

BOARD OF EDUCATION

POLICY COMMITTEE

December 2, 2025 @ 4:30pm

Via Zoom Video Conference

AGENDA

	Agenda Item	Reference	Presenter
	Part 1 – Policy Committee Administration (5 mins)		
1.	Call to Order and Acknowledgement		Chair
2.	Approval of Agenda		Chair
3.	Approval of Minutes from November 4, 2025 , Policy Committee Meeting		Chair
4.	Part 2 –For Discussion – Review Policy Feedback (15 mins) 3.10 - Student Conduct Expectations		A. Cooper
	Part 3 – Policy Renovation Project with Anne Cooper, Consultant (60 mins) – Please refer to the December 2, 2025 meeting binder		A. Cooper
5.	6.11 – Accumulated Operating Surplus (referred to the Policy Committee/revised draft to be presented)	Page 2	G. Slykhuis/ A. Cooper
6.	Review Draft Policy: 4.20 – Respectful Working Environment	Page 4	A. Cooper
7.	Questions & Comments		
8.	New Business		



BOARD OF EDUCATION

ZOOM LINK:

<https://ca01web.zoom.us/j/63770279827?pwd=pTkXMZFP2lT76qZJ5EqoF8GE6kqV3p.1&from=addon>

Meeting ID: 637 7027 9827

Passcode: 096434

One tap mobile

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Join instructions

<https://ca01web.zoom.us/meetings/63770279827/invitations?signature=UxlMPtYnl-52U4ZLuK2gYOochlCflcic6FWyE9R7D7o>

Next Meeting: **January 6, 2026**
 4:30pm to 6:00pm
 Via Zoom Video Conference

**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)**

**DRAFT MINUTES OF THE POLICY COMMITTEE MEETING
November 4, 2025**

PRESENT:

Board Representatives:

Pattie Desjardins	Trustee	Chair
Wendy Colman-Lawley	Trustee	Committee Member
Linda Kerr	Trustee	Non-Voting Observer
Wendy Clark	Trustee	Non-Voting Observer
Andrea Hensen	Trustee	Non-Voting Observer

Special Guest:

Anne Cooper	Consultant
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Committee Representatives:

Greg Lawley	Representative	FCPVPA
Bernard Klop	Representative	FCPVPA
Coira Norwood	Representative	Student
Belle Peters-Lepitre	Representative	Student

District Staff:

Balan Moorthy	Superintendent
Gerry Slykhuis	Secretary-Treasurer
Renge Bailie	Assistant Superintendent
Deb McKinney	Executive Secretary
Antigone Snider	Executive Secretary

Regrets:

<i>Vacant</i>	Representative	FCTA
<i>Vacant</i>	Representative	CMAW
<i>Vacant</i>	Representative	CMAW
<i>Vacant</i>	Representative	DPAC
<i>Vacant</i>	Representative	DPAC
<i>Vacant</i>	Representative	IEC
<i>Vacant</i>	Representative	IEC

1. Call to Order and Acknowledgment

The meeting was called to order at 4:32 pm via Zoom conference call. The Chair acknowledged that the meeting was being held on the shared territory of the Cheam, Sts'ailes, Sq'ewlets, Sq'ewqel, Shxw'owhámél, Seabird Island, Nlaka'pamux and Chawathil people. The Chair recognized the newly appointed 2 Student Representatives joining the Committee.

2. Approval of Agenda – November 4, 2025**COLMAN-LAWLEY/KLOP****THAT the agenda of the Policy Committee meeting for November 4, 2025, be approved as presented.****Carried****3. Approval of Minutes – October 7, 2025****DESJARDINS/COLMAN-LAWLEY****THAT the minutes of the Policy Committee meeting held on October 7, 2025, be approved as presented.****Carried****4. Draft Financial Policies for Initial Review****6.10 Financial Planning & Reporting**

The Secretary Treasurer provided an overview of the draft policy. The Secretary Treasurer highlighted the updated scope, language and clarification of roles and responsibilities as they related to financial reporting, and governance as well as the strategic plan. The draft policy seeks to acknowledge the importance of the District's core operational needs and support the Board's overall Strategic Plan and related goals. The Committee asked questions about how budget variances are disclosed, asked to ensure the draft policy language and the Finance Committee Terms of Reference language are aligned.

COLMAN-LAWLEY/KLOP**THAT the Policy Committee recommend to the Board of Education that Policy 6.10 Financial Planning & Reporting – be forwarded to the Board for public notice and comment.****Carried****6.11 Accumulated Operating Surplus**

The Secretary Treasurer provided an overview of the draft policy. The Secretary Treasurer highlighted the benefits of a flexible range for the surplus percentage. Explained that the surplus is tracked and reported out on regularly as part of the monthly financial statements and in the budget process. The Secretary Treasurer described how restricted surpluses work and that restricted surpluses do not include funds restricted by external agencies. The externally restricted funds are reported within the Special Purpose Fund. The Secretary Treasurer explained how the Budget Process includes a surplus review.

LAWLEY/KLOP

THAT the Policy Committee recommend to the Board of Education that Policy 6.11 Accumulated Operating Surplus – be forwarded the Board for public notice and comment

Carried

5. 2.80 Social Media Policy Placement

The consultant updated the Committee regarding the decision to re-assign the draft Social Media Policy to Section 2 rather than Section 3. The rationale being that the policy aligns better with Section 2's focus on Expectations, Relationships and Engagement.

6. Organization of Section 4.00 Human Resources

The consultant provided an update on the suggested organization of the Human Resources related policies. As per the table provided, the consultant outlined the suggested new policy number and name and cross referenced it with the corresponding existing policy.

7. Review Draft Policies:

2.80 - Social Media Policy
4.30 - Protection of Employees from Violence
4.40 – Employee Recognition

2.80 Social Media Policy

The Consultant provided an update on the work completed to date to draft the new policy. The update included describing the analysis of what to retain from the previous policy as well as what was no longer applicable. The Consultant provided the context that Social Media would be considered a communication tool for the purposes of the policy.

The Committee agreed that a revised definition provided by the Superintendent's was more suitable. The Committee reviewed the guidelines and discussed what was best to incorporate in the Administrative Procedures rather than the policy itself. The Committee recommended that staff follow up and check the language in the "threat assessment" protocols regarding Policy 6.2 and to ensure the threat assessment covers responses to online threats. The Committee emphasized the need for caution generally when posting items on social media, how past posts would be considered if concerns raised, and the importance of using District social media accounts for District purposes rather than personal social media accounts.

COLMAN-LAWLEY/KLOP

THAT the Policy Committee recommend to the Board of Education that Policy 2.80 – Social Media Policy be forwarded the Board for public notice and comment.

Carried

4.30 Protection of Employees from Violence

The consultant provided an overview of the draft policy and the Committee reviewed the policy line by line. The Consultant explained that the draft policy is aligned with Provincial laws and regulations regarding the prevention of violence in the workplace. The specific regulations are referenced in the footer of the document. The Consultant reviewed the sections of the existing policy that would be moved to an administrative procedure. The Committee recommended that staff prioritize finalizing the administrative procedures and cross check the procedures with the language in Policy 3.11 – Physical Restraint &/or Seclusion. The Committee agreed that the administrative procedures should include direction for post incident debriefs and ensure they interface well with the restraint policies for students.

DEJARDINS/COLMAN-LAWLEY

THAT the Policy Committee recommend to the Board of Education that Policy 4.30 – Protection of Employees from Violence be forwarded the Board for public notice and comment.

Carried

4.40 Employee Recognition

The Consultant provided a line by line review of the draft policy. The Committee discussed current employee recognition practices. The Committee discussed extending the criteria for recognizing years of service to include the 10, 15, 20, 25, 30 and 35 year marks. The Committee discussed options for the protocols to recognize years of service. The Superintendent recommended it would be worthwhile for the Board of Education to discuss options for the recognitions at the strategic level and determine the best way forward. The Committee agreed there was value to having the students involved in the recognitions where feasible. The Committee discussed the implementation date and agreed its optimal for the Board to review and discuss the policy first and then determine an implementation date.

DEJARDINS/COLMAN-LAWLEY

THAT the Policy Committee recommend to the Board of Education that Policy 4.40 – Employee Recognition be forwarded the Board for public notice and comment.

Carried

8. Questions & Comments

Nil

9. New Business

Nil

Next Meeting: Tuesday, December 2, 2025 4:30-6:00 pm
Via Zoom conference call

ADJOURNMENT

DESJARDINS

THAT the meeting be adjourned at 6:05 pm

From: Jodi Hayward <jodi_ann_hayward@hotmail.com>

Sent: Friday, October 31, 2025 9:44 AM

To: Brenda Deschenes <brenda.deschenes@sd78.bc.ca>

Subject: Re: Policy changes

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Good morning

I read the policy changes. For DPAC's consideration I would recommend the following;

Policy 3.10

I see at the end it is mentioned that the school may be required to report to the police of jurisdiction (and other appropriate authorities).

The policy provides instances of serious criminal code violations but then at the end simply states "the school or district may be required to report to police or other authorities".

In my opinion this statement is a bit weak and doesn't accurately reflect the consequences if that step is taken.

I would suggest it is also includes: "the authority to pursue charges will be the responsibility of the Police of Jurisdiction/RCMP in accordance with the Criminal Code of Canada and/or Youth Criminal Justice Act (YCJA) and charges may be recommended to B.C. Prosecution Services for Charge Approval consideration.



POLICY 3.10 STUDENT CONDUCT EXPECTATIONS

The Board of Education recognizes its shared responsibility to provide a safe, caring and positive learning environment for all students. This shared responsibility requires students, staff, parents/guardians/caregivers and the broader community to demonstrate positive conduct while attending any school or District-related activity, at any location; and each has an obligation to:

- support learning
- promote safety
- respect property, environment, personal space and privacy
- model courtesy, compassion and respect

Students are expected to respect the rights of all members of the school community in accordance with the BC Human Rights Code.

All members of the school community must refrain from engaging in any in-person or digital communication or behavior that:

- interferes with the learning and working of others
- bullies, harasses, intimidates, retaliates, discriminates or is violent
- is unsafe or illegal, including the possession, use or distribution of illegal or restricted substances, or the possession of weapons or replicas

When students breach the Student Conduct Expectations, the Board recognizes the need for appropriate forms of intervention which, whenever possible, will focus on consequences that are restorative in nature rather than punitive. Students are expected to learn and mature as they continue their education. Expectations and consequences will be student specific and developmentally appropriate. The age, maturity, and a student's unique abilities and disabilities will be given consideration.

The Board believes that the suspension of students should occur only after all other available measures have been considered. In recognition that suspensions may be necessary from time to time, the Board gives general authorization to the Principal/Vice-Principal for student suspensions, in accordance with Administrative Procedures established by the Superintendent.

The school is responsible for advising parents/guardians/caregivers of breaches of conduct expectations. The Board expects that parents/guardians/caregivers and the

Policy 3.10 Student Conduct Expectations

school staff will work together to support student growth in this regard. Administrators may be required by law to contact appropriate district staff, police, or other agencies.

Schools and, when necessary, the district, will take necessary measures to prevent retaliation by an individual against a student who has made a complaint regarding a breach of conduct expectations.

Personal Electronic Device Usage

In accordance with Ministry requirements, the Board has established limitations regarding personal electronic device usage during instructional time. Students are currently given access to school or district-owned devices such as tablets, laptops, and desktop computers for educational and instructional purposes. This supports learning and achievement. We acknowledge the need to model and teach our students about online safety, the impact of technology on mental health and how it can distract from a focused learning environment when used inappropriately.

The district expects that the following guidelines will be observed in each school:

Elementary Schools

No access to or use of personal electronic devices is permitted at any time during the school day. At the instructor's or administrator's discretion, an exception may be made when the use of a device supports a specific learning objective and is part of the planned lesson.

Secondary Schools

Instructional Hours – No access to or use of personal electronic devices is permitted at any time during the instructional hours defined by each school. At the instructor's or administrator's discretion, an exception may be made when the use of a device supports a specific learning objective and is part of the planned lesson.

Non-Instructional Hours – During non-instructional hours, students may use their devices in a respectful and non-disruptive manner. Such times may include morning break, lunch, recess, and while travelling on district buses before and after school.

Exceptions

At the instructor's or administrator's discretion, an exception may be made when the use of a device supports a specific learning objective and is part of the planned lesson. Students who have adaptations or modifications for learning or health circumstances that require a personal electronic device to facilitate full inclusion may also be exempt.

BYLAW AND POLICY REVISION PROJECT

POLICY COMMITTEE – DECEMBER 2, 2025

1. Policies Referred Back To The Policy Committee For Possible Refinement

- 1.1. Policy 6.11 Accumulated Operating Surplus

2. Drafts within Section 4.00 Human Resources

Drafts have been prepared for those policies highlighted in blue. Policies highlighted in green have been recommended to the board for the approval process.

Suggested Policy Number and Name	Previous Policy
4.10 Staff Expectations (NEW)	6233 Substance Dependence/Impairment <i>BCPSEA-Impairing Substances Toolkit</i> 6540 Absenteeism - Reporting by Staff
4.20 Respectful Working Environments	6215 Respectful Workplace
4.30 Protection of Employees from Violence	6050 Prevention of Violence in the Work-place for Employees
4.40 Employee Recognition	6255 Recognition of Long Service
4.50 Recruitment of Senior District Staff	6400 Recruitment & Appointment of Administrative Personnel
4.60 Employee Death Benefit	6235 In-Service Death Benefits

- 2.1. 4.20 Respectful Working Environments

POLICY 6.11 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. The Board is required by legislation to prepare a balanced annual budget. As stipulated within the *School Act*, boards of education are not permitted to incur a deficit of any kind and therefore must plan appropriately. Estimated spending in the annual budget must not exceed estimated revenue plus any allocation of accumulated operating surplus.

An accumulated surplus represents the extent to which revenue from all previous years exceeds expenditures from all previous years. The use of an operating surplus enables the Board to mitigate financial risk and support programs and services for students. Surplus balances provide flexibility to absorb future year one-time costs, unforeseen expenditures or reduced revenue due to declining enrolment. To support long-term financial planning the Board can restrict operating surplus for use in future years.

To demonstrate accountability and transparency, spending and reporting of operating surpluses will be included in financial planning and reporting. This policy aligns with and ensures compliance with the Ministry of Education and Child Care's Accumulated Operating Surplus Policy and Financial Planning and Reporting Policy.

The Board is responsible for ensuring the District is protected financially from extraordinary circumstances which would negatively impact the education of students. To discharge this responsibility, the Board will maintain an unrestricted surplus ~~of~~ **no less than 2% and no more than 5%**, ~~to~~ of annual revenue, which shall be used to mitigate any negative impact such circumstances might cause.

In addition, the Board may also internally restrict funds for projects and programs related to the strategic plan within Ministry specified guidelines that will be spent in the next three years and will disclose the internally restricted funds in the notes to the financial statements.

To increase transparency, surplus allocations or appropriations will be specifically identified and approved as part of the budget approval process. Allocations and appropriations not contained in the budget will require a Board motion in a public meeting, save for motions that are appropriately made in a closed Board meeting such as matters related to land, legal or personnel matters.

Policy 6.11 Accumulated Operating Surplus

The reporting of surpluses and inter-fund transfers are publicly provided through both the financial statement and budget reporting processes. The district budget reporting processes will outline the initial plan for surpluses and transfers and the financial statements will report on the actual surpluses and transfers in any given budget year.

POLICY 4.20 RESPECTFUL WORKING ENVIRONMENTS

A collaborative, inclusive and respectful workplace is a critical element to the Board of Education's commitment to delivering high quality public education and cultivating a reputation of excellence. Therefore the Board is committed to creating and maintaining a respectful working environment free from harassment and bullying where people respect one another regardless of their roles or levels of responsibilities. Employees are to be treated, and treat each other respectfully and professionally in their interactions.

It is the expectation that all persons invited to or visiting district property will strive to maintain the highest level of professional and personal courtesy when interacting with employees.

RESPONSIBILITIES

Everyone is responsible for a respectful workplace.

1. The Board is responsible for:
 - 1.1. Supporting an environment respectful of human rights and free from bullying and harassment.
 - 1.2. Ensuring that this policy is updated as required.
2. The Superintendent and District Leadership Team are responsible for:
 - 2.1. Implementing this policy and ensuring that its provisions are communicated to all partners such that,
 - 2.1.1. an understanding is developed regarding respectful and appropriate behavior in dealing with others; and
 - 2.1.2. if bullying or harassment occurs, the process to resolve it is understood and utilized to resolve the matter in a timely and effective manner.
 - 2.2. Ensuring appropriate training is provided to all employees;
 - 2.3. Participating in investigations and the administration of corrective disciplinary action as appropriate; and,
 - 2.4. Reviewing annually and recommending updates to the policy as required.
3. Principals and Managers are responsible for:
 - 3.1. Communicating and reviewing this policy and any related procedures with the employees they supervise or manage;

Policy 4.20 Respectful Working Environments

- 3.2. Formulating, communicating and enforcing work requirements and behavioural expectations;
 - 3.3. Conducting or arranging for investigations into complaints under the this policy;
 - 3.4. Mediating or arranging for mediation for resolution of complaints as appropriate; and,
 - 3.5. Administering corrective disciplinary action.
4. Human Resources are responsible for:
- 4.1. Providing consultative services to the Superintendent, Principals and Managers in managing complaints;
 - 4.2. Determining if the complaint is best handled under this policy, or if it is a matter better dealt with through other Board policy or Collective Agreement processes such as, but not limited to, performance management, professional misconduct and progressive discipline or harassment complaints under Collective Agreements;
 - 4.3. Conducting investigations, or assisting in the investigation of complaints; and,
 - 4.4. Providing or arranging for training in Respectful Workplace Procedures.
5. All employees are responsible for:
- 5.1. Being aware of, and sensitive to issues of bullying and harassment, and taking proactive steps to encourage respectful, courteous behaviour with employees and students;
 - 5.2. Demonstrating professional and positive behaviour consistent with individuals who are responsible for the safety, learning and well-being of employees and students;
 - 5.3. Conducting themselves in a professional manner that meets the accepted standards of practice and the spirit and intent of this policy, including in the use of electronic communication;
 - 5.4. Accessing the appropriate complaint procedure if they observe or experience bullying or harassment in the working or learning environment; and,
 - 5.5. Co-operating in the investigating of complaints, and working to achieve resolution at the earliest possible stage.
6. Scope
- 6.1. This policy covers all individuals employed in the working or learning environment regardless of their role or function.
 - 6.2. This policy does not supersede any provision of an applicable Collective Agreement.

Policy 4.20 Respectful Working Environments

- 6.3. Inappropriate behaviour by an adult toward a student may also be addressed through the *School Act*, The Ministry of Education – Teacher Regulation Branch, *Child, Family and Community Service Act*, the *Criminal Code of Canada* and the district's Collective Agreements.
- 6.4. This policy excludes the legitimate exercise of management rights and any reasonable action taken by the district or supervisor relating to the management and direction of employees or the place of employment including supervisory decisions involving work direction, evaluation, investigations and disciplinary action.
- 6.5. This policy does not cover interpersonal conflicts or interpersonal relations, unless they are threatening or abusive.

POLICY 4.20 RESPECTFUL ~~WORKPLACE~~ WORKING ENVIRONMENTS

A ~~fair,~~ collaborative, ~~,~~ inclusive and respectful workplace is a critical ~~prerequisite~~ ~~element~~ to the Board of Education's commitment to delivering high quality public education and cultivating a reputation of excellence. Therefore the Board is committed to creating and maintaining a respectful ~~learning and~~ working environment free from harassment and bullying where people respect one another regardless of their roles or levels of responsibilities. ~~Employees are to be and are~~ treated, and treat each other respectfully and professionally in their interactions.

It is the expectation that ~~all employees and~~ all persons invited to or visiting district property will strive to maintain the highest level of professional and personal courtesy when interacting with employees.

RESPONSIBILITIES

Everyone is responsible for a respectful workplace.

1. The Board ~~of Education~~ is responsible for:

1.1. Supporting an environment respectful of human rights and free from bullying and harassment.;

~~1.2.—Understanding and communicating with members of the community about the Respectful Workplace policy; and,~~

1.2. Ensuring that ~~the~~ ~~this~~ policy is ~~reviewed annually and~~ updated as required.
~~1.3.~~

~~1.4.—~~

2. The Superintendent and ~~Senior Management~~ ~~District Leadership~~ Team are responsible for:

2.1. Implementing ~~the Respectful Workplace Policy~~ ~~this~~ policy and ensuring that ~~the~~ ~~its~~ provisions ~~of this policy~~ are communicated to all ~~stakeholders~~ ~~partners~~ such that,

2.1.1. an ~~consistent~~ understanding ~~and expectation~~ is developed regarding respectful and appropriate behavior in dealing with others; ~~including the ability to speak or act without offending; and~~

2.1.2. if bullying or harassment occurs, the process to resolve it is understood and utilized to resolve the ~~matter~~ ~~problem~~ in a timely and effective manner.

Policy 4.20 Respectful Working Environments

- 2.2. Ensuring appropriate training is provided to all employees ~~on the Respectful Workplace Policy and Procedure~~;
- 2.3. Participating in investigations and the administration of corrective disciplinary action as appropriate; and,
- 2.4. Reviewing annually and recommending updates to the policy as required.

3. Principals and Managers are responsible for:

- ~~2.5.3.1.~~ —Communicating and reviewing this policy and any related procedures ~~and related procedure~~ with the employees ~~staff~~ they supervise or manage;
- ~~2.6.3.2.~~ Formulating, communicating and enforcing work requirements and behavioural expectations;
- ~~2.7.3.3.~~ Conducting or arranging for investigations into complaints under the ~~Respectful Workplace~~ this policy;
- ~~2.8.3.4.~~ Mediating or arranging for mediation for resolution of complaints as appropriate; and,
- ~~2.9.3.5.~~ Administering corrective disciplinary action.

~~3.4.~~ Human Resources ~~are~~ is responsible for:

- ~~3.1.4.1.~~ Providing consultative services to ~~the~~ Superintendents, Principals and Managers in managing ~~Respectful Workplace~~ complaints;
- ~~3.2.4.2.~~ Determining if the complaint is best handled under this policy, or if it is a matter better dealt with through other Board policy or Collective Agreement processes such as, but not limited to, performance management, professional misconduct and progressive discipline or harassment complaints under ~~the~~ Collective Agreements;
- ~~3.3.4.3.~~ Conducting investigations, or assisting in the investigation of complaints; and,
- 4.4. Providing or arranging for training in Respectful Workplace Procedures.

~~3.4.~~

~~3.5.—~~

~~4.5.~~ All employees are responsible for:

- ~~4.1.5.1.~~ Being aware of, and sensitive to issues of bullying and harassment, and taking proactive steps to encourage respectful, courteous behaviour with ~~staff~~ employees and students;

Policy 4.20 Respectful Working Environments

- 4.2.5.2. Demonstrating professional and positive behaviour consistent with individuals who are responsible for the safety, learning and well-being of **employees staff** and students;
- 4.3.5.3. Conducting themselves in a professional manner that meets the accepted standards of practice and the spirit and intent of this policy, including in the use of electronic communication;
- 4.4.5.4. Accessing the **appropriate** complaint procedure if they observe or experience bullying or harassment in the working or learning environment; and,
- 4.5.5.5. Co-operating in the investigating of complaints, and working to achieve resolution at the earliest possible stage.

5.—Definitions

~~6.1—Bullying and Harassment as per the WorkSafeBC Occupational Health and Safety Regulation.~~

~~6.1.1—Includes any inappropriate conduct or comment by a person towards a worker that the person knew or reasonably ought to have known would cause that worker to be humiliated, or offended or intimidated, but~~

~~6.1.2—Excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment.~~

~~5.1.—Mediation—involves an unbiased third party acting as facilitator in direct communication between the parties who voluntarily agree to this process. It is an opportunity to resolve disputes in a mutually respectful manner at the early/site-based resolution phase of a complaint.~~

~~5.2.—Confidentiality—information about a complaint will be shared only with those who need to know in order to facilitate the investigation process. The respondent(s) will be provided with a copy of the complaint and both parties will be provided with a copy of the findings at the end of the investigation. All participants in the investigation process are to keep the information in the process confidential and not disclose it to anyone other than their union representatives.~~

~~5.3.—Standard of Proof—the standard of proof to be applied as to whether the reported event(s) occurred is the balance of probabilities. This means that on the evidence provided, the occurrence of the event was more likely than not. The standard used to determine what is reasonable in the policy is the *Black's Law Dictionary, Ninth Edition* definition of a reasonable person which is as follows:~~

~~“...a person who exercises the degree of attention, knowledge, intelligence, and judgment that society requires of its members for the protection of their own and of others' interests. The reasonable person acts sensibly, does things without serious delay, and takes proper but not excessive precautions...”~~

Policy 4.20 Respectful Working Environments

6. APPLICATION Scope

~~5.4.6.1. This policy covers all individuals involved employed in the working or learning environment regardless of their role or function. This includes School District employees, students, parents, volunteers, third parties doing business with the School District and members of the general public who interface with the School District. It is the expectation of the School District that all employees and persons invited to or visiting Board property will strive to maintain the highest level of professional and personal courtesy when interacting with Board employees.~~

~~5.5.6.2. For School District employees, this~~ This policy does not supersede any provision of an applicable Collective Agreement.

~~5.6.6.3. Inappropriate behaviour by an adult toward a student is not covered by this may also be addressed through policy. The the School Act, The Ministry of Education – Teacher Regulation Branch, Child, Family and Community Service Act, the Criminal Code of Canada and the District's district's Collective Agreements. will define and govern the standard of behaviour required by adults when dealing with students.~~

~~5.7.—The conduct of the Board is addressed in Board Policy 1080 17 (Trustee Code of Conduct Ethics).~~

~~5.8.—This policy is not intended to address issues where the cause of the conflict or behaviour is based on a personal characteristic that is protected under the BC Human Rights Code. For example, if the inappropriate behaviour towards another person is based on homophobic or racist views, Board Policy 6205 (Discrimination) is the appropriate area to seek resolution.~~

~~5.9.6.4. This policy excludes the legitimate exercise of management rights and any reasonable action taken by the District district or supervisor relating to the management and direction of employees or the place of employment including supervisory decisions involving work direction, evaluation, investigations and disciplinary action.~~

~~5.10.—This policy excludes the reasonable exercise of parent and student rights in bringing forward concerns about the treatment of students by employees when done in a respectful manner.~~

~~5.11.6.5. This policy does not cover interpersonal conflicts or interpersonal relations, unless they are threatening or abusive.~~

~~8.—EXPECTED RESPECTFUL BEHAVIOUR MOVED TO NEW POLICY~~

Policy 4.20 Respectful Working Environments

~~Every employee working with the School District has the right to a respectful workplace and learning community. In order to promote and sustain a workplace and learning community where all employees are treated and treat others with respect and dignity, regardless of their status or position, each employee is expected to abide by the following values and standards of interpersonal behaviour, communication and professionalism:~~

- ~~8.1 — We respect and value the contributions of all members of our community, regardless of status or role in the organization;~~
- ~~8.2 — We treat one another with respect, civility and courtesy;~~
- ~~8.3 — We work honestly, effectively and collegially with employees and others;~~
- ~~8.4 — We respond promptly, courteously, and appropriately to request from others for assistance or information;~~
- ~~8.5 — We use conflict management skills, together with respectful and courteous verbal communication, to effectively manage disagreements among employees;~~
- ~~8.6 — We encourage and support all employees in developing their individual conflict management skills and talents;~~
- ~~8.7 — We have an open and cooperative approach in dealings with employees, recognizing and embracing individual differences;~~
- ~~8.8 — We recognize the differing social and cultural standards may mean that behaviour that is acceptable to some may be perceived as unacceptable or unreasonable to others;~~
- ~~8.9 — We abide by applicable rules, regulations, legislation, policies and collective agreement provisions, and address any dissatisfaction with, or violation of, these policies and procedures through appropriate channels;~~
- ~~8.10 — We demonstrate commitment to a culture where all employees cooperate and collaborate in using best practices to achieve high work-related outcomes; and~~
- ~~8.11 — If we are in leadership positions, we model civility for others and clearly define expectations for how employees treat each other, and are responsive to complaints when they are brought forward.~~

PROCEDURES All Move to an AP Intact, are are updated as needed

~~The Board does not tolerate bullying or harassment and encourages all employees, parents, volunteers, contractors or other adults involved in the working or learning environment to speak up if they feel like they are being treated disrespectfully or subjected to bullying or harassment. The intent of the Respectful~~

Policy 4.20 Respectful Working Environments

~~Workplace Resolution Procedure is to ensure that the problems individuals are facing are accurately identified as early as possible and resolved in a timely, respectful and effective manner.~~

~~Respectful Workplace Resolution Procedure~~

~~1. Early/Site Based Resolution of Complaint~~

~~1.1 — Parties to a complaint are encouraged to attempt to resolve concerns at the earliest possible stage. Early/site based resolution is a process that provides an opportunity for parties to resolve a dispute in a respectful manner, without unnecessary escalation. In many cases the person may not have realized their actions or comments were being taken as harassing or bullying and will stop if it is brought to their attention.~~

~~1.2 — Any individual who believes that he/she has been bullied or harassed may, at his/her option if he/she feels comfortable in doing so, may:~~

~~1.2.1 — Attempt to resolve the issue by directly approaching the person(s) involved, stating clearly that the behaviour or actions are objectionable and must be stopped; and/or~~

~~1.2.2 — If, having chosen to approach the person(s) involved, the complainant finds that the behaviour does not stop or that the behaviour escalates; OR if the individual does not wish to address the person(s) involved directly, he/she may;~~

~~1.2.3 — Contact his/her supervisor; school Principal, Human Resources, Superintendent, Secretary-Treasurer, or union representative for advice and possible courses of action including possible mediation.~~

~~1.3 — Where a site based resolution has been found, supervisors, managers or administrators will follow up by monitoring the situation, and as necessary, conducting subsequent meetings to ensure resolution is maintained. No written records of early/site based resolutions will be kept in employee's personnel files.~~

~~2. Formal Complaint~~

~~2.1 — If the early/site based resolution process was not successful in resolving the complaint or the parties have decided not to make use of them, a formal complaint can be directed to the Supervisor who has responsibility for the area.~~

~~2.2 — If the Supervisor is the cause of the complaint, the complaint would be directed to that person's Manager/Director.~~

~~2.3 — If the Superintendent is the cause of the complaint, the complaint would be directed to the Chair of the Board and the CEO of BCPSEA, subject to the collective agreement provisions.~~

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~~2.4 — All parent complaints about an employee of the Board should be directed first to the School Principal. If the complaint is about the School Principal or Vice Principal it should be directed to the Superintendent.~~

~~2.5 — Any behaviour of a violent, threatening or criminal nature will be reported and a formal complaint filed.~~

~~2.6 — Any behaviour which results in an employee filing for a WorkSafeBC claim must be reported to Human Resources and a formal complaint filed. The employee should also be advised to seek medical support.~~

Filing a Complaint

~~2.7 — Any individual who believes that he/she has been bullied or harassed may file a formal complaint. A formal complaint must:~~

~~2.7.1 — Explain the nature of the complaint in writing providing as much detail as possible as to the nature of the events and when they occurred and be signed and dated;~~

~~2.7.2 — Specify the name(s) of the person(s) involved if known;~~

~~2.7.3 — Where appropriate, indicate the steps taken by the complainant to attempt to resolve the matter, prior to filing a formal complaint.~~

~~2.7.4 — Formal complaints must be filed no later than six months after the last event which caused the complaint.~~

~~2.7.5 — Anonymous complaints will not be investigated. The district is committed to safeguarding all employees willing to come forward from retaliation or reprisal.~~

~~2.7.6 — Frivolous or vexatious complaints will be dealt with in an appropriate manner and could result in a finding of a violation of the policy leading to discipline.~~

Investigating the Complaint

~~2.8 — The Superintendent or designate will conduct a confidential investigation of the complaint in order to determine the facts and assess whether the *Respectful Workplace Policy* has been breached.~~

~~2.9 — Once a complaint has been received by the district the Superintendent or designate will review the complaint and contact the complainant within two business days.~~

~~2.10 — The Superintendent or designate will determine the appropriate investigator for the complaint which may include an outside investigator. Only those who need to know will be contacted and provided with sensitive information to the extent necessary to resolve~~

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~~the complaint adequately. The investigator will discuss the complaint with the complainant, review details and gather supporting information.~~

~~2.11 Any individual named as a respondent in a complaint will be provided with a copy of the written complaint prior to their interview and, in addition to being interviewed, is encouraged to reply in writing to the allegations.~~

~~2.12 The investigation will proceed as quickly as possible and will not normally exceed four (4) weeks from the date of filing of the formal complaint.~~

~~2.13 The complainant and the respondent(s) will have a right to representation during the investigation process.~~

~~2.14 Both the complainant and the respondent(s) will receive copies of the findings, not disciplinary or other consequences, of the investigation.~~

~~2.15 If the complaint involves all employees, any resulting discipline will be retained in accordance with the provisions of the respective collective agreements.~~

~~2.16 If the finding is that there has been no breach of the policy the record will be expunged unless otherwise requested by the respondent.~~

~~2.17 Complaints will not be considered under more than one Board policy or procedure.~~

~~3. RESOLUTION~~

~~When a formal complaint of bullying or harassment has been made, subject to the specific situation, the following actions may be taken subsequent to investigation and findings:~~

- ~~• Training for one or both parties~~
- ~~• Counselling for one or both parties including referral to the Employee and Family Assistance Program~~
- ~~• Strategies to restore a positive and respectful workplace and learning environment~~
- ~~• Restorative measures~~
- ~~• Transfer for one or both parties, subject to collective agreement language~~
- ~~• Disciplinary actions~~
- ~~• Exclusion from Board property—in the case of a parent/guardian, visitor, contractor or other third party~~
- ~~• Termination of contract—for contractors~~
- ~~• Civil or criminal proceedings—for members of the public for acts against employees~~
- ~~• Where the complaint is not upheld, no further action and expunging of the record.~~

~~4. RETALIATION~~

~~It is also considered a breach of this policy to take retaliatory action against a person who raises a concern or files a complaint under the *Respectful Workplace Policy*.~~

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5. ~~EXAMPLES OF BULLYING AND HARASSMENT~~

~~All employees of the School District are expected to refrain from any form of bullying or harassment. In order to provide further guidance, some examples of bullying and harassment are included below. While some of these actions, individually, may or may not constitute bullying or harassment, when taken in context of a whole situation they may qualify as a breach of the policy.~~

- ~~• Use of threatening or abusive language, profanity or language that is intended to be, or is perceived by others to be, demeaning, humiliating or offensive towards another person~~
- ~~• Verbal abuse in any form such as swearing at or displaying unnecessary shows of temper or anger towards another person, particularly in front of others;~~
- ~~• Making threats of violence, retribution, litigation, financial or social harm; shouting or engaging in other speech, conduct or mannerisms that are reasonably perceived by others to represent intimidation or harassment~~
- ~~• Throwing tools, office equipment, instruments, or other items as an expression of anger, criticism, or threat, or in an otherwise disrespectful or abusive manner;~~
- ~~• Spreading malicious rumours, gossip or innuendo about a person that is not true~~
- ~~• Making insulting or humiliating comments about the performance of an employee, in public or private, or an inappropriate manner or venue (i.e. via email or on Facebook)~~
- ~~• Patterns of deliberate exclusion, isolation or alienation of an employee from normal work interaction, such as intentionally excluding him/her from meetings~~
- ~~• Repeatedly undermining an employee, including encouraging others to “gang up” on him/her~~
- ~~• Personal insults and name calling~~
- ~~• Undermining or deliberately impeding a person’s work~~
- ~~• Withholding necessary information or purposefully giving wrong information~~
- ~~• Making jokes that a reasonable person would find offensive by spoken word, gestures, on paper or through electronic communication~~
- ~~• Intruding on a person’s privacy by spying or stalking~~
- ~~• Criticizing another person persistently~~
- ~~• Tampering with another person’s belongings or work equipment~~
- ~~• Persistently excluding or isolating someone socially~~
- ~~• Retaliation~~
- ~~• Addressing individual work performance issues in a public setting where others are present~~
- ~~• Setting unachievable and unrealistic work expectations~~
- ~~• Unfairly assigning unpleasant or undesirable tasks to one person on an ongoing basis.~~