

Policy Committee
Public Meeting Agenda

Tuesday, October 14, 2025 – 11:00 am
via Zoom

<https://sd38.zoom.us/j/64093448840>

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.

- 1. Adopt Agenda**
- 2. Approve Minutes**
Public minutes from meeting held September 15, 2025 attached.
- 3. Proposed Administrative Guidelines on Acceptable Use of Artificial Intelligence**
Report from the Assistant Superintendent Laing attached.
- 4. Administrative Guidelines on Animals in Schools**
Report from the Executive Director, Human Resources attached.
- 5. Status of Current and Anticipated Items**
Status Update attached.
- 6. Next Meeting Date – Monday, November 10, 2025 at 11:00 am**
- 7. Adjournment**

Policy Committee
Public Meeting Minutes

Monday, September 15, 2025 – 11:00 am
Via Zoom

Present:

Chairperson	D. Tablotney
Vice Chairperson	D. Yang
Trustee Member	A. Wong
Superintendent	C. Usih
Executive Director, Human Resources	T. Major
President, Richmond Teachers' Association	L. Baverstock
1 st Vice President, Richmond Teachers' Association	S. Wenglowski
Vice President, Richmond Teachers' Association	S. Boljuncic
President, Canadian Union of Public Employees 716	S. Robinson
Chair, Richmond Management and Administrative Professionals	K. Gibson
President, Richmond Association of School Administrators	N. Widdess
President, Richmond District Parents Association	C. Huang
Vice President, Richmond District Parents Association	A. Gong
Representative, Richmond District Parents Association	K. Ching
Executive Assistant (Recording Secretary)	J. Coronel

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

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

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

Minutes of the meeting held June 9, 2025 were approved as circulated.

3. Proposed Timeline – Policy on Renaming District Facilities (schools)

The Superintendent spoke to his report as included in the agenda package. In response to a question from the President of Richmond Teachers' Association, he clarified that consideration is being given to whether the policy on renaming district facilities will be developed as a new policy, an update to the existing naming policy, or as an administrative procedure.

The Chairperson resumed as Chair of the meeting.

Trustees expressed appreciation for the thoughtful approach to the policy review process, noting that the renaming of schools is a matter of significant importance to the community.

4. Proposed Administrative Guidelines on Response to Unexpected Health Emergencies (AED and Naloxone)

The Executive Director, Human Resources provided background information and a timeline for the development of proposed administrative guidelines on AEDs and Naloxone. In response to questions from the RDPA representative, the Executive Director, Human Resources explained that staff training on the use of AEDs and Naloxone kits will be provided by the district, and that district funds were used to purchase AEDs and Naloxone kits and have also been allocated for their replacement and/or maintenance.

The President of Richmond Teachers' Association noted that this initiative could be a good advocacy opportunity for the Ministry to provide additional funding to districts for the purchase of AEDs and Naloxone kits. In response to a further question from the President of Richmond Teachers' Association, the Executive Director, Human Resources clarified that the district is working with other metro districts to gather information that will support the development of the proposed administrative guidelines.

5. Status of Current and Anticipated Items

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

6. Next Meeting Date – October 14, 2025 at 11:00 am.

7. Adjournment

The meeting adjourned at 11:21 am.

Respectfully Submitted,

*Debbie Tablotney
Chairperson, Policy Committee*

Report to Policy Committee Public

Date: October 14, 2025
From: Rob Laing, Assistant Superintendent
Subject: **Policy 104-G (B) Acceptable Use of Artificial Intelligence**

This report is provided to the Policy Committee for information purposes. No further action on behalf of the committee is required at this time.

INTRODUCTION:

The purpose of this report is to provide a timeline, background information, and the draft Policy 104 Guidelines for the Acceptable Use of Artificial Intelligence.

BACKGROUND:

The integration of artificial intelligence is impacting many aspects of the education sector, including teaching, learning and business operations. AI technologies are being used by staff and students, and it is important that the district provide guidelines for the acceptable use of artificial intelligence to support safe, ethical, and responsible use.

A verbal update on the use of artificial intelligence was provided during the in-camera and public policy committee meetings in October 2024. These draft guidelines have been shared with RASA, RMAPS, RTA and CUPE partner groups during multiple meetings to gather input and refinements have been made to reflect the feedback received. The draft guidelines have also been discussed at the Education Implementation Committee in January 2025 as well as the Education Committee meeting in February 2025.

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 for the effective and efficient operation of schools in the school district.

POLICY CONSIDERATIONS:

These guidelines align with Policy 104: Acceptable Use of Information and Communication Services.

PROPOSED TIMELINE:

Dates	Meeting	Comments
September 15, 2025	Policy Committee (In-camera)	Report submitted for information to Policy Committee (In-camera) with draft guidelines for the Acceptable Use of Artificial Intelligence.
October 14, 2025	Policy Committee (Public)	Draft Policy 104-G (B) Guidelines for the Acceptable Use of Artificial Intelligence presented to Policy Committee for information (Public).
October 22, 2025	Board Meeting (In-camera)	104-G (B) Guidelines for the Acceptable Use of Artificial Intelligence shared for information.

Respectfully submitted,

*Rob Laing
Assistant Superintendent*

Attachment:

Draft Policy 104-G (B) Acceptable Use of Artificial Intelligence

DISTRICT PHILOSOPHY

Policy 104-G (B)

Acceptable Use of Artificial Intelligence

The Richmond Board of Education is committed to equipping students with the knowledge, skills and abilities to thrive in a rapidly changing world. As technology becomes increasingly embedded in education and society, it is essential to foster competencies in digital literacy and artificial intelligence (AI). The district embraces the use of AI technologies when applied ethically, responsibly, and innovatively to support teaching, learning, and organizational effectiveness.

Artificial Intelligence (AI) has the potential to transform teaching and learning, streamline administrative tasks, and provide personalized student support. While AI can be a powerful tool, it's important for users to stay thoughtful and discerning, as the outputs may occasionally reflect inaccuracies, biases, or misleading information. The Ministry of Education and Child Care has worked with key partners to develop [materials and resources](#) to support school boards, district leaders, school leaders, teachers, and support staff in formulating local procedures and policies.

Digital literacy is embedded across the BC curriculum, with educators designing learning experiences and assessing student progress in alignment with curricular competencies.

Education is inherently relational, with human connections playing a critical role in the learning process. The empathy, understanding, and encouragement unique to human interactions is fundamental in creating an effective learning environment and a supportive workplace. Therefore, AI tools should complement and enhance human processes, not replace them.

These guidelines are designed to enhance learning, nurture creativity, and support the educational growth of every student and staff member. Setting clear standards for the responsible use of generative AI empowers users and upholds the district's core values of respect, collaboration, creativity, curiosity, resilience, and equity.

Guiding Principles for AI Integration

Respect

Implement AI solutions that uphold the dignity, privacy, and humanity of all individuals. Ensure AI systems are transparent, explainable, and accountable, aligning with ethical standards and supporting inclusive learning environments.

Collaboration

Foster meaningful collaboration among educators, students, parents, and other partner groups to ensure AI tools support the diverse needs of the learning community. Emphasize shared decision-making, open dialogue, and continuous feedback to guide the development, refinement, and implementation of AI in education.

Adopted:

Creativity

Utilize AI to inspire innovative teaching methods and learning experiences. Incorporate the use of AI tools to foster creative problem-solving and critical thinking.

Curiosity

Leverage AI to stimulate curiosity and a passion for lifelong learning. Offer AI-driven resources that encourage exploration and discovery, helping students and staff to engage deeply with new concepts and ideas.

Resilience

Design and select AI tools that adapt to diverse learning contexts and support the well-being of all members of the school community. Promote the confidence of students, educators, and staff in using AI critically and reflectively to overcome challenges and thrive.

Equity

Ensure that AI integration promotes inclusivity and access to educational opportunities. Acknowledge that AI generated content may include bias and strive to provide equitable resources and support to all students, regardless of their background or abilities.

Guidelines for Students

Support Learning, Not Replace It

Use AI to deepen your understanding and spark your creativity, rather than relying on it to complete tasks entirely. While AI can be a powerful aid, it's important to develop the ability to discern when its use is appropriate — and when it is not — as part of becoming a thoughtful, independent learner.

Academic Integrity, Individual Thought, and Proper Attribution

Uphold your academic integrity by ensuring that your work represents your unique understanding, creativity, and thinking. When using AI tools, clearly acknowledge their contributions, and actively engage with their outputs to refine and transform them into original work. The following resource provides clear guidance for [citing AI sources](#).

Privacy Protection

Protect your privacy by avoiding the input of personal or sensitive information into AI tools (ie. Name, address, phone number, email, personal ID numbers, images, etc.)

Check for Accuracy and Bias

AI-generated content may contain inaccuracies or bias. Always verify information, consult multiple sources, and evaluate content critically. When engaging with Indigenous knowledge, recognize that AI does not reflect Indigenous ways of knowing or respect cultural protocols. Use community-informed resources and [The First Peoples Principles of Learning](#) to guide respectful and appropriate use

Ethical Use of AI

Follow ethical guidelines (integrity, responsibility, accountability, transparency, citing etc.) Avoid using AI to generate harmful, inappropriate, or misleading content, ensuring that your use of AI tools aligns with the District Code of Conduct.

Adopted:

Guidelines for Staff

Promote Ethical and Responsible AI Use

Use AI tools ethically, emphasizing professional integrity and responsibility. Protect privacy by avoiding the input of personal or sensitive information (including student or district data) into AI systems and ensure that AI tools comply with district privacy policies. The use of AI should align with [Policy 102: Diversity, Equity and Inclusion](#).

Check of Accuracy and Bias

AI-generated content may contain inaccuracies or bias. Always verify information, consult multiple sources, and evaluate content critically. When engaging with Indigenous knowledge, recognize that AI does not reflect Indigenous ways of knowing or respect cultural protocols. Use community-informed resources and [The First Peoples Principles of Learning](#) to guide respectful and appropriate use.

Use District-Approved AI Tools

Utilize only AI tools that have been approved by the district. Ensure these tools are appropriate for the educational/work setting and meet all safety, privacy, and ethical standards.

Ongoing Professional Learning

Stay informed about the latest AI technologies and best practices for integrating them effectively. Participate in professional learning opportunities and share insights with colleagues to promote responsible AI use.

Instructional use:

Support Learning and Critical Thinking

Use AI as a tool to enhance learning experiences, encourage critical thinking, and promote creativity. Ensure AI is integrated in a way that supports educational objectives rather than replacing foundational learning processes. Teaching students how to use AI is part of developing their digital literacy skills. Be explicit with student about when and how they can (or cannot) use AI and engage students in discussions about the benefits and limitations of AI.

Differentiate for your Learners

Use AI tools to create personalized, engaging, and accessible learning experiences that adapt to diverse student needs, support early intervention, and empower your learners. The use of AI should be appropriate to a student's age and stage of development.

Verify Curriculum Alignment

Ensure that AI tools and resources used align with Learn38 and [B.C. Curriculum and Performance Standards](#).

Adopted:

AI and Digital Literacy Resources

1. [AI Terms to Know](#)
2. [Curriculum Connections: Digital Literacy and the Use of AI](#)
3. [Elementary: What you need to know about AI](#)
4. [Secondary: What you need to know about AI](#)
5. [Information for Parents and Caregivers: All about artificial intelligence](#)

DRAFT

Report to Policy Committee Public

Date: October 14, 2025
From: Tanya Major, Executive Director, Human Resources
Subject: **Animals in School and District Facilities – Administrative Guidelines**

This report is provided to the Policy Committee for information purposes. No further action on behalf of the committee is required at this time.

Introduction

The purpose of this report is to provide the Animals in School and District Facilities - Administrative Guidelines.

Background

Previously, the Richmond School District (the “District”) did not have guidelines with respect to animals in our school and facility buildings. However, under Human Rights legislation, an employee who provides documentation that being accompanied by a service animal is medically recommended, is entitled to bring the animal to their workplace.

The District recognizes that animals may be in schools or other District facilities in certain circumstances and that animals can both complement and support the well-being of individuals and educational program(s). A commonsense approach must be used when admitting animals to schools and district facilities for support purposes for any length of time.

The development of such guidelines are in alignment with Policy 703.5-R Health and Safety, *In order to accomplish the Board's commitment to providing a safe and healthy working and learning environment for all students and staff, the following responsibilities apply: 1. The Board will establish policies and procedures to meet or exceed health and safety standards throughout the District, in accordance with applicable health and safety legislation and regulations.*

Having robust policies or guidelines in place assist in preventing potential incidents from occurring. When guidelines are in place, the school district can demonstrate their due diligence as it relates to animals in or on district property. Guidelines do not guarantee that a school district would not be found negligent, but it is recommended over not having the guidelines at all. The creation of these guidelines aligns with those developed in neighbouring metro school districts.

Please find the attached document, *Animals and Certified Assistance Dogs in School and District Facilities*.

Respectfully submitted,

*Tanya Major,
Executive Director, Human Resources*

FACILITIES

Policy 703.5-G

Animals and Certified Assistance Dogs in Schools and District Facilities

School District No. 38 recognizes that animals may be in schools or other district facilities in certain circumstances and that animals can both complement and support the well-being of individuals and educational program(s). A commonsense approach must be used when admitting animals to schools and district facilities for support purposes for any length of time.

General Guidelines

1. Animals shall not be allowed to roam freely within a school or a district facility setting.
2. Animals shall not be left in schools or other district facility settings during weekends or holiday periods.
3. Animals shall be housed in suitable sanitary self-contained enclosures appropriate to the size of the animal.
4. Students should not handle rodents or reptiles due to the potential health hazards (i.e. salmonella, hantavirus) associated with these animals.
5. Teachers or other designated employees responsible for the animal(s) will be responsible for ensuring that all animal enclosures are kept in acceptable sanitary conditions.
6. All refuse or animal waste shall be removed daily using gloves, double plastic bagged and placed in the appropriate receptacle (NB: it must not be left in the classroom, school, or facility overnight).
7. All animal owners or handlers, other than those with a certified assistance animal, while in a public place must obey all posted signs and this administrative procedure.
8. Failure to adhere to posted signage may result in fines levied by the municipality.

Dogs on School District Property

Dogs are not permitted on district (school or facility) property during school days from 8 a.m. to 5 p.m., with the exception of:

- a. Certified guide dogs and/or service dogs
- b. Certified therapy dogs
- c. Dogs with a parent/guardian during student drop off and pick up (short visit). At all times during student drop off and pick up, all dogs on district property must be:
 - i. Licensed.
 - ii. Leashed and under adult control (assistance dogs exempt).
 - iii. Remain clear from building entrances and play areas.
 - iv. Immediately cleaned up after and have their waste removed by the owner/handler.

Dogs in School or District Facilities

Dogs are not permitted in school or district facility buildings, at any time, with the exception of:

- a. Certified guide dogs and/or service dogs
- b. Certified therapy dogs

Certified Assistance Dogs

Certified assistance dogs are trained to assist children and adults with their daily living activities and provide physical safety and emotional support. Use of a certified assistance dog by an employee, in a school or facility building, must be approved by the district and all district criteria must be met to the satisfaction of the Board of Education.

1. Definition

As used in this Policy & Regulation, certified assistance dogs include:

- 1.1 Certified therapy dogs.
- 1.2 Certified guide and service dogs.
- 1.3 Autism support dogs which are specifically trained as certified assistants for persons with autism.

Definitions

Therapy dog (certification required)

- A certified therapy dog provides comfort and emotional support to individuals. These specially trained dogs help reduce stress and improve the individual's well-being.
- To qualify a dog as a therapy dog, the dog must meet specific behavioral and health requirements and pass training programs such as the AKC Canine Good Citizen (CGC) test or vanecovillage.com/certification.

Guide dog and service dog (certification required)

- Certified guide and service dogs help individuals with disabilities avoid hazards or perform specific tasks to mitigate their disability. They can help an individual navigate public spaces, alert them to sounds, open doors, and warn of oncoming epileptic seizures.
 - Certified hearing support dogs alert individuals who are deaf or hard of hearing to specific sounds.
 - Certified seizure response dogs are trained to provide emergency response for individuals with epilepsy.
 - Certified service dogs (as defined in the BC Guide Dog and Service Dog Act) assist individuals who utilize a wheelchair or mobility device.
 - Certified guide dogs (as defined in the BC Guide Dog and Service Dog Act) are trained as a guide for a blind or visually impaired individual.
- British Columbia's [Guide Dog and Service Dog Act](#) and [regulation](#) govern how guide and

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service dogs and their handlers are certified.

Emotional support animal (not eligible for certification)

- An animal, often a dog, which an individual owns as their pet and keeps with them most of the time to address and augment their personal, emotional, or psychological state.
- Emotional support or companion animals are not equivalent to certified therapeutic or therapy dogs.
- A general practitioner cannot prescribe an assistance dog to their patient.

2. Criteria (All of the below criteria must be met to qualify)

- 2.1 An employee may be eligible to receive the support of an assistance dog if they have a low incidence disability or diverse ability (which may include but is not limited to, a chronic health condition, visual/hearing impairment, autism spectrum disorder), as defined by the British Columbia Ministry of Education.
- 2.2 An employee may request a duty to accommodate as defined under the Human Right Code, section 13(1) legislation.
- 2.3 An employee has received treatment from a licensed mental health professional (therapist, psychologist, psychiatrist, etc.) and have been prescribed an assistance dog with certification.
- 2.4 The assistance dog must be trained and certified by a training school accredited by either, or both, of the International Guide Dog Federation ("IGDF") or Assistance Dogs International ("ADI"), or certified by the Justice Institute of British Columbia. In all cases, the guide dog or service dog team must be able to present their British Columbia Guide Dog and Assistance Dog Provincial ID Card.
- 2.5 The introduction of the assistance dog to the school community must not create barriers to student learning and/or other employees.

3. Application

Prior to the admittance of an assistance dog to a school, the employee must:

- 3.1 Provide a letter to the district identifying the reason for the accommodation.
- 3.2 The letter must outline the rationale of having an assistance dog attend school with the employee.
- 3.3 Provide a copy of the letter of recommendation from an appropriate professional (therapist, psychologist, psychiatrist, etc.) confirming the diagnosis of a recognized disability or diverse ability, including the recommendation for the use of a certified assistance dog.
- 3.4 Provide a certificate of training for the assistance dog and the handler from the appropriate agency, including liability insurance.
- 3.5 Provide a detailed plan for the care and supervision of the certified assistance dog while the employee is onsite. This would include personal care, physical needs, bio-break

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procedure, appropriate bedding (e.g. bed or blanket), food, and water needs for the certified assistance dog.

- 3.6 Accept responsibility for the actions of the assistance dog by signing a district release of liability.
- 3.7 Annually, provide the district with proof of a municipal dog license, proof of annual re-certification from the appropriate agency and proof of up-to-date vaccinations provided by a Doctor of Veterinary Medicine confirming that the certified assistance dog is in good health.

4. School District Responsibilities

The district shall not be responsible for the training, feeding, grooming, care or any other costs incurred by the owner of any certified assistance dog permitted to attend school, district facility, or ride on school buses under this policy. The district must approve any person who is authorized to assist in the care and supervision of the certified assistance dog while on school property.

The district shall ensure that the use of a certified assistance dog is consistent with the needs indicated by their health professional.

4.1 Notifications

- a. The following letters shall be forwarded by the district to all students attending the school, and any employee working in the school or district facility to inform:
 - i. The school community or district facility of the arrival of the working certified assistance dog, its purpose, and rules and regulations regarding the existence of the certified assistance dog in the school or district facility.
 - ii. The parents, guardians, and students in any of the classes where the certified assistance dog will be present to elicit information concerning allergies, or extreme phobias from the students' parents/guardians.
 - iii. The employees in the school or facility building where the certified assistance dog will be present to elicit information concerning allergies, or extreme phobias from employees.
- b. The district shall retain all letters regarding the assistance dog in the employee's permanent record file.
- c. The district shall inform all employees including teachers, educational assistants, custodians, support staff, volunteers, and health and safety representatives of the presence of the assistance dog(s).

5. Familiarization within the School Community or District Facility

A school shall arrange for demonstrations from the appropriate agency or other certified assistance dog organization for the student body, employees and community, as required, to provide education and awareness of certified assistance dogs in the school or district facility.

6. Emergency Procedures

A school or district facility shall revise emergency procedures, as required to include the certified assistance dog.

7. Removing or Excluding Certified Assistance Dogs from a School or District Facility

The district may remove or exclude from school or district facilities or property any certified assistance dog for reasons it deems appropriate.

7.1 Should the district determine that a certified assistance dog poses a direct threat to the health or safety of any employee or student, causes a significant disruption of school or facility activities or otherwise jeopardizes the safe operation of the school, a school event, or a district facility, the district may remove or exclude the certified assistance dog from school facilities or property. Examples of such include, but are not limited to:

The certified assistance dog

- a. Urinates or defecates in inappropriate or undesignated locations.
- b. Vocalizes unnecessarily (e.g. barking, growling or whining).
- c. Shows aggression towards people or other animals.
- d. Solicits or steals food or other items from the student body or school/district personnel.
- e. Is unable to perform reliably the service for which it has been approved.
- f. Is not under the full control of the handler or the designated employee.
- g. Is a public health threat because of being infested with parasites or having a communicable disease of the skin, mouth, or eyes.
- h. Is unclean or unsanitary.
- i. Significantly impairs the learning of students.
- j. Significantly impairs the ability of other employees to complete their job.

8. Restrictions for Assistance Dogs

The district may impose restrictions on certified assistance dogs for safety reasons. Certified assistance dogs may be excluded from or have limited access to certain areas of school facilities or certain programs for safety reasons. Areas or programs that may be considered off-limits for certified assistance dogs include, but are not limited to:

- 8.1 Laboratories, mechanical rooms, custodial closets, food preparation areas, areas where protective clothing is necessary, areas which have exposed sharp metal cutting or other sharp objects which may pose a threat to the certified assistance dog's safety, areas with high levels of dust, and areas where there is moving machinery.
- 8.2 The determination to restrict the access of a certified assistance dog to specific programs or areas of a school or district facility will be on a case-by-case basis.

References

Guide Dog & Service Dog Certification Testing – Province of British Columbia

<https://www2.gov.bc.ca/gov/content/justice/human-rights/guide-and-service-dog/certification-testing>

BC Guide Dog and Service Dog Assessment

<https://www2.gov.bc.ca/assets/gov/law-crime-and-justice/human-rights/guide-animals/bc-guide-dog-service-dog-assessment.pdf>

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

COMPLETED FOR SCHOOL YEAR 2025/26	
Policy	Dates & Actions
<p>1</p> <p>Policy Refresh:</p> <p>Policy 311/311-R: Freedom of Information and Protection of Privacy</p> <p>Policy 311-G (A): Privacy Impact Assessments</p> <p>Policy 311-G (B): Critical Incident and Privacy Breach Procedure</p> <p>Policy 311-G (C): Personal Information Management Program</p>	<p>Updated policy approved in September 2025</p>

IN PROGRESS	
Policy	Dates & Actions
<p>1</p> <p>Proposed Policy on Renaming District Facilities</p> <p>Senior Staff Responsible: Chris Usih</p>	<ul style="list-style-type: none"> IC report on proposed timeline shared with the committee (June 2025) Public report on proposed timeline shared with partner groups (Sep 2025)
<p>2</p> <p>Administrative Guidelines on Response to Unexpected Health Emergencies (AED and Naloxone)</p> <p>Senior Staff Responsible: Tanya Major</p>	<ul style="list-style-type: none"> Public report on background and timeline for development of proposed guidelines (Sep 2025)
<p>3</p> <p>Administrative Guidelines on Acceptable Use of Artificial Intelligence</p> <p>Senior Staff Responsible: Rob Laing</p>	<ul style="list-style-type: none"> Public report with proposed guidelines shared for information (Oct 2025)
<p>4</p> <p>Administrative Guidelines on Animals in Schools</p> <p>Senior Staff Responsible: Tanya Major</p>	<ul style="list-style-type: none"> Public report with guidelines shared for information (Oct 2025)

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

ANTICIPATED		
	Policy	Dates & Actions
1	<p>Policy 105-R:</p> <p>a. District Code of Conduct: How We Learn and Work Together</p> <p>b. Respect for Personal Public Property and Environment (i.e., District Facilities, Equipment) – Senior Staff Responsible: Cindy Wang</p>	<ul style="list-style-type: none"> • Review after completion of the new strategic plan • Public report on draft revised policy (Feb 2021) <ul style="list-style-type: none"> - Committee agreed that there would be more discussion and review around process for the revision to be brought back at a later date
2	<p>Student Behaviour Policies</p> <p>a. Policy 502: Student Behaviour and Discipline</p> <p>b. Policy 502.1: Maintenance of Orderly Conduct</p> <p>c. Policy 502.2/502.2-R: Student Suspension or Exclusion from School</p> <p>d. Policy 502.3/502.3-R: Student Possession of Weapons</p> <p>Senior Staff Responsible: Braunwyn Thompson</p>	<ul style="list-style-type: none"> • Update provided by Deputy Superintendent. Policies and regulations will be updated in with District Code of Conduct and brought back to the Committee for further review and feedback (Jan 2021) • Anticipate submission of revised policy to public meeting in 2025
3	<p>Policy 522/522-R: Transportation</p> <p>Senior Staff Responsible: Cindy Wang/Christel Brautigam</p>	<ul style="list-style-type: none"> • Anticipate submission of revised policy to public meeting in 2025
4	<p>Policy 701.11/701.11-R: Naming and Renaming of Board Owned Facilities or Parts of Board Owned Facilities</p> <p>Policy 701.12/701.12-G: Official School Openings</p> <p>Senior Staff Responsible: Christopher Usih</p>	<ul style="list-style-type: none"> • Update for information from the Deputy Superintendent (Mar 2022) • Policy revision and development placed on hold to allow for the Anti-Racism Working Group Report to the Board • Policy 102 will be reviewed/refreshed to inform and ensure alignment with a redrafted Policy 701.11/701.11-R

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

ANTICIPATED		
	Policy	Dates & Actions
5	<p>PHASE 3 - Policy Section 700: Facilities</p> <p>Policy 703.1 - Accident Prevention and Safety Procedure</p> <p>Policy 703.2 - First Aid and Accident Reports</p> <p>Policy 703.5 and Regulation 703.5-R - Health and Safety</p> <p>Policy 703.6 and Regulation 703.6-R - Protection of Employees from Violence in the Workplace</p> <p>Policy 705 and Regulation 705-R - Telephones</p> <p>Policy 706 - Smoke Free Environments</p> <p>Policy 703.7 and Regulation 703.7-R - Closure of Schools Due to Emergent Conditions</p> <p>Policy 707 and Regulation 707-R - Post Disaster Procedures</p> <p>Policy 708 and Regulation 708-R - Video Surveillance</p> <p>Senior Staff Responsible: Cindy Wang</p>	<ul style="list-style-type: none"> • Policy revision <u>placed on hold</u> (Feb 2025) – for future consideration

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

COMPLETED IN PREVIOUS SCHOOL YEARS		
	Policy	Dates & Actions
1	Policy 101: Goals and Objectives	Revised policy approved in May 2023
2	Policy 201: Board Operations	Revised policy approved in June 2023
3	Policy 311/311-R: Freedom of Information and Protection of Privacy	New policy approved in June 2023
4	Policy 621/621-R: Financial Planning and Reporting and Policy 631-R: Accumulated Operating Surplus and Capital Reserves	Revised policy approved in June 2023
5	Policy 402/402-R: Public Interest Disclosure Policy	New policy approved in December 2023
6	Policy 701.2-R: Capital Project Design Review Process	Revised policy approved in March 2024
7	Policy 200: Trustee Role, Responsibilities and Code of Ethics	Revised policy approved in May 2024
8	Policy 204-R: Creation and Revision of Policy and Regulations	Revised policy approved in May 2024
9	Policy 105: District Code of Conduct	Revised policy approved in June 2024
10	Policy 203-R/203-G: Trustee Stipend and Expenses	Revised policy approved in October 2024
11	Policy 400-R5: Smoking and Alcohol Consumption Policy 804.1-R: Community Use of District Facilities	Revised policies approved in October 2024
12	Policy Refresh: Policy 101/101-R: Strategic Planning	Updated policies approved in December 2024
13	Policy Refresh: Policy 103: Collaboration and Community Policy 103-R (A): Foundations for Learning Policy 103-R (B): Complaints and Appeals by Staff	Updated policies approved in February 2025
14	Policy Refresh: Policy 105/105-R: District Code of Conduct	Updated policy approved in March 2025
15	Policy 102: Diversity and Inclusion	Revised policy approved in May 2025
16	Policy 103 Bylaw: Complaints by Students, Parents & the Public	Revised policy approved in May 2025
17	Policy 201 Bylaw: Board Operations	Revised policy approved in June 2025