation Calls to Action by working collaboratively with the District's partner groups and students to increase learning and understanding by implementing the First People's Principles of Learning.
- c. Increase awareness of, and appreciation for the racial, cultural, spiritual, religious, and linguistic diversity of our diverse communities.
- d. Incorporate policies, operating and hiring practices, procedures, and structures, free of all forms of discrimination, inequities, and racial bias, that support an inclusive and equitable working and learning environment.
- e. Ensure every student, employee, volunteer, and partner group understands their responsibility for creating a climate where all members of the school district community feel they are welcome and that they belong.
- f. Seek to identify, remove, and prevent barriers that inhibit the ability of students to participate fully in their learning.

Definitions:

Anti-oppression Seeks to minimize and/or eliminate the harm from oppression and equalize power imbalances. Oppression is when a dominant group holds power and privilege that combine to bring about discrimination. Oppression results in unjust experiences and discrimination across a society. Oppression can be

Deleted: letter and spirit of the Canadian Charter of Rights and Freedoms shall be observed, supported, and enforced so that all

Deleted: community may

Deleted: together in an atmosphere of celebration and respect for individual differences.

Deleted: is the unjust treatment of, or exercise of power over, a group of individuals based on a marginalized identity in relation to classifications set by society. Oppression may be overt or covert, depending on how it is practiced. ...

Adopted: 07 December 2009
Revised:

present in systems or institutions, such as in the media, medical systems, or education systems. Oppression leads to certain groups controlling and having power over others, which reinforces inequity.

Decolonization In the Canadian context, a process by which non-Indigenous people recognize and accept the reality of a colonial history, accept how that history impacted Indigenous Peoples, and how it continues to subjugate Indigenous Peoples. The process of decolonization must include Indigenous and non-Indigenous people working together toward a future that includes all.

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Diversity Legally protected differences such as race, age, disability, sexual orientation and gender identity and expression. Diversity also includes such 'non-visible' qualities as diversity in thought, perspectives, education, socio-economic status and life experiences.

Equity The fair treatment of all people, so that the norms, practices, and policies in place ensure identity is not predictive of opportunities or outcomes. While equality assumes that all people should be treated the same, equity takes into consideration a person's unique circumstances, so that the end result is equal. This means the Board of Education will adjust and address imbalances in ways that acknowledges the context and conditions of the individual, including those rooted in historical and contemporary injustices and disadvantages.

Inclusion The affirmation and appreciation of all identities and the intersectionality of those identities to the extent that all experience a true sense of belonging.

Intersectionality The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups.

Partner Group In the Richmond School District, the term partner groups include Indigenous rights holders, and all officially recognized education partner representatives for Canadian Union of Public Employees (CUPE) 716, Richmond Association of School Administrators (RASA), Richmond District Parents Association (RDPA), Richmond Management and Professional Staff (RMAPS) and the Richmond Teachers' Association (RTA). Official representatives from partner groups participate on behalf of their members in committee meetings, engagements, and other activities to provide valuable input, feedback, and advice to the district. The Richmond School District values input from partner groups and voice from all members of the school community including students, parents/guardians, and employees. Where appropriate, the Richmond School District will provide opportunities for public engagement to ensure all individuals can provide input to the district.

Reconciliation Establishing and maintaining a mutually respectful relationship between Indigenous and non-Indigenous people in Canada by building awareness of the past, acknowledgement of the harm that has been inflicted, and atonement for the causes and action with a commitment to change.

Adopted: 07 December 2009
Revised:

Systemic Barriers Policies, practices or procedures that result in some people receiving unequal access or being excluded by perpetuating inequities.

Appendix:

- [Accessible British Columbia Act](#)
- [British Columbia Declaration on the Rights of Indigenous Peoples Act](#)
- [British Columbia Government Anti-racism Definitions](#)
- [British Columbia Human Rights Code](#)
- [BC's K-12 Anti-Racism Action Plan](#)
- [British Columbia Tripartite Education Agreement](#)
- [Canadian Charter of Rights and Freedoms, \[Subsections 15\(1\) and \(2\)\]](#)
- [Canadian Human Rights Act](#)
- [Declaration on the Rights of Indigenous Peoples Act \(DRIPA\)](#)
- [Federal Employment Equity Act](#)
- [First Peoples Principles of Learning](#)
- [Missing and the Murdered Indigenous Women and Girls National Action Plan](#)
- [Truth and Reconciliation Commission Calls to Action](#)
- [United Nations Declaration on the Rights of Indigenous Peoples](#)

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¶ **<object>**A policy of nondiscrimination, as defined under the Canadian Charter of Rights and Freedoms, shall prevail in all matters of employment, promotion and assignment of staff, and in provision of facilities and access for those with disabilities.

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Commented [CB2]: Deleted because the spirit of this statement is included above

Deleted: The Board of Education (Richmond) is committed to providing an inclusive environment that is safe and supportive for all students and staff. ¶

Commented [CB3]: Deleted because this information is contained in Policy 505.7

Deleted: The Board also recognizes the diverse cultural, linguistic and ethnic nature of the Richmond community. Consequently, it supports inter-cultural education for staff and students, and will promote cultural celebration and respect for human rights and freedoms through its educational programs

Deleted: The Board will encourage student leadership in the promotion of mutual knowledge and respect amongst members of the school community and the development of an inclusive culture in schools.

Commented [CB5]: Deleted because this information is contained in Policy 103-R (A)

Deleted: The Board is committed to partnership with parents and to effective communication with parents and community members. Consequently, it will encourage educational staff to actively support two-way communication (... [1])

Deleted: When necessary, appropriate and possible, the Board will provide interpretation or translation services.

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Deleted: [Supportive Documents](#)¶

Deleted: [\[Subsections 15\(1\) and \(2\)\]](#)

Deleted: [Federal](#)

Deleted: [Canadian Charter of Rights and Freedoms Employment Standards Act](#)¶

(... [2])

Adopted: 07 December 2009
Revised:

DISTRICT PHILOSOPHY

Policy 102

Diversity, Equity, and Inclusion

The Richmond School District is committed to the principles of diversity, equity and inclusion, and is on a path toward reconciliation, decolonization, and anti-oppression. The Richmond Board of Education recognizes the uniqueness of Indigenous rights holders, students, their families, and employees.

The Board of Education is focused on dismantling systemic barriers to ensure that each individual's needs are recognized and addressed through an equity lens. In doing so, the Board of Education is committed to providing the supports and opportunities individuals require to achieve their fullest potential.

The Board of Education upholds the values and objectives contained in the [Canadian Charter of Rights and Freedoms](#), in particular [Subsections 15\(1\) and \(2\)](#), [the Canadian Human Rights Act](#), [the Truth and Reconciliation Commission Calls to Action](#), and all other applicable laws and legislation. See appendix below.

The documents referenced and linked above, and in the appendix below, guide all interactions and decisions so that all members of the school district community work and learn together to develop a deep appreciation of all people.

Specifically, the Richmond School District will:

- a. Include the principles of diversity, equity, and inclusion in the District's policies, procedures, and relations with employees, students, parents, and the greater community.
- b. Advance the Truth and Reconciliation Calls to Action by working collaboratively with the District's partner groups and students to increase learning and understanding by implementing the [First People's Principles of Learning](#).
- c. Increase awareness of, and appreciation for the racial, cultural, spiritual, religious, and linguistic diversity of our diverse communities.
- d. Incorporate policies, operating and hiring practices, procedures, and structures, free of all forms of discrimination, inequities, and racial bias, that support an inclusive and equitable working and learning environment.
- e. Ensure every student, employee, volunteer, and partner group understands their responsibility for creating a climate where all members of the school district community feel they are welcome and that they belong.
- f. Seek to identify, remove, and prevent barriers that inhibit the ability of students to participate fully in their learning.

Definitions:

- Anti-oppression** Seeks to minimize and/or eliminate the harm from oppression and equalize power imbalances. Oppression is when a dominant group holds power and privilege that combine to bring about discrimination. Oppression results in unjust experiences and discrimination across a society. Oppression can be present in systems or institutions, such as in the media, medical systems, or education systems. Oppression leads to certain groups controlling and having power over others, which reinforces inequity.
- Decolonization** In the Canadian context, a process by which non-Indigenous people recognize and accept the reality of a colonial history, accept how that history impacted Indigenous Peoples, and how it continues to subjugate Indigenous Peoples. The process of decolonization must include Indigenous and non-Indigenous people working together toward a future that includes all.
- Diversity** Legally protected differences such as race, age, disability, sexual orientation and gender identity and expression. Diversity also includes such 'non-visible' qualities as diversity in thought, perspectives, education, socio-economic status and life experiences.
- Equity** The fair treatment of all people, so that the norms, practices, and policies in place ensure identity is not predictive of opportunities or outcomes. While equality assumes that all people should be treated the same, equity takes into consideration a person's unique circumstances, so that the end result is equal. This means the Board of Education will adjust and address imbalances in ways that acknowledges the context and conditions of the individual, including those rooted in historical and contemporary injustices and disadvantages.
- Inclusion** The affirmation and appreciation of all identities and the intersectionality of those identities to the extent that all experience a true sense of belonging.
- Intersectionality** The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups.
- Partner Group** In the Richmond School District, the term partner groups include Indigenous rights holders, and all officially recognized education partner representatives for Canadian Union of Public Employees (CUPE) 716, Richmond Association of School Administrators (RASA), Richmond District Parents Association (RDPA), Richmond Management and Professional Staff (RMAPS) and the Richmond Teachers' Association (RTA). Official representatives from partner groups participate on behalf of their members in committee meetings, engagements, and other activities to provide valuable input, feedback, and advice to the district. The Richmond School District values input from partner

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Reconciliation Establishing and maintaining a mutually respectful relationship between Indigenous and non-Indigenous people in Canada by building awareness of the past, acknowledgement of the harm that has been inflicted, and atonement for the causes and action with a commitment to change.

Systemic Barriers Policies, practices or procedures that result in some people receiving unequal access or being excluded by perpetuating inequities.

Appendix:

[Accessible British Columbia Act](#)

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[British Columbia Government Anti-racism Definitions](#)

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[BC's K-12 Anti-Racism Action Plan](#)

[British Columbia Tripartite Education Agreement](#)

[Canadian Charter of Rights and Freedoms](#), [Subsections 15(1) and (2)]

[Canadian Human Rights Act](#)

[Declaration on the Rights of Indigenous Peoples Act \(DRIPA\)](#)

[Federal Employment Equity Act](#)

[First Peoples Principles of Learning](#)

[Missing and the Murdered Indigenous Women and Girls National Action Plan](#)

[Truth and Reconciliation Commission Calls to Action](#)

[United Nations Declaration on the Rights of Indigenous Peoples](#)

DISTRICT PHILOSOPHY

Policy 102

Diversity and Inclusion

The letter and spirit of the Canadian Charter of Rights and Freedoms shall be observed, supported, and enforced so that all members of the school community may work and learn together in an atmosphere of celebration and respect for individual differences.

Employment Practices

A policy of nondiscrimination, as defined under the Canadian Charter of Rights and Freedoms, shall prevail in all matters of employment, promotion and assignment of staff, and in provision of facilities and access for those with disabilities.

Educational Practices

The Board of Education (Richmond) is committed to providing an inclusive environment that is safe and supportive for all students and staff.

The Board recognizes the diverse needs, abilities, experiences and personal circumstances of its students. Consequently, it will provide a continuum of learning services, beginning with inclusive classroom practices and including English as a Second Language (ESL) support, that is intended to enable all students to achieve their personal potential with respect to the curriculum. It will also establish policies and practices that ensure that no student is excluded for financial reasons from curricular programs required to graduate and that support, wherever possible, the participation of students experiencing financial hardship in all curricular and extra-curricular programs and activities.

The Board also recognizes the diverse cultural, linguistic and ethnic nature of the Richmond community. Consequently, it supports inter-cultural education for staff and students, and will promote cultural celebration and respect for human rights and freedoms through its educational programs. The Board will encourage student leadership in the promotion of mutual knowledge and respect amongst members of the school community and the development of an inclusive culture in schools.

The Board is committed to working in partnership with parents and to effective communication with parents and community members. Consequently, it will encourage educational staff to actively support two-way communication with parents and will seek the assistance of individuals and groups within the community who can enhance school and district communication. When necessary, appropriate and possible, the Board will provide interpretation or translation services.

Supportive Documents

- [Canadian Charter of Rights and Freedoms](#)
- [Employment Standards Act](#)
- [Human Rights Code](#)
- [District Position Paper: Learning Services Framework](#)
- [District Discussion Paper: Inclusion: What Constitutes Support?](#)
- [District Discussion Paper: Supporting Diversity - Strategies for Inventing a New Future](#)
- [District Discussion Paper: Role of the Educational Assistant](#)
- [Parent Handbook: Learning Matters](#)

Adopted: 07 December 2009

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
9	Policy 105: District Code of Conduct	Revised policy approved in June 2024
10	Policy 203-R/203-G: Trustee Stipend and Expenses	Revised policy approved in October 2024
11	Policy 400-R5: Smoking and Alcohol Consumption Policy 804.1-R: Community Use of District Facilities	Revised policies approved in October 2024
12	Policy Refresh: Policy 101/101-R: Strategic Planning	For final approval in December board meeting

IN PROGRESS		
	Policy	Dates & Actions
1	Policy 102: Diversity and Inclusion Senior Staff Responsible: Christel Brautigam	<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 <li style="color: red;">Public report on draft revised policy, with Recommendation to place into partner group review process from Dec 12, 2024 to Feb 28, 2025 (Dec 2024)

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

IN PROGRESS		
	Policy	Dates & Actions
2	<p>Policy 103 Bylaw: Complaints by Students, Parents & the Public</p> <p>Senior Staff Responsible: Rob Laing</p>	<ul style="list-style-type: none"> • Verbal update from the Superintendent of Schools (Feb 2022) • Initiate review of other school district complaints policies (Fall 2023) • Consult with legal for guidance • Anticipate initial IC Policy Committee discussion (Fall 2024) • Public verbal update on policy revisions (Nov 2024)

ANTICIPATED		
	Policy	Dates & Actions
1	<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
2	<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: Braunwyn Thompson</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
3	<p>Policy 522/522-R: Transportation</p> <p>Senior Staff Responsible: Cindy Wang/Christel Brautigam</p>	<ul style="list-style-type: none"> • Anticipate submission of revised policy to public meeting in 2024
4	<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: Christopher Usih</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
5	<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
6	<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