

## **Policy Committee**

### **Public Meeting Agenda**

**Monday, January 13, 2025 – 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 hən̓q̓əmiñəm language group on whose traditional and unceded territories we teach, learn and live.

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- 1. Adopt Agenda**
- 2. Approve Minutes**  
Public minutes from meeting held December 2, 2024 attached.
- 3. Policy 103 Bylaw: Complaints by Students, Parents and the Public**  
Report from Assistant Superintendent Laing attached.
- 4. Policy Refresh to align with DEI checklist (standing item):**  
**Policy 103: Collaboration and Community**  
**Policy 103-R (A): Foundations for Learning**  
**Policy 103-R (B): Complaints and Appeals by Staff**  
Report from the Superintendent attached.
- 5. Status of Current and Anticipated Items**  
Status Update attached.
- 6. Next Meeting Date – Monday, February 10, 2025 at 11:00 am**
- 7. Adjournment**

**Policy Committee**  
**Public Meeting Minutes**

**Monday, December 2, 2024 – 11:00 am**  
**Via Zoom**

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**Present:**

Chairperson	D. Tablotney
Trustee Member	R. Belleza
Trustee Alternate	H. Larson
Trustee	A. Wong
Superintendent	C. Usih
Assistant Superintendent	C. Brautigam
1 <sup>st</sup> Vice President, Richmond Teachers' Association	S. Wenglowski
2 <sup>nd</sup> Vice President, Richmond Teachers' Association	F. Marsic
3 <sup>rd</sup> Vice President, Richmond Teachers' Association	J. Cho
President, Richmond Association of School Administrators	N. Widdess
President, Canadian Union of Public Employees 716	S. Robinson
Chair, Richmond Management and Administrative Professionals	K. Gibson*
President, Richmond District Parents Association	C. Huang*
Representative, Richmond District Parents Association	D. Billings
Executive Assistant (Recording Secretary)	J. Coronel

**Regrets:**

Vice Chairperson	D. Yang
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\*Present for a portion of the meeting

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmi̓nəm̓ 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 November 12, 2024 were approved as circulated.

**3. Policy 102: Diversity and Inclusion**

Assistant Superintendent Brautigam spoke to her report as included in the agenda package. She noted that the revised draft policy is designed to highlight the board's commitment to diversity, equity, and inclusion.

In response to questions from trustees, she clarified definitions of some terms in the revised draft policy and noted possible refinements to the language in the policy. She also addressed questions on the scope of the application of the revised draft policy to other district policies.

The 1<sup>st</sup> Vice President of Richmond Teachers' Association expressed his appreciation for the addition of references to *Canadian Charter of Rights and Freedoms*, noting its significance to the work of teachers. He also commented on the concept of "Inclusion" within the context of learning resource programs.

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 102: Diversity and Inclusion** be referred to the Partner Group Review Process for the period of December 12, 2024 to February 28, 2025.

*K. Gibson joined the meeting at 11:08 am.*

*C. Huang joined the meeting at 11:15 am.*

**4. Status of Current and Anticipated Items**

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

**5. Next Meeting Date – Monday, January 13, 2025 at 11:00 am.**

**6. Adjournment**

The meeting adjourned at 11:25 am.

*Respectfully Submitted,*

*Debbie Tablotney  
Chairperson, Policy Committee*

## Report to Policy Committee Public

**Date:** January 13, 2025  
**From:** Rob Laing, Assistant Superintendent  
**Subject:** **Policy 103 Bylaw: Complaints and Appeals by Students, Parents and the Public**

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### RECOMMENDATION:

That the Policy Committee recommend to the Board of Education that the draft rewrite of **Policy 103 Bylaw: Complaints and Appeals by Students, Parents and the Public** be referred to the Partner Group Review process from January 23, 2025, to March 23, 2025.

### INTRODUCTION:

The purpose of this report is to provide a draft timeline, background information, and draft rewrite of Policy 103 Bylaw.

### BACKGROUND:

From time to time, staff will bring forward a rewrite to an existing policy and/or regulation for Policy Committee's consideration. Ultimately, all policy development, rewrites, or revisions require the support of Policy Committee and approval at a public meeting of the Board of Education.

Staff have conducted a review of Complaints and Appeals Policies from a number of metro districts (Burnaby, Coquitlam, Delta, North Vancouver, Surrey, Vancouver), as well as Calgary and supporting information from the Ministry of Education and Child Care. Also, the Office of the Ombudsperson has developed a guide to assist public sector organizations with policy development in this area.

### POLICY CONSIDERATIONS:

The draft rewrite to Policy 103 Bylaw: Complaints and Appeals by Students, Parents and the Public is guided by the need to provide greater clarity to the public, staff, and trustees regarding the distinction between district complaints procedures versus appeal procedures.

### 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:**

<b>Dates</b>	<b>Meeting</b>	<b>Comments</b>
November 12, 2024	Policy Committee (In-camera)	Initial discussion with Policy Committee for trustee guidance and input.
December 2, 2024	Policy Committee (In-camera)	Report submitted to Policy Committee (In-camera) with draft policy revisions attached. Opportunity for trustee review and feedback.
January 13, 2025	Policy Committee (Public)	Draft revised policy incorporating trustee feedback submitted to Policy Committee (Public). Recommendation to place into Partner Group Review Process from January 23, 2025, to March 23, 2025.
January 22, 2025	Board of Education (Public)	Possible Board approval for entry into Partner Group Review process from January 23, 2025, to March 23, 2025.
January 23, 2025, to March 23, 2025		Partner Group Review process
April 14, 2025	Policy Committee (Public)	Final revisions based on Partner Group Review process. Possible Notice of Motion for approval at the April Board of Education (Public) meeting.
April 23, 2025	Board of Education (Public)	Possible Notice of Motion to April Board of Education (Public) meeting for final approval at May board meeting
May 21, 2025	Board of Education (Public)	Recommendation for board approval of revised policy.

*Respectfully submitted,*

*Rob Laing  
Assistant Superintendent*

*Attachment:*

- 1. Draft rewrite of Policy 103 Bylaw*
- 2. Policy 103 Bylaw – Current version*

## DISTRICT PHILOSOPHY

## Policy 103 Bylaw

### **BYLAW: Complaints and Appeals by Students, Parents/Guardians, and the Public**

This Bylaw describes procedures to be used by students, parents/guardians, and members of the public to make a complaint, or appeal a staff decision in accordance with [Section 11 of the School Act](#). Policy and procedures designed to hear complaints or appeals of staff decisions will be communicated annually to students and parents/guardians at each school and published on the district website.

The Board of Education believes that employee decisions relating to individual students must be guided by a student centered approach, incorporating the principles of fairness, confidentiality, and acting in a timely manner.

Notwithstanding genuine best efforts to communicate openly and seek collaboration in all aspects of school and district life, disagreements will arise from time to time.

#### **Definitions**

##### *Complaint*

A complaint is an expression of dissatisfaction with an aspect of the organization's programs, services, employees, decisions, and/or responsiveness.

##### *Appeal*

Decisions made by public sector employees can significantly impact an individual or group's rights or interests. Those individuals or groups who receive a decision they believe is unfair, unreasonable, or incorrect may wish to appeal the decision. The right to appeal a decision will vary depending on the nature of the decision, and the organization's governing statutes.

#### **Complaints**

The board believes that complaints are best dealt with at the point closest to where the concern first arises and encourage all parties involved to understand the interests of the other parties and make good faith efforts to resolve complaints to mutual satisfaction.

Complaints resolution should be guided by Policy 103: Collaboration and Community, and Policy 105: District Code of Conduct, which reinforce the board's expectations for open, respectful, caring, courteous, and collaborative interactions at all times with a focus on maintaining positive relationships.

Students and/or parents/guardians may be supported by an advocate, support person, or interpreter/translator throughout the resolution processes outlined in this Bylaw.

Best efforts will be made to respond to a written complaint within 5 school days.

Staff will only respond to anonymous complaints in exceptional circumstances and then only

when it can establish firsthand evidence that will permit due and fair process.

## **Complaints Procedure**

When no procedure is provided in legislation, collective agreement, or elsewhere in board policy, the steps outlined below should be followed to resolve a complaint:

### ***Step 1: Employee***

Concerned parties should discuss the matter with the employee directly involved. If the employee is the principal, proceed to Step 2. Employees are committed to communicating with parents/guardians about their children. Concerns are often resolved at this step. The board believes issues are most effectively dealt with in a timely manner between the individuals involved. Thus, to resolve a difference, the concerned individual(s) should first contact or meet with the employee who is most closely connected with the issue of concern.

In circumstances where a resolution has not been achieved between the parties, or where the individual(s) feel unable to safely approach the other, proceed to *Step 2: Principal or Designate*.

Employees against whom a complaint is made will be informed of the complaint when appropriate and have the opportunity to respond and to participate in attempts to resolve the concern.

### ***Step 2: Principal or Designate***

Discuss the complaint with the school principal or designate. Principals are committed to providing a safe and welcoming learning environment for all students, parents/guardians, staff, and community members. The principal or designate will work toward a resolution by participating in the discussion to mediate and advise both parties. The principal will ensure that concerned parties are made aware of Policy 103 Bylaw.

In circumstances where a resolution has not been achieved between the parties, or where one individual feels unable to safely approach the other, proceed to Step 3: Assistant Superintendent.

### ***Step 3: Assistant Superintendent***

Provide your complaint, in writing, to the assistant superintendent responsible for your school (contact information can be found on the district website). The student and/or parent(s)/guardian(s) may meet with the assistant superintendent. The assistant superintendent will work towards a resolution and provide a written response of their review of the matter.

In circumstances where a resolution has not been achieved between the parties, or where one individual feels unable to safely approach the other, proceed to Step 4: Superintendent of Schools.

### ***Step 4: Superintendent of Schools***

Provide your complaint, in writing, to the superintendent (contact information can be found on the district website). The student and/or parent(s)/guardian(s) may meet with the superintendent. The superintendent will review the matter and provide a written final decision to the complaint.

## **Appeals**

Where there is no successful complaints resolution, and in cases where a decision (or failure to make a decision) of an employee of the board may significantly affect the education, health or safety of a student, the student and/or parent(s)/guardian(s) may give written Notice of Appeal to the Board of Education as outlined in this Bylaw and in accordance with Section 11 of the School Act.

Procedures for hearing an appeal will be applied as outlined in this Bylaw. The board may, in its absolute discretion, refuse to hear an appeal where the student and/or parent(s)/guardian(s) did not first follow the Complaints Procedure.

### **Notice of Appeal and Time Limits**

An appeal must be started within fifteen (15) business days of the completion of the Complaints Procedure, unless good reasons are shown why the time should be extended.

An appeal is started by completing a Notice of Appeal form and by delivering it by mail, email or personal delivery to the Office of the Secretary Treasurer.

The Notice of Appeal must include:

- a) the name, home address, and school placement of any student(s) involved (including, where appropriate, grade level, and homeroom teacher);
- b) the name and address of the individual(s) making the appeal - if a student under 19 years of age initiates the appeal, the parent(s)/guardian(s) will receive a copy of the appeal;
- c) the complaint decision that is being appealed;
- d) the date on which the student and/or parent(s)/guardian(s) were informed of the decision;
- e) the name of the employee(s) who made the decision being appealed;
- f) the grounds for the appeal and the action requested or relief sought;
- g) a statement, if applicable, of the effect the decision being appealed has on the student's education, health, or safety;
- h) a summary of the steps taken by the student and/or parent(s)/guardian(s) to resolve the matter;
- i) whether the individual(s) making the appeal wishes to present at an appeal hearing in person; and
- j) whether the individual(s) making the appeal require any special accommodation(s) in order to proceed with an appeal.

An employee may assist the individual(s) making the appeal in completing the Notice of Appeal form if requested.

The secretary treasurer (or designate) will:

- 1) Receive and review the Notice of Appeal for timeliness and completeness.
- 2) Review the Notice of Appeal with the superintendent for a preliminary determination of the matter of significance, specifically a decision (or failure to make a decision) that significantly affects the education, health or safety of a student.



- 2) Communicate with the individual(s) making the appeal and others on matters related to the Notice of Appeal as needed.
- 3) Provide copies of the Notice of Appeal to the employee(s) whose decision is being questioned and to other individuals involved in the Complaints Procedure as appropriate, and invite their written responses.
- 4) Receive and distribute relevant documents.
- 5) Ensure that other pertinent policies are considered and that complaints related to employees are dealt with in accordance with any relevant legislation, collective agreement, or elsewhere in board policy.
- 6) Prepare a report outlining the issue(s) and the steps taken to resolve the complaint for the board's consideration and distribute the report and supporting documents to the individual(s) making the appeal, the superintendent, and employee(s) involved as appropriate.
- 7) Schedule necessary meetings.

The board will normally consider the secretary treasurer's report at its next board meeting and determine if the concerns outlined meet the criteria necessary to be considered in the Appeal Procedure.

The board recognizes that whether a decision (or failure to make a decision) significantly affects a student's education, health, or safety is a matter for individual consideration. The following examples will typically be grounds for appeal:

- exclusion from school due to a medical condition that endangers others
- suspension from an educational program for more than five (5) school days where resolution has not been achieved by the parties
- transfer of a student from one school to another for disciplinary reasons
- suspension from an educational program where no other program is made available
- requirement to complete a program by distributed learning if there is space in the school or district as part of a disciplinary matter
- placement in an educational program (but not a specific class or course)
- grade promotion or graduation
- failure to provide or consult regarding a student's individual education plan under certain circumstances
- being the recipient of threats of violence, bullying, intimidation, harassment or acts of racism and/or hate by another student
- any other decision the board determines should be considered as an appeal

If the Board of Education in its absolute discretion, is concerned that a decision (or failure to make a decision) of an employee of the board may be significantly affecting the education, health or safety of a student, then the issue will be considered an appeal and dealt with under the terms of this Appeal Procedure.

## **Appeal Procedure**

School Act Section 11 appeals are confidential. Appeals and decisions on appeals will be held in-camera. Information and documents about an appeal may only be disclosed in accordance with the School Act, Freedom of Information and Protection of Privacy Act, and applicable board policy.

1. The board will initiate the Appeal Procedure in a timely manner and decide the appeal within 45 days of first receipt of the Notice of Appeal. The individual(s) and any employee(s) whose decision is being appealed will be notified of all meetings.
2. The board will consider the matter at one or more meetings based on written presentations and/or it may hear oral presentations.

The board may invite additional written submissions from the individual(s) making the appeal and any of the other participant(s) as deemed necessary. It may establish a committee to investigate the matter further and may call any witness or follow any other line of inquiry it feels appropriate.

No staff member(s) who was involved in making the decision being appealed or has investigated or mediated the issue will assist the board with its deliberations on the appeal.

No trustee will decide on an appeal unless they have attended all meetings called to consider or hear the appeal.

3. Where the board considers it desirable to receive oral submissions, the board will set a mutually convenient time, date, and place for this purpose and will invite the individual(s) making the appeal, and superintendent to present their evidence.

If either the board or individual(s) making the appeal wishes to have legal representation or have an audio record of the hearing, they must notify the other party at least 7 days prior to the hearing date.

The secretary treasurer will provide all relevant district reports and supporting documents to the individual(s) making the appeal no later than 96 hours before the meeting. All documents that the individual(s) making the appeal intends to rely on must be provided to the Office of the Secretary Treasurer no later than 48 hours before the hearing date.

The unwillingness of one party to attend or present at a hearing will not negate the right of other parties to attend or present.

In person appeal hearings will be held as outlined in this Bylaw.

4. Where the board decides to consider written presentations only, all parties will be informed of the meeting date and asked to submit their documents with the same timeline as for an oral hearing. The secretary treasurer will assemble documents and assist the board.
5. The board may make any interim decision it considers necessary pending the final decision of the appeal.
6. The board will make a decision as soon as possible after all the information is gathered and will promptly notify the individual(s) making the appeal and the staff involved of its decision.

As soon as possible thereafter, the board will approve a written communication to the individual(s) making the appeal confirming the process followed, noting applicable policies, the evidence considered, and confirming its decision and the reasons for its decision.

Included in the communication to the individual(s) making the appeal will be notification of the right to appeal to the Ministry of Education and Child Care - Superintendent of Appeals under [Section 11.1 of the School Act](#).

7. A board may make any decision that it considers appropriate in respect of the matter that is appealed under Section 11 of the School Act and, subject to Section 11.1 (1), the decision of the board is final.
8. If, after a Section 11.1 Appeal, the Superintendent of Appeals refers the matter back to the board for reconsideration, with or without direction, the board will begin the process of reconsideration as set out in this Bylaw (Appeal Procedure).

## **HEARING PROCESS FOR AN APPEAL**

The agenda for an appeal hearing will be conducted by the Board Chairperson at an in-camera meeting and will be organized as follows:

- Introductions
- Confirmation of the purpose of the meeting and timelines
- Confirmation that each party has all documents submitted
- Presentation by the individual(s) making the appeal
- Presentation by the superintendent
- Recess: All but trustees and the secretary treasurer leave the hearing room, and trustees formulate questions
- Reconvene: The chairperson asks questions of the parties; parties respond
- Recess and reconvene as needed to formulate additional questions
- Response and summation by the superintendent
- Response and summation by the individual(s) making the appeal
- Participants are informed of the next steps, thanked and excused
- Trustees deliberate as a committee of the whole

All participants will be informed that each is expected to behave respectfully and that retaliation in any form will not be tolerated.

Each party invited to present evidence at the appeal hearing will be provided up to 20 minutes to do so, and up to an additional 10 minutes for summation.

At any time, the board may request further information from the individual(s) making the appeal or the superintendent and may adjourn in order that such information may be obtained.

If the board is satisfied with the information provided, a vote to uphold, deny, or alter the staff decision will be conducted. The secretary treasurer records the minutes of the appeal hearing.

Trustees in a committee of the whole contribute to notes to be used to prepare a letter to the individual(s) making the appeal.

Recess to another date. The chairperson notifies the individual(s) making the appeal of the decision and prepares, with the secretary treasurer, a draft letter to the individual(s) making the appeal.

Reconvene, vote on resolutions to accept or amend the letter to the individual(s) making the

As soon as possible, the parties to the complaint will be issued written notification of the board's decision regarding the appeal.

Adjourn.

DRAFT

## DISTRICT PHILOSOPHY

## Policy 103 Bylaw

### **BYLAW: Complaints and Appeals by Students, Parents and the Public**

Notwithstanding genuine best efforts to communicate openly and seek collaboration in all aspects of school and district life, differences will exist and concerns and conflicts can be expected to arise from time to time.

This bylaw describes procedures that may be used by students, parents and members of the public to raise a concern, make a complaint or appeal a staff decision. Policy and procedures designed to hear concerns, complaints or appeals of staff decisions will be communicated annually to parents and students at each school and published on the District website.

The Board will only respond to anonymous complaints in exceptional circumstances and then only when it can establish first hand evidence that will permit due and fair process.

Concerns, complaints or disputes that arise concerning related to schools, personnel, staff decisions, programs or procedures will be processed as follows:

#### **Step 1. Resolution Between the Parties**

The Board believes issues are most effectively dealt with in a timely manner between the individuals involved.

Thus, in order to resolve a difference, a person should first contact or meet with the employee who made the decision in question or who is most closely connected with the issue of concern.

Issues should be dealt with in a fair and mutually respectful manner that is courteous and constructive and aims to both resolve the concern and maintain relationships.

A person may be supported by an advocate, support person or interpreter/translator throughout the resolution process and should notify all those involved, in advance, should s/he be so accompanied.

#### **Step 2. School and District Mediation**

When resolution cannot be achieved between the individuals or where one individual feels unable to safely approach the other, the principal or designate will, on request, facilitate resolution by participating in the discussion to mediate and advise both parties.

If, after genuine best efforts, the matter is still not resolved, or if the concern involves the principal directly, the Area Superintendent responsible for the school will participate in order to assist resolution.

Personnel against whom a complaint is made will be informed of the complaint when appropriate and have the opportunity to respond and to participate in attempts to resolve the concern.

The Superintendent of Schools will not normally engage in the resolution process until Step 4 or 5.

### **Step 3. Board of Education Determines Next Steps**

If a concern remains unresolved after Step 2, an individual or group may apply to have their complaint considered by The Board of Education.

The complainant must complete a Notice of Complaint or Appeal and present it to the Secretary Treasurer within 15 school days of being informed of the final decision at Step 2. If the complaint involves the Secretary Treasurer as a supervisor, or his/her decision, another District staff member will be designated.

The Notice of Complaint or Appeal shall state:

- a) the name and address of the complainant(s);
- b) the concern or decision which is in dispute;
- c) the name, address, and school placement of the any student involved (including, where appropriate, grade level and homeroom teacher);
- d) the date on which the complainant was informed of the final decision at Step 2;
- e) the name of the Board employee(s) who made the final decision at Step 2;
- f) the grounds for the complaint or appeal and the action requested or relief sought;
- g) a statement, if applicable, of the effect the decision in dispute has on the student's education, health or safety;
- h) a summary of the steps taken by the student and/or parent complainant to resolve the matter;
- i) whether the complainant wishes to present their complaint in person.

An employee of the Board may assist complainants in completing the Notice of Complaint or Appeal if requested.

The Secretary Treasurer (or designate) will:

- 1) Review the Notice for timeliness and completeness.
- 2) Communicate with the complainant and others on matters related to the Notice as needed.
- 3) Provide copies of the Notice to the employee whose decision is being questioned and to other individuals involved in Step 2 as appropriate, and invite their written responses.
- 4) Receive and distribute relevant documents.
- 5) Ensure that other pertinent policies are considered and that complaints related to personnel are dealt with in accordance with the appropriate collective agreement or contract.
- 6) Prepare a report outlining the issue and the steps taken to resolve it for the Board's consideration, and distribute the report and supporting documents to the complainant, the Superintendent, and employees involved as appropriate.
- 7) Schedule necessary meetings.

The Board will normally consider the Secretary Treasurer's report at its next Board meeting and determine whether the matter should continue in the Complaint Procedure (Step 5) or if it meets the criteria necessary to be considered in the Appeal Procedure (Step 4). At the same meeting the Board will also determine the specific process to be used in either procedure.

At all times trustees hearing either a complaint or appeal will exercise independent judgment when deciding matters before them.

All participants will be informed that each is expected to behave respectfully and that retaliation in any form will not be tolerated.

#### **Step 4. Appeal Procedure**

If the Board of Education finds that the issue involves a decision (or failure to make a decision) of an employee of the Board that significantly affects the education, health or safety of a student, then the issue will be considered an appeal and dealt with under the terms of this Appeal Procedure. ~

Examples of grounds for appeal include, but are not limited to, those listed in [the Appeals Regulation 24/08; Section 11 of the School Act](#) and summarized as follows:

- exclusion from school
- suspension from school or from a program if none other is provided
- requirement to complete a program by distributed learning if there is space in the school or district
- grade promotion or graduation
- placement in an educational program (but not a specific class or course)
- failure to provide or consult regarding a student's individual education plan under certain circumstances
- threats of violence, bullying or harassment between students
- any other decision the board determines should be considered as an appeal

If a student under the age of 19 years initiates the appeal, a copy of the appeal will be sent to his/her parents.

1. The Board will initiate the Appeal Procedure in a timely manner and decide the appeal within 45 days of first receipt of the Notice of Complaint or Appeal. The appellant and any employee whose decision is being appealed will be notified of all meetings.

2. The Board will consider the matter at one or more meetings based on written presentations and/or it may hear oral presentations. Such meetings will be conducted as In Camera meetings of the Board.

The Board may invite additional written submissions from the appellant and any of the other participants as necessary. It may establish a committee to investigate the matter further and may call any witness or follow any other line of inquiry it feels appropriate.

No officer of the Board who was involved in making the decision being appealed or has investigated or mediated the issue shall assist the Board with its deliberations on the appeal.

No trustee will decide on an appeal unless they have attended all meetings called to consider or hear the appeal.

3. Where the Board considers it desirable to receive oral submissions, the Board shall set a mutually convenient time, date and place for this purpose and shall invite the appellant and Superintendent to present their evidence.

If either the Board or appellant wishes to have legal representation or have an audio record of the hearing, they must notify the other party at least 7 days prior to the hearing date.

Adopted: 03 November 2008  
Revised: 05 May 2014

District reports and supporting documents must be provided to the appellant no later than 96 hours before the meeting date and all documents that the appellant intends to rely on must be provided to the office of the Secretary Treasurer no later than 48 hours before the hearing date.

The unwillingness of one party to attend or present at a hearing will not negate the right of other parties to attend or present.

In person appeal hearings will be held as outlined in this Bylaw.

4. Where the Board decides to consider written presentations only, all parties will be informed of the meeting date and asked to submit their documents with the same timeline as for an oral hearing. The Secretary Treasurer will assemble documents and assist the Board.

5. The Board may make any interim decision it considers necessary pending the disposition of the appeal.

6. The Board shall make a decision as soon as practicable after all the information is gathered and shall promptly notify the appellant and the staff involved of its decision.

As soon as possible thereafter the Board will approve a written communication to the appellant confirming the process followed, noting applicable policies and the evidence considered, and confirming its decision and the reasons for its decision.

Included in the communication to the appellant will be notification of the right to appeal to the Superintendent of Achievement under Section 11.1 of the School Act.

7. The Board may refuse to hear an appeal if the complainant has not followed the processes and time limits set out in Steps 1, 2 and 3 of this Bylaw.

8. If, after a Section 11.1 Appeal, the Superintendent of Achievement refers the matter back to the Board for reconsideration, with or without direction, the Board will begin the process of reconsideration at (2) of this Appeal Procedure.

## **HEARING PROCESS FOR AN APPEAL**

The agenda for an appeal hearing will be conducted by the chairperson at an In Camera meeting and will be organized as follows:

Introductions

Confirmation of the purpose of the meeting and timelines

Confirmation that each party has all documents submitted

Presentation by the appellant

Presentation by the Superintendent

Recess: all but trustees leave and trustees formulate questions

Reconvene: the chairperson asks questions of the parties; parties answer

Recess/reconvene as needed to formulate additional questions

Response/Summation by Superintendent

Response/Summation by appellant

Participants are informed of the next steps, thanked and excused

Adopted: 03 November 2008

Revised: 05 May 2014



Trustees deliberate as a committee of the whole

The Board votes to uphold, deny or alter the staff decision; Secretary Treasurer records the minutes.

Trustees in committee of the whole contribute to notes to be used to prepare a letter to the appellant.

Recess to another date. The chairperson notifies the appellant of the decision and prepares, with the Secretary Treasurer, a draft letter to the appellant.

Reconvene, vote on resolutions to accept or amend the letter to the appellant.

Adjourn

Each party invited to present their evidence at a Complaint or Appeal Procedure hearing will be given up to 20 minutes to do so and up to an additional 10 minutes for summation.

Though it is expected that any recommendations and rationale will be arrived at by discussion leading to consensus, the resolutions must ultimately be decided by vote of the Board.

As soon as practicable the parties to the complaint will be notified in writing of the Board's decision regarding the complaint.

### **Step 5. Complaint Procedure**

The Board will consider any issue that does not meet the criteria for an Appeal (see Step 4), as a complaint. An appeal must involve a student but a complaint need not.

A complaint may be considered:

at a meeting of the full Board;

by the Personnel and Finance Committee;

by an ad hoc Complaint Committee of trustees;

or the Board may establish any alternate method to resolve the matter that it considers appropriate.

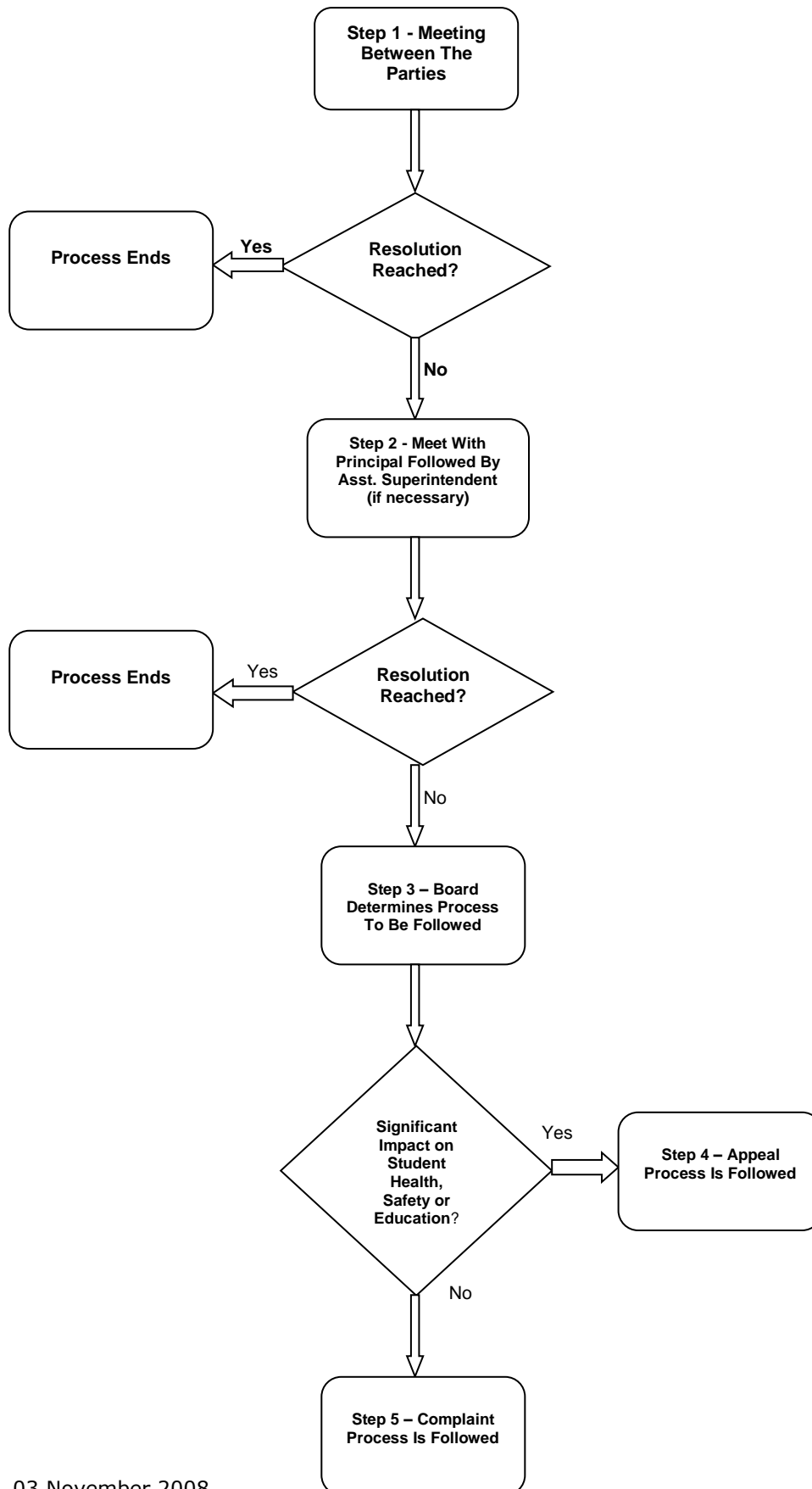
If an ad hoc Complaint Committee is appointed it will convene within two weeks of its appointment. It will be composed of three trustees appointed by the Board Chairperson as voting members and be supported in its efforts by a district administrator and recording secretary. The first trustee appointed will chair the committee.

If a committee or alternate method is chosen to complete the complaint procedure, a report with recommendations will be presented by the committee for the Board's consideration and decision as to resolution of the issue. The Board will seek to resolve a complaint within 60 days of its submission. The parties will be notified in writing of the resolution and rationale as soon as possible thereafter.

Complaints addressed through the Step 5 Procedure are not subject to further appeal to the Superintendent of Achievement and the Board's decision is considered final. It is possible that in the process of hearing a complaint, it becomes evident that the matter should be considered through a Step 4 Appeal Procedure, in which case it will be referred back to the Board.

Adopted: 03 November 2008

Revised: 05 May 2014



Adopted: 03 November 2008  
Revised: 05 May 2014

## Report to Policy Committee Public

**Date:** January 13, 2025  
**From:** Christopher Usih, Superintendent of Schools  
**Subject:** Policy Refresh to align with DEI Checklist: Policy 103/103-R(A)/103-R(B)

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### RECOMMENDATION:

**THAT** the Chairperson of the Policy Committee bring forward a Notice of Motion to the Board of Education at the January 22, 2025, public meeting that a recommendation for the board’s consideration will be presented at the February 19, 2025, public meeting to approve minor revisions to ***Policy 103: Collaboration and Community, Policy 103-R (A): Foundations for Learning, and Policy 103-R (B): Complaints and Appeals by Staff.***

### INTRODUCTION:

The purpose of this report is to provide a draft timeline, background information, and proposed minor revisions (i.e., housekeeping) to Policy 103 and 103-R (A) & (B).

### BACKGROUND:

It is anticipated that staff will be bringing to each Policy Committee meeting, minor revisions to existing policies and/or regulations in accordance with Policy 204-R: Development and Revision of Policy and Regulation, and the Checklist for Policy, Regulations and Guidelines Revision and Development. Ultimately, all minor revisions supported by Policy Committee will require approval at a public meeting of the Board of Education.

### POLICY CONSIDERATIONS:

The proposed minor revisions to Policy 103 and 103-R (A) & (B) are guided by the need to align existing policies with new understandings through a DEI lens (see Checklist for Policy, Regulations and Guidelines Revision and Development).

A specific example of the type of language requiring attention throughout the Board’s Policy Manual is the often used term, “stakeholder.” The provincial government has developed and posted online a document titled ***Terminology in Indigenous context*** which articulates that the term “stakeholder” is a common cooperate term for partners which has negative connotations to many Indigenous Peoples.” Policies are being aligned with the Ministry guidance, and the term “stakeholder” is being replaced with “partner group”.

In addition, the necessity to review existing Board policies and regulations (described above) provides the opportunity for greater consistency regarding a range of items such as the use of

jargon, gender neutral language, capitalization, spacing, spelling, hyphenation, district job title modifications, and Ministry of Education and Child Care changes over time.

**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:**

<b>Dates</b>	<b>Meeting</b>	<b>Comments</b>
December 2, 2024	Policy Committee (In-camera)	Report submitted to Policy Committee (In-camera) with draft minor policy revisions attached. Opportunity for trustee review and feedback.
January 13, 2025	Policy Committee (Public)	Draft revised policy incorporating trustee feedback submitted to Policy Committee (Public). Possible Notice of Motion for approval at the January Board of Education (Public) Meeting.
January 22, 2025	Board of Education (Public)	Possible Notice of Motion to the January Board of Education (Public) Meeting for final approval at the February board meeting.
February 19, 2025	Board of Education (Public)	Recommendation for board approval of revised policy.

*Respectfully submitted,*

*Christopher Usih  
Superintendent of Schools*

*Attachments:*

- 1. Policy 103 and 103-R (A) & (B) with proposed minor revisions (track changes & clean versions)*
- 2. Provincial Government Document: Terminology in Indigenous context*
- 3. Checklist for Policy, Regulations and Guidelines Revision and Development*

Revised – Changes tracked

**DISTRICT PHILOSOPHY**

**Policy 103**

**Collaboration and Community**

Open, respectful communication and collaborative decision-making ~~is shall be~~ encouraged in order to promote a sense of common purpose and community amongst trustees, administrators, teachers, support staff, parents/guardians, and students. A common-interest, solution-oriented approach to problem solving shall be encouraged in all aspects of school district activity, and complaint and appeal ~~procedures are mechanisms shall be~~ provided that ensure fairness when collaborative problem solving is not successful.

DRAFT

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Revised – Changes tracked

## DISTRICT PHILOSOPHY

## Policy 103-R (A)

### Foundations for Learning

Staff ~~will~~<sup>shall</sup> invite and support a partnership with parents/guardians and students in order to better enable all learners and uphold the district statement of philosophy.

Each school will develop brief statements that outline how it will address key issues of common concern to staff, parents/guardians, and students. – These issues will include, but not be limited to, attendance, homework, assessment, reporting, communication, conduct, dress, health promotion, emergency procedures, and school closure due to emergent conditions. The statements will be developed collaboratively by staff and parents/guardians, and in secondary schools with the involvement of students. –They will be reviewed and communicated at least annually to all members of the school community.

Early in the school year (or for secondary schools organized by semester, early in each semester), teachers will provide students and their parents/guardians with a preview of the intended educational program, including curriculum, instruction, homework, assessment, reporting, student conduct, and communication.

Teachers will also seek information about the background, abilities, and interests of students. Parents/guardians will be invited to share information that may assist the teacher in better understanding their child students and supporting their learning.

Revised – Clean

## DISTRICT PHILOSOPHY

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Revised – Changes tracked

## DISTRICT PHILOSOPHY

## Policy 103-R (B)

### Complaints and Appeals by Staff

All staff are expected to think critically and exercise independent judgment in order to best contribute to the quality of decision making in the district. -At the same time, they are expected to respect both the consensus of colleagues and authority of their supervisors.

Decision making processes will generally include opportunities for discussion amongst those most directly involved in the matter at hand or the implementation of the decision. -The broadest consultation possible under the circumstances is encouraged. -It is within this consultative process that dissenting opinions should be expressed and duly considered.

Staff are encouraged to seek the advice of their uUnion representative when making a complaint to ensure that the matter is not contractual, in which case it would be dealt with through a grievance procedure as provided for in the relevant cCollective aAgreement.

At each step of a complaint or appeal procedure, the matter is to be resolved as quickly as is reasonably possible. -Except under exceptional circumstances, there should be a response within two weeks and a resolution within two months.

#### *Complaints*

When a decision causes concern for a staff member, that concern should be verbally expressed directly to the person responsible for the decision. -Dissent will be expressed and received respectfully. -Retaliation in any form will not be tolerated. -Disagreement, however, does not justify disregard for authority.

Under exceptional circumstances in which a staff member believes that a decision has the potential to place themselves, other individuals, or the organization at significant risk, or is significantly at odds with the dDistrict's purpose or values, the staff member may register an official written complaint with the immediate supervisor. -Health and safety risks should be reported verbally immediately with subsequent written report or complaint as necessary.

The supervisor:

1. Will acknowledge receipt of the complaint in writing;
2. May seek additional information;
3. Will meet with the concerned staff membercomplainant, and an advocate if desired, provide the staff membercomplainant with any additional information that has been acquired, respond to the complaint, and entertain questions and further discussion as necessary for clear understanding; and
4. Will provide a written statement of the response after the meeting.

While a complaint process is underway, staff must continue to respect direction provided by

Adopted: 20 April 2009  
Revised:

the supervisor.

## *Appeals*

If ~~at~~ the staff member remains significantly concerned despite the written response, ~~s/he~~ they may appeal to the next supervisor in the line of authority as follows:

1. Advise the supervisor whose decision is being appealed of the intention to appeal; and
2. Provide the next supervisor in the line of authority with a written statement of appeal based on the previous written complaint and the response, and simultaneously provide a copy of the statement to the supervisor whose decision is being appealed.

This will result in a meeting and response as described above under Complaints.

This process may be repeated up the line of authority in similar fashion if the concerned staff member~~appellant~~ remains unsatisfied with the response.

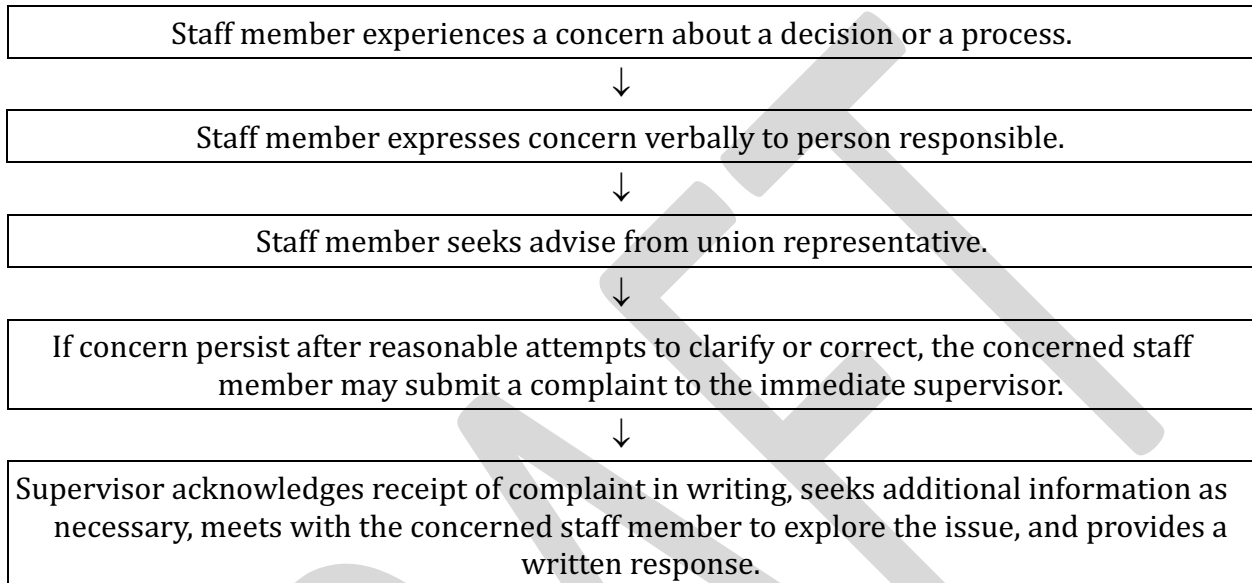
Written complaints and appeals will be submitted in confidence and not copied to other parties. However, a staff member may seek the counsel of others, including union representatives, ~~in so doing~~ and may provide a confidential copy of the complaint or appeal to such an individual.

At any point in the complaint or appeal process, a staff member may have the support of an advocate of their ~~his/her~~ choice at meetings, and the supervisor may also have an advocate present. All parties will be informed in advance of such intention.

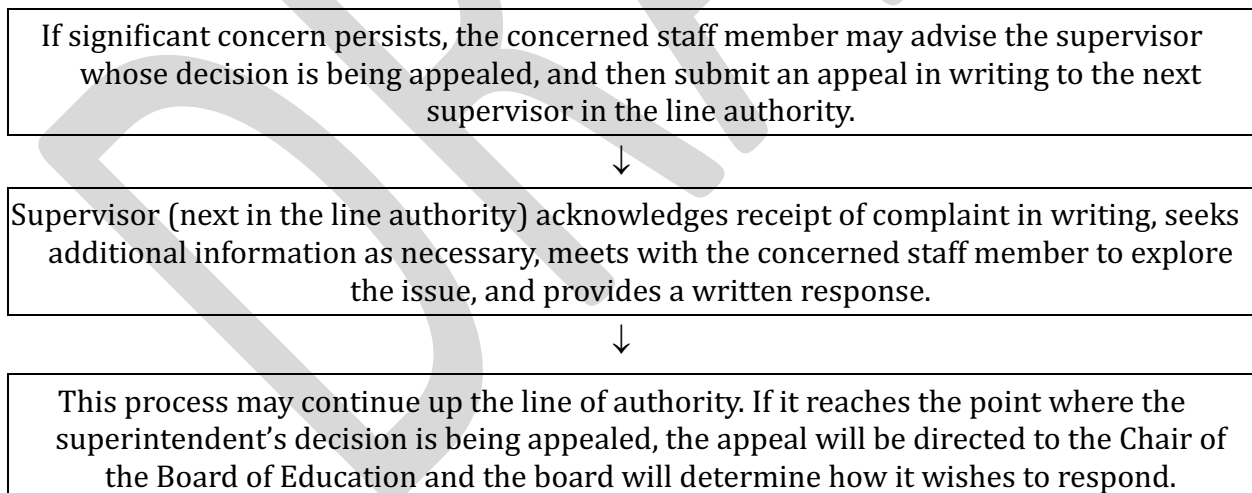
Should an appeal concern the actions of the superintendent, it will be addressed to the Chair of the Board.- The chair will advise the board, and the board will determine how best to respond.

## Process Flow for Complaints and Appeals by Staff

### Complaints



### Appeals



Revised – Clean

## DISTRICT PHILOSOPHY

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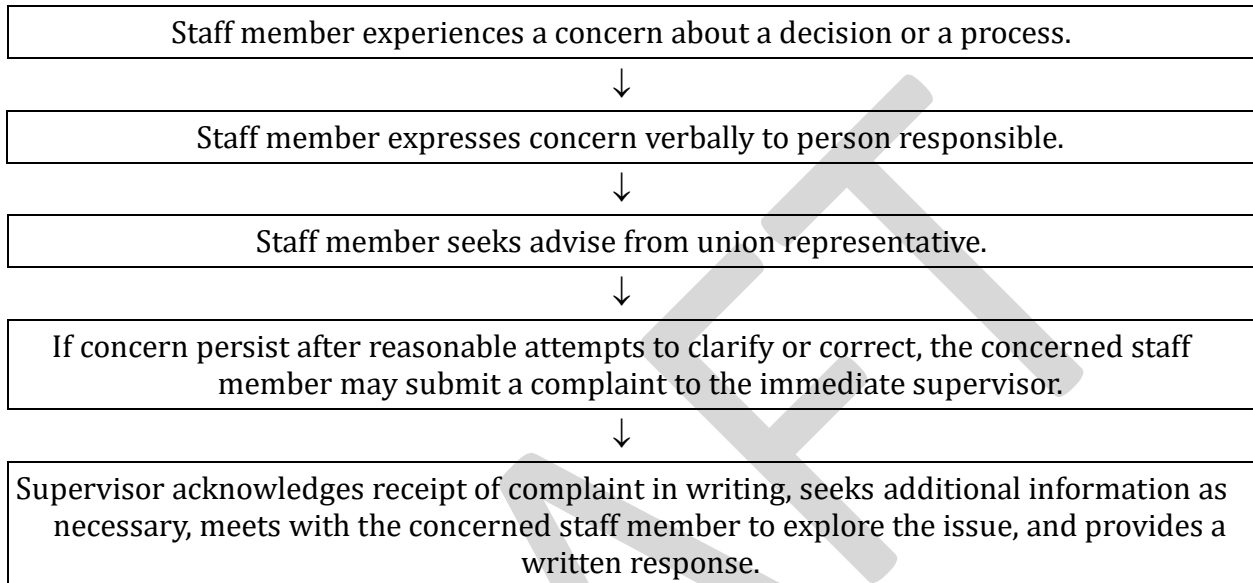
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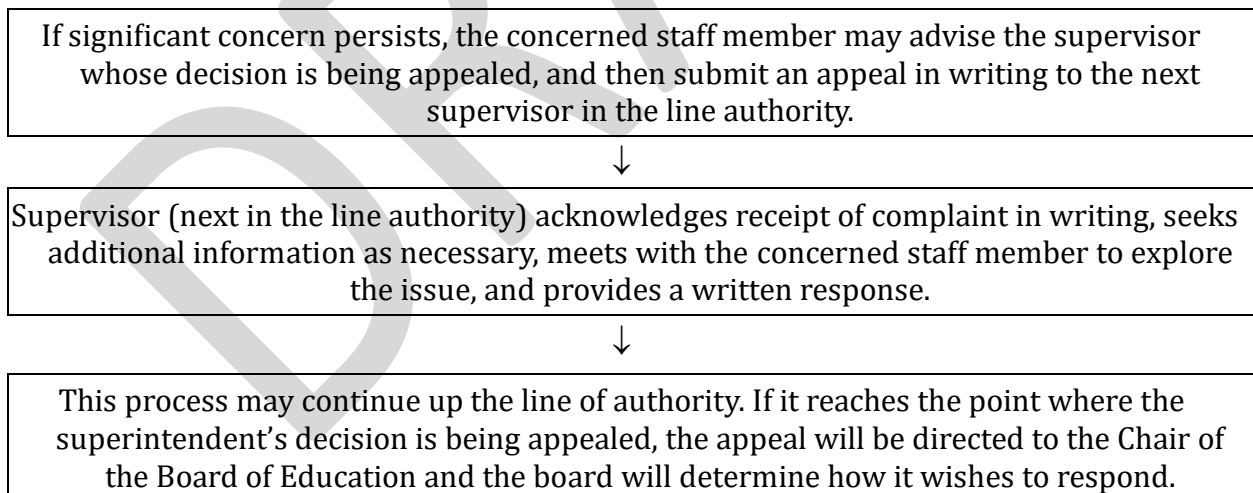
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## Process Flow for Complaints and Appeals by Staff

### Complaints



### Appeals



# Terminology in Indigenous content

(taken from the [Ministry's Website](#))

Individuals and Nations may have preferred terminology. Always check first with those you're writing about.

Last updated: **October 6, 2023**

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## Aboriginal

Legal term in Canada when referring to Aboriginal rights under [s.35 of the Constitution Act, 1982](#).

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## Band Councils

Use this term only to describe leadership operating under the Indian Act. The term may not be appropriate when self-government agreements such as treaties are in place. Review the Profile of Indigenous Peoples to learn more about the government structure of a Nation.

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## British Columbians

The term 'British Columbians' is often used to reference people living in B.C. This term excludes Indigenous Peoples who may not identify with it. For many, they identify as members of their own sovereign nations and do not consider themselves part of one that has actively worked to assimilate their people.

'British Columbians' also excludes other groups such as newcomers and refugees. We recommend instead saying 'people living in B.C.'

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## First Nation(s)

- Identifies one of the three populations of Indigenous Peoples within Canada, the other two being Métis and Inuit
  - An individual's heritage which can be a combination of any or all three
  - Usually, the term 'First Nations' is plural when used as an adjective and singular or plural as a noun
  - First Nations people identify with their ancestral Indigenous origins and do not like to have their identity tied to the federally regulated reserve status, which is a colonial construct through the Indian Act
  - Many First Nation communities in Canada are still governed by the Indian Act, and are referred to as [Bands](#)
  - First Nation refers to the political governance entity and is made up of members of the First Nation community
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## Hereditary Chiefs

Hereditary Chiefs inherit their title. Their responsibilities and governing principles are according to the history and cultural values of their community. Hereditary Chiefs are the caretakers of the people and the culture. In addition to governance responsibilities, they may carry or share the responsibility of ensuring the traditions, protocols, songs, and dances of the community are respected and kept alive.

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## Indigenous

- The term 'Indigenous Peoples' includes First Nations, Inuit and Métis people in Canada
  - Although used as a synonym to Aboriginal, Indigenous is the preferred term
  - Individuals are more likely to identify with their Nation than the term Indigenous
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## Inuit and Inuk

- Indigenous people who live in the Arctic regions of what is now Canada, Greenland, United States of America and Siberia
  - Identifies one of the three populations of Indigenous Peoples within Canada, the other two being First Nations and Métis
  - Inuit in Canada are part of the Indian Act and at the same time do not have 'status'. They have their own history of land claims and journey of returning to self-governance
  - Inuit in B.C. do not currently have political representation within B.C.
  - Inuit – plural, 'we're Inuit'
  - Inuit - adjective or collective noun. For example:
    - 'No matter where Inuit live, whether in Nunavut or elsewhere, they share certain ideals, beliefs and ways of life.'[\[1\]](#)
    - 'An Inuit drum'
  - Inuk - singular noun referring to an individual. 'This Inuk is a celebrated Inuit musician' is correct, but not 'The musician is an Inuk' or 'They're an Inuk musician'
- 

## Métis

- Indigenous peoples with ancestral lineage that can be traced back to the historic Métis Nation Homeland which includes Manitoba, Saskatchewan, and Alberta, as well as parts of Ontario, British Columbia, the Northwest Territories and parts of the northern United States.
- Identifies one of the three populations of Indigenous Peoples within Canada, the other two being First Nations and Inuit
- Nation-specific term with unique culture, language and customs
- Can be singular or plural, noun or adjective
- Métis people possess both First Nations and European ancestry. However, not all people with mixed First Nations and European ancestry are Métis.
- The Métis National Council (MNC), the political organization that represents the Métis Nation federally, defined Métis in 2002 as: "a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation ancestry and who is accepted by the Métis Nation"

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## Reserve

Lands defined under the Indian Act and held in trust by the Crown. Note that the term 'reservation' is used in the United States only.

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## Rights

Asserted or established rights as referred to under Section 35 of the Constitution and Nation-specific Treaties.

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## Poles and Posts

'Totem pole' is a general term, not all Nations have them. There are different types of poles, statutory figures and posts. Other names for Totem poles can be translated as Clan or House totems. These identify the Clan or Wilp (Gitxsan for House group) that protects and uses the land in that totem's territory. Traditionally this allowed others to identify the People whose territory they were moving through. It also identified who to ask for permission to use the land for themselves for a time. For example, when they need to hunt/harvest to get a stock of food to keep travelling. Speak with the Nation, Elder, Knowledge Keeper or other knowledgeable individual from the Nation about what kind of pole or post is being discussed and its purpose and history.

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## Stakeholders

'Stakeholder' is a common corporate term for partners which has negative connotations to many Indigenous Peoples. When land acquisition was happening, this term referred to the allotment of land to settlers. Settlers were given wooden stakes to claim their plot of land prior to any treaty or land negotiations with Indigenous Peoples. It's more appropriate to refer to Indigenous Peoples as partners rather than stakeholders. Indigenous Peoples are not stakeholders;

they're Aboriginal rights holders whose rights are protected under the Constitution of Canada.

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## **Territory**

Territories that Nations have occupied and continue to occupy where they exercise their Indigenous rights.

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## **Treaty Settlement Lands**

Lands identified under a treaty over which a First Nation has law-making authority and title.

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## **Two-spirit**

Two-spirit people are part of the LGBTQ2S+ community, specific to the Indigenous community. The term 'Two-spirit' can be abbreviated as '2S.' An older term, 'Two-spirited' may be preferred by some people when referring to themselves.

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## **UN Declaration on the Rights of Indigenous Peoples**

When shortening the name of the United Nations Declaration on the Rights of Indigenous Peoples, it's the preference to use the term UN Declaration, and not the acronym UNDRIP.

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## Outdated terms to avoid

Avoid outdated terms unless they're formalized in organizational, geographical names, or legislation.

- Aboriginal groups
- Aboriginal interest
- Band (Unless referring to a local Nation that uses this term, check with the Nation first for proper reference)
- Eskimo
- Indian (Unless referring to a local Nation that uses this term, such as 'Adams Lake Indian Band'. Or it is part of legislation like the 'Indian Act' or 'Status Indian')
- Native (Unless it is part of an organization name such as 'Native Women's Association of Canada')
- Traditional (i.e. traditional knowledge, traditional territories, makes it seem like it is only applicable to the past and not the present.) When referring to ceremonies, please check with the local Nation's website for assistance on whether to include 'traditional'.
- Tribe (Unless referring to a local Nation that uses this term, such as 'Cowichan Tribes'. 'Tribe' may also be appropriate when working with groups or individuals in the U.S.A.)

Offer context where possible when using the terms listed above, such as, 'Status Indian under the Indian Act'.

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## Be mindful of the words you're using

Some words have historical connotations which may cause unease or mistrust. Awareness of this historical lens is important when working with Indigenous Peoples. For example:

- 'Executing' and 'execute' are commonly used and can be replaced with 'implement.' Consider that in 1864, the provincial government asked to meet the Tsilhqot'in Chiefs and then hanged five of them on October 25, 1864, at a location just north of Quesnel's hospital.

- 'Artifact(s)' and 'curating/curate' are commonly used when describing documents or the work done to compile information. When used out of context it has negative connotations to many Indigenous Peoples. Indigenous communities struggle to reclaim cultural and ceremonial regalia, artwork and tools which were stolen and are displayed publicly or privately. In some cases, there are pieces that were never meant to be seen outside of ceremony and they continue to hang in a museum or a private collection not being honored and cared for by their rightful owners. Using the word(s) out of context sounds like something is being taken, e.g. data, knowledge, ideas, and used without the permission of Indigenous Peoples.

Be curious of the influence of our words. Choose language that reflects consent and Indigenous agency and resiliency. For example:

- 'Leverage' instead of 'take advantage'
- 'Practice' instead of 'use'

Many words can support a positive shift. For example:

- 'Should' may be replaced with 'could'
- 'But' may be replaced with 'and'
- 'Best' may be replaced with 'wise'
- 'Gaps' may be replaced with 'needs'

## Checklist for Policy, Regulations and Guidelines Revision and Development

This checklist is designed to be used by those with responsibility for developing and revising School District 38 Policies, Regulations and Guidelines to ensure that all SD38 Policies, Regulations and Guidelines are written and revised with diversity, equity and inclusion principles in mind. The checklist is organized into two sections; Structure and Organization, and Content.

### Policy, Regulations and Guidelines Structure and Organization

The Policy/Regulations/Guidelines include the following;	Yes	No	Notes (especially where yes/no is not clear)
The language is accessible to readers through use of plain language and a glossary of terms that is linked for ease of access			
If background information, or knowledge of another policy, regulation or guideline is required to understand it, it is linked			
The following is clear, identifiable and marked with a heading; <ul style="list-style-type: none"> <li>• title</li> <li>• number</li> <li>• purpose of the policy, regulation or guideline</li> <li>• implementation procedures</li> </ul>			
This policy, regulation or guideline has text features such as; <ul style="list-style-type: none"> <li>• headings</li> <li>• flow charts</li> <li>• bullet points</li> <li>• other visuals that support its readability. If a visual is used it is prominent (ie near the top of the document rather than at the bottom), and includes links to relevant sections of the document</li> </ul>			
If other documents or policies are referenced, they are linked			
When an acronym is used, it is defined			
A link to accessibility features such as voiceover, and translation is provided			

<b>Policy, Regulations and Guidelines Content</b>			
The Policy, Regulation or Guideline includes the following;	Yes	No	Notes (especially where yes/no is not clear)
The language uses inclusive terminology and is gender inclusive			
The intention is clear			
It is specific			
Applicable guidelines and regulations are linked throughout the document			
The policy, regulation or guideline promotes diversity, equity and inclusion as referenced in <a href="#">Strategic Priority 2</a>			
The policy, regulation or guideline is aligned with <a href="#">DRIPA</a> (Declaration on the Rights of Indigenous Peoples Act) and <a href="#">TRC</a> (Truth and Reconciliation Commission) Calls to Action			
The policy, regulation or guideline is aligned with the District's <a href="#">strategic priorities</a>			
The policy, regulation or guideline is consistent with relevant legislation			
If the policy, regulation or guideline builds on other legislation, such as the School Act, Human Rights Code, etc. this is noted and linked			
The policy, regulation or guideline has gone through specific and equitable consultation processes with partner groups, and affected communities as applicable. A link to <a href="#">Policy 204-R</a> is provided regarding the feedback process			
It is clear who is responsible for implementing this policy, regulation or guideline			
A description of the process for implementation is included			

This checklist is to be reviewed on a periodic basis to ensure it stays current and relevant.

## POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

COMPLETED		
	Policy	Dates & Actions
1	<b>Policy 101:</b> Goals and Objectives	Revised policy approved in May 2023
2	<b>Policy 201:</b> Board Operations	Revised policy approved in June 2023
3	<b>Policy 311/311-R:</b> Freedom of Information and Protection of Privacy	New policy approved in June 2023
4	<b>Policy 621/621-R:</b> Financial Planning and Reporting and <b>Policy 631-R:</b> Accumulated Operating Surplus and Capital Reserves	Revised policy approved in June 2023
5	<b>Policy 402/402-R:</b> Public Interest Disclosure Policy	New policy approved in December 2023
6	<b>Policy 701.2-R:</b> Capital Project Design Review Process	Revised policy approved in March 2024
7	<b>Policy 200:</b> Trustee Role, Responsibilities and Code of Ethics	Revised policy approved in May 2024
8	<b>Policy 204-R:</b> Creation and Revision of Policy and Regulations	Revised policy approved in May 2024
9	<b>Policy 105: District Code of Conduct</b>	Revised policy approved in June 2024
10	<b>Policy 203-R/203-G:</b> Trustee Stipend and Expenses	Revised policy approved in October 2024
11	<b>Policy 400-R5:</b> Smoking and Alcohol Consumption <b>Policy 804.1-R:</b> Community Use of District Facilities	Revised policies approved in October 2024
12	<b>Policy Refresh:</b> <b>Policy 101/101-R: Strategic Planning</b>	Revised policies approved in December 2024

IN PROGRESS		
	Policy	Dates & Actions
1	<b>Policy 102:</b> Diversity and Inclusion  <b>Senior Staff Responsible:</b> Christel Brautigam	<ul style="list-style-type: none"> <li>DEI Advisory Committee Policy Update (Dec 2022)</li> <li>Public report on revised policy checklist from DEI Advisory Committee; Revised policy checklist approved by Policy Committee (Jan 2023)</li> <li>Policy revision <b>placed on hold</b> to align with an anticipated Ministry DEI framework</li> <li>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)</li> </ul>



## POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

IN PROGRESS		
	Policy	Dates & Actions
		<ul style="list-style-type: none"> <li>Referred to Partner Group Review process from Dec 12, 2024 to Feb 28, 2025</li> </ul>
2	<p><b>Policy 103 Bylaw:</b> Complaints by Students, Parents &amp; the Public</p> <p><b>Senior Staff Responsible:</b> Rob Laing</p>	<ul style="list-style-type: none"> <li>Verbal update from the Superintendent of Schools (Feb 2022)</li> <li>Initiate review of other school district complaints policies (Fall 2023)</li> <li>Consult with legal for guidance</li> <li>Anticipate initial IC Policy Committee discussion (Fall 2024)</li> <li>Public verbal update on policy revisions (Nov 2024)</li> <li>Public report on draft revised policy incorporating trustee feedback, with Recommendation to place into Partner Group review process from Jan 23, 2025 to Mar 23, 2025 (Jan 2025)</li> </ul>
3	<p><b>Policy Refresh:</b> <b>Policy 103:</b> Collaboration and Community <b>Policy 103-R (A):</b> Foundations for Learning <b>Policy 103-R (B):</b> Complaints and Appeals by Staff</p> <p><b>Senior Staff Responsible:</b> Chris Usih</p>	<ul style="list-style-type: none"> <li>Public report with Recommendation for Notice of Motion for approval at January board meeting (Jan 2025)</li> </ul>

ANTICIPATED		
	Policy	Dates & Actions
1	<p><b>Policy 105-R:</b> District Code of Conduct: How we Learn and Work Together Personal Use of District Supplies, Equipment and Facilities</p> <p><b>Senior Staff Responsible:</b> Cindy Wang</p>	<ul style="list-style-type: none"> <li>Public report on draft revised policy (Feb 2021)                             <ul style="list-style-type: none"> <li>Committee agreed that there would be more discussion and review around process for the revision to be brought back at a later date</li> </ul> </li> <li>Anticipate submission of revised policy to public meeting in 2024</li> </ul>

## POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

ANTICIPATED		
	Policy	Dates & Actions
2	<p><b>Policy 502:</b> Student Behaviour and Discipline</p> <p><b>Policy 502.1:</b> Maintenance of Orderly Conduct</p> <p><b>Policy 502.2/502.2-R:</b> Student Suspension or Exclusion from School</p> <p><b>Policy 502.3/502.3-R:</b> Student Possession of Weapons</p> <p><b>Senior Staff Responsible:</b> Braunwyn Thompson</p>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Anticipate submission of revised policy to public meeting in 2024</li> </ul>
3	<p><b>Policy 522/522-R:</b> Transportation</p> <p><b>Senior Staff Responsible:</b> Cindy Wang/Christel Brautigam</p>	<ul style="list-style-type: none"> <li>• Anticipate submission of revised policy to public meeting in 2024</li> </ul>
4	<p><b>Policy 701.11/701.11-R:</b> Naming and Renaming of Board Owned Facilities or Parts of Board Owned Facilities</p> <p><b>Senior Staff Responsible:</b> Christopher Usih</p>	<ul style="list-style-type: none"> <li>• Update for information from the Deputy Superintendent (Mar 2022)</li> <li>• Policy revision and development <b>placed on hold</b> to allow for the Anti-Racism Working Group Report to the Board</li> <li>• Policy 102 will be reviewed/refreshed to inform and ensure alignment with a redrafted Policy 701.11/701.11-R</li> </ul>
5	<p><b>Policy 701.12/701.12-G:</b> Official School Openings</p> <p><b>Senior Staff Responsible:</b> Cindy Wang</p>	<ul style="list-style-type: none"> <li>• Anticipate submission of revised policy to public meeting in 2024</li> </ul>

## POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

ANTICIPATED		
	Policy	Dates & Actions
<b>6</b>	<p><b>PHASE 3 - Policy Section 700: Facilities</b></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><b>Senior Staff Responsible:</b> Cindy Wang</p>	<ul style="list-style-type: none"> <li>• Anticipate submission of revised policy to public meeting in 2024</li> </ul>