

School District #75 (Mission)  
Special Committee of the Whole Meeting  
Agenda

October 26, 2021, 3:30 pm

[Zoom Meeting](#)

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Pages

- |  |            |            |       |  |            |       |  |            |        |   |            |         |  |        |         |  |
|--|------------|------------|-------|--|------------|-------|--|------------|--------|---|------------|---------|--|--------|---------|--|
| <ol style="list-style-type: none"> <li>1. CALL TO ORDER</li> <li>2. ADOPTION OF AGENDA</li> <li>3. DELEGATIONS/PRESENTATIONS</li> <li>4. CURRICULUM</li> <li>5. UNFINISHED BUSINESS</li> <li>6. STAFF REPORTS               <ol style="list-style-type: none"> <li>6.1. Policy Review                   <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 20%; text-align: right;">Discussion</td> <td style="width: 30%; text-align: right;">1 - 2</td> </tr> <tr> <td>6.1.1. Draft - Equity, Diversity, and Inclusion Policy</td> <td style="text-align: right;">Discussion</td> <td style="text-align: right;">3 - 8</td> </tr> <tr> <td>6.1.2. Draft - Safe, Caring, and Respectful Schools Policy</td> <td style="text-align: right;">Discussion</td> <td style="text-align: right;">9 - 21</td> </tr> <tr> <td>6.1.3. Draft - Respectful Workplaces Policy</td> <td style="text-align: right;">Discussion</td> <td style="text-align: right;">22 - 32</td> </tr> </table> </li> </ol> </li> <li>7. NEW BUSINESS</li> <li>8. MINUTES OF PREVIOUS MEETINGS               <ol style="list-style-type: none"> <li>8.1. Special Committee of the Whole Meeting Minutes, October 12, 2021                   <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 20%; text-align: right;">Action</td> <td style="width: 30%; text-align: right;">33 - 40</td> </tr> </table> </li> </ol> </li> <li>9. INFORMATION ITEMS</li> <li>10. ADJOURNMENT</li> </ol> |            | Discussion | 1 - 2 | 6.1.1. Draft - Equity, Diversity, and Inclusion Policy | Discussion | 3 - 8 | 6.1.2. Draft - Safe, Caring, and Respectful Schools Policy | Discussion | 9 - 21 | 6.1.3. Draft - Respectful Workplaces Policy | Discussion | 22 - 32 |  | Action | 33 - 40 |  |
|  | Discussion | 1 - 2      |       |  |            |       |  |            |        |   |            |         |  |        |         |  |
| 6.1.1. Draft - Equity, Diversity, and Inclusion Policy   | Discussion | 3 - 8      |       |  |            |       |  |            |        |   |            |         |  |        |         |  |
| 6.1.2. Draft - Safe, Caring, and Respectful Schools Policy   | Discussion | 9 - 21     |       |  |            |       |  |            |        |   |            |         |  |        |         |  |
| 6.1.3. Draft - Respectful Workplaces Policy  | Discussion | 22 - 32    |       |  |            |       |  |            |        |   |            |         |  |        |         |  |
|  | Action     | 33 - 40    |       |  |            |       |  |            |        |   |            |         |  |        |         |  |

**ITEM 6.1 Discussion**

**File No. 1020**

TO: Committee of the Whole  
FROM: A. Wilson, Superintendent of Schools  
SUBJECT: Draft Policies Review

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**1. Summary:**

As staff continue to work on drafting policies and procedures, and the identified need to update policies and procedures regarding student conduct, staff present an alternate approach to the structure of the policies.

**2. Background:**

In reviewing and updating the Respectful Schools and Workplaces policy, considering the direction in the spring of 2021, and the need for updating the corresponding procedures regarding student conduct, staff are proposing a revised structure for these important policies.

The focus of the development of the policies has been to eliminate an “anti” approach, and rather, focus on what should be - trying to eliminate a positional approach that can lead to division and conflict.

Staff are also proposing to now separate the student/school policy from the employee/workplace policy as the corresponding procedures are significantly different, as is the location of the corresponding procedures. The goal is to ensure information is easily located by both employees and students/parents.

The proposed revised structure is as follows:

2. District Administration:

2.2 Equity, Inclusion and Diversity

2.2 a Sexual Orientation and Gender Identity (SOGI)

3. School Administration

3.0 Safe, Caring and Respectful Schools Policy

3.0.1 Student and School Conduct Procedure

3.0.2 Addressing Student Behaviour Procedure

3.0.3 School Bullying, Harassment, or Discrimination Complaint Procedure

5. Human Resources

5.0 Respectful Workplaces

5.0.1 Workplace Bullying, Harassment, and Discrimination Complaint Procedure

**3. Options:**

**4. Analysis and Impact:**

- a. Strategic Plan Alignment

- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
  - i. Organizational
  - ii. Reputational
  - iii. Strategic
- g. Benefits
  - i. Organizational
  - ii. Reputational
  - iii. Strategic

**5. Public Participation:**

**6. Implementation:**

**7. Attachments:**

**ITEM 6.1.1 Discussion**

**File No. 1020.20**

TO: Committee of the Whole  
FROM: A. Wilson, Superintendent of Schools  
SUBJECT: Draft – Equity, Diversity, and Inclusion Policy

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**1. Summary:**

The attached draft policy is presented for discussion. The policy would provide direction to the organization for Equity, Diversity, and Inclusion as a focus going forward – the lens that all work going forward is looked through to guide the work.

**2. Background:**

With the work staff have been doing on policy over the past few months, it became apparent that an overarching policy regarding Equity, Diversity, and Inclusion would strengthen other policies and the work of the School District as it addresses racial inequity, as well as inclusion and diversity.

The attached draft policy is presented to begin the discussion, and determine what additional work is needed before a completed draft policy is returned to a Committee of the Whole

**3. Options:**

**4. Analysis and Impact:**

- a. Strategic Plan Alignment
- b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
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  - i. Organizational
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  - iii. Strategic

**5. Public Participation:**

**6. Implementation:**

**7. Attachments:**

2.2 Equity, Diversity and Inclusion Policy (DRAFT)

<b>Section:</b>	<b>District Administration</b>	
<b>Title:</b>	<b>Equity, Diversity, and Inclusion</b>	<b>2.2</b>

**Purpose**

To outline expectations for equity, diversity, and inclusion within the Mission School District environment.

**Policy**

The Board supports and endorses the values and objectives contained in the *B.C. Human Rights Code*, the *Charter of Rights and Freedoms*, the *United Nations Declaration on the Rights of Indigenous Peoples*, the *British Columbia Declaration on the Rights of Indigenous People’s Act*, the *Canadian Multiculturalism Act*, the *B.C. Multiculturalism Act*, and the *B.C. Accessibility Act*.

Mission Public Schools is committed to a policy of respect, embracing the principles of equity, diversity, and inclusion, considering the many cultures and diverse abilities within its schools where people:

- a) develop an awareness of personal biases and their potential impact on others,
- b) recognize even the subtlest inequities in the learning and working environment,
- c) respond with understanding by addressing systemic inequities,
- d) make decisions considering the principles of equity, diversity, and inclusion, and
- e) sustain commitment, especially in the face of discomfort or resistance.

The Board is committed to supporting an equitable, diverse, and inclusive school environment, creating equitable learning and working opportunities using the principles of non-discrimination set out in the *British Columbia Human Rights Code*. The Board is also committed to:

- a) reconciling inequities for Indigenous children and youth by operating consistently with the Truth and Reconciliation Commission calls to action, the United Nations Declaration of the Rights of Indigenous Peoples, the *BC Declaration on the Rights of Indigenous Peoples Act*, and
- b) operating consistently to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by persons with disabilities, and promote respect for their inherent dignity, consistent with the principles of the United Nations Convention on the Rights of Persons with Disabilities (CRPD), *the Canadian Charter of Rights and Freedoms*, and *the Accessible B.C. Act*.

Specifically, Mission Public Schools will:

- a. Fulfill the commitments of the Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity:
  - 1. Sp’óq’es, The Eagle: Honouring Relationships and Kin Connections,
  - 2. Swep’áth’, The Sunrise: Creating and Maintaining Safe Learning Environments.
  - 3. Sq’émél, The Paddles Raised: Supporting Student Success in Equitable Ways,
  - 4. Sléxwelh, The Canoe: Honouring the Past, Being in the Present, Strengthening the Future.
- b. Include the principles of equity, diversity, and inclusion in the District’s policies, procedures, and relations with staff, students, parents, and the larger community.
- c. Develop knowledge, understanding, and sensitivity of the history of Saint Mary’s residential school and its impacts, including intergenerational trauma on Indigenous peoples in Mission, British Columbia.

- d. Work to heal the historical wrongs to Indigenous peoples in Mission, British Columbia, and Canada.
- e. Work to increase awareness of and appreciation for the racial, cultural, spiritual, religious, and linguistic diversity of Mission, and more broadly British Columbia and Canada.
- f. Incorporate policies, operating practices, procedures, and structures, free of all forms of discrimination, inequity, and racial bias.
- g. Ensure every student, employee, volunteer, and community partner understands their responsibility for creating a climate where all members of the school community feel they are welcome and that they belong.
- h. Seek to identify, remove, and prevent barriers that inhibit the ability for students to participate in learning, health, socializing and gathering.
- i. Create an environment where the participation of all students is valued and seen as an asset rather than an obstacle.
- j. Develop an atmosphere that encourages choice, advocacy, and collaboration.
- k. Work to achieve educational and employment equity, where there is no predictability of success or failure that correlates with race, ethnicity, linguistic backgrounds, economic class, gender, sexual orientation, spirituality, beliefs, religion, physical, cognitive ability, or any other socio-political identity markers.

## Definitions:

### Equity

**Inclusion** a collective culture that strives for equity and embraces, respects, accepts and values difference.

**Diversity** the individual's variety of unique dimensions, qualities, and characteristics we all possess.

### Racism

## Guidelines:

1. The work of Mission Public Schools will operate to ensure:
  - 1.1. A child's educational experiences or outcomes are **not** predictable because of their race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, physical and cognitive ability, or any other socio-political identity marker.

- 1.2. An employee's experience or advancement is **not** predictable because of their race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, physical and cognitive ability, or any other socio-political identity marker.
- 1.3. The rights of Indigenous peoples are supported, consistent with the following:
  - a. the Truth and Reconciliation Commission, including but not limited to:
    - i. Call to Action 62. iii - *Building student capacity for intercultural understanding, empathy, and mutual respect.*
  - b. The United Nations Declarations on the Rights of Indigenous Peoples, including but not limited to:
    - i. Article 8.1 - *Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture.*
    - ii. Article 14.2 - *Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.*
    - iii. Article 15.1 - *Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories, and aspirations which shall be appropriately reflected in education and public information.*
  - c. the *British Columbia Declaration on the Rights of Indigenous Peoples Act*, including, but not limited to:
    - i. *Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and*
    - ii. *Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories, and aspirations which shall be appropriately reflected in education; and*
    - iii. *Indigenous peoples have the right not to be subjected to any discriminatory conditions of labour, and inter alia, employment or salary.*
- 1.4. There is a culture of equity for children, meaning that every child:
  - a. receives every day what they need to thrive social-emotionally, culturally, and academically to develop to their full potential,
  - b. is fully included in the school community and is valued by the school community,
  - c. has a right to feel loved and cared for and to feel that they belong to the school community,
  - d. is seen and valued for who they truly are as a growing person, and their unique interests and gifts are nurtured and cultivated,
  - e. has access to high-quality education with an extensive range of learning opportunities, activities, and materials, including authentic Indigenous learning opportunities, and
  - f. has access to engage in meaningful, challenging academic work.
- 1.5. The social-emotional well-being of every child, which is as important as their academic progress, achievement, and success, is supported and nurtured.
- 1.6. There is a culture of equity, diversity, and inclusion for employees, meaning that:

- a. The school district will actively work to achieve an inclusive work environment, where diverse employees are provided equitable opportunities for meaningful work, and where the school district works to remove the barriers to support equitable opportunities.
- 1.7. There is a culture of equity-based learning, meaning that people:
    - a. are aware of their personal implicit biases and how their attitudes, stereotypes and beliefs may impact how they perceive and respond to children of colour,
    - b. are aware of practices that uphold inequities, and work to remove them, and
    - c. are aware of structural racism and the ways in which systems of education, employment, transportation, housing, health care, and criminal justice produce racialized outcomes for persons of colour.
  - 1.8. There is a culture of inclusiveness, consistent with the principles of non-discrimination set out in the *British Columbia Human Rights Code*, to promote a climate of understanding and mutual respect where all are equal in dignity and rights.
  - 1.9. There is a commitment to the guiding principles of the United Nations Convention on the Rights of Persons with Disabilities (CRPD):
    - a. Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons,
    - b. Non-discrimination,
    - c. Full and effective participation and inclusion in society,
    - d. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity,
    - e. Equality of opportunity,
    - f. Accessibility,
    - g. Equality between men and women, and
    - h. Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.
  - 1.10. Equality rights are at the core of the Canadian Charter of Rights and Freedoms, and they are intended to ensure that everyone is treated with the same respect, dignity and consideration (i.e. without discrimination), regardless of personal characteristics such as race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability, sexual orientation, residency, marital status or citizenship.
  - 1.11. It is acknowledged that current inequities and disparities are rooted in historical and contemporary injustices.



## Guidelines for Learning Opportunities, Resources, and Curriculum:

With respect to human rights, equity, inclusion, and cultural diversity, the District will support and encourage:

- a. The provision of intentional learning opportunities for staff and students, including the use of inclusive and appropriate language.
- b. The examination of resources to identify racial bias. Awareness will be placed on historical documents being educational despite, or because of, racism or racially insensitive content in the document. Warnings may be used for texts, where deemed appropriate by staff.
- c. The creation and acquisition of appropriate, current, and relevant recommended learning resources.
- d. The examination and revision of planning, teaching and assessment strategies.

### Date of Original Board Approval:

### Date Amended:

### Cross Reference:

Policy 2.2	Respectful Schools and Workplaces: Anti: Bullying, Harassment, & Discrimination
Policy 2.2.1	Sexual Minority – Sexual Orientation – Gender Identify – Anti-homophobic
AP110	Respectful Workplace: Anti: Bullying, Harassment, & Discrimination
AP111	Respectful Schools

Resources: Diversity - <https://ccdi.ca/our-story/diversity-defined/>

**ITEM 6.1.2 Discussion**

**File No. 1020.20**

TO: Committee of the Whole  
FROM: A. Wilson, Superintendent of Schools  
SUBJECT: Draft - Safe, Caring, and Respectful Schools Policy

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**1. Summary:**

The Safe, Caring, and Respectful Schools Policy has been restructured to better reflect the needs of the schools, particularly in addressing issues with Students. The draft is presented for discussion.

Note: the procedure regarding Addressing Student Behaviour is currently being developed. Ms. Alvarez will be speaking to this procedure.

**2. Background:**

Currently, the Respectful Schools and Workplaces Policy is a generic policy that is applicable to both employees and students. As the related procedures for student behaviour considering the policy is updated, it is apparent that the policy should be separated to allow the procedures to be included in the same section as the policy. As such, the policy has been separated to support this structure. Also, language specific to students is better reflected in the updated policy.

**3. Options:**

**4. Analysis and Impact:**

- a. Strategic Plan Alignment
- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
  - i. Organizational
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  - iii. Strategic
- g. Benefits
  - i. Organizational
  - ii. Reputational
  - iii. Strategic

**5. Public Participation:**

**6. Implementation:**

**7. Attachments:**

1. Draft - Safe, Caring, and Respectful Schools Policy
2. Student and School Conduct Procedure
3. School Bullying, Harassment, or Discrimination Complaint Procedure

Section:	District Administration	
Title:	<del>Safe, Caring, and Respectful Schools and Workplaces District Code of Conduct</del>	<u>3.02.2</u>

**Purpose**

To ~~outline mandate~~ the expectations ~~for a~~ for a safe, caring, and respectful school environment for students and other people interacting with schools ~~respectful operating environment.~~

**Policy**

Mission Public Schools will structure its schools ~~and workplaces~~ to provide an orderly, safe, personally secure, caring, and respectful environment that values and respects individual differences and does not undermine the dignity, self-esteem, or the respect of any person interacting with ~~Mission schools, Public Schools~~ including elected officials, members of the public, parents, employees, and students.

~~Mission Public Schools expects all individuals to show respect for others including respect for others' rights, beliefs, ideas, and property.~~

Mission Public Schools will not condone or, accept, ~~or tolerate~~ within its schools ~~and workplaces~~, any bullying or harassing conduct, cyberbullying, intimidation, threatening or violent behaviours, nor any acts of discrimination due to a persons' race, colour, ancestry, place of origin, religion, political affiliation, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age, of that person or that group or class of persons, in accordance with the (BC) Human Rights Code and the Workers Compensation Act.

~~Mission Public Schools expects all individuals to show respect for others including respect for others' rights, beliefs, ideas, and property.~~ Conduct expectations apply to all schools including areas like cafeterias, sports fields, gyms, and all school-related activities, and activities that occur away from the school by way of social or electronic media.

~~4.~~  
**1. Conduct Expectations**

- 1.1. Mission Public Schools are to be orderly, safe, personally secure, and respectful of all, enabling academic excellence, personal growth, and responsible citizenship.
- 1.2. Mission Public Schools expects respectful and responsible behaviour that leads to a culture of non-violence, equity, diversity, inclusion, and respect, in schools, on-line, and at all school authorized events and activities, or other events that will have an impact on the school environment.
- 1.3. All students, employees, and others interacting with schools, are expected to:
  - a) Value and encourage learning environments that are inclusive and respectful of the diverse individual, collective, social, and cultural needs of the school.
  - b) Treat one another with dignity and respect.

- c) Refrain from engaging in or encouraging acts of violence of any form.
- d) Show care and concern for others, school property, and the property of others.
- e) Take appropriate measures to help those in need.

1.1.1.4. All students, employees, and others interacting with ~~the schools, district~~ will not engage in behaviour that constitutes bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours, or discrimination as set out in the *BC Human Rights Code*, including race, colour, ancestry, place of origin, religion, political affiliation, marital status, family status, physical or mental disability, gender, sexual orientation, gender identity or expression, or age.

## 2. General Guidelines

- 2.1. The Board, management, ~~and employees,~~ students, and parents share the responsibility of maintaining safe, personally secure, and respectful schools ~~and workplaces~~ that are equitable, diverse, and inclusive, and free from racism, bullying, harassment, or discrimination.
- 2.2. Processes to address student behaviour that does not meet conduct expectations, and processes for investigating behaviour that is contrary to this policy, the *School Act*, and the *BC Human Rights Code*, are to be set out in administrative procedures and individual school conduct expectations (codes of conduct).
- 2.3. Administrative procedures, guidelines, and processes must be developed to:
  - a) support equity, diversity, and inclusion, and safe, caring, and respectful schools.
  - b) address student behaviour ~~that~~ does not meet conduct expectations including instances of bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours, or discrimination.
  - c) include guidelines for addressing student behaviour issues that:
    - i. focus on restorative actions to support educating the student,
    - ii. consider the unique needs of the student, and
    - iii. consider punitive actions only when restorative processes are ineffective.
  - d) address instances where members of the public interacting with schools feel bullied, harassed, or discriminated against due to actions of students or employees representing Mission Public Schools in an official capacity.
  - e) address an identified poisoned school environment.
- 2.4. The process for investigating and addressing complaints must be done in a timely and confidential manner.
- 2.5. All students and school employees are required to review this policy annually.

## 3.

- 3.1. Bullying, Harassment, Cyberbullying, Intimidation, and Discrimination includes any inappropriate conduct, comment, or threat, by a person towards a student, worker, or others, that the person knew or reasonably ought to have known that would cause the student, worker, or others, to be humiliated or intimidated, or is unwelcome and would deny the student, worker, or others individual dignity and/or respect. This includes any comment, conduct, or behaviours ~~which~~ that serves no legitimate school-related purpose and has the effect of creating an intimidating, humiliating, hostile, violent, or offensive school environment. It also includes any comment or action that denies the other person individual dignity and/or respect that

detrimentally affects students, workers, or others within the Mission Public Schools operating environment, or has adverse school-related consequences, such as school advancement.

3.2. A Poisoned School Environment is where there is a focused pattern of bullying, harassment, cyberbullying, intimidation, or discriminating behaviour, including a broad systemic problem that is tolerated, participated in, or condoned, and where no action is taken to end the bullying, harassing, or discriminatory behaviour.

3.3. Discriminatory Grounds are, in accordance with the BC Human Rights Code, grounds on which prescribed discriminatory actions cannot be based upon and includes: Race, Colour, Ancestry, Place of Origin, Political Belief, Religion, Marital Status, Family Status, Physical or Mental Disability, Sex, Sexual Orientation, Age, Gender Identity or Expression, or a Criminal or summary conviction offence unrelated to employment or intended employment.

#### 4. Examples

4.1. Safe, caring, and respectful school environments are free of acts of:

- a. bullying, cyberbullying, harassment, threats, intimidation, verbal or written abuse, racism, homophobia and other forms of discrimination of any kind, including but not limited to those listed in above or any other distinguishing characteristic, or if based on an association with an individual or group with any of aforementioned characteristics,
- b. any form of violence,
- c. theft, or
- d. vandalism.

4.2. Safe, caring, and respectful school environments do not tolerate the presence of:

- a. intoxicating or banned substances,
- b. weapons (or replica weapons) and explosives, and
- c. intruders or trespassers.

4.3. General examples of conduct or comments that might constitute bullying, harassment or discrimination include verbal aggression or insult, calling someone derogatory names, harmful hazing, initiation practices, isolating students, vandalizing personal belongings, inappropriate use of authority, and spreading malicious rumours.

4.4. Specific examples that constitute bullying, harassment, or discrimination

- a. Verbal abuse or threats, bullying, coercion, taunting.
- b. Unwanted physical contact such as touching, patting, pinching, punching, massaging.
- c. Sexual advances and or requests for sexual favours.
- d. Suggestive or offensive comments or gestures emphasizing sexuality, sexual identity or sexual orientation (including lesbian, gay, bisexual, transgender, questioning).
- e. Unwelcome, derogatory, or demeaning comments, innuendoes, jokes, name-calling or slurs.
- f. Derogatory or demeaning posters, pictures, cartoons, graffiti or drawings.
- g. Practical jokes which cause awkwardness or embarrassment.
- h. Malicious gestures or actions such as leering, staring, tripping.
- i. Any inappropriate comment or action based upon discriminatory grounds.

4.5. Behaviours that may not constitute bullying, harassment, or discrimination:

- a. Consensual Banter or Relationships – Two or more people bantering back and forth is not harassment if **everyone** involved agrees. However, if anyone feels uncomfortable with the

behaviour and the behaviour continues even after that person has expressed their discomfort, or if the others involved should have known the person was uncomfortable, then it is harassment.

b. Flirting with each other, or becoming involved in a romantic or sexual relationship, ~~are~~ is not harassing each other if the relationship is consensual. However, if one person changes their mind, and the other person persists in trying to continue the relationship, it is harassment.

c. Legitimate interventions – appropriate reviews, counselling, coaching and discipline are not considered bullying, harassment, or discrimination.

**Date of Original Board Approval:** Code of Conduct - February 2009 (Policy 19)  
Respectful Schools – February 2016 (Policy 25)  
Respectful Schools and Workplaces (Sept 2019)

**Date Amended:** September 17, 2019  
, 2021

**Legal Reference:** ~~Workers Compensation Act – Section 115, OHS Regulation~~

**Cross Reference:** Equity, Diversity, and Inclusion Policy  
Sexual Minority Policy  
~~Workplace Bullying, Harassment or Discrimination Complaint Procedure~~Student  
Conduct Expectations Procedure  
School Bullying, Harassment or Discrimination Complaint Procedure  
School Clothing Policy

<b>Section:</b>	<b>School Administration</b>	
<b>Title:</b>	<b>Student and School Conduct</b>	<b>3.0.1</b>

## Purpose

To outline the requirements for each school in the District to create, update, review, and educate students, employees, and parents on student and school conduct and behaviour expectations.

## 1. Procedures

- 1.1. Each school must establish school conduct and behaviour expectations (code of conduct) that provide a rationale for the expectations, focused on providing a safe, caring, and respectful school environment.
- 1.2. School conduct expectations must be developed in consultation with school students, parents, and employees.
- 1.3. School conduct expectations must be consistent with the *School Act* regarding codes of conduct, the Board's Safe, Caring and Respectful Schools Policy; the Equity, Diversity, and Inclusion Policy; and Provincial Ministerial Order (M276/07).
- 1.4. School conduct expectations must include:
  - a) specific references to each of the prohibited grounds of discrimination including race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, sexual orientation, and age (set out in section 7 (Discriminatory publication) and section 8 (Discrimination in accommodation, service, and facility) of the *Human Rights Code*, RSBC 1996, c. 210).
  - b) one or more statements regarding behaviour expectations, specifically including examples of behaviour that are both consistent with and contrary to the expectations of the Safe, Caring and Respectful School Policy and the Equity, Diversity, and Inclusion Policy.
  - c) Consequences of behaviour that is not consistent with expectations shall be established consistent with the Addressing Student Behaviour Procedure focused on being restorative in nature. Special considerations shall be considered for the student's age, maturity, and special needs (if any); special considerations may be made for students that are unable to comply with conduct expectations due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.
  - d) a statement that reasonable steps will be taken to prevent retaliation against a complaint of a breach of the conduct expectations, in accordance with the Respectful Schools Policy and the School Bullying, Harassment or Discrimination Complaint Procedure.
- 1.5. Conduct expectations must be displayed in a prominent area in the school, visible to visitors and ambassadors of the school.
- 1.6. School conduct expectations must be distributed to students and their parents or guardians as well as school employees, at the start of each school year.
- 1.7. School conduct expectations must also be available to the public and posted on school websites.

Date Adopted: \_\_\_\_\_ 2021

*Legal References* Provincial Ministerial Order (M276/07)  
*BC Human Rights Code*, RSBC 1996, c. 210)

*Cross Reference:* 2.2 *Equity, Diversity, and Inclusion*  
3.0 *Safe, Caring, and Respectful Schools Policy*  
3.0.2 *Addressing Student Behaviour*  
3.0.3 *School Bullying, Harassment or Discrimination Complaint Procedure*

DRAFT



### *Forms*

- – *Documenting Workplace Bullying, Harassment, and Discrimination Form*

### *Resources:*

*Worksafe BC - Workplace Bullying and Harassment Policy Guidelines*

Policy D 3-115-2 Employer Duties

Policy D3-116-1 Worker duties

Policy D3-117-2 Supervisor duties

*Human Rights Code (RSBC 1996), Chapter 210*

DRAFT

<b>Section:</b>	<b>School Administration</b>	
<b>Title:</b>	<b>School Bullying, Harassment or Discrimination Complaints</b>	<b>3.0.1</b>

**Purpose**

To outline the expectations and vision for safe and caring schools and to explain the procedures for reporting, investigating, and addressing incidents or complaints of bullying, harassment, discrimination based on *discriminatory grounds*. These incidents impact a student’s right to learn in a safe and respectful school.

**1. General Guidelines**

**Students**

- 1.1. These procedures apply to Students of Mission Public Schools.
- 1.2. Students have the right to be treated with dignity and respect and to learn in an environment that is free from bullying, harassment, or discrimination.
- 1.3. Students are responsible for conducting themselves in a respectful and appropriate manner at school, including when using social media and electronic media, and at school-related gatherings.
- 1.4. Students must not bully, harass, or discriminate against other students, school district employees, or others that interact with Mission Public Schools.
- 1.5. Students will attempt to resolve personal differences in the school in a respectful manner and seek assistance if needed.
- 1.6. Students are encouraged to make known to other persons that any bullying, cyberbullying, harassing or discriminatory conduct is unwelcome and that it should stop immediately. The student may engage the help of another student, a teacher, counsellor, education assistant, principal, or vice-principal to advise the other person.
- 1.7. Students must report incidents of bullying, harassing, or discriminatory actions and/or comments that they observe or experience.

**Schools**

- 1.8. Principals, vice-principals, managers, supervisors, teachers and support workers are responsible for creating and maintaining a school environment where students are emotionally and physically safe.
- 1.9. Schools will teach what bullying, harassment, and discrimination are and will differentiate between conflict, mean behaviour, and bullying.
- 1.10. Teachers, principals, vice-principals, or other staff who witness an incident of bullying, harassment, or discrimination must take action to address the behaviour and ensure the safety of the person who was targeted.
- 1.11. Teachers, principals, and/or vice-principals are responsible for investigating incidents of bullying, harassment or discrimination they are informed of.
- 1.12. Teachers, principals, vice-principals, or other school staff must take all incidents of bullying, harassment, or discrimination seriously, addressing them in a timely manner, and assisting with the investigation and resolution as necessary.
- 1.13. Incident investigations will be conducted in a manner that is fair, timely and confidential to protect the personal security of others.
- 1.14. Nothing in this procedure is intended to reduce the rights and responsibility of a teacher, principal, or vice-principal, acting appropriately and in good faith, to manage the conduct of students in school.

- 1.15. Students are required to review the Safe, Caring, and Respectful Schools Policy and these administrative procedures to address incidents of bullying, harassment and discrimination, at the start of each school year.

## 2. Other Guidelines – Workers and non-employees

- 2.1. Complaints involving workers will be addressed in accordance with the Respectful Workplaces Complaints Procedure.
  - 2.1.1. A student feeling bullied or harassed by a school district employee is to report the situation to their teacher or school principal. The student is not expected to deal directly with the alleged bully or harasser. The employer will take appropriate action to ensure that the bullying and harassing behaviour stops in accordance with the Workplace Bullying, Harassment or Discrimination Complaints procedure.
- 2.2. Complaints involving individuals who are not employees such as contractors, parents, etc. are to be treated just as seriously as harassment within the organization.
  - 2.2.1. A student feeling bullied or harassed by a non-employee on school property is to report the situation to their teacher or Principal. If the student making the complaint is in the same physical area as the alleged bully or harasser, then they are to leave the area immediately, if possible, and notify their Principal. The student is not expected to deal directly with the alleged bully or harasser. The employer will take appropriate action to ensure that the bullying and harassing behaviour stops, or the non-employee will be barred from Mission Public School District property.
  - 2.2.2. A non-employee being bullied, harassed, or discriminated against while interacting with Mission Public Schools by a Mission Public School District student is to report the situation to the Principal of the school they interact with, or to the Secretary-Treasurer, or Superintendent. The non-employee is not expected to deal directly with the alleged bully or harasser. The employer will take appropriate action to ensure that the bullying, harassing, or discriminatory behaviour stops and will address the complaint in accordance with this procedure.

## 3. Definitions

- 3.1. Bullying – a persistent pattern of unwelcome or aggressive behaviour that hurts others physically and/or emotionally. For a situation to be considered bullying three indicators are usually present: power, frequency, and intent to harm.
- 3.2. Conflict – a disagreement or difference between peers who have equal power
- 3.3. Mean Behaviour – saying or doing something on purpose to hurt someone without consistency
- 3.4. Harassment
- 3.5. Discrimination – includes the use of racist language.
- 3.6. *Student* includes any person enrolled in a Mission Public school, program, or course, including K-12 students, continuing education students, and career education students.
- 3.7. *Worker* includes any employee, contractor or volunteer working for Mission Public Schools, including permanent, temporary, casual and Student Workers.
- 3.8. *Non-employee* includes any parent or other member of the public or organization that interacts with the school district.
- 3.9. *Restorative Practices* are an alternative to punitive actions that are aimed at reintegrating students who have done harm, such that any disruption to the educational program is minimized

## 4. Procedures

- 4.1. **Reporting incidents of bullying, harassment, or discrimination.**

#### 4.1.1. **When to report:**

Incidents or complaints should be reported as soon as possible after experiencing or witnessing an incident. This allows the incident to be investigated and addressed promptly.

#### 4.1.2. **Who to Report to:**

Students are to report incidents or complaints to their teacher, principal, or vice-principal.

If the students' teacher or principal is the person engaged in bullying, harassing, or discriminating behaviour, or if requests to address the behaviour are not resolved, contact one of the following:

Assistant Superintendent or Superintendent  
School District Office  
33046 4<sup>th</sup> Ave Mission BC  
V2V 1S5

#### 4.2. **Investigating incidents of bullying, harassment or discrimination, or other inappropriate conduct of a student.**

##### 4.2.1. **How and when investigations will be conducted:**

- a. Upon receipt of a complaint alleging bullying, harassment or discrimination, or other inappropriate conduct, the school principal will initiate a review of the complaint and determine the type, scope, and resources needed for an investigation, mediation, or other action.
- b. Most investigations will be conducted internally by the school principal, a principal from another school, the assistant superintendent, or another designated person depending on the type of complaint. An external investigator may be contracted to conduct investigations that involve an employee.
- c. Mediation in lieu of an investigation may be used:
  - i. to promote early intervention,
  - ii. to resolve the complaint to the satisfaction of both parties,
  - iii. without prejudice to further action by either party,
  - iv. and ended at any time by either party, by either withdrawing the complaint or proceeding with an investigation.
- d. Investigations will:
  - i. be undertaken promptly, diligently, and be as thorough as necessary given the circumstances.
  - ii. be fair and impartial, providing both the complainant and the respondent equal treatment in evaluating the allegations.
  - iii. be considerate of the age and intent of the parties involved.
  - iv. be sensitive to the interests of all parties involved and maintain confidentiality.
  - v. be focused on finding facts and evidence, including interviewing the complainant, the target if different than the complainant, the respondent, and any witnesses.
  - vi. incorporate, where appropriate, any need or a request from the complainant or respondent for assistance during the investigation process, such as reassignment to a different school or classroom.
- e. Students and employees are expected to cooperate with investigators and provide details of incidents they have experienced or witnessed.

##### 4.2.2. **What will be included in the investigation:**

Investigations will include:

- a. Interviews with the complainant, the alleged target if the target is different than the complainant, the respondent, teachers and other employees, and any witnesses.
  - b. Review of evidence such as emails, handwritten notes, photographs, video, or physical evidence such as vandalized objects.
- 4.2.3. **Process for an investigation:**
- a. When a complaint includes assault, bullying, and/or harassment, the District will work with police agencies as legally required.
  - b. The complainant will be advised of:
    - i. the investigation process,
    - ii. who will be conducting the investigation,
    - iii. that the matter will be treated expeditiously and confidentiality, and
    - iv. that the complainant must keep the complaint confidential and not discuss it with anyone other than their immediate family.
  - c. The respondent will be advised of:
    - i. the allegation, along with a copy of the report and documents submitted with the complaint,
    - ii. who will be conducting the investigation,
    - iii. that the matter will be treated expeditiously and confidentially,
    - iv. that the respondent must keep the complaint confidential and not discuss it with anyone other than their immediate family, and
    - v. that threats or reprisal against the complainant will not be tolerated.
  - d. Students have the right to have a parent or guardian assist them and provide support during the interviews, or during the meeting to review the findings of the investigation.
  - e. The investigator is required to conduct interviews, gather and review evidence, and review the applicable legislation and policies, including Mission Public Schools policy and procedures, and the (BC) Human Rights Code.
  - f. The investigator is to determine whether bullying, harassment, or discrimination occurred, or not, as defined with Mission Public Schools policies and procedures, and to make recommendations regarding remedies.
  - g. The investigator is to prepare a summary report of the investigation, including the findings and any recommendations for updating procedures. As the report will be disclosed to the complainant, the target if different than the complainant, and the respondent, the final report should not use names and avoid identifying information unless it is necessary for reasoning. The report should only include documents necessary to support a finding.
  - h. The summary report is to be provided to the Superintendent, Assistant Superintendent, or designed person.
- 4.2.4. **Process for follow-up on findings:**
- a. The Principal, Assistant Superintendent, or designate, will advise the alleged target and the respondent of the investigation findings.
  - b. Following an investigation, the Assistant Superintendent or designate is responsible for reviewing and revising procedures to prevent any future incidents of bullying, harassment, or discrimination.
  - c. If the complaint is substantiated, appropriate corrective action will be taken. Appropriate corrective action could include both non-disciplinary or disciplinary actions against the respondent.
  - d. If the complaint is not substantiated, and it is determined that the complainant deliberately made a false accusation or acted in a vexatious manner, appropriate

corrective action will be taken. Appropriate corrective action could include both non-disciplinary and disciplinary actions against the complainant.

**4.2.5. Corrective Actions:**

The school district will use a process of coaching, education, and restorative and progressive discipline in accordance with the Addressing Student Behaviour procedure for all complaints regarding a student’s behaviour, including bullying, cyberbullying, harassment, or discrimination, in order to encourage the student to learn and modify their actions and behaviours to be respectful, and not bully, harass, or discriminate against other people.

*Notations:*

*Nothing in this procedure shall restrict a students’ legal or civil right to file a complaint with the BC Human Rights Tribunal, or any other legislative body.*

*This procedure replaces 114 Student Conduct Standards and Behaviour Management*

**Date of Superintendent approval:** \_\_\_\_\_ **2021**

*Cross Reference: 2.1 Respectful Schools and Workplaces District Code of Conduct Policy*

*Forms*

*Bullying, Harassment, Discrimination Complaint Form  
Documenting Bullying, Harassment, and Discrimination Form*

*Resources: Human Rights Code (RSBC 1996), Chapter 210*

**ITEM 6.1.3 Discussion**

**File No. 1020.20**

TO: Committee of the Whole  
FROM: A. Wilson, Superintendent of Schools  
SUBJECT: Draft – Respectful Workplaces

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**1. Summary:**

In continuing the review of policies and procedures, staff are now recommending that the Respectful Schools and Workplaces policy be separated, to provide continuing for the procedures to follow the policies.

**2. Background:**

In addition to separating the policy between school and employees, the updated policy brings definitions and guidelines back from the procedure as discussed in the spring of 2021.

**3. Options:**

**4. Analysis and Impact:**

- a. Strategic Plan Alignment
- b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
  - i. Organizational
  - ii. Reputational
  - iii. Strategic
- g. Benefits
  - i. Organizational
  - ii. Reputational
  - iii. Strategic

**5. Public Participation:**

**6. Implementation:**

**7. Attachments:**

- 1. Draft Respectful Workplaces Policy
- 2. Draft Revised Workplace Bullying, Harassment, and Discrimination Complaint Procedure

<b>Section:</b>	<b>District Administration</b>	
<b>Title:</b>	<b>Respectful <del>Schools and Workplaces</del> District Code of Conduct</b>	<b>2.2</b>

**Purpose**

To ~~outline mandate~~ the ~~conduct~~ expectations ~~for a~~ ~~for employees~~ ~~respect ful~~ ~~operating environment~~.

**Policy**

Mission Public Schools will structure its ~~schools and~~ workplaces to provide an orderly, safe, personally secure, ~~and and~~ respectful environment that values and respects individual differences and does not undermine the dignity, self-esteem, or the respect of any ~~employee, person interacting with Mission Public Schools~~ including elected officials, ~~members of the public, parents, employees, and students~~.

Mission Public Schools expects all employees individuals to show respect for others including respect for others' rights, beliefs, ideas, and property.

Mission Public Schools will not condone or, accept, ~~or tolerate~~ within its ~~schools and~~ workplaces, any bullying or harassing conduct, cyberbullying, intimidation, threatening or violent behaviours, nor any acts of discrimination due to a persons' race, colour, ancestry, place of origin, religion, political affiliation, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age, of that person or that group or class of persons, in accordance with the (BC) Human Rights Code and the Workers Compensation Act.

~~Mission Public Schools expects all individuals to show respect for others including respect for others' rights, beliefs, ideas, and property.~~ The Conduct Expectations apply to all Mission Public School buildings, worksites, including areas like lunchrooms, grounds, vehicles, and all work-related activities, including activities that occur away from the workplace by way of social or electronic media.

**4.—District Code**  
**1. of Conduct**

- 1.1. Mission Public Schools and Worksites are to be orderly, safe, personally secure, and respectful of all, enabling workplace excellence, personal growth, and responsible citizenship.
- 1.2. Mission Public Schools expects respectful and responsible behaviour that leads to a culture of non-violence, equity, inclusion, diversity, and respect, at all its worksites, and on-line, and at all school district authorized events and activities, or at other events that will have an impact on the work environment.
- 1.3. All employees are expected to:
  - a) Comply with all applicable federal, provincial, and municipal laws, and district policies and procedures.
  - b) Value and encourage working environments that are inclusive and respectful of diverse individual, collective, social, and cultural needs of the school district.
  - c) Treat one another with dignity and respect,



- d) Refrain from engaging in or encouraging acts of violence of any form,
- e) Show care and regard for school property and the property of others, and
- f) Take appropriate measures to help those in need.

~~1.1.1.4.~~ All students, employees are not to and others interacting with the school district will not engage in behaviour that constitutes bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours, or discrimination as set out in the *BC Human Rights Code* including race, colour, ancestry, place of origin, religion, political affiliation, marital status, family status, physical or mental disability, gender, sexual orientation, gender identity or expression, or age.

## 2. General Guidelines

- 2.1. The Board, management, and employees share the responsibility of maintaining safe, personally secure, and respectful ~~schools and~~ workplaces that are free from bullying, harassment, or discrimination.
- 2.2. Consequences for unacceptable behaviour, and processes for investigating behaviour that is contrary to this policy, the *School Act*, and the *BC Human Rights Code* and the *Workers Compensation Act*, are to be set out in administrative procedures.
- 2.3. Administrative procedures, guidelines, and processes must be developed to support respectful workplaces, equity, diversity, and inclusion, and:
  - a) to address instances where employees are subjected to bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours or discrimination, or
  - b) to address an identified poisoned work environment, or
  - c) to address instances where members of the public interacting with Mission Public Schools feel bullied, harassed, or discriminated against due to actions of its employees representing Mission Public Schools in an official capacity.
- 2.4. The process for investigating and addressing complaints must be done in a timely and confidential manner.
- 2.5. All employees are required to review this policy and related procedures annually.

## ~~3.~~

- 3.1. *Bullying, Harassment, Cyberbullying, Intimidation, and Discrimination* includes any inappropriate conduct, comment, or threat, by a person towards a worker, or others, that the person knew or reasonably ought to have known that would cause the worker, or others, to be humiliated or intimidated, or is unwelcome and would deny the worker, or others, individual dignity and/or respect. This includes any comment, conduct, or behaviours which serves no legitimate work-related purpose and has the effect of creating an intimidating, humiliating, hostile, violent, or offensive work environment. It also includes any comment or action that denies the other person individual dignity and/or respect that detrimentally affects workers, or others, with Mission Public Schools workplaces, or has adverse job-related consequences, such as job security or career advancement.
- 3.2. A *Poisoned Work Environment* is where there is a focused pattern of bullying, harassment, cyberbullying, intimidation, or discriminating behaviour, including a broad systemic problem that is tolerated, participated in, or condoned, and where no action is taken to end the bullying, harassing or discriminatory behavior.

3.3. Discriminatory Grounds are, in accordance with the BC Human Rights Code, grounds on which prescribed discriminatory actions cannot be based upon and includes: Race, Colour, Ancestry, Place of Origin, Political Belief, Religion, Marital Status, Family Status, Physical or Mental Disability, Sex, Sexual Orientation, Age, Gender Identity or Expression, or a Criminal or summary conviction offence unrelated to employment or intended employment.

#### 4. Examples

4.1. Safe and caring workplaces are free of acts of:

- a. bullying, cyberbullying, harassment, threats, intimidation, verbal or written abuse, racism, homophobia, and other forms of discrimination of any kind, including but not limited to those listed in above or any other distinguishing characteristic, or if based on an association with an individual or group with any of aforementioned characteristics,
- b. any form of violence,
- c. theft, or
- d. vandalism.

4.2. Safe and caring workplaces do not tolerate the presence of:

- a. intoxicating or banned substances,
- b. weapons (or replica weapons) and explosives, and
- c. intruders or trespassers.

4.3. General examples of conduct or comments that might constitute bullying, harassment or discrimination include verbal aggression or insult, calling someone derogatory names, harmful hazing or initiation practices, isolating employees, vandalizing personal belongings, inappropriate use of authority, and spreading malicious rumours.

4.4. Specific examples that constitute bullying, harassment, or discrimination

- a. Verbal abuse or threats, bullying, coercion, taunting.
- b. Unwanted physical contact such as touching, patting, pinching, punching, massaging.
- c. Sexual advances and or requests for sexual favours.
- d. Suggestive or offensive comments or gestures emphasizing sexuality, sexual identity or sexual orientation (including lesbian, gay, bisexual, transgender, questioning).
- e. Unwelcome, derogatory, or demeaning comments, innuendoes, jokes, name-calling, or slurs.
- f. Derogatory or demeaning posters, pictures, cartoons, graffiti, or drawings.
- g. Practical jokes which cause awkwardness or embarrassment.
- h. Malicious gestures or actions such as leering, staring, tripping.
- i. Any inappropriate comment or action based upon discriminatory grounds.
- j. Disciplinary action or discrimination based on a criminal or summary conviction offence that is unrelated to employment or intended employment.

4.5. Behaviours that may not constitute bullying, harassment, or discrimination:

- a. Consensual Banter or Relationships – Two or more people bantering back and forth is not harassment if **everyone** involved agrees. However, if anyone feels uncomfortable with the behaviour and the behaviour continues even after that person has expressed their discomfort, or if the others involved should have known the person was uncomfortable, then it is harassment.

- b. Flirting with each other, or becoming involved in a romantic or sexual relationship, are not harassing each other if the relationship is consensual. However, if one person changes their mind, and the other person persists in trying to continue the relationship, it is harassment.
- c. Legitimate interventions – appropriate performance reviews, counseling, coaching and discipline are not considered bullying, harassment, or discrimination.

**Date of Original Board Approval:** Code of Conduct - February 2009 (Policy 19)  
Respectful Schools – February 2016 (Policy 25)  
Respectful Schools and Workplaces – September 2019

**Date Amended:** September 17, 2019  
, 2021

**Legal Reference:** *Workers Compensation Act – Section 115, OHS Regulation*  
*Human Rights Code (RSBC 1996), Chapter 210*

**Cross Reference:** *Equity, Diversity, and Inclusion Policy*  
*Sexual Minority Policy*  
*Workplace Bullying, Harassment or Discrimination Complaint Procedure*  
*Schools and Student Code of Conduct Procedure*

From draft Antiracism policy

To respectful schools and workplaces policy

- a. Allegations of racist language, behaviour, or discrimination will be reported to the Teacher or Principal in the case of students. In the case of employees, allegations will be reported to the immediate supervisor or the District Superintendent as per procedures to address instances of bullying, harassment or discrimination. Allegations against the Superintendent or Trustees will follow the guidelines of the Procedure regarding Respectful Schools.

<b>Section:</b>	<b>Personnel</b>	
<b>Title:</b>	<b>Workplace Bullying, Harassment or Discrimination Complaints</b>	<b>5.0.1</b>

**Purpose**

To outline the procedures for reporting, investigating, and addressing incidents or complaints of workplace bullying, cyberbullying, harassment, discrimination based on *discriminatory grounds*, complaints of a poisoned work environment, or other incidents that are contrary to the Respectful Workplaces policy that impact a Workers’ right to work in a safe, personally secure, and respectful workplace.

**1. General Guidelines**

- 1.1. These procedures apply to Workers of Mission Public Schools.
- 1.2. Workers have the right to be treated with dignity and respect and to work in an environment, including interpersonal and all forms of electronic communications, that is free from bullying, cyberbullying, harassment, or discrimination.
- 1.3. Managers, supervisors, and Workers are responsible for creating and maintaining a work environment free of all forms of bullying, harassment, and discrimination.
- 1.4. Workers are responsible for understanding what bullying, harassment, and discrimination is.
- 1.5. Workers are responsible for conducting themselves in a respectful and appropriate manner at the workplace, including when using social media and electronic media, and at work-related gatherings.
- 1.6. Workers must not bully, harass, or discriminate against other Workers, Students, or others that interact with Mission Public Schools, and must comply with the Board policy and the administrative procedures addressing bullying, harassment and discrimination.
- 1.7. Workers must attempt to resolve personal differences in the workplace in a respectful manner.
- 1.8. Workers are encouraged to make known to other persons that any bullying, harassing for discriminatory conduct is unwelcome and that it should cease immediately. The Worker may engage the help of a co-worker or supervisor to advise the other person.
- 1.9. Workers must report incidents of bullying, harassing, or discriminatory actions and/or comments that they observe or experience.
- 1.10. Managers and supervisors are responsible for investigating incidents of bullying, harassment or discrimination they are informed of, whether a formal complaint has been submitted or not.
- 1.11. Managers and supervisors must take all incidents of bullying, harassment or discrimination seriously, addressing them in a timely manner, and assisting with the investigation and resolution as necessary.
- 1.12. Incident investigations must be conducted in a manner that is fair, timely and confidential to protect the personal security of others.
- 1.13. Nothing in this procedure is intended to reduce the rights and responsibility of a manager or supervisor, acting appropriately and in good faith, to manage the work performance of individuals in their workplace.
- 1.14. New Workers must review the Board Policy and the Administrative Procedures to address incidents of bullying, harassment and discrimination as they begin working for Mission Public Schools.
- 1.15. Every year, Workers must review the Board policy and the administrative procedures to address incidents of bullying, harassment and discrimination.

## 2. Other Guidelines – Students and non-employees

- 2.1. Complaints involving students will be addressed in accordance with the *Student Conduct Administrative Procedures*.
  - 2.1.1. An employee feeling bullied or harassed by a student is to report the situation to their manager or supervisor, or the school principal. The employee is not expected to deal directly with the alleged bully or harasser. The employer will take appropriate action to ensure that the bullying and harassing behaviour stops in accordance with the Safe, Caring and Respectful Schools policy, and corresponding procedures.
- 2.2. Complaints involving individuals who are not employees such as contractors, parents etc. are to be treated just as seriously as harassment within the organization.
  - 2.2.1. An employee feeling bullied or harassed by a non-employee is to report the situation to their direct manager. If the employee making the complaint is in the same physical area as the alleged bully or harasser, then they are to leave the area immediately, if possible, and notify their direct supervisor. The employee is not expected to deal directly with the alleged bully or harasser. The employer will take appropriate action to ensure that the bullying and harassing behaviour stops, or the non-employee will be barred from Mission Public School District property.
  - 2.2.2. A non-employee feeling bullied, harassed or discriminated against by a Mission Public School District employee is to report the situation to the manager of Mission Public Schools that they interact with, , or to the Secretary-Treasurer, or Superintendent. The non-employee is not expected to deal directly with the alleged bully or harasser. The employer will take appropriate action to ensure that the bullying and harassing behaviour stops and will address the complaint in accordance with this procedure.

## 3. Definitions

- 3.1. *Worker* includes any employee, contractor or volunteer working for Mission Public Schools, including permanent, temporary, casual and student Workers.
- 3.2. *Student* includes any person enrolled in a Mission Public school, program, or course, including K-12 students, continuing education students, and career education students.
- 3.3. *Non-employee* includes any parent or other member of the public or organization that interacts with the school district.

## 4. Procedures

### 4.1. Reporting incidents of bullying, cyberbullying, harassment, or discrimination.

#### 4.1.1. When to report

Incidents or complaints should be reported as soon as possible after experiencing or witnessing an incident. This allows the incident to be investigated and addressed promptly. In accordance with Section 151 (3) of the WorksafeBC Act, there is a one-year limit to make a claim. Subsection (4) of the WorksafeBC Act allows for an extension of up to three years if special circumstances were found to have prevented the filing.

## 4.1.2. Who to Report to

Workers are to report incidents or complaints to their direct supervisor who is a Manager, Director, Principal, Vice-Principal, Secretary-Treasurer or Assistant Secretary-Treasurer, Superintendent or Assistant Superintendent.

If the complainant's direct supervisor is the person engaged in bullying, harassing or discriminating behaviour, contact one of the following:

Director of Human Resources, Secretary-Treasurer, or Superintendent  
School District Office  
33046 4<sup>th</sup> Ave Mission BC  
V2V 1S5

## 4.1.3. How to Report

- a. Workers are obligated to report incidents or complaints of workplace bullying, harassment, or discrimination.
- b. The incident or complaint can be reported verbally or in writing.
  - i. When submitting a written complaint, the complaint should be submitted on the Workplace Bullying, Harassment and Discrimination Complaint Form.
  - ii. When reporting verbally, the reporting contact, along with the complainant, will fill out the Workplace Bullying, Harassment and Discrimination Complaint Form.

## 4.1.4. What to report

- a. Workers are to provide as much information as possible in the report, such as:
  - i. the names of the people involved
  - ii. witnesses
  - iii. where the event occurred
  - iv. when the event occurred
  - v. what behaviour and/or words led to the complaint
  - vi. physical evidence, such as vandalized belongings can be submitted
- b. To assist in completing the complaint form, Workers should make notes at the time an incident occurs or shortly thereafter so that they can accurately report the incident. Refer to the Documenting Workplace Bullying, Harassment and Discrimination Form.

## 4.1.5. Processing the report

The reporting contact is to promptly submit the completed report to the Director of Human Resources.

## 4.2. Investigating incidents of bullying, cyberbullying, harassment or discrimination

### 4.2.1. How and when investigations will be conducted

- a. Upon receipt of a complaint alleging bullying, harassment or discrimination, the Director of Human Resources will initiate a review of the complaint and determine the type, scope, and resources needed for an investigation.
- b. Most investigations will be conducted internally by the Human Resources Department. An external investigator may be contracted to conduct

investigations that are complex or involve management employees including, managers, directors, principals, vice principals, and senior managers.

- c. Investigations will:
  - i. be undertaken promptly, diligently, and be as thorough as necessary given the circumstances.
  - ii. be fair and impartial, providing both the complainant and the respondent equal treatment in evaluating the allegations.
  - iii. be sensitive to the interests of all parties involved and maintain confidentiality.
  - iv. be focused on finding facts and evidence, including interviewing the complainant, the target if different than the complainant, the respondent, and any witnesses.
  - v. incorporate, where appropriate, any need or a request from the complainant or respondent for assistance during the investigation process, such as reassignment to a different site to work.
- d. Workers are expected to cooperate with investigators and provide details of incidents they have experienced or witnessed.

#### 4.2.2. What will be included in the investigation

Investigations will include:

- a. Interviews with the complainant, the alleged target if the target is different than the complainant, the respondent, direct supervisors and managers, and any witnesses.
- b. Review of evidence such as emails, handwritten notes, photographs, video, or physical evidence such as vandalized objects.

#### 4.2.3. Process for an investigation

- a. The complainant will be advised of:
  - i. the investigation process,
  - ii. who will be conducting the investigation,
  - iii. that the matter will be treated expeditiously and confidentiality, and
  - iv. that the complainant must keep the complaint confidential and not discuss it with anyone other than their immediate family and their union representative, association representative, or another representative.
- b. The respondent will be advised of:
  - i. the allegation, along with a copy of the report and documents submitted with the complaint,
  - ii. who will be conducting the investigation,
  - iii. that the matter will be treated expeditiously and confidentially,
  - iv. that the respondent must keep the complaint confidential and not discuss it with anyone other than their immediate family and their union representative, association representative, or another representative, and
  - v. that threats or reprisal against the complainant will not be tolerated.
- c. Workers have the right to have a union member, association member, or other representative assist them and provide support during the interviews, or during the meeting to review the findings of the investigation.
- d. The investigator is required to conduct interviews, gather and review evidence, and review the applicable legislation and policies, including Mission Public Schools policy and procedures, the *Workers Compensation Act* including regulations and policies, and the (BC) *Human Rights Code*.

- e. The investigator is to determine whether bullying, harassment, or discrimination occurred, or not, as defined with Mission Public Schools policies and procedures and *WorksafeBC* legislation and regulations, and to make recommendations regarding remedies.
- f. The investigator is to prepare a final report on the investigation, including the findings and any recommendations for updating procedures. As the report will be disclosed to the complainant, the target if different than the complainant, and the respondent, pursuant to the Dorsey protocol, the final report should not use names and avoid identifying information unless it is necessary for reasoning. The report should only include documents necessary to support a finding.
- g. The final report is to be provided to the Secretary-Treasurer, Superintendent, or designate.

#### 4.2.4. Process for follow-up on findings

- a. The Superintendent, Secretary-Treasurer or designate, will advise the alleged target and the respondent of the investigation findings, pursuant to the Dorsey protocol.
- b. Following an investigation, the Secretary-Treasurer or designate is responsible for reviewing and revising workplace procedures to prevent any future incidents of bullying, harassment or discrimination in the workplace.
- c. Appropriate corrective actions are to be taken as soon as possible, within a reasonable timeframe.
- d. If the complaint is substantiated, appropriate corrective action will be taken. Appropriate corrective action could include both non-disciplinary or disciplinary actions against the respondent.
- e. If the complaint is not substantiated, and it is determined that the complainant deliberately made a false accusation or acted in a vexatious manner, appropriate corrective action will be taken. Appropriate corrective action could include both non-disciplinary or disciplinary actions against the complainant.
- f. Non-disciplinary or disciplinary action could include one or more of the following actions:
  - i. Education
  - ii. Counselling
  - iii. Verbal discussions
  - iv. Letter of Expectations
  - v. Letter of Discipline
  - vi. Transfer to another worksite
  - vii. Demotion
  - viii. A suspension without pay
  - ix. Termination of employment

#### Notations:

1. *Nothing in this procedure shall restrict an employee's legal or civil right to file a complaint with the BC Human Rights Tribunal, their respective Union, Worksafe BC, or any other legislative body.*
2. *This procedure must be followed in addition to any requirements within the Collective Agreements with CUPE Local 593 and MTU. Where the procedure and the collective agreement differ, the procedure outlined in the collective agreement will also be followed if required.*



**Date Adopted:** February 2007  
**Date Amended:** April 2011 (procedure 405 Respectful Workplace)  
**Date Amended:** September 17, 2019  
November, 2019  
January 21, 2021  
\_\_\_\_\_, 2021

*Cross Reference:* 2.2 Equity, Inclusion and Diversity Policy  
5.0 Respectful Workplaces Policy

*Forms* Workplace Bullying, Harassment, Discrimination Complaint Form  
Documenting Workplace Bullying, Harassment, and Discrimination Form

*Resources:* Worksafe BC - Workplace Bullying and Harassment Policy Guidelines  
Policy D 3-115-2 Employer Duties  
Policy D3-116-1 Worker duties  
Policy D3-117-2 Supervisor duties

*Human Rights Code (RSBC 1996), Chapter 210*

DRAFT

**School District #75 (Mission)**  
**Special Committee of the Whole Meeting Minutes**

**October 12, 2021, 3:30 pm**  
**Zoom Meeting**

**Members Present:**     **Board Chair, Tracy Loffler**  
                                  **Vice-Chair, Randy Cairns**  
                                  **Trustee, Shelley Carter**  
                                  **Trustee, Rick McKamey**  
                                  **Trustee, Julia Renkema**

**Staff Present:**           **Secretary-Treasurer, Corien Becker**  
                                  **Superintendent of Schools, Angus Wilson**  
                                  **Assistant Superintendent, Karen Alvarez**  
                                  **District Principal of Indigenous Education, Vivian Searwar**  
                                  **District Principal of International Education, Collen Hannah**  
                                  **Executive Assistant, Ilona Schmidt (Recorder)**

**Others Present:**       **DPAC Chair, Cheryl Blondin, MTU Vice President, Shannon**  
                                  **Bowsfield, Principal - Linda Hamel, CUPE President, Nansy**  
                                  **Gibson**

**1.     CALL TO ORDER**

The meeting was called to order at 3:30 pm by the Chairperson. The Chair acknowledged that Mission Public Schools is held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'èwlets, Kwantlen, and Matsqui First Nations.

MTU Vice President attended only a part of the meeting.

**2.     ADOPTION OF AGENDA**

MOVED and Seconded that the Agenda be adopted as presented.

**CARRIED**

**3.     DELEGATIONS/PRESENTATIONS**

**4.     CURRICULUM**

**5.     UNFINISHED BUSINESS**

**6.     STAFF REPORTS**

## 6.1 Policies for Review, Amendment and Referral to Regular Board Meetings

### 6.1.1 Trustee Professional Development Policy

MOVED and Seconded that the draft Trustee Professional Development Policy be reviewed and revised as necessary and forwarded to the October Board Meeting for consideration of approval in principle and to initiate the formal public engagement in the review of the draft policy.

#### **CARRIED**

Trustee Policy will reside in the Governance section, and Management Policy will reside in the HR Section.

Trustees noted that the Board should not dictate what Professional Development individual Trustees attend.

This policy is written with respect to Professional Development only, conferences may not necessarily be charged to Pro-D activity.

The report cover language should be clearer. Will be revised to remove the discussion regarding conferences. The Secretary-Treasurer will draft a Conferences Policy. The budget for meetings and conferences will need to be reviewed during budget deliberations.

### 6.1.2 Trustee Remuneration, Benefits, and Expense Reimbursement Policy

MOVED and Seconded that the draft Trustee Remuneration and Benefits Policy be reviewed and revised as necessary and forwarded to a Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

#### **CARRIED**

The crossed-out rates are the current rates. The Board can choose a different rate or date. The adjustment to the compensation is based on the BC CPI.

Would like to see the first item as a starting point. Info on what is current, and what is the new amount (including the raise). Discussed amending the policy to remove the compensation change until next year. Trustees appreciate the increase according to the CPI, to have guidance on how to figure out the remuneration.

The Secretary-Treasurer will modify the report to clearly indicate the increase with the policy. The wording needs to be explicit, that Trustees are giving themselves a small raise.

Trustees have not had an increase since 2007. Although Trustees have not received a raise in years, due to tax changes in 2019, Trustees are taking home less money.

#### 6.1.3 Communications and Public Participation policy

MOVED and Seconded that the draft Communication and Public Participation Policy be reviewed and revised as necessary and forwarded to a Board Meeting for consideration of approval in principle and to initiate the formal public engagement in the review of the draft policy.

#### **CARRIED**

New Policy – needs to be as transparent as possible. P. 14 the whole school district community, not just the individual school community.

The policy should include communication with trustees by the Chair regarding political matters – such as when council, FVRD, or other political matters are referred to the Board Chair, the Chair should inform the Board promptly.

When any representative is speaking for the Board, the board needs to be informed of the statement. Point 9 Any requests should be referred to the Board Chair who will speak on behalf of the Board.

Point 6 and Point 8 - Board communications to the public - separate from Superintendent and other school district staff.

#### 6.1.4 Public Interest Disclosure Policy

MOVED and Seconded that the draft Public Interest Disclosure Policy be reviewed and revised as necessary and forwarded to the October Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

#### **CARRIED**

The Province has passed a Public Disclosure Act. BCSTA drafted a Policy & Procedure to support the implementation of the Act. The BCSTA drafts are more robust than the original policy.

Administrative Procedure, Referral of Disclosure to Designated Officer, point 5.1 "b": A suggestion was made that there should be

an alternative to Secretary-Treasurer, so there is no conflict of interest. Can be revised that the Board Chair be the Designated officer for complaints regarding the Superintendent.

Trustees would like the Secretary-Treasurer, Superintendent, or Board Chair to be the ones to be contacted if needed. The old policy 2.6 had the options available.

Rights of the Respondent to be incorporated.

#### 6.1.5 Child Care Facilities Policy

MOVED and Seconded that the draft Child Care Facilities Policy be reviewed and revised as necessary and forwarded to the November Committee of the Whole Meeting.

#### **CARRIED**

SD75 has a few childcare operators, so we need to put a policy in place. Some of the wording in this policy will be included in the draft Equity, Inclusion, and Diversity policy.

The policy as offered is a good framework to start a discussion.

In the Contract section of the Policy, include the requirement that this policy, the Equity, Inclusion and Diversity policy, and the Respectful Schools policy be referenced, and for operators to be required to adhere to these policies.

Point 9. speaks about the fees we charge the childcare operator, not fees the operator charge the public. Will revise the policy to clarify.

Point 10.3: How will we be able to monitor compliance with the policy? We may need to look at the contract, so it is evaluated properly.

Would like to see that the operator is following the Early Learning Framework, which includes a lot of the language regarding reconciliation. When the Application is submitted to become a provider, they should show a plan on how they can meet the objectives and policies, and how we can monitor. Clear plans should be presented.

It is unclear how the situation will change if the Ministry of Education mandates Childcare in Schools.

Board to bring this back in November, rather than the October Board Meeting.

#### 6.1.6 Menstrual Products Policy

MOVED and Seconded that the draft Menstrual Products Policy be reviewed and revised as necessary and forwarded to the October

Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

**CARRIED**

This policy is done according to the BCSTA template. Procedures may be created in the future, that will be site-based.

The Secretary-Treasurer is aware that schools consulted with the students.

Include a mechanism to follow-up, may be mentioned in the work plan. Trustees would appreciate a note that students were consulted.

6.1.7 Student Clothing Policy

MOVED and Seconded that the draft Student Clothing Policy be reviewed and revised as necessary and forwarded to a Public Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

**CARRIED**

Revision of the original "dress code" - these are guidelines and expectations, not a law. Schools need to do additional work before they develop their guidelines introduced in Handbooks.

There is a small group working on developing conduct templates for schools to communicate the clothing policy and conduct policy.

This policy is the Board's directive to staff, to follow, including the guidelines.

Scope: Hillside - uniform guidelines comply with all this. Remove the Scope (p.43 of agenda, p.1 of Corporate Policy)

Hats should be mentioned in point 3 - to avoid gang-related issues

Everything should apply the same on Halloween or special days, no matter what costume. Include this clarification in the procedure.

Is there not going to be a District Policy for everyone? Yes, but every school needs to put this into their handbook and communicate the policy to students and parents. There should eventually be a standard student conduct template that meets the needs of the school. For example, Fraserview has student contracts rather than a code of conduct.

The use of student paper planners at the middle and secondary levels was brought up, as some teachers have questioned the use of paper planners alongside a well-utilized school app.

Words "inappropriate/ appropriate - can it be replaced by "suitable or meet expectations"

Include the requirement that interventions are not to be punitive, but prescriptive/restorative – see Chilliwack policy approved 2019.

A suggestion was made to have ONE Board policy for all schools - cross-referenced with Respectful Schools Policy / Human Rights

Student engagement is needed.

#### 6.1.8 Halq'emeylem Language Policy

MOVED and Seconded that the draft Halq'emeylem Language Policy be referred to the Siwal Si'wes Advisory Council for the Council's consideration and further consultation with Leq'á:mel, Matheqwí, Qwó:ltl'el, and Sq'éwlets.

#### **CARRIED**

The draft policy is not a blanket indigenous language policy, but rather, a specific policy to support the Halq'emeylem language.

The referral for consultation should go to the communities as well. We have been questioned over the consultation process we implement in the past with Indigenous communities. There is still a challenge with the trust.

Siwal Si'wes is part of the School District, as a conduit to the First Nations consultation. The District Principal of Indigenous Education should initiate the discussion with the First Nations to avoid mistrust.

Remove words: "feedback prior to" from recommendation

Trustees should be encouraged to learn the language as well (1.1)

Staff/Board/District Principal should all work with the nations. It is recognized that work is being done. Governing in first nations communities is a bit different than the School District.

#### 6.1.9 Employee Service Recognition Policy

MOVED and Seconded that the draft Employee Service Recognition Policy be reviewed and revised as necessary and forwarded to a Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

#### **CARRIED**

Some research was done a few years ago. The first year of implementation would not have a significant cost.

1.1 - each year? Remove this line.

Some recognition needs to be made, especially, if we have recruitment/retention issues.

People do not want pins anymore. Both unions will be consulted. A welcome letter would be appreciated.

#### 6.1.10 Management Professional Development Policy

MOVED and Seconded that the draft Management Professional Development Policy be reviewed and revised as necessary and forwarded to the October Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

#### **CARRIED**

The policy is tailored for employees only.

If someone does not use their funds, the funds are transferred to the MPVPA association for the principals and vice-principals. Some will participate in ProD as a group, some will do specific conferences/learning, and some will acquire technology.

Senior Admins have set amounts that must be used in the year, or the funds become part of the surplus. Other exempt staff receive a small % of the salary and have 3 years to use the funds; if funds are not used in the three years, the funds become part of the surplus.

Detailed groups and the carryforward criteria should be listed in the policy.

#### 6.1.11 Financial Planning, Financial Progress & Performance Reporting Policy

MOVED and Seconded that the draft Financial Planning, Progress and Performance Reporting Policy be reviewed and revised as necessary and forwarded to a Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

#### **CARRIED**

The direction came from the Ministry to develop this policy. This Draft is the starting point for a discussion.



p. 58 - Staff should put together a proposal about what the additional accounting person will be doing. Staff will bring this forward with the budget deliberations.

A comment was made that we are going in the right direction.

**7. NEW BUSINESS**

**8. MINUTES OF PREVIOUS MEETINGS**

8.1 Minutes from Public Committee of the Whole Meeting, October 5, 2021

MOVED and Seconded that the Committee of the Whole minutes dated October 5, 2021, be amended.

AMENDMENT: MSS Numeracy Assessment Data  
4.2 Last Year, more students took workplace math and fewer students took pre-calculus.

**CARRIED.**

MOVED and Seconded that Minutes from Public Committee of the Whole Meeting, October 5, 2021, be approved as amended.

**CARRIED.**

**9. INFORMATION ITEMS**

Regular Board of Education meeting next week, October 19, 2021, via Zoom, 6:30 pm.

**10. ADJOURNMENT**

MOVED and Seconded that the Board adjourn the meeting.

The meeting adjourned at 5:45 pm.

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Chair, Board of Education

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Secretary-Treasurer

The minutes were approved on  
[DATE] at the [NAME] meeting.