

**Policy Committee**  
**Public Meeting Agenda**

**Monday, February 10, 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 hən̓q̓əmi̓ñəm 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 January 13, 2025 attached.
- 3. Policy Refresh to align with DEI checklist (standing item):**  
**Policy 105/105-R: District Code of Conduct**  
Report from the Superintendent attached.
- 4. Status of Current and Anticipated Items**  
Status Update attached.
- 5. Next Meeting Date – Monday, April 14, 2025 at 11:00 am**
- 6. Adjournment**

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

**Monday, January 13, 2025 – 11:00 am**  
**Via Zoom**

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**Present:**

Chairperson	D. Tablotney
Vice Chairperson	D. Yang
Trustee Member	A. Wong
Trustee Alternate	H. Larson
Superintendent	C. Usih
Assistant Superintendent	R. Laing
President, Richmond Teachers' Association	L. Baverstock
President, Richmond Association of School Administrators	N. Widdess
Vice President, Richmond Association of School Administrators	A. Goulas
President, Canadian Union of Public Employees 716	S. Robinson
Chair, Richmond Management and Administrative Professionals	K. Gibson*
President, Richmond District Parents Association	C. Huang
Vice President, Richmond District Parents Association	A. Gong
Representative, Richmond District Parents Association	D. Billings
Executive Assistant (Recording Secretary)	J. Coronel

\*Present for a portion of the meeting

The Chairperson called the meeting to order at 11:00 am.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmi̓ñəm 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 December 2, 2024 were approved as circulated.

**3. Policy 103 Bylaw: Complaints by Students, Parents and the Public**

Assistant Superintendent Laing spoke to his report as included in the agenda package. He highlighted significant proposed changes to Policy 103 Bylaw and explained the rationale for

rewriting the policy to provide more clarity for students, parents, staff, and members of the public on the complaints and appeals process.

Trustees provided feedback, suggesting consistency in language throughout the policy and the inclusion of a process flow diagram for easy reference. He also inquired about the process by which the board makes a decision on an appeal.

Assistant Superintendent Laing also addressed a question on annual communication of Policy 103 Bylaw and related policies to students and parents/guardians. The President of Richmond Teachers' Association proposed revised language to clarify intent of this statement.

Dean Billings, representative of Richmond District Parents Association inquired about the availability of data on complaints submitted within the district. The Superintendent clarified that it is difficult to quantify complaints submitted given the veracity of complaints that may arise and the issue on confidentiality of information.

The President of Richmond Teachers' Association expressed her appreciation for the clear language in the draft rewrite of Policy 103 Bylaw, noting its alignment with the language in RTA's collective agreement regarding procedures for addressing parental concerns.

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 103 Bylaw: Complaints by Students, Parents and the Public** be referred to the Partner Group Review Process for the period of January 23, 2025 to March 23, 2025.

*K. Gibson joined the meeting at 11:14 am.*

- 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**

The Superintendent spoke to his report as included in the agenda package. He then noted a comment from the President of CUPE 716 on the use the term "child" in draft revised Policy 103-R (A).

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 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.**

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

A Status of Current and Anticipated Items was attached to the agenda package.  
A trustee provided feedback on the definition of terms Policy 102: Diversity and Inclusion, proposing that a stronger emphasis on Anti-racism be included in the revised draft.

**6. Next Meeting Date – Monday, February 10, 2025 at 11:00 am.**

**7. Adjournment**

The meeting adjourned at 11:37 am.

*Respectfully Submitted,*

*Debbie Tablotney  
Chairperson, Policy Committee*

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## Report to the Policy Committee Public

**Date:** February 10, 2025

**From:** Christopher Usih, Superintendent

**Subject:** Policy Refresh to align with DEI Checklist: Policy 105/105-R District Code of Conduct

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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 February 19, 2025, public meeting that a recommendation for the board's consideration will be presented at the March 12, 2025, public meeting to approve minor revisions to ***Policy 105 and 105-R: District Code of Conduct.***

### INTRODUCTION:

The purpose of this report is to provide a draft timeline, background information, and proposed minor revisions (i.e., housekeeping) to Policy 105 and 105-R.

### 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 105 and 105-R 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.

In accordance with Policy 204-R, it is recommended not to place revised Policy 105/105-R into the partner group review process, as the revisions are minor in nature.

**LEGISLATIVE CONSIDERATIONS:**

School Act - Section 85: Power and Capacity

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

**PROPOSED TIMELINE:**

<b>Dates</b>	<b>Meeting</b>	<b>Comments</b>
January 13, 2025	Policy Committee (In-camera)	Report submitted to Policy Committee (In-camera) with draft minor policy revisions attached. Opportunity for trustee review and feedback.
February 10, 2025	Policy Committee (Public)	Draft minor revisions to policy incorporating trustee feedback submitted to Policy Committee (Public). Possible Notice of Motion for approval at the February Board of Education (Public) Meeting.
February 19, 2025	Board of Education (Public)	Possible Notice of Motion to the February Board of Education (Public) Meeting for final approval at the March board meeting.
March 12, 2025	Board of Education (Public)	Recommendation for board approval of revised policy.

*Respectfully submitted,*

*Christopher Usih  
Superintendent of Schools*

*Attachments:*

- 1. Policy 105 and 105-R 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 draft with  
changes tracked

## DISTRICT PHILOSOPHY

## Policy 105

~~(previously 502.1.1)~~

### District Code of Conduct: How We Learn and Work Together

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

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

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

We will:

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

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

Adopted: 05 September 1995

Revised: 15 September 2008; 19 June 2017; 19 June 2024

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

Any violation will warrant intervention and/or disciplinary action.

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## DISTRICT PHILOSOPHY

## Policy 105

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We will:

- Show respect for the diversity of the members of our school and district community.
- Act in a safe, considerate, and courteous manner at all times.
- Not threaten, harass, intimidate, or assault, in any way, any person within our school district community, through physical violence, print, or electronic media.  
Not be in possession of weapons, dangerous articles, alcohol, or illegal drugs while in school or work.
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respectful, caring, and courteous. There is also a recognition that each member of the district's community has a duty to report violations.

Any violation will warrant intervention and/or disciplinary action.

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Revised draft with  
changes tracked

## DISTRICT PHILOSOPHY

**Policy 105-R**  
~~(previously 502.1.1-R)~~

### District Code of Conduct: How We Learn and Work Together

It is our collective responsibility to ensure that we are learning and working together positively.

District and school staff will ensure that the Code of Conduct ~~pPolicy and rRegulations and Administrative Guidelines~~ are implemented at each school and district facility.

The District Code of Conduct and any school ~~cCode of cConduct~~ shall be prominently displayed in all schools and district facilities. It is to be communicated and reviewed with students, staff, and parents/guardians at regular intervals (at least once per year).

#### Respect for Human Rights

- All students, staff, trustees, and parents/guardians will be provided with opportunities to develop their knowledge, skills, awareness, and behaviours to identify and eliminate all types of discrimination, harassment, and bullying.
- Schools counsellors will be informed and knowledgeable about expectations pertaining to human rights, discrimination, bullying, and harassment.
- Educational staff will be encouraged to adapt and include current learning resources and strategies to provide opportunities for all students and staff to develop positive awareness and respect for human rights and diversity.
- The ~~dD~~istrict will outline appropriate behaviours and actions in order to prevent discrimination, harassment, and bullying through greater awareness, and dialogue that creates understanding and respect for diversity.
  - o This understanding and respect applies to spoken word, gestures, physical actions, visuals, print, or electronic media.
- The ~~dD~~istrict will provide awareness and education for all new employees to enhance sensitivity to human rights issues related to all types of discrimination, harassment, and bullying.
- Information for students and staff will be available to enhance respectful communication and behaviour, including how to demonstrate:
  - o Awareness and empathy.
    - To model respect and affirmation.
  - o To use appropriate language which is respectful and inclusive in all situations.

Adopted: 05 September 1995

Revised: 20 November 2006; 15 September 2008; 19 June 2017

## Reporting Incidents of Discrimination, Harassment, and Bullying

All members of the district community at each school and district site have collective responsibility and will comply with the expectations of the District's Code of Conduct. Any violation will warrant intervention and/or disciplinary action.

- Allegations of inappropriate language, behaviour, or discrimination will be reported to the teacher, school administrator, or supervisor.
- All appropriate steps will be taken to support and safe guard the person who has made a complaint of a breach of the Code of Conduct. Any witnesses involved in connection to a complaint will be supported as well.
- Response procedures and/or the consequences of a breach of the Code of Conduct will appropriately consider the maturity, ~~as well as,~~ as well as the intellectual, social, and emotional ~~development~~ capacity of the individual(s) involved.
- Special consideration will be given to individuals with disabilities and diverse abilities ~~special needs~~ who may be unable to comply with aspects of the Code of Conduct or other Board policies, due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.

## Respect for Personal / Social Health and Safety

- Respect for Self and Others
  - o All members of the School District community will demonstrate the use of respectful and inclusive language in all settings.
  - o Information and resources will be provided for students, staff, and community to enhance their understanding of personal and social health and safety which will:
    - Build awareness and understanding of mental health and wellness.
    - Educate about restricted and illegal substance use, including the harm and consequences of usage.
  - o All district sites will ~~To~~ ensure that appropriate safe spaces ~~places~~ exist ~~at all district sites~~ to support safety, respect, and privacy.

## Respect for Personal - Public Property and Environment

All members of our School District community are expected to respect personal and district property, such as our facilities, equipment, and the personal articles of others.

Information will be provided to support the appropriate use of furniture, equipment, tools, and facilities.

The Richmond School District continues to be committed to environmental citizenship and expects our district community members to participate positively in the protection and stewardship of our natural resources. Positive environmental behaviour and habits are expected.

Information and awareness regarding sustainable practices will be provided to students, staff, and parents/guardians to ensure that we are all contributing positively to our environment.

Adopted: 05 September 1995

Revised: 20 November 2006; 15 September 2008; 19 June 2017

## Respect ~~foref~~ Ethical and Legal Guidelines

The District Code of Conduct supports how we learn and work together. Other protocols, including, but not limited to, collective agreements, contracts, and provincial and federal laws, also frame how we learn and work together.

All members of our district community will abide by the expectations of the School Act, provincial and federal laws, City of Richmond Bylaws, as well as individual school protocols and processes.

- Individuals involved in a violation will be informed and, if the individual is a student, their parent(s)/~~legal~~ guardian(s) will be informed and asked to work with staff in the process of ~~restitution~~~~remediation~~ and learning.
- Other members of the district or school community may be informed about violations if it is deemed to be ~~necessary~~~~helpful~~, or the violation poses a serious threat to the community as a whole.
- Outcomes and Interventions
  - o May vary depending upon a variety of factors pertinent to each case and individual or group, however, consequences may include:
    - A warning and learning conversation.
    - Loss of privileges depending on the situation, for example: time outs, limits to participation, apology, suspensions, etc.
    - Significant violations may result in more serious consequences, including, but not limited to, ~~an over 5 day suspension resolution meetingsuch things as appearing before a Board of Review~~ for students, a disciplinary review for employees, or a police investigation.

Revised draft - Clean

## DISTRICT PHILOSOPHY

## Policy 105-R

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District and school staff will ensure that the Code of Conduct policy and regulations are implemented at each school and district facility.

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  - Awareness and empathy.
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- Response procedures and/or the consequences of a breach of the Code of Conduct will appropriately consider the maturity, as well as the intellectual, social, and emotional development of the individual(s) involved.
- Special consideration will be given to individuals with disabilities and diverse abilities who may be unable to comply with aspects of the Code of Conduct or other board policies, due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.

## **Respect for Personal / Social Health and Safety**

- Respect for Self and Others
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- Individuals involved in a violation will be informed and, if the individual is a student, their parent(s)/guardian(s) will be informed and asked to work with staff in the process of restitution and learning.
- Other members of the district or school community may be informed about violations if it is deemed to be necessary, or the violation poses a serious threat to the community as a whole.
- Outcomes and Interventions
  - May vary depending upon a variety of factors pertinent to each case and individual or group, however, consequences may include:
    - A warning and learning conversation.
    - Loss of privileges depending on the situation, for example: time outs, limits to participation, apology, suspensions, etc.
    - Significant violations may result in more serious consequences, including, but not limited to, an over 5 day suspension resolution meeting for students, a disciplinary review for employees, or a police investigation.



# 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
-

## 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 (Gitksan 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	
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>• Referred to Partner Group Review process from Dec 12, 2024 to Feb 28, 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>• 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> <li>• Referred to Partner Group Review process from Jan 23, 2025 to Mar 23, 2025</li> </ul>
4	<p><b>Policy Refresh:</b> <b>Policy 105/105-R:</b> District Code of Conduct</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> <li>• For final approval in February 2025 board meeting</li> </ul>

## POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

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>• Policy revision <b>placed on hold</b> (Feb 2025) – for future consideration</li> </ul>
2	<p><b>Policy 502:</b> Student Behaviour and Discipline <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 <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 2025</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 2025</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>Policy 701.12/701.12-G:</b> Official School Openings</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>

## POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

ANTICIPATED		
	Policy	Dates & Actions
5	<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>• Policy revision <b>placed on hold</b> (Feb 2025) – for future consideration</li> </ul>