

AGENDA of the REGULAR MEETING
of the Board of Education
Rocky Mountain School District No. 6

Rocky Mountain School District No. 6 resides in the traditional unceded shared territory of the Ktunaxa and Secwépemc peoples and the chosen home of the Métis.

Location: David Thompson Secondary School

Date: November 14, 2023

Time: 7:00 p.m.

1. CALL TO ORDER

2. ACKNOWLEDGEMENT OF TERRITORY

3. APPROVAL OF AGENDA

4. APPROVAL OF THE MINUTES OF PRIOR MEETINGS

4.1 Regular Board meeting of October 10, 2023

4.2 Synopsis of in-camera meeting of October 10, 2023 (Alan Rice)

5. PRESENTATIONS/DELEGATIONS

6. ELECTION OF OFFICERS

6.1 Chairperson

6.2 Vice-Chairs

6.3 BCPSEA Representative and Alternate

6.4 BCSTA Provincial Council Representative and Alternate

7. APPOINTMENTS AND RESOLUTIONS

7.1 Cheque Signing Authorities (Alan Rice)

8. STANDING COMMITTEES

8.1 Committee Appointments (Karen Shipka)

9. MATTERS ARISING FROM THE MINUTES

STRATEGIC AND POLICY ISSUES

- 7.1.1 Policies Under Review feedback (Karen Shipka)*
- 7.1.2 Third Reading
 - Policy 2350, Research in schools
 - District Practice 2350, Research in schools
 - Form 2350, Research in schools
- 7.1.3 Second Reading NIL
- 7.1.4 First Reading
 - Policy 8850, Alternative delivery in the physical and health education curricula
 - District Practice 8850, Alternative delivery in the physical and health education curricula

10. OPERATIONAL ISSUES

11. REPORTS

- 9.1 Introduction of new staff (Karen Shipka)
- 9.2 Budget Utilization (Alan Rice)*
- 9.3 Sexual Orientation and Gender Identification update (Steve Wyer)*
- 9.4 WorkSafe BC proposed harassment and violence amendments to regulations (Steve Wyer)*
- 9.5 Indigenous Education update (Jenna Jasek)
- 9.6 BC School Trustees Association (Jane Thurgood Sagal)
- 9.7 BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)
- 9.8 BC Public Schools Employers Association (Scott King)

12. INFORMATION ITEMS

- 10.1 Correspondence
 - 10.1.1 Communication received from retired teachers
- 10.2 November and December 2023 calendar*

13. FORTHCOMING EVENTS

2023.11.23-25	BCSTA Trustee Academy, Vancouver
2023.11.28	Policy Committee, Virtual, 4:30 p.m.
2023.11.29	Field Trip Committee, Virtual, 4:30 p.m.
2023.12.05	Labour Relations Committee meeting, Virtual, 12:30 p.m.
2023.12.12	Board of Education Meeting, Virtual <ul style="list-style-type: none">• In-Camera, 6:00 p.m.• Regular Meeting, 7:00 p.m.
2023.12.25 - 2024.01.05	Winter Break

14. QUESTIONS FROM THE PUBLIC

14. ADJOURNMENT

* attachment



DATE: November 14, 2023
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Policy Feedback Communication and Engagement
ORIGINATOR: Stacey Ursulescu
REFERENCE: [Policies Under Review](#)

PUBLIC BOARD MEETING

ISSUE

The Board of Education receive an update on Policies Under Review webpage communication and engagement.

BACKGROUND

Our school communities told the School District in the 2023-24 to 2026-27 Strategic Plan Engagement Survey that they want to be more engaged and have direct communication into the policy development process. In response to that feedback, the School District created the Policies Under Review webpage, complete with a survey for each policy under consideration.

CURRENT SITUATION

The School District sent out a communication to Trustees, principals, vice-principals, administrative assistants, Indigenous partners, DPAC, and Unions on October 13, 2023 providing an update on policies and seeking feedback on Policy 2350, Research in Schools. The deadline to provide feedback was October 26, 2023. No feedback was received on Policy 2350, Research in Schools.

FINANCIAL IMPLICATIONS

None.

CONCLUSION

The Policies Under Review webpage is providing our school communities with the opportunity for direct feedback on policies to the School District and there has been significant engagement. The School District will continue to promote the webpage and policies under review.

KEY MESSAGES

The School District values the opinions of our school communities.

The Policies Under Review Page has been a successful tool at generating direct feedback from the community.

The School District will use policy feedback to make changes and will communicate that via the website, social media, and media releases if required.



Policies Under Review

*Personal identifiers have been redacted to protect privacy of individuals making submission.

Policy 2350: Research in schools

No feedback was received



POLICY 2350

RESEARCH IN SCHOOLS

POLICY:

The Board of Education recognizes that the value of sound research, both specific to educational practice and having a more general impact on members of the Community, is worthwhile and potentially beneficial to all involved. The Board also recognizes that the school structure and environment provides a suitable opportunity by which to conduct such research. However, the facilitation of such research studies must be in keeping with existing district standards and responsibilities, and participation shall always remain voluntary.

Therefore, it is the Board's policy that:

The Board may approve research requests that are deemed to be sound in nature and that do not negatively impact student learning, school operations, school climate, or members of the school community.

In considering proposals to conduct research in Rocky Mountain schools, the Board will ensure that the proposed research:

1. Furthers the goals of public education;
2. Is mutually beneficial to both the researcher and the school or district;
3. Seeks to contribute to a body of relevant knowledge; and
4. Is developmentally and age appropriate.

DEFINITIONS

“Research” shall be defined as data-based investigation involving individuals or groups of individuals that adheres to the empirical principles of:

- systematic design and process;
- freedom from bias;
- structured analysis; and
- yielding interpretation consistent with findings.

Research activities shall include the use of tests or other forms of assessment, checklists, surveys or questionnaires, interviews, audio or video tapes, and observation when these are not part of classroom instruction and evaluation.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE

Amended:



DISTRICT PRACTICE 2350

RESEARCH IN SCHOOLS

DISTRICT PRACTICE:

The Board of Education will permit educational research activities in schools involving students and/or staff only in accordance with the following principles and guidelines:

1. Requests

- a. The school district will consider research proposals from district teachers and administrators, university graduate students, post-secondary faculty members and professional educational associations. Research proposals from other individuals, agencies or organizations will be considered only under exceptional circumstances.
- b. All research requests must be submitted on a Rocky Mountain School District Application for Permission to Conduct Research form, and must clearly describe such details as the nature of the activity, participation involved, assistance needed, and proposed time frame.
- c. Any submission from a university graduate student or post-secondary faculty must first be approved by that institution's Ethics Committee. A copy of that approval shall be included with the submission.
- d. Any research proposal from a graduate student must be endorsed by a full-time member of that university's academic staff.
- e. The submission shall also include copies of any consent forms, questionnaires, inventories or tests to be used in the study.
- f. Those submitting a research request shall be aware of the requirement to provide the school district with a full report on the research results, as well as to discuss or present their findings to school or district staff if required (see Section 6. Results).

2. Proposal Evaluation

In evaluating study proposals, consideration will be given to such factors as the purpose and educational value of the study, the impact on educational programs, the amount of time required of students and/or staff, and the effect on community relations.

- a. A proposed research study will be reviewed by designated staff with specific consideration to:
 - i. Relevance: meaningfulness and contribution to the improvement of education and/or knowledge of student learning, or general community benefit.

POLICY No. <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2350

RESEARCH IN SCHOOLS

- b. Methodology: requirements for identification and selection of participants; quality of the research design, procedures and data analysis.
 - c. Scope: proposed contact group, number of participants and schools or district offices involved.
 - d. Intrusiveness: extent of disruption to students, staff or school operations; need for special arrangements within the school or district offices; need for involvement of district or school staff.
 - e. Timelines: time of year, duration of the study and related impact on the school, students or staff.
 - f. Timeliness: number of studies in progress at a given time.
 - g. Privacy: infringement of personal or family privacy through access to personal information.
 - h. Confidentiality: procedures for guaranteeing anonymity and confidentiality including storage and eventual disposal of data.
 - i. Sensitivity: nature of the topic or questions as they relate to value-laden or sensitive issues.
3. Research conducted in schools shall:
 - a. be consistent with sound educational practice and meaningful inquiry;
 - b. meet professional ethical standards including informed consent, voluntary participation, right to withdraw, and confidentiality;
 - c. seek to contribute to a body of relevant knowledge and be mutually beneficial to the researcher and the school or district;
 - d. be methodologically sound, free from bias, and nonpartisan; and
 - e. avoid contentious or personal topics that could be considered by students, parents/guardians or staff to be an invasion of personal privacy.
 4. The school district will not approve studies that:
 - a. examine contentious or personal topics that may be considered to be an invasion of privacy; or
 - b. make unreasonable demands upon the participating students, staff or schools.
 5. Research studies or surveys that are controversial in nature or deal with issues of public policy may be referred to the Board.
 6. Approval Process
 - a. Research proposals deemed appropriate on the basis of the initial review shall be accepted in principle.

POLICY No. <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2350

RESEARCH IN SCHOOLS

- b. Proposals that have been accepted in principle shall be forwarded to the relevant school principal(s) and/or district staff.
 - c. The final decision to participate in the proposed research study will rests with those directly involved.
 - d. Individuals wishing to participate in research activities without district or school sanction may do so outside of school hours and premises.
 - e. The research team must disclose to the District the plan for data collection and storage.
7. Student Participation
- a. District approval does not constitute a requirement for students to take part in the study. Such participation shall remain voluntary.
 - b. Participating students must be informed that their involvement is voluntary and that they may withdraw from participation at any time.
 - c. Parents/guardians of students taking part in research studies in schools must be advised of the nature and purpose of the research and may upon request review research materials.
 - d. When research procedures involve contact with students in Kindergarten to Grade 8 on an individual basis, written parental/guardian consent based on complete information about the purpose and procedures of the research must be received prior to commencement. Written parental/guardian consent is not required for students in Grades 9-12.
 - e. Photography, filming, videotaping or audio taping of students shall not be done without written consent of parents/guardians.
 - f. The anonymity of those participating in a research study shall must be maintained and protected at all times.
8. Criminal Record Search
- a. When research procedures involve direct contact with students on an individual basis, a person conducting the research who is not a district employee must undergo a criminal record search and submit the results of said search to the designated district staff prior to entering a school or district site.
 - b. Final approval of research studies involving direct contact with students is contingent on the results of the criminal record search.
9. Results
- a. The school district shall be provided with a full report on the results of research undertaken in the district upon completion.

POLICY No. <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2350

RESEARCH IN SCHOOLS

- b. Copies of final research reports shall be made available to participants and other interested persons on request.
- c. Researchers should be prepared to discuss or present their findings upon request to school or district staff and parents/guardians in a manner that contributes to the knowledge and/or practice of staff, students or parents.

POLICY No. <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2350
FORM – APPLICATION FOR
PERMISSION TO CONDUCT RESEARCH

APPLICANT NAME: _____ DATE: _____
ADDRESS: _____ CITY: _____
POSTAL CODE: _____ PHONE: _____ FAX: _____
EMAIL: _____
PRESENT POSITION: _____
TITLE OF STUDY: _____

SELECT ONE CATEGORY FOR REVIEW

Request to post information in schools to recruit participants out of school hours and off school property.
Poster description (attach sample): _____
Schools requested: _____
Requested dates for commencing: _____ Completing: _____

Expedited review of minor research projects (e.g. requirements for a course based master's degree).
Research question: _____

Number of participants: _____
Participants are from my own class: _____ Other class(es): _____
Requested dates for commencing: _____ Completing: _____

Full review of thesis research or major project.

Research question: _____

Proposed Research methodology:

Number of students: _____ Teachers: _____ Administrators: _____

Others (specify): _____

Characteristics of participants (e.g. grade levels): _____

Specific schools: _____

Specific student characteristics: _____

Selection strategy: _____

Nature of participant involvement: (e.g. questionnaire, interview, etc.) _____

Time required from participants: _____

Brief description of how research will be conducted: _____

Requested dates for commencing: _____ Completing: _____

NOTES:

Please attach the following:

- A complete research proposal if one exists or information that will assist in the evaluation of your application.
- Copies of all tests or questionnaires which will be used.
- For university students or faculty: approval from Ethics committee at your institution.
- A copy of consent form for participants or parents if students are involved.

Terms of Agreement for conducting research in Rocky Mountain School District No. 6

- Receipt of written approval from the Office of the Superintendent
- Adherence to procedures for contacting school personnel outlined in the above letter
- Submission of a final report to the Office of the Superintendent
- Preparation of brief abstract if requested

ESTIMATED DATE OF SUBMISSION OF FINAL REPORT: _____

CRIMINAL RECORD CHECK:

Prior to entering a school to conduct a research study, a person who is not a school district employee must undergo a Criminal Record Check and submit the CRC with the Application for Permission to Conduct Research. Final acceptance for the study is contingent on the results of the CRC.

Office of the Superintendent
PO Box 430
620 4th Street
Invermere, BC V0A 1K0

Signature of Applicant

Signature of Faculty Supervisor if applicant is a student

Date signed

Name of Institution

Date signed



POLICY 8850

ALTERNATIVE DELIVERY IN THE PHYSICAL AND HEALTH EDUCATION CURRICULA

POLICY:

Students and their parents or guardians may arrange for alternative delivery for certain sensitive topics contained in the following Education Program Guides:

- Physical and Health Education K-9
- Physical and Health Education 10

The education program guides above include certain sensitive topics related to reproduction and sexuality that some students and their parents or guardians may feel more comfortable addressing by means other than instruction by a teacher in a regular classroom setting.

PURPOSE:

The purpose of this policy is to explain how students and their parents or guardians may, in consultation with their school, arrange for alternative delivery of instruction about reproduction and sexuality.

The Physical and Health Education 10 provincial curricula include topics related to reproduction and sexuality that some students and their parents/guardians may feel more comfortable addressing by means other than instruction by a teacher in a regular classroom setting.

In such instances, students, with their parents' or guardians' consent, may arrange to address topics related to reproduction and sexuality by an alternative means. This must be arranged in consultation with their school. The alternate means must be agreed upon by the students, their parents or guardians, and the school.

The alternate delivery policy does not allow students to “opt-out” of learning about these topics. It is expected that students will, in consultation with their school, demonstrate their knowledge of the learning standard(s) that have been arranged and taught by alternative means.

This alternate delivery policy does not apply to any other learning standards or learning outcomes in the education program guides listed above. Nor does it apply to any other British Columbia provincial curriculum.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: Ministerial Order 295/95, the [Required Areas of Study in an Educational Program Order \(PDF\)](#) says that Physical and Health Education K-9 is a mandatory part of an educational program offered to all students.

Ministerial Order 302/04, the [Graduation Program Order \(PDF\)](#) sets out the graduation program requirements. Physical and Health Education 10 and Planning 10 can be taken to fulfill a portion of these requirements.

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 8850
ALTERNATIVE DELIVERY IN THE
PHYSICAL AND HEALTH EDUCATION
CURRICULA

DISTRICT PRACTICE:

Boards of Education and Independent School Authorities should have procedures in place to enable students to address learning standards covered in this policy. Procedures should also be in place to ensure that students have met these learning standards.

There are several ways in which the preferences of students and their parents or guardians regarding alternative delivery can be accommodated. The following are some examples:

- Home instruction using a school-determined package of materials or other agreed-upon materials.
- Self-directed studies.
- Boards of education may also invite parents/guardians to propose means for alternative delivery.

POLICY No. <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:

DATE: November 14, 2023
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Budget Utilization Summary – October 31, 2023
ORIGINATOR: Alan Rice
REFERENCE: Budget Utilization Summary – October 31, 2023



PUBLIC BOARD MEETING

ISSUE

That the Board of Education receive a report on year-to-date operating expenditures compared to budget and prior year data as information.

BACKGROUND

This report is to provide the Board with information concerning fluctuations in operating expenditures on a monthly basis.

CURRENT SITUATION

Instruction: increase of approximately \$898,000 from prior year attributable to increase in salaries and benefits. Actual amounts are in line with budget with a variance of 0.03% below estimated for the current year.

Administration: increase of approximately \$68,000 from prior year which is attributable to increases to salaries and benefits. Actual amounts are greater than budgeted with a variance of 5.28% above estimated. The majority of the Districts licenses, due and fees are due on July 1 of each year. Therefore, the variance is anticipated to fall in line with budgeted as the year progresses.

Operations and Maintenance: increase of approximately \$375,000 from prior year. Primarily attributable to increases in salaries and benefits. Actual amounts are in line with budget with a variance of 0.30% below estimated.

Transportation and Housing: increase of approximately \$41,000 from prior year. Primarily attributable to salaries and benefits. Actual amounts are in line with budget at 4.05% below estimated.



PUBLIC BOARD MEETING

CONCLUSION

Expenditures to date are below budget by 0.01% and greater than the prior year by \$1,380,000 for the same timeframe. The operating variance of actual to budget for year-to-date is considered reasonable.

RECOMMENDATION

Continue to monitor on a monthly basis.

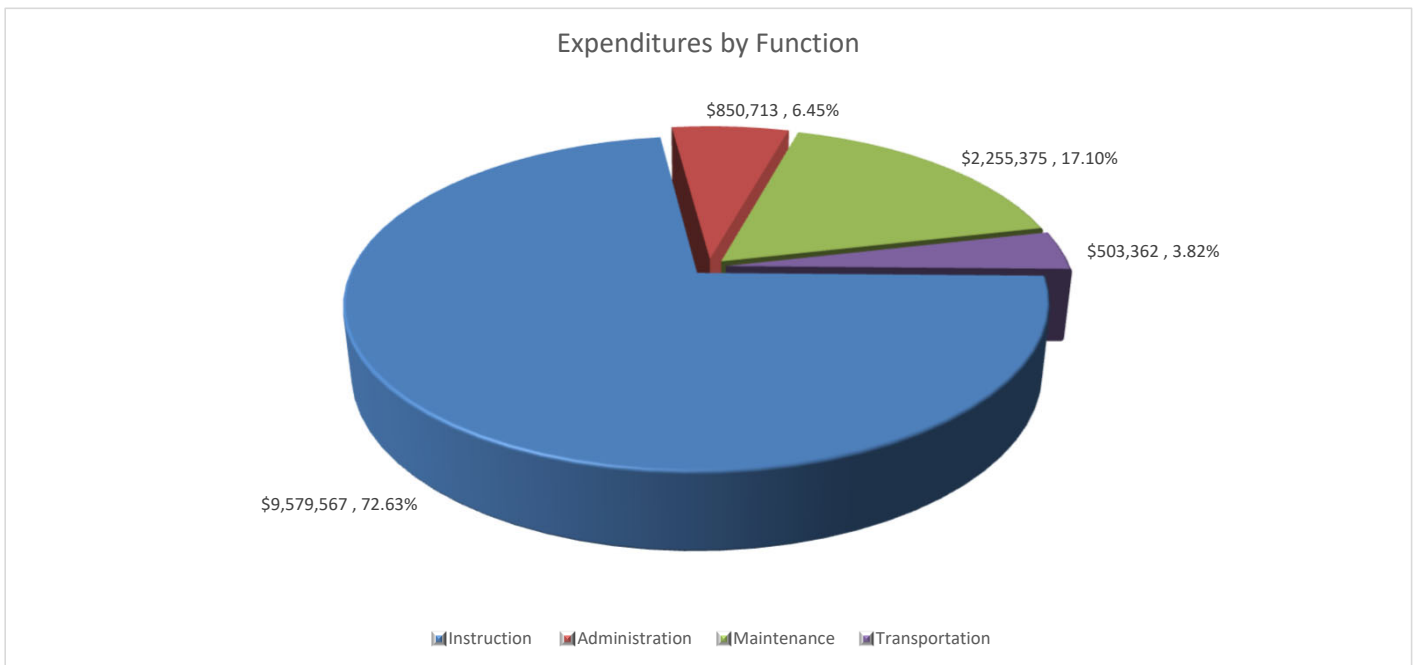
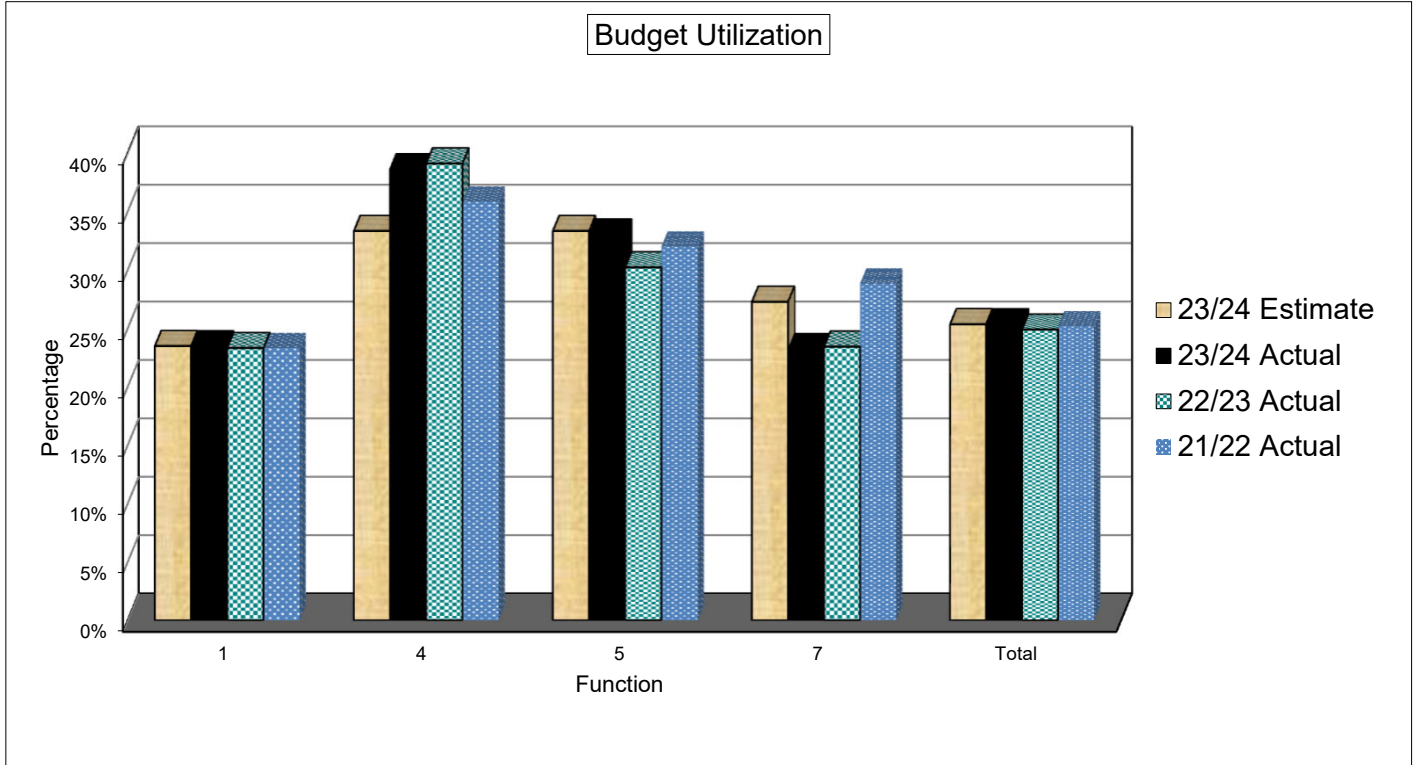
STRATEGIC ALIGNMNET

Resource allocation for student success, budget monitoring and financial stewardship.

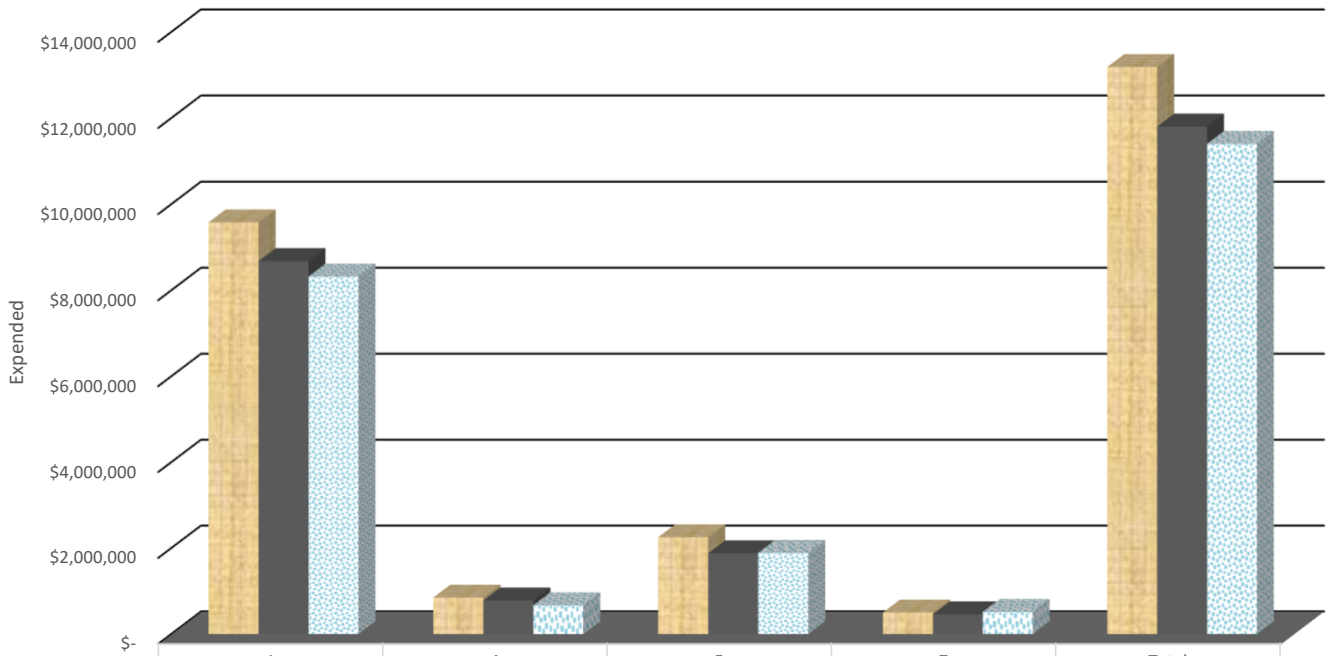


**ROCKY MOUNTAIN SCHOOL DISTRICT
BUDGET UTILIZATION SUMMARY
10/31/2023**

<u>FUNCTION</u>	<u>#</u>	<u>MONTHS</u>	<u>BUDGET</u>	<u>2023/24 EXPENDED</u>	<u>ACTUAL</u>	<u>ESTIMATE</u>	<u>2022/23 ACTUAL</u>
Instruction	1	10	\$ 40,847,924	\$ 9,579,567	23.45%	23.48%	23.31%
Administration	4	12	\$ 2,203,253	\$ 850,713	38.61%	33.33%	39.11%
Maintenance	5	12	\$ 6,829,274	\$ 2,255,375	33.03%	33.33%	30.22%
Transportation	7	11	\$ 2,167,853	\$ 503,362	23.22%	27.27%	23.43%
Total			\$ 52,048,304	\$ 13,189,017	25.34%	25.35%	24.89%

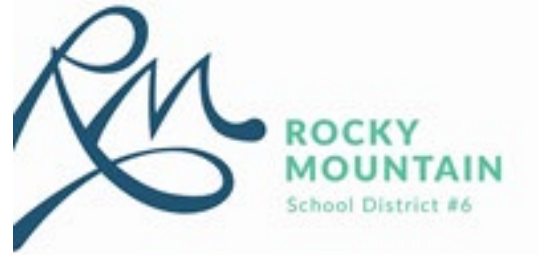


3 Year Actual Expenditure Comparison



	1	4	5	7	Total
■ 2023/24 Actual	\$9,579,567	\$850,713	\$2,255,375	\$503,362	\$13,189,017
■ 2022/23 Actual	\$8,681,638	\$783,185	\$1,880,821	\$462,510	\$11,808,154
■ 2021/22 Actual	\$8,322,048	\$671,278	\$1,890,418	\$519,192	\$11,402,936

DATE: November 14, 2023
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Sexual Orientation and Gender Identity
ORIGINATOR: Steve Wyer, Assistant Superintendent
REFERENCE: [SOGI 123 Sexual Orientation and Gender Identity MOECC](#)



PUBLIC BOARD MEETING

ISSUE

The Board will receive additional information and resources about Sexual Orientation and Gender Identity in Schools.

BACKGROUND

Sexual Orientation and Gender Identity (SOGI) is an inclusive term that applies to everyone. Regardless of how one identifies, the term is inclusive. There has been a lot of information – some accurate and other information less so – circulating in print, social, and television media about SOGI. Additionally, there are groups who see SOGI in schools as divisive and are politically motivated to protest the content of SOGI and other inclusion resources in schools.

SOGI 123 is one of many advocate groups for inclusion and they have been in existence in BC education for seven years. For example, Inclusion BC, is another similar group. The Ministry of Education and Child Care has reviewed the resources and content of the SOGI 123 web resource for teachers. The Ministry has supported the ways that SOGI advances the priority of equity, diversity and inclusion in schools. In the face of groups seeking to target inclusion in public protest and disagreement, the Premier and Education Minister have spoken out in strong support of inclusion initiatives in school districts. In schools, teachers and principals are left to determine the most developmentally appropriate ways to teach to principles of inclusion so that everyone feels safe and welcomed.

CURRENT SITUATION

Despite the resources of SOGI 123 being seven years old, the material is getting a lot of attention provincially. Rather than focus on the teaching of inclusion, protest groups seek to place the focus on the aspects of sexual orientation and gender. The reality is gender identity and sexual orientation is only one aspect of inclusion. Race, neuro ability, and physical ability are some other aspects of inclusion. The senior team has reviewed inclusion resources and materials with school principals. The team has reviewed the importance of ensuring the education is about inclusion.



PUBLIC BOARD MEETING

For example, an action like acknowledging pronouns advances inclusion only if one understands how such an action would contribute to greater feelings of inclusion. At the early grades, acknowledging and sharing your pronouns is not likely to be developmentally appropriate, since students at these ages do not have a fully developed understanding of inclusion, in the general sense, or their own identity. For adults and senior students, we acknowledge and share our pronouns because it allows people of marginalized gender identity to feel safe and included. Principals are aware and monitoring SOGI education activities to ensure they are always connected to the larger goal of inclusion in ways that are developmentally appropriate.

In addition to making developmentally appropriate decisions about introducing the inclusion conversation from the perspective of gender and sexuality, SOGI 123 heavily emphasizes the importance of communication, consultation, and collaboration. Sensitive topics require a gentle approach in diverse communities. Without careful school planning and communication, educators run the risk of further alienating those we seek to include. The SOGI materials include the importance of engagement with parents and students to bring the challenges of inclusion into the light. The action of teaching about inclusion is a culminating event following a collaborative effort to engage those involved to find out exactly what is needed. A careful adherence to communication and involvement will ensure educators avoid the trap of shortsightedness in teaching about inclusion and gender identity.

The district will continue to support principals in their understanding that SOGI is not a curriculum but rather a set of resources provided to assist in advancing inclusion in all schools. The topic of inclusion and diversity figures prominently in the curricular areas of Physical Education and Health and prominently in grade 10. In this area of learning, parents may choose to opt their children out of the instruction at the school. This is the only curricular area in which this is allowed. Students who do opt out are still required to demonstrate their understanding of the objectives for the course, including those from which they have opted out.

CONCLUSION

Education about inclusion, and specifically gender identity and sexual orientation, requires ongoing communication with the educational community and a shared approach. Additionally, the focus of inclusion must remain at the heart of education. Developmental considerations about the understanding of inclusion must be considered before teaching about the specific ways gender identity contributes to greater inclusion in classrooms.

KEY MESSAGES

- Lessons about gender identity must be developmentally appropriate and serve the overall objective of inclusion
- PE 10 has areas of instruction from which students are permitted to opt out. Required to demonstrate learning
- SOGI 123 is not a curriculum. It is a set of resources designed to support inclusion on the basis of gender and sexual orientation for students.



PUBLIC BOARD MEETING

DATE: November 14, 2023

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: WorkSafeBC Proposed Harassment and Violence Regulations

ORIGINATOR: Surrena Craig, District Health and Safety Officer

REFERENCE:

**ISSUE**

WorkSafeBC (WSBC) is requesting public consultation on the proposed amendments to Worker Conduct and Violence in the Workplace Occupational Health and Safety (OHS) regulations and the Bullying and Harassment policy. This amendment would eliminate Worker Conduct and bring Bully and Harassment into the OHS regulations and create a new OHS regulation called Harassment and Violence. These proposed changes are significant and will have impacts on the school district.

BACKGROUND

WorkSafeBC has stated that there has been an increase in claims related to violence by 25% in the past five years. The two leading sectors are healthcare and education. However, between 2013-2022 there has been 13,899 claims in healthcare and only 2,638 claims in education. ([CBC Workplace claims related to violence increased by 25% in the past five years, March 31, 2023](#)). Both the Healthcare and Education sectors have focused on violence and bully & harassment over the past ten years. Consequently, there has been more reporting and claims submitted. WSBC did hold consultation with stakeholders that included education and healthcare. It also included Labour groups and public interest groups.

In Rocky Mountain School District (RMSD) it is strongly encouraged and trained that all violence must be reported to the Employer however, with the current regulations not all require a submission to WSBC. District Health and Safety will require a full investigation and submission to WSBC if the worker seeks medical treatment, time loss or if there was a potential for serious injury. Corrective actions must be put into place to support the safety of the worker. Every year, workers review Violence in the Workplace and Bullying and Harassment training. Violence risk assessments have been completed and reviewed annual by the site-based Health and Safety Committee. Learning Services have very well-defined practices on how to respond and support both the students and staff when a risk is present, change is status in a student or after an incident. They have had good success with creating a safe and positive environment for both students and staff. Human Resources follows the Bully and Harassment policy and practice and conducts an investigation and when required, the school district engages the services of an external adjudicator.



CURRENT SITUATION

WorkSafeBC is in public consultation phase of the proposed amendments. It is open to all sectors and individuals to comment on the proposed changes. BCPSEA has asked school districts to submit feedback and they will create a template for school districts to send to WSBC. The District Health and Safety Officer sent this feedback to BCPSEA.

Concerns about the definitions in the proposed amendments.

Definitions:

1. Harassment and violence - subject to subsections (2) and (3), one or more actions taken by a person
 - (a) that are work-related or that occur in a workplace, and
 - (b) that can reasonably be expected
 - i. to be intimidating, humiliating or otherwise offensive to a worker, or
 - ii. to cause physical or psychological harm to a worker;

This is a very open definition that does not include an actual injury only if “harm” can result from the incident. The definitions of violence and harassment should align with what is widely used across the country in the Canadian Labour Code and the Human Rights Code of Canada.

2. Offensive-not defined and subject to the workers feelings. Being offended or having your feelings hurt is not the same as an injury.
3. Harm- not defined.
4. Psychological harm- not defined
5. Qualified person-not defined
6. Harassment risk assessment -not defined
7. Reasonable action- not defined

Privacy and Confidentially

Both violence and bully and harassment are considered highly confidential when investigating. It is not usually shared with worker reps or with the health and safety committees but may depending on the circumstances. The Employer tends to deem this process private and does not want to share medical information about employees which are often related to mental health or information related to diagnosis of a student. Although it is agreed to share important information about risk and prevention, we protect the worker’s and student’s private information. This new regulation ask that a summary report is offered to the subject, source, and the worker representatives (Health & Safety Committee). There is no provision in place to protect underaged students. If the student is the source, they would need to participate in the process and receive the report. These reports have the potential to go viral or be shared with others outside of the investigation process.



In addition to the school district’s workforce, the school district would be obligated to share the risk of violence and harassment with contracted workers. For example, the school photographer, Interior Health staff, businesses doing work in our buildings (i.e., facility repairs). These are very small communities, and it would be impossible to protect the identities who is involved and why there is a risk of harassment and violence. This is not likely an issue in metro Vancouver but a very serious invasion of privacy for students, families, and workers in our communities. This could lead to a new potential risk of violence and harassment for both the source and subject. For example, an Education Assistant (EA), initiates the investigation and the student and parent receive the report. It may leave the EA vulnerable to difficult interactions with the parent or student. In another example, the student is labelled “violent”, and they become vulnerable to workers not wanting to be assigned to support that student.

Workload

Difficult to determine how many investigations would be required but based on experience, number of current reports and complaints and by applying the new definition and regulation, it is possible that we could see between 5-10 investigation of harassment and violence weekly to monthly. The school district would need to increase capacity in Health and Safety, Human Resources and District Learning Services for this new requirement. It will depend on some interpretation of the language and how the WSBC Prevention Officer will apply it. For all other investigations under the Act and Regulations, we are only required to investigate if a worker seeks medical attention, time loss from work, if there is a risk of a serious injury or in the case of bullying and harassment when a complaint is made, or it is determined to need an investigation (usually made by HR). The new regulation would require an investigation when it meets the definition of harassment and violence listed above. For example, if a worker is offended by what a student, parent or another worker said an investigation is required.

Inclusion

The greatest impact may be to the students that have designations or behavioral issues. There is a potential that students may be asked to be excluded from programming or staff may not want to work with certain students if there have been multiple investigations related to the student behaviour. This could also trigger refusal of unsafe work. If there has been multiply investigations and the behavior, which may be related to normal growth and development or a diagnosis, has not changed to the worker satisfaction, the worker could state they feel unsafe initiating the Refusal of Unsafe Work and the Employer must investigate. In that case, work cannot be assigned to another worker unless, in writing, they have been informed of the refusal and they have been notified that they too can refuse unsafe work. Students themselves may not feel welcomed in schools, classrooms, or programming after participating in a WSBC Harassment and Violence investigation.

The new regulations require a way for workers to identify the risk of violence. For example, purple in healthcare on medical charts, wrist bands and doorways indicate the risk of violence. The patient wears the wristband, or it is places on their mobility equipment, so it is easy for all staff to recognize the risk. In education, this may be considered “labelling” a student as violent and it has the potential to follow them not only throughout their school years but into the community or post-graduation.



PUBLIC BOARD MEETING

CONCLUSION

The purpose of these regulations is to ensure staff are safe in their work environment. The school district agrees that violence and bully and harassment are serious topics and take the reasonable steps to eliminate and mitigate the risk. When these incidents occur, they can be very difficult and have significant impacts of staff and students. The proposed changes do not demonstrate how the new regulations will create a safer working environment for staff but may increase workload and a feeling of not belonging in the school district for the student, families and staff involved.



October 13, 2023 | By email: 2 pages

Proposed WorkSafeBC Regulatory and Policy Amendments for Harassment and Violence

Overview

WorkSafeBC (WSBC) has announced proposed amendments to bring regulation and policies respecting workplace conduct, violence, and bullying and harassment under a single framework: harassment and violence. Please review this WSBC discussion paper [on the WorkSafeBC website](#).

WSBC is inviting feedback on the proposed amendments until 4:30 p.m. on Tuesday, November 14, 2023. **BCPSEA is preparing a template for school districts to use to submit to WSBC.**

Current State

British Columbia's occupational health and safety regime, through the *Occupational Health and Safety Regulation* (OSHR) and the *Prevention Manual* (the Manual), addresses three forms of workplace behaviours: workplace conduct, violence in the workplace, and bullying and harassment.

Workplace conduct deals with physical contact and threats between workers. Generally, an employer is required to investigate prohibited workplace conduct.

- OSHR: 4.24 to 4.26
- Manual: R4.25-1

Violence in the workplace deals with physical contact and threats by a non-worker towards a worker. Generally, an employer is required to conduct a risk assessment of violence in a workplace, establish procedures and policies to eliminate or minimize the risk of violence, instruct workers on those policies and procedures, and investigate incidents of violence in the workplace when they arise.

- OSHR: 4.25 to 4.31
- Manual: R4.27-1, R4.28-2, R4.29-1, R4.29-2, R4.30-1, and R4.31-1

Bullying and harassment deals with conduct or comments between workers or by a non-worker towards a worker that cause the worker to be humiliated or intimidated. Generally, an employer is required to take steps to prevent or minimize bullying and harassment, establish procedures and policies for reporting and investigating bullying and harassment, instruct workers on those policies and procedures, and investigate incidents of bullying and harassment when they arise.

- Manual: P2-21-2, P2-22-1, and P2-23-2

Proposed Amendments

WorkSafeBC is proposing to amend the current regulation and policies to create a single, comprehensive regulatory framework that addresses all three forms of workplace behaviour. By way of broad summary of important changes include:

- a single definition for behaviour hazards, called harassment and violence
- specific requirements for a harassment and violence prevention program, including risk assessments and control measures
- requirements for resolving incidents with and without an investigation
- requirements for sharing certain information with worker representatives (typically the Joint Health and Safety Committee)
- requirements for sharing certain information with the prime contractor in a multi-employer workplace, and
- requirements for the maintenance of records.

Please see the attached document, *Summary of Proposed Amendments for Part 4 Harassment & Violence*, which outlines the proposed changes alongside the current regulation.

Action Required: Feedback to BCPSEA

BCPSEA is requesting all school districts to consider and provide feedback on the proposed amendments. Based on the feedback received, BCPSEA will prepare a customizable template to be made available for all school districts to individually submit to WorkSafeBC.

Please email Candice Roffe (candicer@bcpsea.bc.ca) your feedback on the proposed amendments (using the feedback column in the attached table or by sending a copy of your planned submission) no later than 4:30 p.m. on Wednesday, October 25, 2023.

Questions

If you have any questions, please contact Candice Roffe, Director, Safety & Wellness, at candicer@bcpsea.bc.ca

DATE: November 14, 2023

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: Indigenous Education Report

ORIGINATORS: Jenna Jasek, District Vice-Principal of Indigenous Learning and Equity/Trent Dolgopol, Director of Instruction

REFERENCE: [Education and Child Care Media Release](#) – Oct. 25, 2023
[Ministry Bulletin re Policy Updates](#) (School of Choice, Local Education Agreement, Indigenous Education Council)
[Declaration on the Rights of Indigenous Peoples Act](#)
[BC Tripartite Education Agreement](#)



PUBLIC BOARD MEETING

ISSUE

That the Board receive an update on the status of Schools of Choice, Local Education Agreements, Indigenous Education Council, and First Nations Leaders' Gathering as information.

BACKGROUND

On October 25, 2023, amendments to the School Act were tabled in the provincial legislature, to act on commitments in the Declaration Act Action Plan and the BC Tripartite Education Agreement (BCTEA).

School of Choice

- ʔakisq̓nuk First Nation students currently attend Windermere Elementary School for grades K-7 and David Thompson Secondary School and/or Open Doors Alternate School for grades 8-12.
- Shuswap Band students currently attend Eileen Madson Primary School for grades K-3, J. Alfred Laird Elementary School for grades 4-7, and David Thompson Secondary School and/or Open Doors Alternate School for grades 8-12.
- Note: School of Choice refers to First Nation students who live on reserve.

Local Education Agreements (LEA)

- Shuswap Band has not had an LEA in over 30 years. For the past two years, the Shuswap Band and SD6 have worked together to develop an LEA. The 2020 LEA template created by the First Nations Education Steering Committee (FNESC) and the Ministry of Education and Child Care has been utilized.
- ʔakisq̓nuk and SD6 have not renewed their current LEA since 2007. Starting in May 2022, ʔakisq̓nuk First Nation and SD6 have met regularly to develop an updated LEA. The 2020 FNESC LEA template has been utilized.
- Métis Nation BC is also interested in developing an Education Agreement (MEA) in the future.



PUBLIC BOARD MEETING

Indigenous Education Council (IEC)

- The Indigenous Education Department has been working with the Indigenous Partners (ʔakisq̓nuk First Nation, Shuswap Band (*Kenpesq̓'t*) and Metis Nation BC) since 2021 on the establishment of an Indigenous Education Council (IEC). In the 2022-2023 school year, SD6 and Indigenous Partners worked on a draft of an IEC Terms of Reference and shared it with their respective organizations. There were questions and concerns that arose when the Terms of Reference (TOR) were reviewed at the different organizations. One concern was the term 'council', which led to an interpretation that the group would vote and discuss governance topics. Other concerns were also raised, and the plan has been to review the draft document, and feedback, to determine next steps. The original intention of the group was to establish norms for working together to support Indigenous students and Indigenous Education from an operational perspective.

First Nations Leaders' Gathering

- The Shuswap Band, ʔakisq̓nuk First Nation, and Ktunaxa Nation Council have requested to meet with the Minister of Education and Child Care at the First Nations Leaders' Gathering being held from October 30 to November 3. Missy Haynes, the Policy Lead of Indigenous Education at the Ministry of Education and Child Care, requested a meeting with Jenna Jasek, District Vice Principal of Indigenous Learning and Equity, and Trent Dolgopol, Director of Instruction, to discuss the relationships with these Indigenous Partners.

CURRENT SITUATION

School of Choice

- The new First Nations Schools of Choice provisions set out a process for First Nations to choose which school First Nations students who live on-reserve, self-governing First Nation lands or Treaty lands will attend.
- SD6 will be scheduling meetings with both ʔakisq̓nuk First Nation and Shuswap Band to discuss the process and confirm the First Nations' school(s) of choice.

Local Education Agreements (LEA) – Shuswap Band

- A draft Shuswap Band LEA will be reviewed by SD6 Senior Staff on December 4, 2023.
- The draft will also be shared with the Shuswap Band Chief and Council.
- Any further questions or concerns will be discussed and appropriate revisions made if necessary.
- Once both parties are satisfied with the document, a proposed LEA will be provided to the Board of Education for review.
- Shuswap Band and SD6 aim to host a signing ceremony before the end of the 2023-2024 school year.

Local Education Agreements (LEA) – ʔakisq̓nuk First Nation

- ʔakisq̓nuk First Nation and SD6 have collaborated for over 100 hours on the development of an LEA.
- The next steps are to create the Terms of Reference for an Oversight Team.
- Unfortunately, due to staffing circumstances at ʔakisq̓nuk the continued collaboration on the LEA has been temporarily delayed.
- ʔakisq̓nuk does not currently have an Education Manager. We are currently communicating with a Council member and Director to share information and plan for next steps.



PUBLIC BOARD MEETING

Model Local Education Agreements (LEA) Policy (Changes)

- Local Education Agreements are key mechanisms for accountability and effective working relationships where boards and First Nations or Treaty First Nations, work together to support all of the First Nation's students. Local Education Agreements govern the purchase of educational services by First Nations from Boards, and set out processes for information-sharing, collaboration and decision-making.
- First Nations may choose to negotiate a custom Local Education Agreement with the Board or choose not to have a Local Education Agreement. Alternatively, First Nations and Treaty First Nations also have the option to apply the Model Local Education Agreement between the First Nation and Board.
- The Model Local Education Agreement can only be applied if there is no existing Local Education Agreement between a First Nation and Board. If a First Nation has a Local Education Agreement in place and wants to move to the Model Local Education Agreement, they would need to conclude the current Local Education Agreement according to the provisions in their agreement.
- Both First Nations and Treaty First Nations can apply the Model Local Education Agreement with Boards where the First Nation's students, for whom funding is provided by Canada, are enrolled or will be enrolled.
- These changes will not impact existing Local Education Agreements.
- The Model Local Education Agreement is in development and will be available by Spring 2024 for the 2024/25 school year and beyond.

Indigenous Education Council (IEC)

- The group feels they work from an Operational lens that focuses on children, bringing in Indigenous perspectives, knowledge, and Calls to Action. The team is planning to review the Terms of Reference (TOR) at the next Indigenous Partner meeting.
- SD6 is working towards providing Education Gatherings at each Indigenous Community. SD6 and the Shuswap Band have had five successful Education Gatherings, and three more are planned for the 2023-2024 school year. An Education Gathering was scheduled at ʔakisq̓nuk in April 2023 and was unfortunately cancelled by ʔakisq̓nuk due to community circumstances at the time. SD6 has also discussed the possibility of Education Gatherings with Metis Nation BC. SD6 will continue working with Indigenous Partners to implement this goal.
- ʔakisq̓nuk does not have an Education Manager currently and are working on hiring someone. SD6's point of contact is Christy Baker, Director of Member Services, and Janice Alpine, ʔakisq̓nuk Councillor.

First Nations Leaders' Gathering

SHUSWAP BAND:

- SD6 shared with the Policy lead that Shuswap and SD6 have been working very well together.
- The Shuswap LEA is nearly complete.
- Elders and Knowledge Holders are working in schools.
- Education Gatherings in the community happening three times per year.
- There has been one Elders' Meeting, and another is planned for early December.
- Schools are aware of who Shuswap students are and each student's needs.
- SD6 works with the Education Director and the Student Navigator at Shuswap Band.
- The District Vice Principal supports Shuswap students with complex needs and attends individual meetings to provide an Indigenous perspective and support.
- Bus transportation is challenging for some primary students who live on reserve. The bus ride is often over an hour, and the young students have challenges staying in their seats and remaining



PUBLIC BOARD MEETING

calm. SD6 has been working with specific schools to provide bus transportation plans for individual students and with Operations on creative solutions to shorten travel time.

ᐃAKISᑏNUK FIRST NATION:

- SD6 had been working well with ᐃakisᑏnuk.
- An updated LEA is being created.
- Indigenous Education meetings are scheuled with ᐃakisᑏnuk regularly to discuss students.
- An Education Gathering had been planned.
- A pilot Ktunaxa language program is being created.
- Plans have been discussed for meeting with Chief and Council.
- The District Vice Principal supports ᐃakisᑏnuk students with complex needs and attends individual meetings to provide an Indigenous perspective and support.
- SD6 continues to work with Christy Baker (Director of Membership) and Janice Alpine (ᐃakisᑏnuk Councilor) for now. We will resume work with the new Education Manager when they are hired.
- SD6 will continue to work on building a strong relationship with ᐃakisᑏnuk and supporting ᐃakisᑏnuk students and families.

KTUNAXA TRIBAL COUNCIL (KNC):

- SD6 has reached out to KNC on various occasions.
- At one time, the District Vice Principal had weekly meetings with an education team member, which ended due to illness and staffing capacity.
- SD6, at times, reaches out by phone and email to ask for advice and support from KNC.
- KNC also has experienced staffing changes and leaves of absence.
- The relationship with KNC is minimal due to the proximity of ᐃakisᑏnuk and the good relationship that was developing in the last school year.

FINANCIAL IMPLICATIONS

SD6 must continue strategically allocating and utilizing the Targeted Indigenous Education Funding, BCTEA Transportation Funding, and Operating Funds to best support Indigenous students, Indigenous Education, and continued progress towards Truth and Reconciliation. In the future, Targeted Indigenous Education Funding plans will require IEC approval. Processes will have to be developed to ensure an appropriate approval structure is in place.

CONCLUSION

It is crucial to maintain consistent and ongoing efforts toward establishing and nurturing relationships with Indigenous Partners and communities. Additionally, continuous capacity building for educators and staff in Indigenous teaching, learning, and equity is necessary. The Indigenous Education Department must work together with all schools and departments to support system-wide alignment, as Indigenous Education and engagement with Indigenous Partners is vital in all aspects of our District.

KEY MESSAGES

- SD6 will continue to review and implement Ministry of Education and Childcare policy changes.
- SD6 will be working with First Nations to confirm school of choice.
- SD6 will continue working towards the establishment of “customized” LEA’s and MEA’s.
- SD6 will review the “Model” Local Education Agreement with Indigenous Partners when it becomes available in Spring 2024.
- SD6 is awaiting further direction and guidance from the Ministry pertaining to Indigenous Education Councils.



November 2023

Including Winter Concert and Events

Golden Zone – Green Windermere Zone – Blue

Kimberley Zone – Red

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7 Labour Relations Committee Virtual 12:30	8	9	10	11 Remembrance Day
12	13 Observe Remembrance Day – No school	14 Board of Education Meeting, David Thompson Secondary School 6:00 pm In-Camera 7:00 pm Regular	15	16	17 Selkirk Secondary School singing at Light Up the Platz! 5:00 pm	18
19	20	21	22	23 BCSTA Trustee Academy Vancouver	24 BCSTA Trustee Academy Vancouver	25 BCSTA Trustee Academy Vancouver
26	27	28 Policy Committee TBD	29 Field Trip Committee TBD	30		

December 2023

Including Winter Concert and Events

Golden Zone – Green **Windermere Zone – Blue**

Kimberley Zone - Red

◀ November							January ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
					1	2	
3	4	5 Labour Relations Committee TBD	6	7	8	9	
10	11	12 Board of Education Meeting, Virtual 6:00 pm In-Camera 7:00 pm Regular	13 Edgewater Elementary School Christmas Concert/Celebration 6:30 pm	14	15	16	
17	18 Golden Secondary School Winter Concert 7:00 pm	19 Lindsay Park Elementary School School Winter Variety Show at McKim Theatre 5:00 pm	20 Marysville Elementary School concert 12:45 pm Selkirk Secondary School Winter Concert at McKim Theatre 7:00 pm Martin Morigeau Elementary School Winter Celebration 1:30pm and 6pm (tentative times)	21	22 Alexander Park Elementary School Santa Breakfast	23	
24	25 Christmas Winter Break	26 Boxing Day Winter Break	27 Winter Break	28 Winter Break	29 Winter Break	30	
31							