



**THE BOARD OF EDUCATION
School District #33 (Chilliwack)
Regular Public Board Meeting
AGENDA
February 13, 2018
7:00 pm**

1. CALL TO ORDER – School District Office

- 1.1. Call to Order - **Welcome and acknowledgment of Stó:lō territory**
- 1.2. Adoption of the Agenda
(THAT the agenda be adopted as circulated.)
- 1.3. Approval of the Minutes
(THAT the minutes of the January 30, 2018 Regular Public Board meeting be approved as circulated.)

2. QUESTION PERIOD

3. PRESENTATION

- 3.1. Ministry of Children and Family Development Partnerships with the District

4. ACTION ITEMS

- 4.1. Sardis Secondary Board/Authority Authorized Courses
- 4.2. Chilliwack Healthier Community Annual Membership Fee
- 4.3. Policy 220: Question Period
- 4.4. Policy 235: Accumulated Operating Surplus
- 4.5. Board Regulation 235.1: Accumulated Operating Surplus
- 4.6. Policy 402: Respectful Workplace
- 4.7. 2017 – 2018 Amended Annual Budget – 3rd Reading

5. INFORMATION ITEMS

- 5.1. Administrative Regulations 402.1: Respectful Workplace – Roles and Responsibilities and 402.2: Respectful Workplace – Reporting, Investigation and Resolution Procedures

- 5.2. Administrative Regulation 428.1: Expenses (BCSTA Mileage)
- 5.3. Operations Report
- 5.4. BCSTA Report
- 5.5. Superintendent's Report
- 5.6. Trustee Reports
- 5.7. Meeting Summary
- 5.8. **Next Board of Education Meeting: February 27, 2018 – 7:00 p.m.**

6. QUESTION PERIOD ON AGENDA ITEMS

7. ADJOURNMENT



**MINUTES OF THE REGULAR MEETING
The Board of Education
School District #33 (Chilliwack)**

<u>Date of Meeting:</u>	Tuesday, January 30, 2018
<u>Location:</u>	School District Office
Members Present:	Chair Mr. P. McManus Vice-Chair Mr. W. Krahn Trustee Mr. D. Coulter Trustee Mrs. H. Maahs Trustee Mr. B. Neufeld Trustee Mr. B. Patterson
Member Absent:	Trustee Mrs. S. Dyck (Medical Leave)
Staff Present:	Superintendent Ms. E. Novak Secretary Treasurer Mr. G. Slykhuis Assistant Superintendent Mr. R. Arul-pragasam Assistant Secretary Treasurer Mr. M. Friesen Executive Assistant Ms. D. Vogel

1. CALL TO ORDER - School District Office

1.1. Call to Order

The Board Chair called the meeting to order at 7:00 p.m. - **Welcome and Acknowledgment of Traditional Stó:lō Territory.**

1.2. Adoption of the Agenda

18.18 Moved by: Trustee Krahn
Seconded by: Trustee Patterson

That the agenda be adopted as circulated.

CARRIED

1.3. Approval of the Minutes

19.18 Moved by: Trustee Coulter
Seconded by: Trustee Krahn

THAT the minutes of the January 16, 2018 Regular Public Board meeting be approved as circulated.

CARRIED**2. QUESTION PERIOD**

Questions:

- Lee-Anne Clarke, CTA President asked about the status of Alternate Education in the district.
- Mohamed Rehmtulla asked about plans for the Fraser Valley Distance Education School.

Answers by Board Chair Paul McManus, other Trustees and district administration were as follows:

- The district is examining options related to Alternate Education and will be bringing information to the Board.
- The District is consulting with staff and parents regarding a new vision for FVDES that focuses on supporting students in the Chilliwack School District.

3. PRESENTATION – CHILLIWACK SECONDARY SCHOOL HAIRSTYLIST PROGRAM

Principal Brian Fehlauer, Vice Principal Sharon Bernard and teacher Anna Portman, along with three students, provided a presentation on the CSS Hairstyling Program.

The Chilliwack Secondary Hairstylist Program began in February, 2017. This program was part of the vision for Chilliwack Secondary with respect to the building of the new facility. It has taken a few years of working with the Industry Training Authority to receive preliminary accreditation and begin enrolling students into the program. This past year, the program has received full accreditation and, therefore, can enroll students for the next five years. There are 20 seats available to students in each cohort and, upon successful completion of the program, the students will have received their Hairstylist Level 1 Foundations Certification.

Presentation:

1. Overview of the Program
2. Highlights and Work Experience
3. Special Events
4. Community Outreach
5. Credits and Certifications
6. Student Experiences

The Chilliwack Secondary Hairstylist Program has been an excellent addition to the already existing programs at the school. The program has provided a pathway to graduation for a number of students. These students have also graduated with significant work experience and job ready skills.

4. ACTION ITEMS**4.1. Budget Committee Report**

20.18 Moved by: Trustee McManus
Seconded by: Trustee Krahn

THAT the Board of Education receive the Budget Committee Meeting Report of January 18, 2018 as presented.

CARRIED**4.2. 2017 – 2018 Amended Annual Budget – 1st Reading**

21.18 Moved by: Trustee Krahn
Seconded by: Trustee Neufeld

THAT the Board of Education approve the first reading of 2017-2018 Amended Annual Budget Bylaw in the amount of \$157,123,324.

CARRIED**4.3. 2017 – 2018 Amended Annual Budget – 2nd Reading**

22.18 Moved by: Trustee Maahs
Seconded by: Trustee Neufeld

THAT the Board of Education approve the second reading of 2017-2018 Amended Annual Budget Bylaw in the amount of \$157,123,324.

CARRIED**4.4. 2017 – 2018 Amended Annual Budget – 3rd Reading**

23.18 Moved by: Trustee Maahs
Seconded by: Trustee Neufeld

THAT the Board of Education approve the third reading of 2017-2018 Amended Annual Budget Bylaw in the amount of \$157,123,324.

DEFEATED

**For: McManus, Krahn, Maahs, Neufeld, Patterson
Opposed: Coulter**

5. INFORMATION ITEMS**5.1 Reconfiguration – Implementation Advisory Committee Report**

Committee Co-Chairs Trustee Bob Patterson and Superintendent Evelyn Novak provided a summary of the Minutes of the January 23, 2018 Reconfiguration – Implementation Advisory Committee meeting.

5.2 Quarterly Financial Report

Secretary Treasurer Gerry Slykhuis presented the Quarterly Financial Report - December 31, 2017.

5.3 BCSTA Report

Trustee Coulter provided an update on the BC School Trustees' Association.

5.4 Superintendent's Report

Superintendent Evelyn Novak presented the following:

1. Celebrating

- Tania Toth, SSS, presented with the BC Agriculture in the Classroom (AITC) Outstanding Teacher Award for 2017.
 - CSS Hairstyling Program – Cohort #1 2018 - 12 Graduates, Cohort #2 – January 29, 2018.
2. Pro D Day February 23 – Empower
- Keynote – George Couros – Growth Mindset towards Innovator Mindset
 - Secondary Curriculum Re-design – Social Studies, Math, PE, Science
 - Pre-conference Thursday, February 22
 - Visual Math – Marian Small – K to 8
 - Empowering Student and Engagement through Self Assessment – John Spencer
3. Reconfiguration – Transitions
- Innovation Grants – Curriculum Department
 - Grade 5/6 student transitions from Elementary to Middle
 - Rosedale, East Chilliwack and Cheam teachers working and planning together Maker Day
 - January 25, 2018 Session #1

5.5 Trustee Reports

Trustee Krahn reported on the following:

- January 22 and 29 attended chair/Vice Chair Planning Meetings with Senior Administrators.
- January 18 attended the Budget Committee Meeting.
- January 25 attended the Hairstylist Graduation at CSS.
- January 26 and 27 attended two Basketball Tournaments.
- January 30 attended the Aboriginal Cultural Awareness Day at Vedder Middle.

Trustee Maahs reported on the following:

- Attended the City of Chilliwack Transportation Advisory Committee meeting and continues to monitor status of the Evans Road barrier.
- Attended the Budget Committee Meeting.
- Attended a Board/Authority Authorized Courses Committee meeting.
- Attended the BCPSEA AGM.

Trustee Neufeld reported on the following:

- Attended the Hairstyling Graduation at CSS.
- The Fraser Valley BCSTA Chapter location has been changed as a result of his intention to attend the meeting being held in a school.

Trustee Patterson reported on the following:

- Attended the Budget Committee Meeting on Thursday, January 18.
- Attended the FG Leary PAC Meeting on Monday, January 22.
- Attended the Chilliwack Healthier Community (CHC) Meeting on January 23.
- Co-Chaired the Reconfiguration – Implementation Advisory Committee Meeting on January 23.
- Proudly attended the Graduation Ceremonies for the First Hairdressing Cohort at CSS on January 25.
- Attended the Grade 8 Transition Evening and Program Exhibits at CSS on January 25.

5.6 January 16, 2018 In-Camera Board Meeting Summary

Trustees: Paul McManus, Walt Krahn, Dan Coulter, Heather Maahs, Barry Neufeld, Bob Patterson

Member Absent: Trustee Silvia Dyck (Medical Leave)

Staff: Evelyn Novak, Gerry Slykhuis, Rohan Arul-Pragasam, Tamara Ilersich, Donna Vogel

1. Personnel – Trustee Leave of Absence
2. Request for Qualifications (RFQ) Process – Southside School
3. Human Resources Report – Letter of Understanding with CTA re. Staffing for Reconfiguration
4. BCPSEA Report

5.7 January 18, 2018 Special In-Camera Board Meeting Summary

Trustees: Paul McManus, Walt Krahn, Dan Coulter, Heather Maahs, Barry Neufeld, Bob Patterson

Member Absent: Trustee Silvia Dyck (Medical Leave)

Staff: Evelyn Novak, Gerry Slykhuis

1. Actions in Response to Expressions of Non-Confidence

5.8 Next Board of Education Meeting Date

**Regular Board Meeting
Tuesday, January 30, 2018
7:00 pm
School District Office**

6. QUESTION PERIOD ON AGENDA ITEMS

No questions were received.

7. ADJOURNMENT

The meeting was adjourned at 8:57 p.m.

Board Chair

Secretary-Treasurer

BOARD OF EDUCATION

PRESENTATION

DATE: February 13, 2018

TO: Board of Education

FROM: Dan Bibby, Director of Operations, Ministry of Children and Family Development

RE: **MCFD/SD #33 Partnerships**

BACKGROUND:

One of the key strategies of the Ministry of Children and Family Development in Chilliwack has always been building community through partnership. In the presentation to the SD #33 Board of Education, we will highlight the many collaborations and partnerships that the Chilliwack School District shares with Chilliwack MCFD.

BOARD OF EDUCATION

DECISION REPORT

DATE: February 13, 2018
TO: Board of Education
FROM: Heather Maahs, Trustee Representative (BAA Committee)
RE: **BOARD/AUTHORITY AUTHORIZED (BAA) COURSES**

RECOMMENDATION:

THAT the Board of Education approve the Board/Authority Authorized Course: Health Services 12A – Emergency Medical Responder.

THAT the Board of Education approve the Board/Authority Authorized Course: Health Services 12B – EMR Independent Study.



Board/Authority Authorized Course: *Health Services 12A – Emergency Medical Responder*

School District/Independent School Authority Name: <i>Chilliwack School District</i>	School District/Independent School Authority Number (e.g. SD43, Authority #432): 33
Developed by: <i>Joel Sutcliffe</i>	Date Developed: <i>November 15, 2017</i>
School Name: <i>Sardis Secondary School</i>	Principal's Name: <i>Dan Heisler</i>
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name:	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction:

Board/Authority Prerequisite(s):

There is a high level of expectation for this program that requires a strong work ethic and good attendance record. Recommended (not all required) prerequisites include:

- Enrolled in grade 12 (grade 11 may be acceptable if other prerequisites are met - must be 16 years of age)*
- Students have either Standard First Aid or Health Services 11, and/or have a strong demonstrated interest in a health care profession*
- Minimum GPA of 2.5 (C+) and recommended prerequisite of Biology 12 (or taken at the same time)*
- Students must take both Health Services 12A – EMR and Health Services 12B – EMR Independent Study Course concurrently to prepare for the written exam. This will only take **one block in your timetable** but is enough work for two full courses!*

Special Training, Facilities or Equipment Required:

The teacher is required to hold a current Red Cross First Aid Instructor Award, and a current Emergency Medical Responder license. They must be an instructor in good standing with the Justice Institute of BC.

Some facility/equipment sharing with the Justice Institute (Chilliwack campus). Approximately 20% of the course will take place in their facility in order to have access to necessary equipment. Some equipment already exists at the school, and some will need to be purchased.

As per the partnership agreement with the Justice Institute of BC, the course will have a fee to cover costs. This will be less than a quarter of the full tuition cost if the course were taken as a post-secondary program.

Course Synopsis:

*This course must be taken in conjunction with **Health Services 12B - EMR Independent Study** to complete all of the requirements for the program. This online course is worth a full course credit in addition to the practical material in this course.*

*The **Health Services 12A – EMR** courses prepares students for the Emergency Medical Responder (EMR) certification in partnership with the Justice Institute of BC. Final assessment will follow Justice Institute criteria, including written exams and practical exams. If successful, this is worth post-secondary credits in addition to high-school credits.*

The Emergency Medical Responder course is an introduction to emergency medicine and is a level above First Responder (FR) or Occupational First Aid training. This practical course focuses on the core skills and protocols within the Emergency Medical Responder level of practice as defined by the Paramedic Association of Canada (PAC).

EMR certification meets one of the mandatory admission requirements for the Justice Institute’s School of Health Sciences’ Primary Care Paramedic Program and Diploma in Health Sciences (EMS) Academic Pathway.

This course provides training that students require in order to gain employment as an Emergency Medical Responder within a range of areas including: ambulance services; industrial and workplace settings as a first-aid attendant; life guarding; ski-patrol and medical response for fire departments.

Certified graduates are eligible to apply for EMR licensure in British Columbia through the Emergency Medical Assistant Licensing Branch (EMALB).

Goals and Rationale:

- To prepare students for further education or a career within health care*
- To provide successful students with an Emergency Medical Responder certification for provincial licensing applications*
- To provide successful students with Standard First Aid certification (or re-certification) and cardio-pulmonary resuscitation certification level ‘C’ –Health Care Provider (CPR-HCP)*
- To provide post-secondary credits through a partnership agreement with the Justice Institute of BC.*

Aboriginal Worldviews and Perspectives:

This course would emphasize the aboriginal value of experiential learning. It is focused on practical skills and patient outcomes. It also incorporates some important principles of learning.

- Learning about emergency medicine ultimately supports the well-being of the self, the family, and the community.*
- Learning through practical teamwork is holistic, reflexive, reflective, experiential, and relational*

- *Learning about saving lives involves recognizing the consequences of one's actions.*
- *Learning about patient consent and confidentiality involves recognizing that some knowledge only shared with permission and/or in certain situations.*

BIG IDEAS

Emergency medical work requires **professionalism**

Emergency medical workers are expected to have a current base of **knowledge**

Emergency medical workers must be able to perform resuscitation **procedures.**

Emergency medical workers must use **judgment** in following specific medical assessment and treatment protocols.

Emergency medical workers must be capable of traumatic injury **management.**

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Assess and manage a broad range of life-threatening traumatic and medical emergencies • Demonstrate a secondary assessment involving history taking and diagnostics • Demonstrate basic airway and breathing management and critical interventions • Demonstrate cardiopulmonary resuscitation (CPR) and Automated External Defibrillation (AED) • Demonstrate spinal-injury management procedures and techniques • Demonstrate specific treatments and medical interventions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Priority Action Approach sequence, steps, and decision-making • Resuscitation principles and problems-solving • Patient communication and handling • Equipment use and care • Signs and Symptoms of traumatic and medical conditions • Secondary Assessment sequence and steps • Trauma and medical treatment protocols • Anatomy and physiology as it applies to practical skills • Contra-indications for medical interventions • IV maintenance • Mass casualty scenarios and special rescue considerations

Big Ideas – Elaborations

- 1) **Professionalism.** This includes personal safety, leadership, teamwork, decision-making, communication skills, punctuality, self-reflection, etc.
- 2) **Knowledge.** This includes a desire to learn, critical thinking, information literacy, independent and group learning, communication, etc.
- 3) **Procedures.** It is crucial that emergency workers see the value in adhering to specific procedures and protocols
- 4) **Judgement.** Students must be able to assess given information and use judgement to make appropriate decisions about the next steps.
- 5) **Management.** This refers to the ability to manage the injury, manage the patient, manage the team, and manage the situation.

Curricular Competencies – Elaborations

The curricular competencies for this course are defined by the Justice Institute EMR curriculum (and the Red Cross SFA/CPR curriculum):

- **broad range of life-threatening traumatic and medical emergencies.** Examples include, but are not limited to: Respiratory and Circulatory Emergencies, Diabetes, Poisoning, Overdose, Seizures, Temperature Emergencies, Bites, Stings, Hemorrhage, Head/Neck/face Injury, Burns, Sprains, Dislocation, Fractures, Emergency Childbirth, etc.
- **diagnostics** This includes pulse oximetry, blood pressure, auscultation, glucometer, etc.
- **basic** at a “health-care provider” (HCP) level that includes bag valve masks, airway adjuncts, oxygen therapy, suction, etc.
- **specific treatments and medical interventions:**
 - Acute coronary syndrome symptom relief with oxygen, nitroglycerin and acetylsalicylic acid
 - Blood glucose sampling and glucose administration to treat diabetic emergencies
 - Pain management through the administration of nitrous oxide gas
 - Emergency childbirth and neonatal/pediatric basic life support
 - Basic first-aid techniques including minor wound care and at-work treatment
 - Maintenance and dosage calculations of an intravenous line

Content – Elaborations

The content for this course is largely defined by the Justice Institute EMR curriculum (and the Red Cross SFA/CPR curriculum). However, a lot of the content work is done separately in the online course. This course is focused on that which is relevant to the practical exams.

- **Priority Action Approach** are the priority steps to approach a scenario such as Scene Assessment, Primary Survey, Treat for Shock, etc.
- **Resuscitation** refers to the treatment of an unconscious patient that requires critical interventions such as AR/CPR/AED
- **Equipment** includes ambulances, stretchers, cots, lifting aids, diagnostic instruments, AED’s, first aid supplies
- **Secondary Assessment** refers to the details of patient assessment such as Vitals, History, Head to Toe
- **Protocols** include national and provincial standards for patient management (such as the procedure for the administration of Entonox for example)
- **Anatomy and physiology** is mostly covered in the online course, but key information will be re-enforced in the practical portion of the course.

Content – Elaborations

- **Contra-indications** are anything that might indicate you should not give a medication (such as an allergy, or conflicting drug)
- **IV maintenance** this is strictly as a helping role – EMR’s are not responsible to start an IV
- **Mass casualty** situations are addressed mostly as a theory item, in terms of triage and situation management
- **Special Rescues** such as drowning are also addressed mostly as a theory item, rather than through scenarios

Recommended Instructional Components:

- *Direct Instruction and Demonstrations*
- *Skill Practice and Feedback*
- *Scenarios and Simulation*
- *Protocol Memorization*
- *Rubrics and Checklists*
- *Peer/Self Assessment and Reflection*

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Formative assessment will be ongoing through clear criteria, checklists, rubrics, and practice tests. There will be ongoing peer and self-assessment. Quizzes will primarily help memorize procedures and protocols.

Knowing and Understanding

<i>Classwork/Quizzes</i>	<i>20%</i>	<i>Focused on learning procedures and protocols for practical skills</i>
<i>Written Exams</i>	<i>30%</i>	<i>Written Exams from the Justice Institute (70% minimum)</i>

Understanding and Doing

<i>Professionalism</i>	<i>10%</i>	<i>See the “big ideas” for elaborations</i>
<i>Practical Skill Tests</i>	<i>40%</i>	<i>Two Practical exams as required by the Justice Institute (70% minimum)</i>

Learning Resources:

1. Emergency Medical Responder: A Skills Approach. Fourth Canadian Edition, 2013. K. Karren et al. ISBN 978-0-13-289257-5
2. Canadian Red Cross First Aid & CPR Manual. Canadian Red Cross 2014. ISBN 978-158480-513-7
3. Emergency Medical Responder Student Study Guide and Resource Manual (2015). Justice Institute of British Columbia, School of Health Sciences.
4. BC Emergency Health Services Act, Emergency Medical Assistants Regulation. BC Reg. 210/2010 (Available online at the following link: www.bclaws.ca/civix/document/id/complete/statreg/210_2010)
5. British Columbia Emergency Health Services Treatment Guidelines (Available online at the following link: www.bctg.bcas.ca)

Additional Information:

Much of this information is copied from the Justice Institute EMR Course Outline that is available online:

http://www.jibc.ca/sites/default/files/health_sciences/pdf/OfficialCourseOutline_PARA-1050.pdf

This same EMR course is offered at two other high schools in BC, and I am proposing a similar model to Rutland Secondary School in Kelowna. Information on their program can be found online: <http://www.rss.sd23.bc.ca/Programs/emr/Pages/default.aspx>



Board/Authority Authorized Course

Health Services 12B – EMR Independent Study

School District/Independent School Authority Name: <i>Chilliwack School District</i>	School District/Independent School Authority Number (e.g. SD43, Authority #432): 33
Developed by: <i>Joel Sutcliffe</i>	Date Developed: <i>November 15, 2017</i>
School Name: <i>Sardis Secondary School</i>	Principal's Name: <i>Dan Heisler</i>
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name:	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction:

Board/Authority Prerequisite(s):

Students must be enrolled in the Health Services 12A – EMR, in order to register for this online course.

*This is a **co-requisite** online course that covers all of the related theory for the EMR course, and will prepare students for the written exam.*

Special Training, Facilities or Equipment Required:

The teacher is required to hold a current Red Cross First Aid Instructor Award, and a current Emergency Medical Responder license. They must be an instructor in good standing with the Justice Institute of BC.

This online course will be run through the school district Moodle platform, and be maintained and assessed by the same teacher as Health Services 12A – EMR. This will not require extra “teacher time” but instead will enable a smaller class size of 15 students in both EMR courses.

Course Synopsis:

*This course must be taken in conjunction with **Health Services 12A - EMR** to complete all of the requirements for the program. This online course is worth a full course credit in addition to the practical material in this course.*

*The **Health Services 12B – EMR Independent Study** courses prepares students for the Emergency Medical Responder (EMR) certification in partnership with the Justice Institute of BC. Final assessment will follow Justice Institute criteria, including written exams and practical exams. If successful, this is worth post-secondary credits in addition to high-school credits.*

The Emergency Medical Responder course is an introduction to emergency medicine and is a level above First Responder (FR) or Occupational First Aid training. The online EMR course provides candidates with foundational knowledge in human anatomy, physiology, pathophysiology and pharmacology; supporting further learning and development in health science. This course focuses on the core knowledge within the Emergency Medical Responder level of practice as defined by the Paramedic Association of Canada (PAC).

EMR certification meets one of the mandatory admission requirements for the Justice Institute's School of Health Sciences' Primary Care Paramedic Program and Diploma in Health Sciences (EMS) Academic Pathway.

This course provides training that students require in order to gain employment as an Emergency Medical Responder within a range of areas including: ambulance services; industrial and workplace settings as a first-aid attendant; life guarding; ski-patrol and medical response for fire departments.

Certified graduates are eligible to apply for EMR licensure in British Columbia through the Emergency Medical Assistant Licensing Branch (EMALB).

Goals and Rationale:

- To provide students with a structured and engaging program of learning and application of the theory necessary for the EMR certification*
- To prepare students for further education or a career within health care*
- To provide successful students with an Emergency Medical Responder certification for provincial licensing applications*
- To provide post-secondary credits through a partnership agreement with the Justice Institute of BC.*

Aboriginal Worldviews and Perspectives:

This course would emphasize the aboriginal value of connectedness and relationship. It provides time for students to connect with each other in discussion and reflect on their learning as the course proceeds. It provides much more guidance than simply “go read the book – be ready for the test”. It also incorporates some important principles of learning:

- Learning about emergency medicine ultimately supports the well-being of the self, the family, and the community.*
- Learning through discussion and reflection is holistic, reflexive, reflective, experiential, and relational*
- Learning about saving lives involves recognizing the consequences of one's actions.*

- *Learning about patient consent and confidentiality involves recognizing that some knowledge only shared with permission and/or in certain situations.*

BIG IDEAS

Emergency medical work requires **professionalism**

Emergency medical workers are expected to have a current base of **knowledge**

Emergency medical workers must be able to perform resuscitation **procedures.**

Emergency medical workers must use **judgment** in following specific medical assessment and treatment protocols.

Emergency medical workers must be capable of traumatic injury **management.**

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Understand the importance of personal safety • Apply legislation to specific scenarios • Discuss issues of professionalism and ethics • Use judgment in the application of principles, procedures, and protocols • Understand the theory and limitations of diagnostic tools • Explain the anatomy, physiology, etiology, signs and symptoms of medical emergencies • Apply knowledge to specific medical scenarios • Understand considerations for special populations • Be aware of hazards present in different environments • Understand and apply principles of triage • Explain transportation safety rules • Apply principles of patient management to a variety of scenarios • Explain the anatomy, physiology, etiology, signs and symptoms of various injuries 	<p><i>Students are expected to know the following:</i></p> <ol style="list-style-type: none"> 1) Emergency Medicine Introduction EMS System, Legal and Ethical issues, Professionalism, Personal Safety, Communicable Diseases, Equipment Use, Basic Anatomy, WHMIS, Reporting Child Abuse, Critical Incident Stress 2) Patient Assessment Scene Evaluation, Primary and Secondary Survey, Decision Making and RTC, Pulse Oximeter, Blood Pressure, Auscultation 3) Medical Emergencies Resuscitation, Airway Adjuncts, Suction, Oxygen Therapy, AED, Cardiac and Respiratory Emergencies, Anaphylaxis, Diabetes, Overdose and Poisoning, Cerebrovascular Emergencies, Seizures and Neurological Conditions, Environmental Emergencies, Bites and Stings 4) Patients and Protocols Pharmacology, IV Maintenance, Mental Health, Special Populations, Pediatric and Geriatric Considerations, Psychological Emergencies, Pregnancy Complications and Child Birth, Hazardous Materials, Agriculture and Industrial Emergencies, Water Emergencies, Triage (MCI), Transportation Safety 5) Injury and Trauma Hemorrhage Control, Skin Conditions and Soft-tissue Injuries, Head/Neck/Face Injuries, Torso Injuries, Spinal Management, Burns and Electrical Injuries, Musculoskeletal Injuries

Big Ideas – Elaborations

- 1) **Professionalism.** This includes personal safety, leadership, teamwork, decision-making, communication skills, punctuality, self-reflection, etc.
- 2) **Knowledge.** This includes a desire to learn, critical thinking, information literacy, independent and group learning, communication, etc.
- 3) **Procedures.** It is crucial that emergency workers see the value in adhering to specific procedures and protocols
- 4) **Judgement.** Students must be able to assess given information and use judgement to make appropriate decisions about the next steps.
- 5) **Management.** This refers to the ability to manage the injury, manage the patient, manage the team, and manage the situation.

Curricular Competencies – Elaborations

The curricular competencies for this course are defined by the Justice Institute EMR curriculum (and the Red Cross SFA/CPR curriculum). However, a lot of the skill assessment is done in the *Health Services 12A – EMR* practical course. This course is focused mostly on the knowledge necessary for the written exam.

- **personal safety** includes safe lifting, risk of communicable disease, critical incident stress, etc.
- **legislation** might include BC Ambulance policy, WorkSafeBC legislation, the BC Human Rights Code, Liability and Negligence, etc.
- **ethics** refers to the moral principles that inform good decision-making
- **principles** such as “time vs. quality of care” are used to prioritize and apply judgement
- **procedures** are the step-by-step approach to deal with specific scenarios (ex. CPR procedure)
- **protocols** refer to specific regulations on things like medication administration (ex. Entonox protocol)
- **diagnostic** tools include pulse oximeters, blood pressure cuff, stethoscope, glucometer, etc.
- **anatomy** is the naming of specific body parts
- **physiology** is how body systems work
- **etiology** is how a disease/illness/injury develops and affects the body
- **signs** are visible evidence of medical issues or injury and **symptoms** are the problems reported by the patient
- **special populations** refers to special consideration for groups of people such as children, elderly, pregnant, disabled, diseased, etc.
- **different environments** include learning about situations hard to simulate (ice, water, enclosed space, accident, industrial, agricultural, etc.)
- **triage** refers to the prioritization of multiple patients
- **transportation safety** includes learning about general safety when traveling in an ambulance or helicopter

Content – Elaborations

The content for this course is largely defined by the Justice Institute EMR curriculum (and the Red Cross SFA/CPR curriculum). This course is focused mostly on the knowledge necessary for the written exam.

Content – Elaborations

EMS = Emergency Medical System

WHMIS = Workplace Hazardous Materials Information System

RTC = Rapid Transit Category

Auscultation is the use of the stethoscope to assess respiratory function

Airway Adjuncts include oropharyngeal airways and nasopharyngeal airways

AED = Automated External Defibrillator

Pharmacology is the study of drug actions and effects

IV Maintenance: EMR's are only required to assist with maintaining IV's but must be able to understand and calculate drip rates

Pediatric = children

Geriatric = elderly

Hemorrhage = bleeding

Soft-tissue Injuries = all types of wounds

Torso Injuries = chest, abdominal, and genital injuries

Musculoskeletal Injuries = fractures/sprains/dislocations

Recommended Instructional Components:

This course will be hosted with the Moodle platform, and somewhat paced to match the practical course.

- *Guided Reading*
- *Summary Notes*
- *Videos*
- *Assignments*
- *Online Discussion Forums*
- *Quizzes/Tests*

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Knowing and Understanding

Written Quizzes/Tests 50%

Timed, Instant Feedback, Repeatable, Mastery (Minimum mark) is required before moving on

Understanding and Doing

Assignments/Discussions 50%

Reflection/Application Questions

Learning Resources:

1. Emergency Medical Responder: A Skills Approach. Fourth Canadian Edition, 2013. K. Karren et al. ISBN 978-0-13-289257-5
2. Canadian Red Cross First Aid & CPR Manual. Canadian Red Cross 2014. ISBN 978-158480-513-7
3. Emergency Medical Responder Student Study Guide and Resource Manual (2015). Justice Institute of British Columbia, School of Health Sciences.
4. BC Emergency Health Services Act, Emergency Medical Assistants Regulation. BC Reg. 210/2010 (Available online at the following link: www.bclaws.ca/civix/document/id/complete/statreg/210_2010)
5. British Columbia Emergency Health Services Treatment Guidelines (Available online at the following link: www.bctg.bcas.ca)

Additional Information:

Much of this information is copied from the Justice Institute EMR Course Outline that is available online:

http://www.jibc.ca/sites/default/files/health_sciences/pdf/OfficialCourseOutline_PARA-1050.pdf

This same EMR course is offered at two other high schools in BC, and I am proposing a similar model to Rutland Secondary School in Kelowna. Information on their program can be found online: <http://www.rss.sd23.bc.ca/Programs/emr/Pages/default.aspx>

BAA Proposal: Health Services 12A/12B – Emergency Medical Responder

by Joel Sutcliffe, Teacher at Sardis Secondary School

Proposal:

Students who are successful in the Health Services 12 program (offered in one block during the regular timetable) in partnership with the Justice Institute of BC would receive:

- 8 High School Credits: Health Services 12A (in-class), Health Services 12B (online)
- Justice Institute Emergency Medical Responder (EMR) Certification
- Red Cross SFA and CPR-HCP Certification (or re-certification if already done)
- Post-Secondary Credits with the Justice Institute

Background:

I have taught a BAA Course at Sardis Secondary called “Health Services 11” for the past six years, and it has been very successful with over 100 students taking the course this current school year with a second teacher involved now as well. The course includes First Aid, CPR, Sports Medicine, and an introduction to Health Care Professions. I have also run a “Health Services 12” course for the past two years that goes more in depth on each topic, but am looking to replace that with the EMR curriculum.

In 2015, I took my Health Services class to the Justice Institute for a field trip and was approached by some of the instructors there about the possibility of starting an EMR program at Sardis Secondary. Afterwards, I met with representatives from the Justice Institute to get some more details. In the summer of 2016, I completed my own EMR license and the “paramedic in industry” certification. This was partly funded by the Justice Institute and partly by the school district in lieu of my usual First Aid Attendant training. In the spring of 2017, I visited Rutland Secondary School that already has a similar program in place and began developing resources and plans.

With this proposal, I hope that students will be able to apply for the program at Sardis Secondary in the spring of 2018, and the first course will be ready to launch in the 2018/2019 school year. We will start with just one group of 15 students, chosen by application.

Partnership Agreement with the Justice Institute of BC:

The school will enter a partnership agreement to use the EMR curriculum and resources available from the Justice Institute of BC. Students will pay a fee for the course (less than 25% of what it would cost as a post-secondary course), and much of that will go to the Justice Institute for tuition.

To reduce some of the cost/space requirements, I would run some classes at the Chilliwack campus of the Justice Institute. (approximately once a week or 20% of the time)

In order to receive certification from the Justice Institute, students will need to be successful using Justice Institute criteria that I would administer. This includes mandatory attendance, practical exams, and written exams.

We will also need to follow Justice Institute standards of equipment, instruction, and class size (16).

Rationale:

Changing my current Health Services 12 course into an Emergency Medical Responder (EMR) certification has many benefits. It offers students an employable certification, a head-start on post-secondary training, a meaningful and recognizable curriculum, and a high external standard of achievement for a high school course. Like the Health Services 11 course, this program should appeal to a wide range of students interested in science, health care, kinesiology, and emergency services.

The EMR program is typically offered as a post-secondary program for 110 hours and about \$1600. It requires a large investment of time in reading, independent study, and extra practice.

I am proposing a model similar to the successful program at Rutland Secondary School in Kelowna, BC. This includes designing two full courses: one in-person practical course, and the other online theory-based course.

This model should enable students to be successful and enable the logistics of the course to be manageable. The benefits include:

- An opportunity for lots of practical learning in class, and more balanced/engaging theoretical learning
- Increased success on the written assessment
- Increased funding to enable a class size of 15, making the course possible

Logistics

Much of the required equipment I already have and maintain within my current budget for Health Services 11. Some of the larger and more expensive equipment would be used at the Justice Institute Campus.

In addition to textbooks, I will need approximately \$2500 in new equipment. Consumable products can be covered with student fees for the course. Student fees for the course will start at approximately \$380.

Students/Parents will be responsible for some transportation to and from the Justice Institute Campus. Approximately 20% of the course will be done with me teaching in their classroom, and a schedule will be given out in advance of the course. The course will be scheduled either block 1 or block 4 to accommodate this.

BOARD OF EDUCATION

DECISION REPORT

DATE: February 13, 2018

TO: Board of Education

FROM: Bob Patterson, Trustee and CHC Co-Chair
David Manuel, District Principal – Student Services

RE: **CHILLIWACK HEALTHIER COMMUNITY ANNUAL MEMBERSHIP FEE**

RECOMMENDATION:

THAT the Board of Education approve payment of an annual membership fee of \$250 as per the Chilliwack Healthier Community Partnership Agreement.

BACKGROUND:

Chilliwack Healthier Community (CHC) is a network of local partners focused on affordable/accessible housing, mental health, addictions, poverty reduction, and cultural safety and humility. Partners include government, community agencies, law enforcement and business.

Since 2010 the CHC partnership has been working to address the community's most complex health and social issues through active collaboration, completing two consecutive three-year Strategic Action Plans (SAP): 2011 and 2014. Through a series of consultation workshops with CHC partners through the spring of 2017, the goals and objectives of the 2018-2020 CHC SAP have been developed. For the next three years, teams will develop and implement projects that work to address these goals and objectives, using evidence-based best practices to contribute to a healthier community in Chilliwack.

Goals and Objectives:

- 1) Increase the ability of CHC and partners to operate in a culturally safe way.
 - A. Ensure a robust representation from all relevant stakeholders at the Opening Doors Task team
 - B. Engage all partners in responding to the TRC Calls to Action
 - C. Promote and implement Indigenous-led initiatives

- 2) Facilitate collaboration that will increase the stock of affordable housing in Chilliwack and reduce homelessness.
 - A. Establish, promote and support a systems approach to housing in Chilliwack
 - B. Facilitate an increase in available options for the precariously housed
 - C. Promote, advocate, and support the development of Low Barrier Housing and Housing First initiatives in Chilliwack

- 3) Generate specific strategies to address poverty in Chilliwack based on contributing factors in the local context.
 - A. Expand the availability of local information on poverty in Chilliwack
 - B. Establish a poverty reduction plan for Chilliwack
 - C. Implement local initiatives that reduce poverty

- 4) Reduce the impact of addictions in Chilliwack through creating supportive environments.
 - A. Engage the community in addictions literacy and stigma reduction
 - B. Support and promote partner and peer-led initiatives to address addictions
 - C. Advocate for increasingly effective, appropriate and readily available services

- 5) Promote mental wellness across the lifespan in homes, schools and work places.
 - A. Engage the community in mental health literacy and stigma reduction
 - B. Increase community awareness of programs and services that address mental health and promote mental wellness
 - C. Raise awareness of issues that impact relational health, and promote and support initiatives to combat said issues

Goals 1, 4 and 5 have direct links with the Chilliwack School District's work with students and families.

BOARD OF EDUCATION

DECISION REPORT

DATE: February 13, 2018
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: **POLICY 220 – QUESTION PERIOD**

RECOMMENDATION:

THAT the Board of Education approve the revised Policy 220 – Question Period as presented.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**220
POLICY
Public Participation Question Period**

The Board of Education believes that communication with the public is extremely important. However, ~~The~~ public Board meeting is the formally designated means of transacting Board business and as such is not the appropriate setting for general discussion, questioning or comment by the public. ~~The~~ **Two** public participation **question** periods **are** is therefore provided solely as a means for ensuring that **community members** residents who are present in the audience have an opportunity to obtain clarification or make a statement concerning the Board meeting proceedings **ask questions about business or issues pertaining to the Board.**

The first question period at the beginning of the Board meeting is open to questions concerning the school district. The second question period at the end of the Board meeting is restricted to questions regarding items on the agenda of the current meeting.

~~A public participation question period shall be provided at regular public Board meetings, during which members of the public may address or question the Board. Speakers must identify themselves before speaking. Each of the two~~ **The** public participation **question** periods will be a maximum duration of thirty minutes. Individual speakers will be limited to ~~five minutes~~ **one question at a time**. ~~Written questions or statements will be given priority, but oral questions or statements will be accepted. The Chair will indicate another means of response, if the questions cannot be answered at the time.~~

Community members ~~Residents~~ who have other comments or questions are encouraged to contact ~~T~~rustees or the Superintendent or, if desired, to arrange a formal presentation on the Board agenda. In general, Board policy indicates that questions or concerns are best handled as near the location of the issue as possible.

Matters currently under negotiation or litigation, or related to personnel will not be discussed in the public participation session **question periods**.

Cross Refs: Policy 211 Regular Public Meetings

Adopted: January 22, 1991
Reviewed: August 3, 2000
Revised: January 15, 2008

The Chair shall have the authority to terminate the remarks of any individual who does not adhere to this policy.

Persons addressing the Board are reminded that although requests or questions may be directed to the Board, actions or answers to many questions may be deferred pending Board consideration.

REVISED

BOARD OF EDUCATION

DECISION REPORT

DATE: February 13, 2018
TO: Board of Education
FROM: Gerry Slykhuis, Secretary Treasurer
RE: **BOARD POLICY 235 – ACCUMULATED OPERATING SURPLUS**

RECOMMENDATION:

THAT the Board of Education approve Board Policy 235 – Accumulated Operating Surplus as presented.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**235
POLICY
Accumulated Operating Surplus**

The Board of Education is responsible for ensuring the district is protected financially from forecasting risk and unforeseen circumstances that could negatively impact resources available for the education of students.

Chilliwack School District's accumulated operating surplus will serve as a contingency reserve for the risks associated with unexpected increases in expenses and/or decreases in revenues related to major emergent operating issues, one-time costs and intermittent projects.

Cross Ref: Financial Health Working Group – Financial Governance and Accountability

Adopted: February xx, 2018
Reviewed:
Revised:

BOARD OF EDUCATION

DECISION REPORT

DATE: February 13, 2018

TO: Board of Education

FROM: Gerry Slykhuis, Secretary Treasurer

RE: **BOARD REGULATION 235.1 – ACCUMULATED OPERATING SURPLUS**

RECOMMENDATION:

THAT the Board of Education approve Board Regulation 235.1 – Accumulated Operating Surplus as presented.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**235.1
BOARD REGULATION
Accumulated Operating Surplus**

The Board will attempt to maintain a contingency reserve of 3.5 percent of annual operating expenses. Excess funds above the desired target may be considered for allocation through the budget process.

When use of the contingency reserve reduces the balance below what is determined to be sufficient, the Board of Education will adopt strategies for replenishing the contingency reserve within an appropriate timeframe.

Accumulated Operating surplus should not be transferred to Local Capital without supporting detail of what capital projects these Local Capital funds will be spent on. This will normally occur during the budget process, or through approval by Board motion.

Operating surplus funds may be internally restricted. Amounts should not be internally restricted that will not likely be spent within 3 years. The Board will provide information in the Notes to the Financial Statements identifying internally restricted surpluses, as well as details of the restrictions placed on these funds.

The projected Operating Surplus balance should be reported to the Board when presenting the annual Preliminary and Amended budgets.

BOARD OF EDUCATION

DECISION REPORT

DATE: February 13, 2018
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: Board Policy 402 – Respectful Workplace: Revised Draft

RECOMMENDATION:

THAT the Board of Education approve Board Policy 402 – Respectful Workplace, to take the place of Board Policy 402 – Harassment.

BACKGROUND:

The *Workers Compensation Act* (“Act”) is amended by the Legislative Assembly of British Columbia. WorkSafe BC is bound by the Act, and all of its regulations and policies must be consistent with it. WorkSafe BC develops and implements occupational health and safety regulations. Workplaces, such as schools and school district sites, are under the inspection jurisdiction of WorkSafe BC and must meet legal requirements, one of which is ensuring the policies and regulations regarding Respectful Workplaces are developed and implemented.

Bullying, harassment and discrimination are provincial occupational health and safety issues that pose a potential risk to the physical and mental health and safety of workers. In 2013, the *Workers Compensation Act* included three new policies dealing with workplace bullying and harassment. Organizations were then required to create related policies and regulations to be in compliance with these new provincial policies. WorkSafe BC has recently used a targeted inspection strategy to ensure and support organizations to be in compliance with these policies, and has been working with Chilliwack School District administration to ensure our Policy and Regulations are in compliance.

Once approved, the draft revised Policy ensures the Chilliwack School District is now in compliance. The accompanying required Regulations also ensure compliance.

As follow-up and an expectation of WorkSafe BC, the district will ensure all staff are aware of and understand this new Policy and accompanying Regulations prior to the end of the school year.

Administrative Regulations 402.1 Respectful Workplace – Roles and Responsibilities and 402.2 Respectful Workplace – Reporting, Investigation and Resolution Procedures, for the Board’s

information, have also been revised to be compliant and based on the work and recommendations of WorkSafe BC.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**402
POLICY**

Respectful Workplace –Harassment

The Board of Education is committed to providing a respectful work and learning environment in which all individuals who work for the School District #33 (Chilliwack) or the Board or who are members of the Board, are treated with respect and in a manner that is free from bullying and harassment, discriminatory harassment and retaliation. ~~recognizes that all officers, employees and pupils of School District No. 33 (Chilliwack) have the right to operate, work or learn in an environment free from harassment and, in cooperation with all employee groups, is committed to a healthy environment which is free of harassment. It also recognizes that harassment is discrimination and against the law and will not be tolerated.~~

Cross Refs: Charter of Rights and Freedoms, BC Human Rights Act, Provincial Teachers' Collective Agreement

Adopted: April 26, 1994
Reviewed: July 15, 1997
Revised:

BOARD OF EDUCATION

DECISION REPORT

DATE: February 13, 2018
TO: Board of Education
FROM: Gerry Slykhuis, Secretary Treasurer
RE: **2017-2018 AMENDED ANNUAL BUDGET – 3rd (FINAL) READING**

The Secretary Treasurer will present the 2017-2018 Amended Annual Budget for approval by the Board.

RECOMMENDATION:

THAT the Board of Education approve the third (final) reading of 2017-2018 Amended Annual Budget Bylaw (attached) in the amount of \$157,123,324.

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2017/2018 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 33 (Chilliwack) Amended Annual Budget Bylaw for fiscal year 2017/2018.
3. The attached Statement 2 showing the estimated revenue and expense for the 2017/2018 fiscal year and the total budget bylaw amount of \$157,123,324 for the 2017/2018 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2017/2018.

READ A FIRST TIME THE 30th DAY OF JANUARY, 2018;

READ A SECOND TIME THE 30th DAY OF JANUARY, 2018;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2018;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 33 (Chilliwack) Amended Annual Budget Bylaw 2017/2018, adopted by the Board the _____ DAY OF _____, 2018.

Secretary Treasurer

Amended Annual Budget

School District No. 33 (Chilliwack)

June 30, 2018

School District No. 33 (Chilliwack)

June 30, 2018

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*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

AMENDED ANNUAL BUDGET BYLAW

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4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2017/2018.

READ A FIRST TIME THE _____ DAY OF _____, 2018;

READ A SECOND TIME THE _____ DAY OF _____, 2018;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2018;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 33 (Chilliwack) Amended Annual Budget Bylaw 2017/2018, adopted by the Board the _____ DAY OF _____, 2018.

Secretary Treasurer

School District No. 33 (Chilliwack)

Statement 2

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2018

	2018 Amended Annual Budget	2018 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	13,586,535	13,820,100
Adult	108,563	154,813
Total Ministry Operating Grant Funded FTE's	13,695,098	13,974,913
Revenues	\$	\$
Provincial Grants		
Ministry of Education	137,410,049	141,854,823
Other	190,498	120,000
Municipal Grants Spent on Sites	1,697,626	
Tuition	1,411,000	1,436,000
Other Revenue	5,563,015	2,439,690
Rentals and Leases	350,000	400,000
Investment Income	306,000	281,000
Amortization of Deferred Capital Revenue	6,806,783	6,774,802
Total Revenue	153,734,971	153,306,315
Expenses		
Instruction	123,025,940	124,377,948
District Administration	3,994,645	3,953,177
Operations and Maintenance	22,829,916	21,777,427
Transportation and Housing	3,678,981	3,564,987
Total Expense	153,529,482	153,673,539
Net Revenue (Expense)	205,489	(367,224)
Budgeted Allocation (Retirement) of Surplus (Deficit)	5,141,301	1,612,709
Budgeted Surplus (Deficit), for the year	5,346,790	1,245,485
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		1,289,587
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	5,346,790	(44,102)
Budgeted Surplus (Deficit), for the year	5,346,790	1,245,485

School District No. 33 (Chilliwack)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2018

	2018 Amended Annual Budget	2018 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	130,733,623	129,894,078
Special Purpose Funds - Total Expense	13,158,909	14,236,102
Capital Fund - Total Expense	9,636,950	9,543,359
Capital Fund - Tangible Capital Assets Purchased from Local Capital	3,593,842	2,345,000
Total Budget Bylaw Amount	157,123,324	156,018,539

Approved by the Board

Signature of the Chairperson of the Board of Education _____ Date Signed _____
Signature of the Superintendent _____ Date Signed _____
Signature of the Secretary Treasurer _____ Date Signed _____

DRAFT

School District No. 33 (Chilliwack)

Amended Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2018

	2018 Amended Annual Budget	2018 Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>205,489</u>	<u>(367,224)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Local Capital	(3,593,842)	(2,345,000)
From Deferred Capital Revenue	<u>(9,511,352)</u>	
Total Acquisition of Tangible Capital Assets	<u>(13,105,194)</u>	<u>(2,345,000)</u>
Amortization of Tangible Capital Assets	<u>7,899,369</u>	7,852,904
Total Effect of change in Tangible Capital Assets	<u>(5,205,825)</u>	<u>5,507,904</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>(5,000,336)</u></u>	<u><u>5,140,680</u></u>

School District No. 33 (Chilliwack)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2018

	Operating Fund	Special Purpose Fund	Capital Fund	2018 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	7,665,339	73,261	55,579,917	63,318,517
Changes for the year				
Net Revenue (Expense) for the year	(2,624,551)		2,830,040	205,489
Interfund Transfers				
Local Capital	(2,516,750)		2,516,750	-
Net Changes for the year	<u>(5,141,301)</u>	-	<u>5,346,790</u>	205,489
Budgeted Accumulated Surplus (Deficit), end of year	<u>2,524,038</u>	<u>73,261</u>	<u>60,926,707</u>	<u>63,524,006</u>

School District No. 33 (Chilliwack)

Schedule 2

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2018

	2018 Amended Annual Budget	2018 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	123,548,111	126,000,266
Other	120,000	120,000
Tuition	1,411,000	1,436,000
Other Revenue	2,400,961	2,369,690
Rentals and Leases	350,000	400,000
Investment Income	279,000	279,000
Total Revenue	128,109,072	130,604,956
Expenses		
Instruction	110,323,562	110,598,377
District Administration	3,994,645	3,953,177
Operations and Maintenance	13,182,820	12,225,531
Transportation and Housing	3,232,596	3,116,993
Total Expense	130,733,623	129,894,078
Net Revenue (Expense)	(2,624,551)	710,878
Budgeted Prior Year Surplus Appropriation	5,141,301	1,612,709
Net Transfers (to) from other funds		
Local Capital	(2,516,750)	(1,034,000)
Total Net Transfers	(2,516,750)	(1,034,000)
Budgeted Surplus (Deficit), for the year	-	1,289,587

School District No. 33 (Chilliwack)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2018

	2018 Amended Annual Budget	2018 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	123,360,037	125,849,121
INAC/LEA Recovery	(1,922,541)	(1,861,470)
Other Ministry of Education Grants		
Pay Equity	864,624	864,624
Funding for Graduated Adults	120,000	120,000
Transportation Supplement	329,456	329,456
Return of Administrative Savings	603,535	603,535
Carbon Tax Grant	85,000	80,000
FSA Scoring	14,000	15,000
Benefit Funding	94,000	
Total Provincial Grants - Ministry of Education	123,548,111	126,000,266
Provincial Grants - Other	120,000	120,000
Tuition		
International and Out of Province Students	1,411,000	1,436,000
Total Tuition	1,411,000	1,436,000
Other Revenues		
LEA/Direct Funding from First Nations	1,922,541	1,861,470
Miscellaneous		
Energy Program	120,000	100,000
Print Shop	65,000	70,000
Distance Ed, Textbook & Course Fees	50,000	150,000
Bus Fees	120,000	83,000
Other Miscellaneous	123,420	105,220
Total Other Revenue	2,400,961	2,369,690
Rentals and Leases	350,000	400,000
Investment Income	279,000	279,000
Total Operating Revenue	128,109,072	130,604,956

School District No. 33 (Chilliwack)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2018

	2018 Amended Annual Budget	2018 Annual Budget
	\$	\$
Salaries		
Teachers	52,976,543	54,187,061
Principals and Vice Principals	7,240,577	7,270,564
Educational Assistants	9,282,571	8,980,668
Support Staff	11,819,041	11,335,684
Other Professionals	2,767,229	2,836,407
Substitutes	7,889,519	8,337,924
Total Salaries	91,975,480	92,948,308
Employee Benefits	21,027,347	20,890,032
Total Salaries and Benefits	113,002,827	113,838,340
Services and Supplies		
Services	5,957,009	5,108,133
Student Transportation	10,100	9,100
Professional Development and Travel	1,139,046	914,025
Rentals and Leases	29,000	29,000
Dues and Fees	233,019	270,269
Insurance	377,000	303,500
Supplies	7,708,925	7,110,014
Utilities	2,276,697	2,311,697
Total Services and Supplies	17,730,796	16,055,738
Total Operating Expense	130,733,623	129,894,078

School District No. 33 (Chilliwack)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2018

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	42,438,045	1,033,666	2,657	622,969	-	5,223,214	49,320,551
1.03 Career Programs	104,743	-	-	447,529	72,352	9,784	634,408
1.07 Library Services	1,309,423	52,187	-	110,793	-	64,378	1,536,781
1.08 Counselling	2,002,865	-	-	-	-	229,112	2,231,977
1.10 Special Education	5,664,734	228,183	8,153,218	86,834	-	1,254,614	15,387,583
1.30 English Language Learning	774,737	26,761	-	-	-	8,254	809,752
1.31 Aboriginal Education	389,105	-	1,126,696	37,519	72,352	87,232	1,712,904
1.41 School Administration	-	5,578,612	-	2,532,643	324,440	91,639	8,527,334
1.60 Summer School	80,895	21,236	-	-	-	-	102,131
1.61 Continuing Education	86,071	-	-	18,002	-	-	104,073
1.62 International and Out of Province Students	125,925	109,990	-	21,003	-	-	256,918
1.64 Other	-	-	-	111,615	90,372	-	201,987
Total Function 1	52,976,543	7,050,635	9,282,571	3,988,907	559,516	6,968,227	80,826,399
4 District Administration							
4.11 Educational Administration	-	-	-	-	749,081	-	749,081
4.40 School District Governance	-	-	-	-	134,578	-	134,578
4.41 Business Administration	-	189,942	-	587,719	873,198	-	1,650,859
Total Function 4	-	189,942	-	587,719	1,756,857	-	2,534,518
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	-	-	-	75,005	375,457	4,058	454,520
5.50 Maintenance Operations	-	-	-	5,047,950	-	493,559	5,541,509
5.52 Maintenance of Grounds	-	-	-	567,983	-	40,106	608,089
5.56 Utilities	-	-	-	-	-	-	-
Total Function 5	-	-	-	5,690,938	375,457	537,723	6,604,118
7 Transportation and Housing							
7.41 Transportation and Housing Administration	-	-	-	159,941	75,399	-	235,340
7.70 Student Transportation	-	-	-	1,391,536	-	383,569	1,775,105
Total Function 7	-	-	-	1,551,477	75,399	383,569	2,010,445
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	52,976,543	7,240,577	9,282,571	11,819,041	2,767,229	7,889,519	91,975,480

School District No. 33 (Chilliwack)

Amended Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2018

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2018 Amended Annual Budget	2018 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	49,320,551	11,616,208	60,936,759	6,900,588	67,837,347	69,221,362
1.03 Career Programs	634,408	143,159	777,567	536,025	1,313,592	1,326,710
1.07 Library Services	1,536,781	351,007	1,887,788	135,762	2,023,550	1,751,904
1.08 Counselling	2,231,977	485,106	2,717,083	1,800	2,718,883	2,828,622
1.10 Special Education	15,387,583	3,596,069	18,983,652	1,742,659	20,726,311	20,183,920
1.30 English Language Learning	809,752	195,220	1,004,972	24,508	1,029,480	1,037,901
1.31 Aboriginal Education	1,712,904	410,263	2,123,167	635,179	2,758,346	2,693,228
1.41 School Administration	8,527,334	1,822,758	10,350,092	331,558	10,681,650	10,365,917
1.60 Summer School	102,131	23,225	125,356	3,370	128,726	68,965
1.61 Continuing Education	104,073	23,997	128,070	12,000	140,070	155,018
1.62 International and Out of Province Students	256,918	56,310	313,228	309,057	622,285	613,718
1.64 Other	201,987	41,955	243,942	99,380	343,322	351,112
Total Function 1	80,826,399	18,765,277	99,591,676	10,731,886	110,323,562	110,598,377
4 District Administration						
4.11 Educational Administration	749,081	109,988	859,069	96,659	955,728	1,026,121
4.40 School District Governance	134,578	3,228	137,806	151,979	289,785	296,613
4.41 Business Administration	1,650,859	315,073	1,965,932	783,200	2,749,132	2,630,443
Total Function 4	2,534,518	428,289	2,962,807	1,031,838	3,994,645	3,953,177
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	454,520	82,834	537,354	256,625	793,979	805,432
5.50 Maintenance Operations	5,541,509	1,228,723	6,770,232	2,375,500	9,145,732	8,127,775
5.52 Maintenance of Grounds	608,089	118,323	726,412	240,000	966,412	980,627
5.56 Utilities	-	-	-	2,276,697	2,276,697	2,311,697
Total Function 5	6,604,118	1,429,880	8,033,998	5,148,822	13,182,820	12,225,531
7 Transportation and Housing						
7.41 Transportation and Housing Administration	235,340	50,887	286,227	94,250	380,477	295,897
7.70 Student Transportation	1,775,105	353,014	2,128,119	724,000	2,852,119	2,821,096
Total Function 7	2,010,445	403,901	2,414,346	818,250	3,232,596	3,116,993
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	91,975,480	21,027,347	113,002,827	17,730,796	130,733,623	129,894,078

School District No. 33 (Chilliwack)

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2018

	<u>2018 Amended Annual Budget</u>	<u>2018 Annual Budget</u>
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	9,974,357	14,164,102
Other	498	
Other Revenue	3,162,054	70,000
Investment Income	22,000	2,000
Total Revenue	<u>13,158,909</u>	<u>14,236,102</u>
Expenses		
Instruction	12,702,378	13,779,571
Operations and Maintenance	456,531	456,531
Total Expense	<u>13,158,909</u>	<u>14,236,102</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 33 (Chilliwack)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2018

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Scholarships and Bursaries	Service Delivery Transformation	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year		233,161	29,775	222,030	11,084	1,636,888	18,565	35,852	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education	456,531	511,038					224,000	49,000	131,292
Other				70,000		3,000,000			
Investment Income				2,000		20,000			
	456,531	511,038	-	72,000	-	3,020,000	224,000	49,000	131,292
Less: Allocated to Revenue	456,531	744,199	29,775	72,000	11,084	3,018,750	242,565	84,852	131,292
Deferred Revenue, end of year	-	-	-	222,030	-	1,638,138	-	-	-
Revenues									
Provincial Grants - Ministry of Education	456,531	744,199	29,775		11,084		242,565	84,852	131,292
Provincial Grants - Other				70,000		2,998,750			
Other Revenue				2,000		20,000			
Investment Income									
	456,531	744,199	29,775	72,000	11,084	3,018,750	242,565	84,852	131,292
Expenses									
Salaries									
Teachers		168,210							35,231
Principals and Vice Principals								23,450	
Educational Assistants		407,674							
Support Staff							155,120		
Other Professionals									
Substitutes						15,000			1,762
	-	575,884	-	-	-	15,000	155,120	23,450	36,993
Employee Benefits		168,315				3,750	42,080	4,581	7,319
Services and Supplies	456,531		29,775	72,000	11,084	3,000,000	45,365	56,821	86,980
	456,531	744,199	29,775	72,000	11,084	3,018,750	242,565	84,852	131,292
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 33 (Chilliwack)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2018

	CommunityLINK	Coding and Curriculum Implementation	Priority Measures	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	PRP-AMUT Residential	After School Support Initiative	SWIS	Miscellaneous Grants
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	66,687	55,839	186,008			522	16,183	826	498
Add: Restricted Grants									
Provincial Grants - Ministry of Education	702,668			524,491	6,730,050	7,794			
Other							76,295		
Investment Income									
	702,668	-	-	524,491	6,730,050	7,794	76,295	-	-
Less: Allocated to Revenue	769,355	55,839	186,008	524,491	6,730,050	8,316	92,478	826	498
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	769,355	55,839	186,008	524,491	6,730,050	8,316			
Provincial Grants - Other									498
Other Revenue							92,478	826	
Investment Income									
	769,355	55,839	186,008	524,491	6,730,050	8,316	92,478	826	498
Expenses									
Salaries									
Teachers			134,192		4,506,894	4,746			
Principals and Vice Principals				200,349					
Educational Assistants	576,229								
Support Staff				58,894					
Other Professionals				9,448					
Substitutes				2,105	796,266	237			
	576,229	-	134,192	270,796	5,303,160	4,983	-	-	-
Employee Benefits	133,250		51,816	29,039	1,426,890	2,421			
Services and Supplies	59,876	55,839		224,656		912	92,478	826	498
	769,355	55,839	186,008	524,491	6,730,050	8,316	92,478	826	498
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 33 (Chilliwack)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2018

	<u>TOTAL</u>
	\$
Deferred Revenue, beginning of year	2,513,918
Add: Restricted Grants	
Provincial Grants - Ministry of Education	9,336,864
Other	3,146,295
Investment Income	<u>22,000</u>
	12,505,159
Less: Allocated to Revenue	<u>13,158,909</u>
Deferred Revenue, end of year	<u>1,860,168</u>
Revenues	
Provincial Grants - Ministry of Education	9,974,357
Provincial Grants - Other	498
Other Revenue	3,162,054
Investment Income	<u>22,000</u>
	13,158,909
Expenses	
Salaries	
Teachers	4,849,273
Principals and Vice Principals	223,799
Educational Assistants	983,903
Support Staff	214,014
Other Professionals	9,448
Substitutes	<u>815,370</u>
	7,095,807
Employee Benefits	1,869,461
Services and Supplies	<u>4,193,641</u>
	13,158,909
Net Revenue (Expense)	<u>-</u>

School District No. 33 (Chilliwack)

Schedule 4

Amended Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2018

	2018 Amended Annual Budget			2018 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education	3,887,581		3,887,581	1,690,455
Other	70,000		70,000	
Municipal Grants Spent on Sites	1,697,626		1,697,626	
Investment Income		5,000	5,000	
Amortization of Deferred Capital Revenue	6,806,783		6,806,783	6,774,802
Total Revenue	12,461,990	5,000	12,466,990	8,465,257
Expenses				
Operations and Maintenance	1,737,581		1,737,581	1,690,455
Amortization of Tangible Capital Assets				
Operations and Maintenance	7,452,984		7,452,984	7,404,910
Transportation and Housing	446,385		446,385	447,994
Total Expense	9,636,950	-	9,636,950	9,543,359
Net Revenue (Expense)	2,825,040	5,000	2,830,040	(1,078,102)
Net Transfers (to) from other funds				
Local Capital		2,516,750	2,516,750	1,034,000
Total Net Transfers	-	2,516,750	2,516,750	1,034,000
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	3,593,842	(3,593,842)	-	
Total Other Adjustments to Fund Balances	3,593,842	(3,593,842)	-	
Budgeted Surplus (Deficit), for the year	6,418,882	(1,072,092)	5,346,790	(44,102)

BOARD OF EDUCATION

INFORMATION REPORT

DATE: February 13, 2018

TO: Board of Education

FROM: Evelyn Novak, Superintendent

RE: **ADMINISTRATIVE REGULATION 402.1: RESPECTFUL WORKPLACE – ROLES AND RESPONSIBILITIES; ADMINISTRATIVE REGULATION 402.2: RESPECTFUL WORKPLACE – REPORTING, INVESTIGATION AND RESOLUTION PROCEDURES**

The Superintendent will present Administrative Regulations 402.1 and 402.2 for information.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**402.1
ADMINISTRATIVE REGULATION**

**Sexual Harassment of Employees
Respectful Workplace – Definitions and Responsibilities**

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Sexual harassment, being discrimination on the grounds of gender is a violation of the *Human Rights Act* and therefore illegal. The behaviour need not be intentional in order to be considered sexual harassment. Sexual harassment is any behaviour that is sexual in nature and is unwelcome. Sexual harassment can include such things as pinching, patting, rubbing or leering, dirty jokes, pictures or pornographic materials, comments, suggestions, innuendos, requests or demands of a sexual nature. Unwanted sexual advances, unwanted requests for sexual favours and other unwanted verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term of or a condition of an individual's employment.
2. Submission to or rejection of such conduct by an individual affects that individual's (employment) work environment.

Procedure: If you are being sexually harassed:

1. Communicate to the individual that his/her behaviour is unwelcome and ask him/her to stop (verbally, in writing).
2. Keep a record of incidents (dates, times, locations, possible witnesses, what happened, your response). You do not have to have a record of events in order to file a complaint, but a record can strengthen your case and help you remember details over time.
3. File a complaint. If, after asking the harasser to stop his/her behaviour, the harassment continues, report the problem to one of the following individuals:
 - a) Immediate supervisor/principal
 - b) Director of Employee Relations (located at the Administration Office)
 - c) Union/Association representative

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Cross Refs: ~~Charter of Rights and Freedoms~~ ~~Bullying and Harassment WorkSafeBC Policy~~, ~~BC Human Rights Act~~, ~~Code~~, Provincial Teachers' Collective Agreement

Adopted: April 26, 1994
Reviewed: July 15, 1997
Revised: February 13th, 2018

d) ~~Chair, Board of School Trustees~~

~~You also have the right to contact the BC Human Rights Commission to file a complaint of sexual harassment and, if circumstances warrant it, the police, to file a charge of assault.~~

Dealing with a Complaint:

- ~~1. Once a complaint is received, it will be kept strictly confidential. An investigation will be undertaken immediately and all necessary steps taken to resolve the problem. If a complaint is filed through the union as a grievance, a meeting will be held with the union representative before and after the investigation.~~
- ~~2. The complainant and the alleged harasser will both be interviewed along with any individuals who may be able to provide relevant information. All information will be kept in confidence. Normally, the Director of Employee Relations will conduct the investigation. Both the complainant and alleged harasser are entitled to be accompanied by a representative at all phases of the investigation.~~

The Respectful Workplace Regulations (402.1 and 402.2) are intended to set clear behavioral expectations for respectful conduct to support a culture of mutual respect and cooperation among all employees and Board members in School District No. 33 (Chilliwack). The regulations apply to the interactions of these individuals with one another and with parents, students, and members of the public with whom they engage on behalf of the Board or the District. They apply to all functions and activities whether or not they occur within the District or on the property of the District, where there is an impact on the Board or District working environment.

These Regulations are intended to meet the legal obligations of the District and Board as employers and enhance the promotion of a respectful workplace. Where a collective agreement or association agreement includes provisions respecting the prohibited conduct outlined in these Regulations, or a process for intervention in the circumstances of the complaint, the provisions of the agreements will continue to apply in conjunction with the provisions of this Regulation.

False Complaints

Complaints or reports of bullying and harassment, discriminatory harassment and retaliation are serious matters. Employees who are found to have made frivolous, vexatious, or malicious complaints may be subject to disciplinary action, up to and including dismissal.

DEFINITIONS

Bullying and Harassment

Includes any inappropriate conduct, comment, display, action, or gesture directed at another that a reasonable person knows or ought to know would have the effect of creating an intimidating, humiliating, hostile, or offensive work environment. To constitute Bullying and Harassment there must be:

- a. repeated conduct, comments, displays, actions or gestures; or
- b. a single serious occurrence that has a lasting, harmful effect on a person.

Examples of Bullying and Harassment can include:

- o verbal or physical abuse, threats, or violence;
- o yelling, name-calling or insults;
- o harmful or offensive hazing or initiation practices;
- o vandalizing someone's belongings or work equipment;
- o sabotaging someone's work;
- o personal attacks based on someone's private life or personality traits;
- o spreading malicious gossip or rumors about a person;
- o subtle conduct such as unwelcome non-verbal gestures, manipulation, ignoring or isolating a person; or
- o bullying.

Bullying is a form of Personal Harassment that is marked by intentional, persistent attempts of a person or group to intimidate, demean, humiliate, torment, control, mentally or physically harm, or isolate another person or group. This behavior, through its persistence or severity, diminishes the dignity or the psychological or physical integrity of the target(s).

Bullying and Harassment DOES NOT include:

- a. Human resources management: Supervision, direction or management of employees undertaken in a good faith manner for a legitimate work purpose does not constitute Bullying and Harassment. For example, Bullying and Harassment does not include changes to working conditions, corrective action, discipline, termination of employment, decisions relating to workload and deadlines, performance evaluation, transfers, changes in job duties, lay-offs, demotions and reorganizations unless such conduct is carried out in an abusive or threatening manner or is intended to cause emotional harm.
- b. Interpersonal conflict between people is not Bullying and Harassment unless the conflict results in behavior that is considered threatening or abusive. Personal disputes over non work-related matters should not be engaged in at the workplace. Disputes over work-related matters should

be resolved respectfully between the persons involved or with the assistance of a Principal, Vice Principal, Supervisor or human resources.

- c. Interpersonal relations that are normally connected to the roles and functions in the workplace do not constitute Bullying and Harassment. Bullying and Harassment is a serious matter and is intended to apply to serious circumstances. It is not intended to limit normal social interaction or consensual relationships.

Discriminatory Harassment

Is related to an individual's rights under the *Human Rights Code* and [WorkSafeBC](#) regulations. It is defined as conduct that relates to employment and:

1. is based on, or related to, a prohibited ground of discrimination as set out in the *Human Rights Code*, including: race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age, or criminal or summary conviction that is unrelated to employment;
2. is unwelcome or is of such a nature that it would be reasonable to assume that it is unwelcome; and
3. detrimentally affects the work environment or leads to adverse job related consequences for the target of the harassment.

The conduct does not have to be directed at a specific individual or be intentionally offensive to be considered Discriminatory Harassment. Some examples of conduct that may be Discriminatory Harassment include:

- imposing job requirements that are not bona fide occupational requirements and which cannot be met due to disability;
- unwelcome comments, jokes, innuendo or teasing based on a prohibited ground of discrimination;
- homophobic comments or conduct;
- email or other digital or social media material that contains inappropriate or unwelcome content related to a protected ground; or
- sexual harassment.

Sexual harassment is a form of Discriminatory Harassment and is based on sex, sexual orientation, gender identity or gender expression. It can occur between men and women, individuals of the same gender, individuals of the same or differing sexual orientation, and includes harassment on the basis that an individual is trans-gendered.

Sexual harassment may take a variety of forms, examples of which can include:

- unwelcome gestures or comments regarding physical appearance;
- unwelcome physical contact or sexual advances;
- posters, pinups, pictures or digital content related to sex;
- any conduct that reasonably leads to the perception that a condition of a sexual nature is being placed on a person's employment or any opportunities for persons in the workplace; or,
- conduct related to formerly consensual relationships or where there is a work related power imbalance between persons in an otherwise consensual relationship.

Retaliation

Retaliation is an adverse action taken against a person to whom this Regulation applies for having:

- invoked this Regulation in good faith;
- participated or cooperated in any investigation under this Regulation; or
- associated with a person who has invoked this Regulation or participated in these procedures.

Retaliation damages the workplace by intimidating and silencing individuals for speaking up or for offering support.

RESPONSIBILITIES

Everyone in the District plays an important role in maintaining a respectful workplace.

School District Administration and the Board:

Must proactively maintain a workplace free from discrimination, bullying and harassment. This includes creating, communicating and administering this Regulation and providing training and support related to this Regulation. Human Resources will ensure that this Regulation is reviewed regularly and steps may be taken to amend the Regulation as needed.

Board members, School District Administrators, Principals, Vice-Principals, and Supervisors

Must communicate this Regulation, model respectful behavior, intervene and respond to reported or suspected breaches of this Regulation in a timely and fair manner, by means of application of this regulation, and comply with all laws that may be applicable under this Regulation. These parties should be observant in

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the workplace, listen carefully to concerns that are raised and take the appropriate steps to address the situation. When they become aware of a concern under the Regulation, they will consult with School District Administration, including Human Resources, as appropriate.

All Employees and Board Members

Are responsible for understanding the Regulation, treating everyone at the workplace with dignity and respect, not engaging in prohibited conduct of any kind, immediately reporting breaches of this Regulation, and cooperating fully with any investigations under this Regulation. This includes reporting any evidence of prohibited conduct related to the workplace including when it is observed toward others.

- ~~3. If the investigation reveals evidence to support the complaint of sexual harassment, the harasser will be disciplined appropriately. Discipline may include suspension or dismissal, and the incident will be documented in the harasser's file. No documentation whatsoever will be placed in the complainant's file where the complaint is filed in good faith, whether the complaint is upheld or not.~~
- ~~4. Should the Board conclude that a complaint is not filed in good faith it will consider appropriate discipline?~~
- ~~5. If the investigation fails to find evidence to support the complaint, there will be NO documentation concerning the complaint placed in the file of the alleged harasser.~~
- ~~6. Regardless of the outcome of a sexual harassment complaint made in good faith, the employee lodging the complaint, as well as anyone providing information, will be protected from any form of retaliation by either co-workers or superiors. This includes demotion, unwanted transfer, denial of opportunities within the district, as well as harassment of the individual as a result of his/her having made a complaint or having provided evidence regarding the complaint.~~
- ~~7. Both the complainant and the alleged harasser have access to the Employee and Family Assistance Plan.~~
- ~~8. An employee has the right to appeal any decisions to the Board which shall give appropriate consideration to procedural fairness.~~

Responsibility of Management:

It is the responsibility of a director, manager, or any person within this district supervising one or more employees to take immediate and appropriate action to report or deal with incidents of sexual harassment whether brought to their attention or personally observed. Under no circumstances should a legitimate complaint be dismissed or downplayed or the complainant told to deal with it him or herself.

The Board seeks to provide a safe, healthy and rewarding work environment for its employees. Sexual harassment will not be tolerated within this district.

Revised

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

402.1

ADMINISTRATIVE REGULATION

Respectful Workplace – Definitions and Responsibilities

The Respectful Workplace Regulations (402.1 and 402.2) are intended to set clear behavioral expectations for respectful conduct to support a culture of mutual respect and cooperation among all employees and Board members in School District No. 33 (Chilliwack). The regulations apply to the interactions of these individuals with one another and with parents, students, and members of the public with whom they engage on behalf of the Board or the District. They apply to all functions and activities whether or not they occur within the District or on the property of the District, where there is an impact on the Board or District working environment.

These Regulations are intended to meet the legal obligations of the District and Board as employers and enhance the promotion of a respectful workplace. Where a collective agreement or association agreement includes provisions respecting the prohibited conduct outlined in these Regulations, or a process for intervention in the circumstances of the complaint, the provisions of the agreements will continue to apply in conjunction with the provisions of this Regulation.

False Complaints

Complaints or reports of bullying and harassment, discriminatory harassment and retaliation are serious matters. Employees who are found to have made frivolous, vexatious, or malicious complaints may be subject to disciplinary action, up to and including dismissal.

DEFINITIONS

Bullying and Harassment

Includes any inappropriate conduct, comment, display, action, or gesture directed at another that a reasonable person knows or ought to know would have the effect of creating an intimidating, humiliating, hostile, or offensive work environment. To constitute Bullying and Harassment there must be:

Cross Refs: Bullying and Harassment WorkSafeBC Policy, *BC Human Rights Code*, Provincial Teachers' Collective Agreement

Adopted: April 26, 1994
Reviewed: July 15, 1997
Revised: February 13th, 2018

- a. repeated conduct, comments, displays, actions or gestures; or
- b. a single serious occurrence that has a lasting, harmful effect on a person.

Examples of Bullying and Harassment can include:

- verbal or physical abuse, threats, or violence;
- yelling, name-calling or insults;
- harmful or offensive hazing or initiation practices;
- vandalizing someone's belongings or work equipment;
- sabotaging someone's work;
- personal attacks based on someone's private life or personality traits;
- spreading malicious gossip or rumors about a person;
- subtle conduct such as unwelcome non-verbal gestures, manipulation, ignoring or isolating a person; or
- bullying.

Bullying is a form of Personal Harassment that is marked by intentional, persistent attempts of a person or group to intimidate, demean, humiliate, torment, control, mentally or physically harm, or isolate another person or group. This behavior, through its persistence or severity, diminishes the dignity or the psychological or physical integrity of the target(s).

Bullying and Harassment DOES NOT include:

- a. Human resources management: Supervision, direction or management of employees undertaken in a good faith manner for a legitimate work purpose does not constitute Bullying and Harassment. For example, Bullying and Harassment does not include changes to working conditions, corrective action, discipline, termination of employment, decisions relating to workload and deadlines, performance evaluation, transfers, changes in job duties, lay-offs, demotions and reorganizations unless such conduct is carried out in an abusive or threatening manner or is intended to cause emotional harm.
- b. Interpersonal conflict between people is not Bullying and Harassment unless the conflict results in behavior that is considered threatening or abusive. Personal disputes over non work-related matters should not be engaged in at the workplace. Disputes over work-related matters should be resolved respectfully between the persons involved or with the assistance of a Principal, Vice Principal, Supervisor or human resources.
- c. Interpersonal relations that are normally connected to the roles and functions in the workplace do not constitute Bullying and Harassment. Bullying and Harassment is a serious matter and is

intended to apply to serious circumstances. It is not intended to limit normal social interaction or consensual relationships.

Discriminatory Harassment

Is related to an individual's rights under the *Human Rights Code* and WorkSafeBC regulations. It is defined as conduct that relates to employment and:

1. is based on, or related to, a prohibited ground of discrimination as set out in the *Human Rights Code*, including: race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age, or criminal or summary conviction that is unrelated to employment;
2. is unwelcome or is of such a nature that it would be reasonable to assume that it is unwelcome; and
3. detrimentally affects the work environment or leads to adverse job related consequences for the target of the harassment.

The conduct does not have to be directed at a specific individual or be intentionally offensive to be considered Discriminatory Harassment. Some examples of conduct that may be Discriminatory Harassment include:

- imposing job requirements that are not bona fide occupational requirements and which cannot be met due to disability;
- unwelcome comments, jokes, innuendo or teasing based on a prohibited ground of discrimination;
- homophobic comments or conduct;
- email or other digital or social media material that contains inappropriate or unwelcome content related to a protected ground; or
- sexual harassment.

Sexual harassment is a form of Discriminatory Harassment and is based on sex, sexual orientation, gender identity or gender expression. It can occur between men and women, individuals of the same gender, individuals of the same or differing sexual orientation, and includes harassment on the basis that an individual is trans-gendered.

Sexual harassment may take a variety of forms, examples of which can include:

- unwelcome gestures or comments regarding physical appearance;
- unwelcome physical contact or sexual advances;
- posters, pinups, pictures or digital content related to sex;

- any conduct that reasonably leads to the perception that a condition of a sexual nature is being placed on a person's employment or any opportunities for persons in the workplace; or,
- conduct related to formerly consensual relationships or where there is a work related power imbalance between persons in an otherwise consensual relationship.

Retaliation

Retaliation is an adverse action taken against a person to whom this Regulation applies for having:

- invoked this Regulation in good faith;
- participated or cooperated in any investigation under this Regulation; or
- associated with a person who has invoked this Regulation or participated in these procedures.

Retaliation damages the workplace by intimidating and silencing individuals for speaking up or for offering support.

RESPONSIBILITIES

Everyone in the District plays an important role in maintaining a respectful workplace.

School District Administration and the Board:

Must proactively maintain a workplace free from discrimination, bullying and harassment. This includes creating, communicating and administering this Regulation and providing training and support related to this Regulation. Human Resources will ensure that this Regulation is reviewed regularly and steps may be taken to amend the Regulation as needed.

Board members, School District Administrators, Principals, Vice-Principals, and Supervisors

Must communicate this Regulation, model respectful behavior, intervene and respond to reported or suspected breaches of this Regulation in a timely and fair manner, by means of application of this regulation, and comply with all laws that may be applicable under this Regulation. These parties should be observant in the workplace, listen carefully to concerns that are raised and take the appropriate steps to address the situation. When they become aware of a concern under the Regulation, they will consult with School District Administration, including Human Resources, as appropriate.

All Employees and Board Members

Are responsible for understanding the Regulation, treating everyone at the workplace with dignity and respect, not engaging in prohibited conduct of any kind, immediately reporting breaches of this Regulation, and cooperating fully with any investigations under this Regulation. This includes reporting any evidence of prohibited conduct related to the workplace including when it is observed toward others.

Final

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

402.2

ADMINISTRATIVE REGULATION

Respectful Workplace - Reporting, Investigation and Resolution Procedures

Harassment Investigation Guidelines

REPORTING

Bullying and harassment, discriminatory harassment and retaliation can cause the target to feel intimidated, uncertain, threatened, embarrassed, fearful or concerned about possible reprisal. The Board and the District recognize these concerns and provide, along with steps to prevent or minimize discrimination and bullying and harassment, a number of methods to address conduct of concern. The intent of the Board and the District is to provide a variety of options and to encourage individuals to resolve workplace concerns.

Confidentiality

All persons to whom this Regulation applies are expected to respect and preserve the confidentiality of any complaint and process brought under this Regulation.

Confidentiality of any complaint or process under this Regulation will be maintained to the extent possible and information will be disclosed only to the extent necessary to carry out procedures provided for within this Policy, including the conduct of a fair investigation and the implementation of corrective and remedial measures, and where disclosure is required under lawful authority. In all circumstances, only the minimum amount of information required will be disclosed.

A breach of confidentiality may result in discipline or other corrective action as appropriate.

What to do if you believe you have been subjected to Prohibited Conduct

Cross Refs: Board Policy 402, 402.1, Provincial Teachers' Collective Agreement, CUPE Collective Agreement, BCPSEA - Investigation-Training Manual for Harassment and Sexual Harassment, Davis & Co./BCSSA Harassment Workshop

Adopted: May 25, 1999
Reviewed:
Revised:

- 1) If you are comfortable doing so, as soon as possible let the other individual know clearly that his/her/their conduct is unwelcome, that you believe the conduct falls under this Regulation – and tell the offending party to stop. In many cases this will put a stop to conduct of concern;
- 2) If there is more than one incident, keep a written record of dates, times, the nature of the behavior, and witnesses, if any;
- 3) If you are uncomfortable approaching the person responsible for the conduct of concern, or if the incidents do not stop after you have attempted to speak with the individual involved, promptly contact an appropriate supervisor (the Board Chair for Board members) for assistance in raising concerns with the other individual. You may also contact Human Resources for assistance or to discuss alternative courses of action, which may include informal resolution options or a formal complaint;
- 4) If you are represented by a Union or Association, you may wish to seek assistance from your Union or Association at any time;
- 5) You can obtain a copy of the Chilliwack School District Workplace Bullying and Harassment form, which is available at the worksite or online at the Chilliwack School District Health and Safety Page (the “Form”). Complete the Form and submit it as follows:
 - a) to your Principal, Vice Principal or Supervisor;
 - b) if the person responsible for the conduct of concern is another employee, a Principal, Vice-Principal, Supervisor, Department Head, District Manager, Director, Secretary Treasurer of the District you may submit directly to Human Resources;
 - c) if the person responsible for the conduct of concern is a School Board Trustee or the Superintendent of Schools, directly to the Secretary Treasurer.

What to do if you believe you have witnessed Prohibited Conduct

- 1) If you are comfortable doing so, talk to the impacted individual, advise her/him of the Regulation and suggest that she/he/they talk to their supervisor or Human Resources;
- 2) If you are comfortable doing so, talk to the individual responsible for the conduct of concern to help her/him/they become aware of the impact she/he/they may be having; or,
- 3) If the above actions do not resolve your concern or the concern is serious, share your concerns with a supervisor or Human Resources as appropriate. You may also speak to your Union or Association.

What to do if you have been told that your behavior is unwelcome

Individuals who are informed their behavior is unwelcome may feel surprised, embarrassed or defensive. It is important to remember that Prohibited Conduct can occur even if a person does not intend it.

If you are told that your behavior is unwelcome, you should:

- 1) Listen to the other individual, rather than ignoring the situation or becoming hostile, defensive or angry;
- 2) Consider what the person is saying, and how your behavior might be impacting others;
- 3) If appropriate, change behaviors that are unwelcome, remembering that all employees share a responsibility to each other, and to the District or Board, to refrain from unwelcome Prohibited Conduct towards others at work;
- 4) Seek assistance from management or Union as necessary to understand this Regulation and to work on skills that will contribute to a respectful workplace.

INVESTIGATIONS

The following will apply to investigations however, these procedures and any investigation carried out are intended to be flexible in order to respond to the specific circumstances at issue. The District reserves the right to engage in a different procedure as deemed appropriate in any given circumstance in order to meet its statutory obligations regarding a respectful workplace.

When the Respondent is employed by the District

- 1) The Form will be forwarded to Human Resources for investigation and follow-up. Human Resources will ensure the investigation processes applied are consistent with WorkSafeBC requirements and any applicable collective agreement Processes, policy or other requirements. Where the matter involves employees under more than one collective agreement, Human Resources will determine the applicable process to investigate the conduct.
- 2) Human Resources may designate an investigator which may be a member of the Human Resources department, a designate employed by the District, or an external investigator.
- 3) Investigation documentation and records will be submitted to and confidentially maintained by Human Resources. Any letters respecting remedial corrective action or discipline will be placed in the appropriate personnel file.

When the Respondent is not employed by the District or Board and is not a Board Member

- 1) The Director of Human Resources, Principal, Vice-Principal, or appropriate Supervisor will review the submitted Form and applicable definitions of Prohibited Conduct and determine if the alleged conduct falls under the Regulation. If so, he or she will conduct an investigation. In extraordinary circumstances, he or she may designate another person employed by the District or an external investigator to do so.

- 2) The investigator will make findings of fact based on available relevant evidence, including separate interviews with the Complainant, Respondent and relevant witnesses as identified by the investigator and review of relevant documents or other material evidence, including electronic documents, collected by the investigator.
- 3) Based on the findings of fact, the investigator will make a determination as to whether the allegations constitute Prohibited Conduct and will determine any applicable remedial and corrective action.
- 4) The investigator will prepare a written report of the investigation in a format outlined by the District which will include the names of all parties, relevant dates, a summary of findings and where applicable, it will include recommended corrective actions. If a designate has conducted the investigation, the Report will be provided to the Director of Human Resources, Principal, Vice-Principal or Supervisor as appropriate for decision as to the outcome.
- 5) Investigation documentation and records will be submitted to and confidentially maintained by Chilliwack School District Health and Safety.

When the Respondent is a Board Member or the Superintendent of Schools

- 1) The Secretary Treasurer may receive a Form from a Complainant directly when the allegations relate to conduct of a Trustee or the Superintendent of Schools.
- 2) Without undue delay, the District will engage an external independent investigator.
- 3) Investigation documentation and records will be submitted to and confidentially maintained by the Secretary Treasurer
- 4) Where parties include Board members, the Director shall seek legal advice to determine an appropriate process which engages the Board and which may fall under the School Board Member Ethics Policy and Regulation.

In all circumstances where an investigation is conducted

- 1) The District will ensure that the investigation processes applied are timely, and consistent with due process and any applicable legislated or policy requirements.
- 2) Those involved with an investigation will maintain confidentiality of related information and will share such information only as necessary to ensure that the investigation is fair, to address the outcome of any investigation, including the implementation of any corrective or disciplinary measures or other recommendations, and as may otherwise be required by legislation or enforceable order.
- 3) When a formal investigation is completed, the Complainant and Respondent will be notified of the conclusion and outcome of the investigation and appropriate remedial steps will be taken by the District.

- 4) Participants in an investigation are expected to cooperate fully and truthfully in any investigation process undertaken by the District.
- 5) For District employees, subject only to any applicable grievance process, the decision of the District in respect of the outcome of a complaint is final and not subject to appeal.

RESOLUTION OPTIONS

A complaint of Prohibited Conduct may be advanced by any employee of the District or Board or by a Board member by submitting the Form as described above. When this occurs or where a concern otherwise comes to the attention of the District, steps to promote timely resolution will be taken including by means of the following:

Informal Complaint Resolution

Depending on the nature and severity of the alleged conduct and subject to the consent of the individual who is the subject of the alleged Prohibited Conduct, informal complaint resolution may first be tried to resolve the issue informally. Informal complaint resolution can include, but is not limited to, mediation, drafting of behavioral guidelines, agreements, apology, or other resolution agreed between the parties and the District (or the Board as applicable). If a resolution is reached informally, then all persons involved must agree that the outcome is satisfactory. The Union(s) may also be involved in informal complaint resolution.

Formal Complaint Resolution

- a. If informal resolution is unsuccessful or not pursued, allegations brought to the District's attention will be formally reviewed and where appropriate, investigated.
- b. Any formal complaint will be treated seriously and responded to promptly. Any individual bringing a complaint forward as the person impacted by the alleged Prohibited Conduct or as a witness to it (the "Complainant") must submit the required Form. The information submitted should include the following:
 - o as much detail as possible about the circumstances including dates, times, persons involved, witnesses, and the specific conduct (including specific words);
 - o available relevant documents or other evidence that may support the allegations (including emails, handwritten notes or photographs).
- c. If in extraordinary circumstances a Complainant is unable to prepare a Form, the Complainant should request to meet with Human Resources for assistance.

- d. Formal complaints by an individual cannot be carried out anonymously, and the identity of the Complainant and the nature of the complaint shall be made known to the individual alleged to have engaged in Prohibited Conduct (the "Respondent"). The Respondent shall be provided an opportunity to explain his or her behavior and to have such explanations properly considered.
- e. In the event that a Complainant does not proceed with a formal complaint, the District may still initiate an investigation if deemed necessary to ensure the commitment to providing a respectful workplace, health and safety of persons at the workplace or to comply with any applicable laws including the B.C. Human Rights Code and the Workers Compensation Act and applicable regulations and policies.
- f. If there is a sufficient basis in the written complaint or in any circumstances where the District otherwise deems it necessary to do so, the District will carry out a formal investigation, promptly, thoroughly, and in a manner that protects the privacy interests of all involved to the extent possible while ensuring a fair investigation.

REMEDIAL STEPS AND CONSEQUENCES

All conduct that is found to constitute a breach of this Regulation will be addressed by attempting to remedy the harm caused and prevent further harm. This may include:

- Introduction of procedural safeguards including limitations on conduct;
- Restorative processes;
- Counselling or mediation;
- Conflict resolution or other applicable training;
- Shifts in work assignment or organization;
- Corrective or disciplinary action as appropriate, up to and including termination of employment;
- Application of the *School Act*;
- Measures under the Student Code of Conduct or the Board Member Ethics Policy or Regulation.

Any person who makes knowingly false, frivolous, malicious or reckless allegations of Prohibited Conduct will also be subject to appropriate remedial steps and consequences.

~~Investigation of allegations of sexual harassment or harassment requires a fair and careful investigation to ensure the rights of all parties are protected. Some forms of complaint are covered by procedure established in legislation, collective agreement or the policy and practices of the Board. These guidelines are intended to work in harmony with such procedures. Anonymous complaints will not be addressed under this procedure.~~

~~In the event that an investigation may be required to resolve a concern, the guidelines outlined in administrative regulation 402.2 are applicable.~~

~~Upon receipt of an allegation of sexual harassment or harassment, the Superintendent shall direct the Assistant Superintendent of Human Resources to determine whether or not sufficient specific information exists to proceed with an investigation.~~

~~In the event that the Assistant Superintendent determines further information is required prior to proceeding, the complainant will be so notified in writing. Prior to proceeding with an investigation, the individual who is the subject of the complaint shall be informed of the complaint, the identity of the complainant, the details of the allegation and of their right to have a representative or advocate accompany them to any proceedings.~~

~~In the event that the Superintendent is involved either as the complainant or the alleged harasser, the complainant shall, at the complainant's discretion, be immediately referred to BCPSEA or a third party named by prior agreement with the employee group or local. In this event an outside investigator may be engaged.~~

~~In the event that the Assistant Superintendent of Human Resources is the alleged harasser, the Superintendent shall fill the duties of the Assistant Superintendent of Human Resources as outlined in these Investigation Guidelines.~~

~~In order to protect the rights of all parties to a complaint and to ensure that natural justice (due process) is followed, the guidelines for investigation are:~~

~~The investigation needs to meet the requirements and procedures designated within the applicable collective agreement or policy under which the complaint arises.~~

~~**NOTE:** The Board/CTA Provincial Collective Agreement Article A.5 and Letter of Understanding on Implementation of Article A.5.: If the complainant is comfortable in dealing directly with the respondent in order to resolve the matter, this should be facilitated (mediation).~~

~~The investigation shall be conducted within the timelines set out in the collective agreement (if applicable). Where these timelines cannot be met an extension shall be requested. Generally, the investigation should be conducted without delay and be done thoroughly while protecting the rights of all concerned.~~

~~If the investigation is done by Chilliwack School District personnel, the investigator shall have their other duties adjusted to accommodate the investigation as their primary task. The individual against whom a complaint is made shall be granted release time, as required, to meet with counsel and/or their association/union representatives to prepare for any interview.~~

~~The investigator is a fact finder who shall be strictly neutral, avoiding the expression of any opinions during the investigation. Each party shall be given an opportunity to indicate relevant witnesses.~~

~~All parties shall be advised of the need for confidentiality regarding the investigation, the facts and the outcome. They shall be directed not to discuss this matter with anyone.~~

~~The investigator must keep a detailed and an organized record of the events and proceedings. Inquiry into the working and personal relationship (if any) between the complainant and the respondent shall be made.~~

~~The alleged harasser and complainant shall be notified of their right to be accompanied by a representative and/or advocate during any meeting.~~

~~The alleged harasser must be given the right to respond to allegations made by both the complainant and interviewees.~~

The investigator's confidential report is submitted to the Assistant Superintendent (Human Resources) and shall include:

The Allegations.

An Overview of the Process.

The Facts.

Other Issues.

The Conclusions; the reasoning behind them and when differing versions of the event were given, the reasons for preferring one version or the other. This may include the investigator's decision that they were unable to determine what actually occurred.

Recommendations.

NOTE: This is modeled after Handout #14 from BCPSEA's Harassment and Sexual Harassment Investigation Training.

The complainant and the respondent will be notified by the Assistant Superintendent (Human Resources) or designate of the outcome of the investigation.

In summary, a fair and careful investigation must be done to ensure the rights of all parties are protected.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

402.2

ADMINISTRATIVE REGULATION

Respectful Workplace - Reporting, Investigation and Resolution Procedures

REPORTING

Bullying and harassment, discriminatory harassment and retaliation can cause the target to feel intimidated, uncertain, threatened, embarrassed, fearful or concerned about possible reprisal. The Board and the District recognize these concerns and provide, along with steps to prevent or minimize discrimination and bullying and harassment, a number of methods to address conduct of concern. The intent of the Board and the District is to provide a variety of options and to encourage individuals to resolve workplace concerns.

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All persons to whom this Regulation applies are expected to respect and preserve the confidentiality of any complaint and process brought under this Regulation.

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A breach of confidentiality may result in discipline or other corrective action as appropriate.

What to do if you believe you have been subjected to Prohibited Conduct

- 1) If you are comfortable doing so, as soon as possible let the other individual know clearly that his/her/their conduct is unwelcome, that you believe the

Cross Refs: Board Policy 402, 402.1, Provincial Teachers' Collective Agreement, CUPE Collective Agreement, BCPSEA - Investigation-Training Manual for Harassment and Sexual Harassment, Davis & Co./BCSSA Harassment Workshop

Adopted: May 25, 1999
Reviewed:
Revised:

conduct falls under this Regulation – and tell the offending party to stop. In many cases this will put a stop to conduct of concern;

- 2) If there is more than one incident, keep a written record of dates, times, the nature of the behavior, and witnesses, if any;
- 3) If you are uncomfortable approaching the person responsible for the conduct of concern, or if the incidents do not stop after you have attempted to speak with the individual involved, promptly contact an appropriate supervisor (the Board Chair for Board members) for assistance in raising concerns with the other individual. You may also contact Human Resources for assistance or to discuss alternative courses of action, which may include informal resolution options or a formal complaint;
- 4) If you are represented by a Union or Association, you may wish to seek assistance from your Union or Association at any time;
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 - a) to your Principal, Vice Principal or Supervisor;
 - b) if the person responsible for the conduct of concern is another employee, a Principal, Vice-Principal, Supervisor, Department Head, District Manager, Director, Secretary Treasurer of the District you may submit directly to Human Resources;
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What to do if you believe you have witnessed Prohibited Conduct

- 1) If you are comfortable doing so, talk to the impacted individual, advise her/him of the Regulation and suggest that she/he/they talk to their supervisor or Human Resources;
- 2) If you are comfortable doing so, talk to the individual responsible for the conduct of concern to help her/him/they become aware of the impact she/he/they may be having; or,
- 3) If the above actions do not resolve your concern or the concern is serious, share your concerns with a supervisor or Human Resources as appropriate. You may also speak to your Union or Association.

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Individuals who are informed their behavior is unwelcome may feel surprised, embarrassed or defensive. It is important to remember that Prohibited Conduct can occur even if a person does not intend it.

If you are told that your behavior is unwelcome, you should:

- 1) Listen to the other individual, rather than ignoring the situation or becoming hostile, defensive or angry;
- 2) Consider what the person is saying, and how your behavior might be impacting others;
- 3) If appropriate, change behaviors that are unwelcome, remembering that all employees share a responsibility to each other, and to the District or Board, to refrain from unwelcome Prohibited Conduct towards others at work;
- 4) Seek assistance from management or Union as necessary to understand this Regulation and to work on skills that will contribute to a respectful workplace.

INVESTIGATIONS

The following will apply to investigations however, these procedures and any investigation carried out are intended to be flexible in order to respond to the specific circumstances at issue. The District reserves the right to engage in a different procedure as deemed appropriate in any given circumstance in order to meet its statutory obligations regarding a respectful workplace.

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- 2) Human Resources may designate an investigator which may be a member of the Human Resources department, a designate employed by the District, or an external investigator.
- 3) Investigation documentation and records will be submitted to and confidentially maintained by Human Resources. Any letters respecting remedial corrective action or discipline will be placed in the appropriate personnel file.

When the Respondent is not employed by the District or Board and is not a Board Member

- 1) The Director of Human Resources, Principal, Vice-Principal, or appropriate Supervisor will review the submitted Form and applicable definitions of Prohibited Conduct and determine if the alleged conduct falls under the Regulation. If so, he or she will conduct an investigation. In extraordinary circumstances, he or she may designate another person employed by the District or an external investigator to do so.
- 2) The investigator will make findings of fact based on available relevant evidence, including separate interviews with the Complainant, Respondent and relevant witnesses as identified by the investigator and review of relevant

documents or other material evidence, including electronic documents, collected by the investigator.

- 3) Based on the findings of fact, the investigator will make a determination as to whether the allegations constitute Prohibited Conduct and will determine any applicable remedial and corrective action.
- 4) The investigator will prepare a written report of the investigation in a format outlined by the District which will include the names of all parties, relevant dates, a summary of findings and where applicable, it will include recommended corrective actions. If a designate has conducted the investigation, the Report will be provided to the Director of Human Resources, Principal, Vice-Principal or Supervisor as appropriate for decision as to the outcome.
- 5) Investigation documentation and records will be submitted to and confidentially maintained by Chilliwack School District Health and Safety.

When the Respondent is a Board Member or the Superintendent of Schools

- 1) The Secretary Treasurer may receive a Form from a Complainant directly when the allegations relate to conduct of a Trustee or the Superintendent of Schools.
- 2) Without undue delay, the District will engage an external independent investigator.
- 3) Investigation documentation and records will be submitted to and confidentially maintained by the Secretary Treasurer
- 4) Where parties include Board members, the Director shall seek legal advice to determine an appropriate process which engages the Board and which may fall under the School Board Member Ethics Policy and Regulation.

In all circumstances where an investigation is conducted

- 1) The District will ensure that the investigation processes applied are timely, and consistent with due process and any applicable legislated or policy requirements.
- 2) Those involved with an investigation will maintain confidentiality of related information and will share such information only as necessary to ensure that the investigation is fair, to address the outcome of any investigation, including the implementation of any corrective or disciplinary measures or other recommendations, and as may otherwise be required by legislation or enforceable order.
- 3) When a formal investigation is completed, the Complainant and Respondent will be notified of the conclusion and outcome of the investigation and appropriate remedial steps will be taken by the District.
- 4) Participants in an investigation are expected to cooperate fully and truthfully in any investigation process undertaken by the District.

- 5) For District employees, subject only to any applicable grievance process, the decision of the District in respect of the outcome of a complaint is final and not subject to appeal.

RESOLUTION OPTIONS

A complaint of Prohibited Conduct may be advanced by any employee of the District or Board or by a Board member by submitting the Form as described above. When this occurs or where a concern otherwise comes to the attention of the District, steps to promote timely resolution will be taken including by means of the following:

Informal Complaint Resolution

Depending on the nature and severity of the alleged conduct and subject to the consent of the individual who is the subject of the alleged Prohibited Conduct, informal complaint resolution may first be tried to resolve the issue informally. Informal complaint resolution can include, but is not limited to, mediation, drafting of behavioral guidelines, agreements, apology, or other resolution agreed between the parties and the District (or the Board as applicable). If a resolution is reached informally, then all persons involved must agree that the outcome is satisfactory. The Union(s) may also be involved in informal complaint resolution.

Formal Complaint Resolution

- a. If informal resolution is unsuccessful or not pursued, allegations brought to the District's attention will be formally reviewed and where appropriate, investigated.
- b. Any formal complaint will be treated seriously and responded to promptly. Any individual bringing a complaint forward as the person impacted by the alleged Prohibited Conduct or as a witness to it (the "Complainant") must submit the required Form. The information submitted should include the following:
 - o as much detail as possible about the circumstances including dates, times, persons involved, witnesses, and the specific conduct (including specific words);
 - o available relevant documents or other evidence that may support the allegations (including emails, handwritten notes or photographs).
- c. If in extraordinary circumstances a Complainant is unable to prepare a Form, the Complainant should request to meet with Human Resources for assistance.
- d. Formal complaints by an individual cannot be carried out anonymously, and the identity of the Complainant and the nature of the complaint shall be made known to the individual alleged to have engaged in Prohibited

- Conduct (the “Respondent”). The Respondent shall be provided an opportunity to explain his or her behavior and to have such explanations properly considered.
- e. In the event that a Complainant does not proceed with a formal complaint, the District may still initiate an investigation if deemed necessary to ensure the commitment to providing a respectful workplace, health and safety of persons at the workplace or to comply with any applicable laws including the B.C. *Human Rights Code* and the *Workers Compensation Act* and applicable regulations and policies.
 - f. If there is a sufficient basis in the written complaint or in any circumstances where the District otherwise deems it necessary to do so, the District will carry out a formal investigation, promptly, thoroughly, and in a manner that protects the privacy interests of all involved to the extent possible while ensuring a fair investigation.

REMEDIAL STEPS AND CONSEQUENCES

All conduct that is found to constitute a breach of this Regulation will be addressed by attempting to remedy the harm caused and prevent further harm. This may include:

- Introduction of procedural safeguards including limitations on conduct;
- Restorative processes;
- Counselling or mediation;
- Conflict resolution or other applicable training;
- Shifts in work assignment or organization;
- Corrective or disciplinary action as appropriate, up to and including termination of employment;
- Application of the *School Act*;
- Measures under the Student Code of Conduct or the Board Member Ethics Policy or Regulation.

Any person who makes knowingly false, frivolous, malicious or reckless allegations of Prohibited Conduct will also be subject to appropriate remedial steps and consequences.

BOARD OF EDUCATION

INFORMATION REPORT

DATE: February 13, 2018
TO: Board of Education
FROM: Gerry Slykhuis, Secretary Treasurer
RE: **428.1 ADMINISTRATIVE REGULATION - EXPENSES**

The Secretary Treasurer will present Administrative Regulation 428.1 for information.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**428.1
ADMINISTRATIVE REGULATION
Expenses**

Staff requests for expense reimbursement require pre-approval by the individual's supervisor. For the purpose of authorization of expenses, the Board Chair is considered the supervisor for the Superintendent of Schools.

JOINT FUNDS:

Reimbursement of expenses approved through joint funds with employee groups shall be governed by the committees responsible for those funds. All reimbursements must adhere to Board policy and regulations.

REIMBURSEMENT PROCEDURE:

Expenses will be reimbursed after the expense has been incurred using forms available from the Financial Services Department. The following allowances shall be used.

MEAL ALLOWANCES/EXPENSES:

Per Diem

Breakfast	\$ 10.00
Lunch	17.00
Dinner	<u>24.50</u>
Maximum per diem	\$51.50

These amounts include gratuities and any taxes levied.

For partial days, the specific meals purchased will be used. If a meal or meals are included in a conference package or are pre-paid in some other manner, those meals shall be deducted from the per diem.

Within the district, meals must be authorized by the budget manager for the specific account charged and must fall within the per diem guidelines. Meal expenses outside the district must be within the per diem rates or be supported by receipts and approved by the budget manager. The reimbursement request or receipt must be accompanied by a list of persons in attendance.

Costs for alcohol will not be reimbursed.

Cross Refs: Board Policy 228, Teachers' Collective Agreement

Adopted: October 28, 1981

Reviewed:

Revised: June 14, 1994, January 1997, April 14, 1998, January 8, 2002, July 01, 2002, September 21, 2004, October 11, 2005, June 5, 2006, June 25, 2007, December 1, 2008, July 1, 2011, April 2013, **February 13, 2018**

TRAVEL COSTS:

Kilometers driven in a private vehicle on Board business will be reimbursed at the rate of 5455¢ per kilometer **starting from your place of employment**. For out-of-district trips, the maximum car travel reimbursement will equal the economy class airfare for the equivalent trip.

Reimbursement of actual costs of ferries, buses or taxis will be based upon receipts submitted.

Air travel shall be by economy class. All purchase bonuses, or other gifts of purchase, are the property of the school district.

Employees are responsible for their own medical and any additional travel insurance coverage.

Reimbursement of mileage and insurance costs for teachers are covered in the collective agreement and may differ from this policy.

LODGING EXPENSES:

The Board shall reimburse lodging costs based on receipts submitted. Wherever possible, when travelling in British Columbia, accommodation should be arranged in hotels/motels listed in the Business Travel Guide published by the BC government, at the government rate. Receipts must be attached for all lodging expenses, including hotel invoices.

In cases where there is not a charge for accommodation (e.g. home of a friend or relative), a claim for \$20 per night may be made.

EXTENDED STAYS OR TRAVELLING WITH COMPANIONS:

The Board will only reimburse travel costs and hotel lodging for the employee.

GIFTS & HONORARIA:

There may be, from time to time, a need for an employee to incur other kinds of expenses such as hosting and/or gifts for others. The actual costs of such expenses will be reimbursed on the approval of the supervisor.

PURCHASE CARDS:

Purchase cards are for district business and may not be used for personal expenses. Purchase cards are expected to be used wherever possible for all business related expenses instead of personal credit cards.

ANNUAL REVIEW:

All per diem and other cost rates will be reviewed annually.

BOARD OF EDUCATION

INFORMATION REPORT

DATE: February 13, 2018
TO: Board of Education
FROM: Al Van Tassel, Director of Facilities and Transportation
RE: STRATEGIC PLAN UPDATE

Al VanTassel, Director of Facilities and Transportation will provide information on the vandalism that has occurred in the district from January – December 2017 as well as an update on the Strategic Plan as it relates to the following:

Priority	Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives. (Resources)
Goal	To align resources to efficiently and effectively execute the strategic plan.
Strategies	
3. Review of Operations Department Asset Management	
To ensure protection of District assets and manage risks around those assets.	

BOARD OF EDUCATION

BOARD REPORT

DATE: February 13, 2018
TO: Board of Education
FROM: Dan Coulter, BCSTA Representative
RE: BC SCHOOL TRUSTEES' ASSOCIATION REPORT

This time is provided to discuss matters related to the British Columbia School Trustees' Association (BCSTA).

BOARD OF EDUCATION

STAFF REPORT

DATE: February 13, 2018
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: SUPERINTENDENT'S REPORT

This time is provided for a report from Superintendent Novak.

MEETING SUMMARY

In-Camera Meeting – January 30, 2018

Trustees: Paul McManus, Walt Krahn, Dan Coulter, Heather Maahs, Barry Neufeld, Bob Patterson

Trustee Absent: Silvia Dyck (Medical Leave)

Staff: Evelyn Novak, Gerry Slykhuis, Rohan Arul-pragasam, Tamara Ilersich, Donna Vogel

1. Board Chair Statement Prior to Question Period in the Regular Public Board Meeting
2. Security
3. In-Camera Confidentiality
4. HR Report
5. BCPSEA Report