



BOARD POLICY MANUAL

SECTIONS:

Bylaws

Section 100 – Governance

Section 200 – Partner & Community Relations

Section 300 – Students, Instruction & Programs

Section 400 – Health & Safety

Section 500 – Human Resources

Section 600 – Business & Support Services



BYLAWS

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- BYLAW 4:** APPEAL PROCEDURES
- BYLAW 5:** BOARD MEETING PROCEDURES

THE BOARD OF EDUCATION
OF SCHOOL DISTRICT NO. 33
(CHILLIWACK)
Board Bylaws



BYLAW 1 BOARD BYLAW PROCEDURES

A BYLAW OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (Chilliwack) (hereinafter called "the Board") to establish Board Bylaws.

WHEREAS the *School Act* provides that the Board may deal with such matters by bylaw.

AND WHEREAS the Board wishes to enact procedures regarding Board Bylaws.

NOW THEREFORE the Board enacts as follows:

This bylaw may be cited as School District No. 33 (Chilliwack) Board Bylaw 1 – Bylaw Procedures.

The definitions contained in the *School Act* shall apply to this bylaw.

1. The following matters shall be dealt with only by bylaw.
 - 1.1. Trustee Elections
 - 1.2. Indemnification
 - 1.3. Student or Parent/Guardian Appeal Procedures
 - 1.4. Adoption of the Annual or Amended Annual Budget
 - 1.5. Referendums
 - 1.6. Capital Bylaws
 - 1.7. Ordinary rules or procedures of the Board and rules relative to the organization of meetings of the Board
 - 1.8. Acquisition or Disposal of Property
2. Bylaws may be adopted, amended and repealed in accordance with the process identified below:
 - 2.1. Written notice will be provided in the agenda package of the meeting where the new bylaw, bylaw amendment or bylaw repeal is to be proposed. The notice will be sent to each Trustee by email, using the school district provided email account, at least 48 hours in advance.
 - 2.2. If no such notice has been given, the proposal may move forward upon unanimous vote of members of the Board present.
 - 2.3. Bylaws shall normally be dealt with in the following stages:
 - 2.3.1. first reading – discussion of the principle of the bylaw
 - 2.3.2. second reading – debate and/or amendment
 - 2.3.3. third reading - consideration and final decision

- 2.4. The Board shall not give a bylaw more than two readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the bylaw all three readings at the meeting.
- 2.5. A bylaw may be withdrawn at any stage with unanimous consent of members of the Board present.
- 2.6. The Secretary-Treasurer shall certify on a copy of each bylaw the readings and the times thereof and the context of any amendment passed.
- 2.7. Bylaws or amendments to bylaws shall be approved by a majority vote of Trustees present.

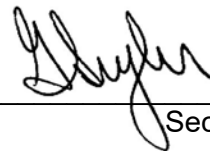
READ A FIRST TIME THE 1st day of June 2021

READ A SECOND TIME THE 1st day of June 2021

READ A THIRD TIME, RECONSIDERED AND ADOPTED THE 1st day of June 2021



Board Chair



Secretary Treasurer

BYLAW 2 TRUSTEE ELECTIONS

A BYLAW OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (Chilliwack) (hereinafter called "the Board") to provide for the determination of various procedures for the conduct of general school elections and other trustee elections.

WHEREAS under the *School Act* a Board of Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections.

In School District No. 33 (Chilliwack), trustee elections are held in the following trustee electoral areas:

Trustee electoral area description:	# of trustees
City of Chilliwack	7
Electoral Area D, Fraser Valley Regional District	
Electoral Area E, Fraser Valley Regional District	
Electoral Area H, Fraser Valley Regional District	

NOW THEREFORE the Board enacts as follows:

This bylaw is cited as School District No. 33 (Chilliwack) Trustee Elections Bylaw 2.

The Board wishes to establish various procedures and requirements under the authority of the *School Act* for trustee elections.

The Board of Education shall be comprised of seven members elected at large throughout the School District under the provisions of the *School Act* and the *Local Government Act*.

The Board has entered into an agreement with the City of Chilliwack and the Fraser Valley Regional District to conduct its elections. Therefore, the Board provides that the bylaws of the local government respecting elections apply to trustee elections.

The Board, in an open meeting of the Board, enacts as follows:

1. Definitions:

The terms used in this bylaw shall have the meanings assigned by the *School Act*, the *Local Government Act*, and the *Local Elections Campaign Financing Act*, except as the context indicates otherwise.

“Board” means the Board of Education of School District No. 33 (Chilliwack);

“by-election” means a trustee election to fill a vacancy on the board in any of the circumstances described in sections 36 of the *School Act*,

“election” means a trustee election; and

“general voting day” means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.

2. This bylaw applies to both general school elections and by-elections, except as otherwise indicated.
3. Following the filing of nomination papers, the Superintendent will act impartially to make information available to all candidates regarding the school system.
4. The order of names of candidates on the ballot will be determined by lot.
5. In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the *Local Government Act*.

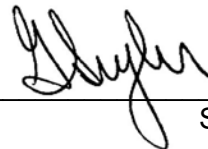
READ A FIRST TIME THE 1st day of June 2021

READ A SECOND TIME THE 1st day of June 2021

READ A THIRD TIME, RECONSIDERED AND ADOPTED THE 1st day of June 2021



Board Chair



Secretary Treasurer

BYLAW 3 INDEMNIFICATION

A BYLAW OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (Chilliwack) (hereinafter called "the Board") to establish Board indemnification.

WHEREAS the *School Act* provides that the Board shall deal with such matters by bylaw.

AND WHEREAS the Board wishes to enact an indemnification bylaw.

NOW THEREFORE the Board enacts as follows:

This bylaw may be cited as School District No. 33 (Chilliwack) Indemnification Bylaw 3.

The definitions contained in the *School Act* shall apply to this bylaw.

1. Interpretation: In this bylaw:

- a. "trustee" means a member of the Board of Education of School District No. 33 (Chilliwack);
- b. "officer" means a Superintendent, Assistant Superintendent, Secretary-Treasurer, Assistant Secretary Treasurer or Director;
- c. "employee" means all excluded staff, school-based administrators, teachers and nonteaching personnel other than officers;
- d. reference to a trustee, officer or employee includes a former trustee, officer or employee; and
- e. wherever the singular is used in this bylaw, the same shall be construed as meaning the plural, or the body corporate whenever the context so requires.

2. Indemnification

- a. The provisions of this indemnification bylaw apply where, in the opinion of the Board, acting reasonably, the trustee, officer or employee had reasonable grounds to believe their conduct was lawful.
- b. The Board shall indemnify a trustee, an officer or an employee of the Board against a claim for damages against the trustee, officer or employee arising out of the performance of their duties, and, in addition, pay the actual costs incurred by the trustee, officer or employee in a court proceeding arising out of the claim, except as otherwise provided for in this bylaw.
- c. The Board shall indemnify a trustee, an officer or an employee where an inquiry under the *Public Inquiry Act* or other proceedings involving the administration and conduct of the business of the school district, and also pay legal costs incurred in such inquiries or proceedings, except as otherwise provided in this bylaw.

3. **Contracts:** This bylaw refers to officer and employee employment contracts, including collective agreements, now in force or in force in the future.
4. **Exclusions:** In the event that insurance coverage is available with respect to the liability of the trustee, officer or employee, the Board shall not indemnify the trustee, officer or employee as the case may be.

The Board shall not indemnify a trustee, officer or employee against:

- a. fine, penalty or order imposed as a result of a conviction for an offence;
 - b. legal fees incurred as a result of prosecution where the trustee, officer or employee is convicted of an offence or obtains a conditional or absolute discharge;
 - c. liability and/or legal fees arising in respect of allegations of harassment unless the Board agrees to the contrary, by an affirmative vote of a majority of its members;
 - d. liability and/or legal fees resulting from proceedings initiated pursuant to the *Teachers Act* unless the Board agrees to the contrary, by an affirmative vote of a majority of its members;
 - e. legal fees incurred in an appeal of any conviction, sentence, judgment or order unless the Board agrees to the contrary, by an affirmative vote of a majority of its members;
 - f. legal fees and/or liability resulting from an action or any other proceeding taken by the Board against the trustee, officer or employee, or as a result of an action or proceeding taken by the trustee, officer or employee against the Board;
 - g. liability and/or legal fees incurred by a trustee where there has been a determination by a Court that the trustee knowingly contravened the *School Act* or other legislation;
 - h. liability and/or legal fees incurred by a trustee, officer or employee where there is a determination by a Court that the trustee, officer or employee knowingly permitted and/or authorized an expenditure not otherwise authorized by an enactment;
 - i. liability incurred by a trustee resulting from any restitution ordered pursuant to the *School Act*; and
 - j. those matters for which the Board, pursuant to its authority under the *School Act*, may seek indemnity from an employee.
5. **Legal Counsel:** For those matters provided in Section 2 of this bylaw, and not excluded by Section 4, the trustee, officer or employee may either:
 - a. retain legal counsel appointed by the Board, in which case legal counsel shall be paid for and directed by the Board;
 - b. retain legal counsel chosen by the trustee, officer or employee, in which case the Board shall have the right to:
 - i. approve, in advance, any agreement for legal fees and disbursements;
 - ii. pay all or part of the legal fees and disbursements and to set a maximum for legal fees and disbursements;
 - iii. direct the defense and to settle or compromise the claim or action;

- iv. tax the account of the legal counsel and the trustee, officer or employee agrees to include such a term in the agreement with their counsel; and
- v. determine whether or not the trustee, officer or employee will be reimbursed by the Board for legal fees or any portion of the legal fees that have been paid by the trustee, officer or employee prior to the approval of the Board.

6. **Amounts Payable:** Any amount that may be payable by the Board shall be reduced by any court costs awarded to the trustee, officer or employee.
7. **Advancing Legal Costs:** The Board shall give consideration to advancing legal costs to the trustee, officer or employee prior to the final resolution of a claim or action in order to prevent undue hardship. When the Board advances such costs to a trustee, officer or employee, the trustee, officer or employee shall provide written authorization for the Board to deduct an amount equivalent to the costs advanced from future funds payable to the trustee, officer or employee by the Board.

The authorization shall only be used by the Board if it is determined at a later date that the trustee, officer or employee is not entitled to be indemnified pursuant to the terms of this bylaw.

8. **Severability:** If any section or lesser portion of this bylaw is held invalid, the invalidity shall not affect the validity of the remaining portions of this bylaw.

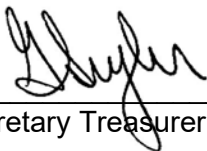
READ A FIRST TIME THE 15th day of June 2021

READ A SECOND TIME THE 14th day of September 2021

READ A THIRD TIME, RECONSIDERED AND ADOPTED THE 5th day of October 2021



Board Chair



Secretary Treasurer

THE BOARD OF EDUCATION
OF SCHOOL DISTRICT NO. 33
(CHILLIWACK)
Board Bylaws



BYLAW 4 APPEAL PROCEDURE

A BYLAW OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (Chilliwack) (hereinafter called "the Board") to establish the procedure for appeals under Section 11 of the School Act.

WHEREAS Section 11 of the School Act and School Act Regulation 24/08 provides that a parent/guardian/caregiver and/or student in the School District may appeal a decision of an employee or employees of the Board if that decision significantly affects the education, health or safety of the student;

WHEREAS the Board wishes to enact the process for the conduct of such appeals;

AND WHEREAS the Board believes that the resolution of concerns is best addressed at the point the concern occurred and appeals will generally not be heard unless the appellants have made efforts to resolve the issue with the decision-maker;

NOW THEREFORE the Board enacts as follows:

This bylaw may be cited as School District No.33 (Chilliwack) Appeal Procedure Bylaw 4.

The definitions contained in the School Act shall apply to this bylaw.

Fairness Principles

1. Students/parents/guardians/caregivers can expect fairness in the appeals process, including:
 - 1.1. the right to be heard,
 - 1.2. the right to adequate notice and timely receipt of relevant information,
 - 1.3. being provided with reasons for decisions,
 - 1.4. an impartial decision maker,
 - 1.5. a respectful process, free from retaliation, and
 - 1.6. confidentiality throughout the process.

Decisions Which May Be Appealed

2. The Board of Education recognizes the right of a student and/or parent/guardian/caregiver of a student under Section 11 of the School Act to appeal a decision of an employee of the Board where such decision significantly affects the education, health or safety of the student.
3. A "decision" for the purposes of this bylaw includes the failure of an employee to make a decision.
4. Examples of grounds for appeal include, but are not limited to:
 - 4.1. disciplinary suspension from school;

- 4.2. suspension from an educational program, if no other educational program is provided by the board;
- 4.3. expulsion from an educational program;
- 4.4. refusal to offer an educational program to a student who is sixteen (16) years of age or older;
- 4.5. requirement to complete all or part of an educational program by distributed learning, or in an alternate program, as a disciplinary measure, where space and facilities are available in a school;
- 4.6. exclusion from school for a health condition;
- 4.7. failure to provide an Individual Education Plan to a student with special needs;
- 4.8. failure to offer to consult with a parent/guardian/caregiver regarding the placement or Individual Education Plan of a student with special needs;
- 4.9. denial of an educational program by failure to take action in respect of a complaint of bullying, intimidation, harassment, racism or threat or use of weapons or violence by one or more students against another student; and
- 4.10. any other decision that, in the opinion of the Board, significantly affects the education, health or safety of a student.

Refusal to Hear Appeals

5. The Board may refuse to hear an appeal where:
 - 5.1. the appeal has not been filed within a reasonable time of the decision being appealed;
 - 5.2. the student or parent/guardian/caregiver appealing the decision has not first discussed the decision being appealed with any persons identified by the Board; or
 - 5.3. the Board determines that the decision does not significantly affect the student's education, health or safety, including school placement.

Before Filing an Appeal

6. Before an appeal is filed, it is the Board's expectation that the student and/or parent/guardian/caregiver will discuss (present the concern verbally) the issue in dispute in a constructive manner with those responsible at the school or district level.
 - 6.1. The Board encourages the use of the following steps before an appeal is filed:
 - Step 1: The student and/or parent/guardian/caregiver will discuss the issue with the teacher/employee who made the decision.
 - a. The teacher/employee will review information and will inform the parent/guardian/caregiver of their decision within one week.
 - Step 2: Should the decision in 7.1.1 be unsatisfactory, the student and/or parent/guardian/caregiver will discuss the issue with the principal where the decision was made at the school level, or the responsible administrator, where the decision was made at the district level; and
 - a. The principal or administrator will review information and will make a decision within one week.
 - Step 3: The student and/or parent/guardian/caregiver will discuss the issue with the Superintendent and/or administrator(s) appointed by the Superintendent.
 - a. The Superintendent or administrator will review information and will make a decision within one week.

- 6.2. The Principal's/Administrator's/ Superintendent's decision at Step 2 or 3, will be provided in writing, with reasons for the decision, along with a copy of the Board Appeal Procedure Bylaw 4.
 - 6.3. Notwithstanding the above, an appellant may file a formal appeal at any point in the process.
7. In order to facilitate resolution of an issue, the district can provide the services of an uninvolved staff member as a navigator and/or provide interpretive services.

Time Limit for Filing an Appeal

8. An appeal must be filed within thirty (30) days of the date the student or parent/guardian/caregiver was informed of the final decision in accordance with section 8 above.
 - 8.1. If the student or parent/guardian/caregiver initiating the appeal (the "appellant") can demonstrate that there are reasonable grounds to extend this time limit, the Board will consider same.
9. Upon receipt of the notice of appeal, it will be immediately forwarded to the Board, and the appellant will be notified of same.

Filing an Appeal

10. An appeal shall be initiated by filing a notice of appeal in writing with the Secretary Treasurer.
 - 10.1. The notice of appeal shall include the following information:
 - 10.2. the name, address, email address (if applicable), and telephone phone number of the appellant, including the student's name, school, grade level;
 - 10.3. a description of the decision that is being appealed and its effect on the education, health or safety of the student;
 - 10.4. the name of the employee who made the decision;
 - 10.5. the date the appellant was informed of the decision being appealed;
 - 10.6. the grounds of the appeal and the action requested; and
 - 10.7. the steps that the appellant has taken to discuss the matter directly with the person who made the decision or with other school or district employees.
11. The district will provide assistance with preparing an appeal if requested
 - 11.1. An Appeal Form is available, but not mandatory, provided the information in 12 is provided.
12. Upon receipt of the appeal, the appellant will be provided with details regarding:
 - 12.1. confidentiality and information-sharing;
 - 12.2. a description of how appeal will be conducted, such as an in-person hearing, through written submissions, or both;
 - 12.3. how and to whom appeal submissions can be made and a main, neutral contact person;
 - 12.4. who (what position(s), name of committee) will conduct the review, and how the district ensures an unbiased decision maker will be assigned; and

- 12.5. any time limits within the appeal process such as when an individual must submit all evidence to be considered on appeal, or time limits for a response to a request for additional information.
13. Where the appellant is a student under the age of nineteen (19) years, the Board shall provide a copy of the notice of appeal to the parent/guardian/caregiver (s) of the student.
14. The Secretary-Treasurer will, upon receiving the notice of appeal, notify the Board, the Superintendent, and the employee whose decision is being appealed.
15. The Superintendent may appoint a person to be responsible for carrying out the responsibilities of the Superintendent under this Bylaw.

Pre-Hearing Procedure

16. The Secretary-Treasurer or their designate is responsible for reviewing the notice of appeal and for communicating with the appellant and others on matters related to the appeal.
17. Where, in the opinion of the Secretary-Treasurer, the appeal does not comply with the requirements for an appeal established under this Bylaw or Section 11 of the School Act (e.g. it is not a decision of an employee which significantly affects the student's education, health or safety; the appeal was not filed in a timely manner), the Secretary-Treasurer shall refer the preliminary matter to the Board for a determination.
 - 17.1. The Board may ask for written submissions from the appellant and/or the Superintendent on the preliminary matter.
18. The Board shall notify the appellant and the Superintendent of any preliminary decision it may make, including a refusal to hear the appeal.
 - 18.1. The Board will make a preliminary decision, if required, within 10 working days of receipt of the appeal.
 - 18.2. The Board's preliminary decision not to hear an appeal is final.
19. The Board shall inform appellants of the preliminary decision, provide reasons for the decision and where the decision is not favourable to the appellant, provide information about the next level of appeal.
20. Where, in the opinion of the Secretary-Treasurer, there is no preliminary matter to be determined, arrangements will be made for the hearing of the appeal by the Board.
21. Prior to the date established for the hearing of the appeal, the Superintendent will provide a report to the Board regarding the matter under appeal. The appellants and the employee whose decision is being appealed shall receive a copy of this report.
22. The Board may, prior to the Board hearing the appeal or at any other time, require the appellant discuss the decision being appealed with persons directed by the Board.
23. The Board may make any interim decision it considers necessary pending the disposition of the appeal.

Board Hearing

24. The Board may hold an oral hearing in respect of the appeal and/or may decide the appeal based upon written submissions. Oral hearings, and sessions to consider written materials will be held in an in-camera session.
 - 24.1. The Board shall advise the appellant, the Superintendent and the employee whose decision is being appealed, whether the appeal will be determined based upon written submissions and/or an oral hearing and on any directions established for the hearing of the appeal, including the time frame for oral and/or written submissions.
25. Where the Board decides to hold an oral hearing, the appellant, the Superintendent and the employee whose decision is being appealed, shall be provided with written notice of the date, time and location of the hearing. The correspondence will outline the purpose of the hearing which is to provide:
 - 25.1. an opportunity for the parties to make representations in support of their respective positions to the Board. This information may include medical, psychological, and educational data and may be presented by witnesses. The information may be both written and verbal;
 - 25.2. the Board with the means to receive information and to review the facts of the dispute; and,
 - 25.3. a process through which the Board can reach a fair and impartial decision.
26. The Superintendent and/or designate(s) will have an opportunity to explain the decision, the reasons for the decision and to respond to information presented by the appellant.
27. The appellant will have an opportunity to respond to the information presented by the Superintendent or designate(s).
28. The Board will have the opportunity to ask questions or request clarification from both parties.
 - 28.1. No cross examination of the parties shall be allowed, however, the Board may ask questions of any person appearing at the appeal hearing.
29. The Board shall consider any requests for adjournments in relation to the hearing of appeals and will notify the parties in writing of their decision regarding the adjournment.
30. The Board may adjourn the hearing at any time to obtain additional information where it considers such information would assist the Board in determining the appeal. If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required information.
31. During the appeal process, the appellant may be accompanied by an advocate, support person and/or interpreter/translator.
32. Notes of the proceedings, excluding Board deliberations, will be recorded for the purpose of the Board's records.

Decision

33. The Board shall make any decision that it considers appropriate in respect of the matter that is being appealed and any preliminary matters.

34. The Board shall decide the appeal based on the oral and/or written submissions presented to it and any other information obtained by the Board in accordance with this Bylaw.
35. The Board must make a decision within 45 days from the date the notice of appeal was received.
36. The Board shall promptly notify the appellant, the Superintendent and the employee whose decision was appealed of the decision of the Board and shall provide written reasons for the decision within five days of the conclusion of the Board hearing.
37. An appellant may have a right to appeal a decision of the Board made under this Bylaw to the Student Appeals Branch of the Ministry of Education.

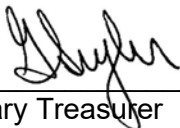
Postal Address: Registrar, Student Appeals
Ministry of Education, Student Appeals Branch
PO Box 9146 Stn Prov Govt,
Victoria, BC V8W 9H1

Email EDUC.studentappeals@gov.bc.ca
Telephone 1-877-387-8037 or 250-387-8037
Website <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-disputes-and-appeals>

READ A FIRST TIME THE 7th day of December 2021
READ A SECOND TIME THE 7th day of December 2021
READ A THIRD TIME, RECONSIDERED AND ADOPTED THE 8th day of February 2022



Board Chair



Secretary Treasurer

BYLAW 5 BOARD MEETING PROCEDURES

A BYLAW OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (Chilliwack) (hereinafter called "the Board") to establish Board meeting procedures.

WHEREAS the *School Act* provides that the Board may deal with such matters by bylaw.

AND WHEREAS the Board wishes to enact meeting procedures to ensure that meetings shall be conducted in a democratic and expeditious manner, with an intent to serve students and the public.

NOW THEREFORE the Board enacts as follows:

This bylaw may be cited as School District No. 33 (Chilliwack) Board Meeting Procedures Bylaw 5.

1. Oath of Office, Inaugural Meeting and Election of Board Officers

- 1.1. A person elected or appointed as a Trustee must take a prescribed oath of office, by oath or solemn affirmation, within the timelines outlined in the *School Act*, before taking their seat on the Board.
- 1.2. After the general local election of Trustees, the Secretary Treasurer will convene a first meeting of the Board as soon as possible and, in any event, within 30 days from the date that the new Board begins its term of office.
- 1.3. The Secretary Treasurer will call the meeting to order and will preside until a Chair has been elected.
- 1.4. The Secretary Treasurer will announce the results of Trustee elections and confirm that all Trustees have taken the oath of office, or will administer or cause the oath of office to be administered.
- 1.5. The Secretary Treasurer will call for nominations for the position of Board Chair.
 - 1.5.1. Trustees may not nominate themselves.
 - 1.5.2. Nominations do not require a seconder.
 - 1.5.3. After each nomination, the Secretary Treasurer will request that each candidate accept or decline their nomination.
 - 1.5.4. Once nominations are closed, Trustees, who have accepted a nomination, may address their colleagues for two minutes.
 - 1.5.5. Trustees who are not elected for one office may accept a nomination for another office.
- 1.6. The Secretary Treasurer will then conduct a vote by secret ballot. The Secretary Treasurer may designate one or more staff members as scrutineers to count the ballots. A person

receiving a clear majority of votes cast shall be elected Board Chair. If no person receives a majority, further ballots will be taken.

1.6.1. If more than two candidates are on a ballot and no majority is reached, then candidate/s with one vote will be eliminated from the next ballot.

1.6.2. In the event of a 3-2-2 vote the Trustees with two votes will be on a separate ballot and the winner will be included in a final ballot with the Trustee who received three votes.

1.6.3. The Secretary Treasurer will declare the duly elected Chair of the Board for the ensuing year and will vacate the Chair.

1.6.4. All ballots shall be destroyed by motion of the Board.

1.7. Upon assuming the chair, the Board Chair will call for nominations for Vice-Chair, and then for the BCSTA Provincial Councilor and BCPSEA representative (and their alternates) for the ensuing year and will conduct each election in the same manner as described in 1.5 and 1.6 above.

1.8. The Chair and Trustees serve at the pleasure of the Board or until the annual special meeting in the following December.

2. Annual Special Meeting and Election of Board Officers

2.1. In the years when no inaugural meeting is required, an annual special meeting of the Board will be held no later than the second Tuesday in December. The Secretary Treasurer will preside as Chair at the meeting to elect a chair as per 1.5 and 1.6 above. When the Board Chair is elected, the Chair will then proceed as per 1.7 above.

3. Meetings of the Board - General Provisions

3.1. Annually, the Board of Education will determine the schedule of Board meetings for the following school year.

3.2. All meetings will begin with an acknowledgement of Traditional Stó:lō Territory.

3.3. A quorum of the Board is a majority of the Trustees holding office at the time of the meeting.

3.4. Any Trustee with a conflict of interest shall immediately declare so and follow the guidelines in Policy 131 Trustee Conflict of Interest.

3.5. At the appointed time for commencement of a meeting, the presiding officer will ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time, the meeting shall stand adjourned until the next meeting date or until another meeting has been called in accordance with this Bylaw.

3.6. In the event both the Chair and Vice Chair are absent, a chair will be decided by drawing of lots of those trustees willing to have their name stand.

- 3.7. After a meeting has commenced, if notice is drawn to a lack of quorum, the presiding officer shall adjourn the meeting to the next regular meeting date or to another meeting called in accordance with this Bylaw.
- 3.8. Meetings of the Board shall be conducted in accordance with this Bylaw and, where the Bylaw is silent, using Robert's Rules of Order, Newly Revised.
- 3.9. A motion, when introduced, brings business before the meeting.
 - 3.9.1. The presiding officer may divide a motion containing more than one subject and it will be voted on in the form in which it is divided.
 - 3.9.2. A replacement or substitute motion or an amendment should be worded in a concise, unambiguous, and complete form and, if lengthy or complex, should be provided in writing. Staff can provide assistance with wording, if requested.
 - 3.9.3. All debateable motions shall be seconded.
- 3.10. Wherever possible, requests for information are to be addressed prior to the question being considered.
- 3.11. Debate shall be strictly relevant to the question before the meeting and the presiding officer will advise speakers when violating this rule.
 - 3.11.1. Speakers shall be recognized by the Chair and will address remarks to the Chair.
 - 3.11.2. Each Trustee has the right to speak twice on the same question on the same day but cannot make second comments so long as any Trustee who has not spoken on that question desires to speak. No Trustee shall speak for more than three minutes at one time.
 - 3.11.3. Debate may be extended, subject to a motion requiring a majority vote.
- 3.12. A matter of privilege (a matter dealing with the rights or interests of the Board as a whole or of a Trustee personally) may be raised at any time and will be dealt with forthwith before resumption of business.
- 3.13. No Trustee shall interrupt another Trustee who has the floor except to raise a point of order or a point of privilege, or to disclose a conflict of interest.
- 3.14. It is expected that all Trustees present at a duly constituted meeting of the Board will vote on each motion, unless a Trustee has a declared conflict of interest, in which case the Trustee must not vote.
 - 3.14.1. The Board chair shall vote at the same time as other Trustees.
 - 3.14.2. Voting, unless elsewhere stipulated, shall be by show of hands. The record will indicate Trustees in favour, opposed or abstained for each motion.
- 3.15. The Board-approved written minutes are the official record of a meeting.

4. Regular Public Meetings

- 4.1. Regular Board meetings shall be open to the public.

- 4.2. The Chair will ensure that a draft agenda and notice of meeting is prepared in consultation with the Vice Chair, the Superintendent and the Secretary Treasurer. Proposed items may be requested to be on the draft agenda in one of the following ways:
 - 4.2.1. By notifying the Board Chair, Vice Chair or Superintendent eleven (11) days prior to the board meeting.
 - 4.2.2. By notice of motion at a previous meeting within the trustee's written report.
 - 4.2.3. As a request from a committee of the Board.
- 4.3. Where a Trustee has proposed an item for the agenda and it has not been included, the Chair will advise the Trustee and provide reasons.
- 4.4. The proposed agenda and supporting documentation will be posted on the district website on Friday afternoon prior to the meeting. Written notice of each meeting, together with the proposed agenda, will be provided to each Trustee by email using the school district provided email account at least 24 hours prior to the agenda being made public.
- 4.5. The order of business at regular Board meetings shall be:
 - 4.5.1. call to order, acknowledgement and inclusion statement
 - 4.5.2. adoption of agenda
 - 4.5.3. reading and approval of minutes
 - 4.5.4. strategic presentations/delegations
 - 4.5.5. reports
 - 4.5.5.1. written Board Advisory and Working Committee reports and/or minutes
 - 4.5.5.2. Trustee written reports
 - 4.5.5.3. information item reports
 - 4.5.6. public participation: comments and/or questions concerning the agenda
 - 4.5.7. action items
 - 4.5.8. meeting summaries
 - 4.5.9. public participation: comments and/or questions concerning the agenda
 - 4.5.10. superintendent update
 - 4.5.11. adjournment
- 4.6. An addition or deletion to the agenda, or change to the order of business, may be proposed by any Trustee at the adoption of the agenda. Any addition to the agenda, or change to the order of business, shall require a majority vote.
- 4.7. Trustee Reports
 - 4.7.1. Trustees will prepare a short, written report regarding their liaison and representation assignments.
- 4.8. A regular meeting will stand adjourned at three hours after its commencement unless a resolution is passed by a majority vote to extend the hour of adjournment.
- 4.9. Minutes of the proceedings of regular meetings will be stored in digital format certified as correct by the Secretary Treasurer or other employee designated by the Board under the *School Act*, and signed by the Chair or other member presiding at the meeting or at the next meeting at which the minutes are adopted.
 - 4.9.1. The minutes of the regular public meeting will be open for inspection at all reasonable times.

4.9.2. Copies and extracts will be made available in accordance with the *School Act*.

4.10. If the Secretary Treasurer is unable to attend the meeting, another employee must be appointed by Board motion to serve as acting Secretary Treasurer to record motions and their disposition.

4.11. In accordance with the *School Act*, the Chair may expel from the meeting a person, other than a Trustee, that the Chair considers is conducting themselves improperly.

4.11.1. A majority of the Trustees present at a meeting of the Board may expel a Trustee from the meeting for improper conduct.

5. Public Participation in the Public Meeting

5.1. Communication with the public is extremely important. The public Board meeting is the formally designated means of transacting Board business. Two public participation periods are therefore provided solely as a means for ensuring that community members who are present in the audience have an opportunity to provide comments and/or ask questions about business or issues pertaining to the Board agenda.

5.2. The public participation periods are open to comments and/or questions from the public concerning the agenda.

5.2.1. Each public participation period will generally be allotted fifteen minutes.

5.2.2. Speakers must identify themselves before speaking.

5.2.3. Individuals will be limited to a total of two minutes per speaker.

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

5.2.5. The Chair may indicate another means of response if question cannot be answered at the time.

5.3. Community members who have other comments or questions are encouraged to contact Trustees or the Superintendent or, if desired, to appear as a formal delegation on the Board agenda in accordance with section six of this Bylaw.

5.4. Matters currently under negotiation or litigation, or related to personnel or student circumstances, are not permitted and will not be addressed in the public participation periods.

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

6. Delegations

6.1. Delegations comprised of an individual or groups of students, parents, teachers and others are welcome at regular meetings.

6.2. Delegations that wish to appear before the Board shall submit a request in writing to the Secretary Treasurer ten days prior to the meeting, outlining the item(s) they wish to present and naming a spokesperson.

- 6.3. A maximum of ten minutes will be allowed for each delegation to make a presentation.
- 6.4. The Secretary Treasurer will review the delegation request at the agenda review meeting and, if accepted, will then make the appropriate arrangements for the delegation to appear.
- 6.5. A delegation accepted to appear before the Board may present written material to the Board which must be provided at least five working days prior to the meeting for inclusion on the Board agenda.
- 6.6. The Board will hear the delegation's presentation and the Trustees may ask questions for clarification. The Board will ordinarily take the presentation under advisement and will take action after due deliberation, usually at a subsequent meeting.
- 6.7. If circumstances warrant, the Board may receive such individuals or delegations "in-camera".

7. In-camera Board Meetings

- 7.1. If, in the opinion of the Board, the public interest so requires, persons other than Trustees may be excluded from a meeting.
- 7.2. Unless otherwise determined by the Board, the following matters shall be considered in an in-camera meeting:
 - 7.2.1. salary claims and adjustments and consideration of requests of employees and Board officers with respect to collective bargaining procedures;
 - 7.2.2. accident claims and other matters where Board liability may arise;
 - 7.2.3. legal opinions respecting the liability or interest of the Board;
 - 7.2.4. the conduct, efficiency, discipline, suspension, termination or retirement of employees;
 - 7.2.5. medical reports;
 - 7.2.6. matters pertaining to individual students including the conduct, discipline suspension or expulsion of students;
 - 7.2.7. staff changes including appointments, transfers, resignations, promotions and demotions;
 - 7.2.8. purchase of real property including the designation of new sites, consideration of appraisal reports and accounts claimed by owners, determination of Board offers and expropriation procedures;
 - 7.2.9. lease, sale or exchange of real property prior to finalization thereof;
 - 7.2.10. matters pertaining to the safety, security or protection of Board property; and
 - 7.2.11. such other matters where the Board decides that the public interest is best served.
- 7.3. If the Secretary Treasurer is unable to attend the meeting, another employee must be appointed by Board motion to serve as acting Secretary Treasurer for the purpose of the meeting, to record motions and their disposition.
- 7.4. No Trustee shall disclose to the public the proceedings of an in-camera meeting unless a resolution has been passed at the in-camera meeting to allow such disclosure, except such as might be necessary to enforce the conflict of interest provisions of the *School Act*.

Related Legislation: School Act [RSBC 1996, Part 4, Division 6, Section 50; and Part 6, Division 1, Sections 65-72] and [Local Elections Campaign Financing Act, Section 47(1)(a)] and Local Government Elections Regulation

Adopted: February 8, 2022

Amended: February 7, 2023, September 12, 2023

- 7.5. The Board will prepare a meeting summary listing the general nature of the matters discussed. The in-camera meeting summary will be presented at the next regular public meeting of the Board.
- 7.6. The Chair will ensure a draft agenda and notice of an in-camera meeting is prepared in consultation with the Vice Chair, the Superintendent and the Secretary Treasurer. Proposed items may be requested to be on the draft agenda in one of the following ways:
 - 7.6.1. By notifying the Board Chair, Vice Chair or Superintendent eleven (11) days prior to the meeting.
 - 7.6.2. By notice of motion at the previous meeting.
 - 7.6.3. As a request from a committee of the Board.
- 7.7. Where a Trustee has proposed an item for the agenda and it has not been included, the Chair will advise the Trustee and provide reasons.
- 7.8. The proposed agenda and supporting documentation will be provided to each Trustee by email using the school district provided email account at least 48 hours prior to the meeting.
- 7.9. The order of business at in-camera meetings shall be:
 - 7.9.1. call to order
 - 7.9.2. meeting attendance
 - 7.9.3. adoption of agenda
 - 7.9.4. approval of minutes
 - 7.9.5. information items
 - 7.9.6. action items
 - 7.9.7. adjournment
- 7.10. A change to the order of business may be proposed by any Trustee at the adoption of the agenda. Any addition or deletion to the agenda, or change to the order of business, shall require a majority vote.
- 7.11. An in-camera meeting shall adjourn or recess at least 15 minutes before the regular public meeting and shall not exceed a total of 2 hours unless a resolution is passed by a majority vote to extend the hour of adjournment.

8. Special Meetings

- 8.1. Special meetings are any Board meetings held between the regularly scheduled meetings.
- 8.2. A special public or special in-camera meeting of the Board may be called by the Chair or, upon written request by a majority of the Trustees, will be called by the Secretary Treasurer.
- 8.3. The agenda and supporting documentation will be provided to each Trustee by email using the school district provided email account at least 48 hours prior to the meeting.
 - 8.3.1. Delivery of a written notice and the agenda may be waived by a majority vote of Trustees holding office, provided all reasonable steps have been taken to notify all Trustees of the meeting.

- 8.4. No business other than that for which the meeting was called shall be conducted at the meeting unless waived unanimously by all Trustees present.
- 8.5. If the Secretary Treasurer is unable to attend the meeting, another employee must be appointed by Board motion as acting Secretary Treasurer for the purpose of the meeting, to record motions and their disposition.

9. Electronic Participation by Trustees

- 9.1. In accordance with the *School Act*, Trustees may participate in or attend a meeting of the Board by telephone or other means of communication, provided that all Trustees and other persons participating in or attending the meeting are able to communicate with each other.
- 9.2. If a Trustee participates in or attends a meeting of the Board by telephone or other means of communication, the Trustee is to be counted for the purpose of establishing a quorum.

READ A FIRST TIME THE 12th day of September 2023
READ A SECOND TIME THE 12th day of September 2023
READ A THIRD TIME AND ADOPTED THE 12th day of September 2023



Board Chair



Secretary Treasurer



GOVERNANCE

SECTION 100:

110 POLICY:	DISTRICT VISION, MISSION AND MOTTO
120 POLICY:	BOARD AUTHORITY, ROLES AND RESPONSIBILITIES
121 POLICY:	DUTIES OF THE CHAIR AND VICE-CHAIR
130 POLICY:	TRUSTEE CODE OF CONDUCT
131 POLICY:	TRUSTEE CONFLICT OF INTEREST
132 POLICY:	ADDRESSING BREACHES OF THE CODE OF CONDUCT
140 POLICY:	BOARD – SUPERINTENDENT RELATIONSHIP
141 POLICY:	ROLE OF THE SUPERINTENDENT
142 POLICY:	SUPERINTENDENT PERFORMANCE REVIEW
150 POLICY:	POLICY DEVELOPMENT, REVIEW AND REVISION
160 POLICY:	BOARD ADVISORY COMMITTEE
161 POLICY:	EDUCATION ADVISORY COMMITTEE
162 POLICY:	BUDGET ADVISORY COMMITTEE
163 POLICY:	AUDIT WORKING COMMITTEE
168 POLICY:	TRUSTEE LIAISON
169 POLICY:	TRUSTEE REPRESENTATION
170 POLICY:	RECORDING OF BOARD MEETINGS
180 POLICY:	BOARD PERFORMANCE REVIEW
181 POLICY:	TRUSTEE PROFESSIONAL LEARNING
182 POLICY:	TRUSTEE ORIENTATION
190 POLICY:	TRUSTEE RENUMERATION
191 POLICY:	TRUSTEE EXPENSES
192 POLICY:	TRUSTEE COMMUNICATION AND RESOURCES

POLICY 110 DISTRICT PURPOSE, VISION, MOTTO AND VALUES

The Board of Education has adopted the following statements that inform and guide the work of the district:

Purpose

Honouring, Shaping and Inspiring our Past, Present and Future

We value the histories, cultures and contributions of all who came before us. Together, we support every learner's journey by building connected, caring communities. We empower curious, courageous, and compassionate learners who have the knowledge and skills to contribute to a changing world.

We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

Vision

Syó:ys lets'e th'ále, lets'emó:t (One heart, one mind, working together for a common purpose.)

Motto

Partners in Learning

Students, parents, guardians, caregivers, staff, First Nations, Rights Holders, Inuit, Métis, community members and organizations are important members of our education community and partners in learning with the Board of Education. Together we strive to create a culture of mutual respect that supports engagement and collaboration in order to achieve the shared goals outlined in our District Strategic Plan. Collectively we aim to meet the present needs of our students and our community, while remaining flexible to anticipate and respond to future priorities.

Core Values

We provide a learning and working environment where these values are central to all that we do:

1. Equity
 - Each member of our school community has unique experiences, identities, strengths, and needs. We identify, prevent, and remove barriers and create inclusive, safe, and supportive spaces. We make sure everyone has what they need to thrive.
2. Inclusion
 - Meaningful inclusion fosters belonging for everyone. When each learner feels respected, valued, and welcomed, they can learn, build relationships, and participate. We commit to inclusive communities where diversity is celebrated.

Related Legislation: Nil

Related Contract Article: Nil

Adopted: June 15, 2021

Amended: May 14, 2024, June 30, 2025

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3. Kindness
 - Kindness builds community and creates a culture of respect, empathy, and trust. With kindness, we foster a more connected and compassionate community.
4. Collaboration
 - Collaboration fosters trust and a shared purpose. We share, listen, and respect all voices to connect to each other, build community, and support our learners.
5. Innovation
 - Innovation encourages curiosity, creativity, and a willingness to adapt. We think critically, act with confidence, explore ideas, take risks, and respond to challenges.

POLICY 120 BOARD AUTHORITY, ROLES AND RESPONSIBILITIES

The Board of Education has, as its primary role, the governance of the school district and the commitment to student achievement. The Board fulfills this role, in part, through the development and implementation of a strategic plan that establishes a vision, mission and goals to direct resources and align the work of staff.

The Board also has a foundational responsibility to competently protect the interests, image and credibility of the school district, to ensure its financial viability and to act in accordance with all applicable laws, regulations and policies.

The Board's authority is established within the *School Act* and its regulations. The rights, powers, duties and liabilities of the Board rest only with the legally constituted Board, and not with committees of trustees or individual trustees.

The Board exercises its authority and responsibilities through the development of policy and the establishment of a balanced annual budget.

Guidelines

1. The Board represents the community, makes decisions with the benefit of the whole district in mind and is accountable to the community.
2. The Board will operate in an open and transparent manner, and debate on agenda items will be conducted within Board meetings.
3. The Board functions as a corporate Board and speaks with one voice.
4. The Board establishes a long-term vision, provides clear direction through policy and monitors results through reporting from staff through the Superintendent.
5. Accountability for the day-to-day operations of the district and policy implementation is delegated to the Superintendent.
6. The Board acts in the interests of all learners in the district, advocating for students, their learning and their well-being in the Board's work with the community, the municipality and the province.
7. The Board promotes confidence in publicly-funded education through its communications about the goals and achievements of the Board.

POLICY 121 DUTIES OF THE CHAIR AND VICE-CHAIR

The role of the Board of Education Chair is critical in ensuring effective meeting processes and in setting the tone of the Board. The Chair is also most often the appointed public face of the Board, serving as its primary spokesperson. The Chair also serves as the Board's representative at events, hearings and meetings with other governing bodies and organizations. When trustees elect the Board Chair, they are choosing not only the person who will conduct their official meetings, but the person who will represent them to their education partners and the general public.

The Board Chair is an equal, with no more power or authority than any other trustee. Although the Chair assumes a leadership role, they must adhere to the Board's directions and may not act unilaterally.

The Chair works closely with the Superintendent to ensure that the direction of the Board is understood and works with the Board to present and clarify any concerns of the administration.

Specific responsibilities of the Chair include:

- Prepare the agenda and notice of meetings in consultation with the Vice-Chair, the Superintendent and the Secretary-Treasurer.
- Preside over the Board's deliberations, and enforce appropriate procedures and parliamentary processes for all regular and special meetings of the Board.
- Facilitate the Board self-evaluation process in accordance with Board policy.
- Facilitate the evaluation of the Superintendent in accordance with Board policy.
- Appoint Board representatives to all internal committees and liaison responsibilities in consultation with trustees.
- Initiate district long term planning in consultation with the Superintendent and trustees.
- Facilitate annual goals and objectives in collaboration with trustees and the Superintendent.
- Sign all Board correspondence.
- Represent the Board as necessary.

Specific responsibilities of the Vice-Chair include:

- Preside over the Board's deliberations, and enforce appropriate procedures and parliamentary processes for all in-camera meetings of the Board.
- Assume all duties of the Chair in their absence.
- Coordinate and facilitate partner group meetings.
- Participate in planning the agenda and notice of meetings.

POLICY 130 TRUSTEE CODE OF CONDUCT

Democratically elected boards of education enable local influence and accountability in public education. Boards have the unique role of providing strategic direction and oversight within their local context to enhance confidence in the work of the District. By adopting and adhering to a Trustee Code of Conduct, the board strives to ensure it remains focused on a high-functioning public education system that supports the well-being of students as they become educated citizens.

The Board recognizes that as representatives of a diverse community, trustees and members of the School District community may hold different views on matters related to the Board's business. The Code of Conduct aims to promote the respectful and lawful expression of such points of view when done in a manner consistent with this Code of Conduct.

The Board and individual trustees commit to upholding this Code of Conduct and championing a district culture focused on student achievement. This culture prioritizes well-being and actively works to diminish systemic racism and oppression, while striving for equity.

As a Trustee, I make the commitment to:

1. acknowledge the significance of the traditional territories in which our schools operate, uphold the Declaration on the Rights of Indigenous Peoples Act, adopt a distinctions-based approach for Reconciliation, and respect and uphold the rights of Indigenous Peoples and Rights Holders.
2. advocate for high-quality public education and contribute to governance that supports public schools to meet the individual social, emotional, and learning needs of a diverse student body.
3. exercise and discharge the duties and responsibilities of a Trustee honestly and in good faith to maintain the integrity, confidence, and dignity of the corporate Board and the School District.
4. work with fellow Trustees in a spirit of cooperation and collaboration.
5. observe proper decorum and behavior.
6. support the Board in fostering a safe, inclusive, and healthy working and learning environment.
7. participate in the Trustee onboarding process and ongoing Trustee training.
8. attend all Board meetings unless I am unable to attend due to illness or other urgent circumstances.
9. review all meeting agendas and materials provided in advance of meetings.

Related Legislation: School Act [RSBC 1996, Part 6, Division 1, Section 65 (2)]

Related Contract Article:

Adopted: January 13, 1988

Amended: April 26, 1994; January 15, 2008; February 10, 2009; October 12, 2010; February 26, 2013; June 17, 2014; February 3, 2015; November 17, 2015; November 8, 2016; October 3, 2017; June 18, 2019; March 8, 2022; April 16, 2024

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10. stay informed about the District's strategic plan, Board policies, presentations, and reports.
11. enhance my knowledge of trustee roles and responsibilities and stay current on educational topics and trends by attending, as reasonably possible, educational conferences, workshops and learning sessions.
12. participate in our professional organization, the British Columbia School Trustees Association, including attending the Annual General Meeting.
13. maintain the confidentiality of Board discussions, deliberations and other information placed in confidence with Trustees, including but not limited to in-camera discussions, topics protected by solicitor-client privilege, or information identifying individuals.
14. uphold the Conflict-of-Interest rules as outlined in Policy No. 131 Trustee Conflict of Interest Guidelines.
15. acknowledge that everyone has their own unique experiences of discrimination and privilege and commit to remedying inequity.
16. present myself and my partisan views in a manner that does not undermine the governing role of the Board under the *School Act*.
17. consider all available facts in each situation, make decisions unswayed by prejudice or partisanship, and endeavour to provide the best possible direction to the District.
18. recognize that, once elected, my responsibility is to the District as a whole, and that responsibility supersedes commitments to my voters.
19. encourage full and open discussions in all matters with fellow Trustees and, treat them with respect and consideration not withholding or concealing from them any pertinent information that might affect the position of the Board.
20. support and uphold confidence in staff and support operational and management activities.
21. conduct conversations with staff, employee organizations, partner groups and Rights Holders, school community and the media, with the understanding that communication, operations and the daily administration of the educational programs, school business, and personnel matters are the responsibility of the Superintendent of Schools and School District staff and not the Board or individual Trustees.
22. support the Chair in representing the Board in all Board communications.

Related Legislation: School Act [RSBC 1996, Part 6, Division 1, Section 65 (2)]

Related Contract Article:

Adopted: January 13, 1988

Amended: April 26, 1994; January 15, 2008; February 10, 2009; October 12, 2010; February 26, 2013;
June 17, 2014; February 3, 2015; November 17, 2015; November 8, 2016; October 3, 2017;
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23. ensure that my own opinions and positions are understood to be my own and not that of the Board.
24. conduct conversations with staff, employee organizations, partner groups and Rights Holders, school community and media, with the understanding that authority and power are vested in the Board and not as individual Trustees.
25. support and uphold the position of the Board regardless of my personal opinion.
26. ensure that discussions and debates regarding Board action only happen in properly constituted Board meetings in accordance with legislation and the BC Ombudsman's Open Meetings: Best Practices Guide for Local Governments.
27. abide by the policies of the Board, and/or all applicable legislation and regulations, including but not limited to the Criminal Code, *Freedom of Information and Protection of Privacy Act*, Human Rights Code, *School Act*, and *Workers' Compensation Act*.
28. uphold all sections of the Code of Conduct when posting to social media or engaging in public communication.

Upon being elected to the Chilliwack Board of Education, and as part of the inaugural meeting, Trustees will formally commit to this Code of Conduct. This commitment will be renewed annually and reported on at a Regular Public Meeting.

Related Legislation: School Act [RSBC 1996, Part 6, Division 1, Section 65 (2)]

Related Contract Article:

Adopted: January 13, 1988

Amended: April 26, 1994; January 15, 2008; February 10, 2009; October 12, 2010; February 26, 2013; June 17, 2014; February 3, 2015; November 17, 2015; November 8, 2016; October 3, 2017; June 18, 2019; March 8, 2022; April 16, 2024

POLICY 130 TRUSTEE CODE OF CONDUCT

Public confidence in, and respect for the Board is enhanced by adopting and adhering to a Trustee Code of Conduct.

Trustees recognize that as representatives of a diverse community, trustees and members of the School District community may hold different views on matters related to the Board's business. The Code of Conduct aims to promote the respectful and lawful expression of such points of view if done in a manner consistent with this Code of Conduct.

Integrity and Dignity of Office

- Trustees will carry out their duties faithfully, diligently and in a manner that will inspire public confidence in the ability and integrity of the Board.
- Trustees will conduct themselves in an appropriate, professional, and respectful manner when carrying out their duties.

Civil Behaviour and Decorum

- Trustees will act with decorum and be respectful of other trustees, staff, students, partner groups and the public at all times.
- Trustees will not make remarks that disparage other members of the Board, employees of the district or recognized partner groups.
- Trustees will acknowledge the differing points of view of other Trustees, staff, students and the public and will endeavor to work with other Trustees and staff of the Board in a spirit of respect, openness, courtesy, and co-operation.

Confidentiality

- Trustees will keep confidential any information disclosed or discussed in-camera, unless required to divulge such information by law or authorized by the Board to do so.
- Trustees will not divulge confidential information, including personal information about an identifiable individual.
- Trustees will not disclose information subject to solicitor-client privilege that they become aware of because of their position, except when required by law or authorized by the Board to do so.

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- No Trustee shall use confidential information for either personal gain or to the detriment of the Board.

Decision Making

- Decision making authority rests with the Board, and no Trustee has any individual authority other than that delegated by the Board.
- Trustees will be diligent in familiarizing themselves with all materials provided in advance of meetings in order to make informed and credible decisions.
- Trustees will keep an open mind and base decisions upon all available facts.
- Trustees will accept the decisions of the Board and support any proposed actions in the implementation of a decision, regardless of holding an opposing position in debate or casting an opposition vote.
- A Trustee should be able to explain the rationale for a resolution passed by the Board. A Trustee may respectfully state their position on a resolution provided it does not in any way undermine the implementation of the resolution.

Expressing Opinions

- When individual Trustees express their opinions in public through whatever forum, they must make it clear that they are not speaking on behalf of the Board.

Compliance with Legislation

- Trustees are elected to discharge the duties and obligations imposed upon them by law, and in particular, by the *School Act* and associated *Regulations and Ministerial Orders*.
- Trustees will comply with the *Freedom of Information and Protection of Privacy Act*, the *British Columbia Human Rights Code*, the *Labour Relations Code* and any other relevant legislation.

Related Legislation: School Act [RSBC 1996, Part 6, Division 1, Section 65 (2)]

Related Contract Article:

Adopted: January 13, 1988

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- Trustees will conduct themselves in an appropriate, professional, and respectful manner when carrying out their duties.

Civil Behaviour and Decorum

- Trustees will act with decorum and be respectful of other trustees, staff, students, partner groups and the public at all times.
- Trustees will not make remarks that disparage other members of the Board, employees of the district or recognized partner groups.
- Trustees will acknowledge the differing points of view of other Trustees, staff, students and the public and will endeavor to work with other Trustees and staff of the Board in a spirit of respect, openness, courtesy, and co-operation.

Confidentiality

- Trustees will keep confidential any information disclosed or discussed in-camera, unless required to divulge such information by law or authorized by the Board to do so.
- Trustees will not divulge confidential information, including personal information about an identifiable individual.
- Trustees will not disclose information subject to solicitor-client privilege that they become aware of because of their position, except when required by law or authorized by the Board to do so.

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Related Legislation: School Act [RSBC 1996, Part 6, Division 1, Section 65 (2)]

Related Contract Article:

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June 17, 2014; February 3, 2015; November 17, 2015; November 8, 2016; October 3, 2017;
June 18, 2019; March 8, 2022

Procedures to Address Alleged Code of Conduct Breaches

- It is essential to establish and maintain clear, fair, and effective processes in response to allegations of Breach of the Trustee Code of Conduct. Those processes include:
- Bringing the alleged breach (“Complaint”) in writing to the attention of the Chair of the Board, designate or the Secretary Treasurer within 30 days of the alleged breach occurring. There may be exceptional circumstances which allow for an extension of the 30-day timeline. If an allegation is made against the Chair, the matter shall be managed by the Secretary Treasurer.
- The complaint must include the name of the Trustee who is alleged to have breached the Code; (ii) the alleged breach or breaches of the Code; (iii) information as to when the breach came to the Complainant's attention;(iv) the grounds for the belief by the Complainant that a breach of the Code has occurred; and (v) the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.
- Options to allow for consideration of an alleged breach even if the complainant withdraws the complaint.
- Providing all Trustees, including the subject of the alleged complaint, a copy of the Complaint within seven (7) days of receiving it.
- Complaint resolution options, including:
 - A recommendation by the Chair or the Secretary Treasurer if the alleged breach is by the Chair, not to proceed on the complaint.
 - Agreement that an informal resolution is appropriate.
 - Initiation of an investigation process, conducted with procedural fairness, concluding with the preparation and presentation of a report of the investigation’s findings in a timely manner for the board’s consideration.
 - Decision by the board (excluding the subject of the complaint) on the Chair’s or Secretary Treasurer’s recommendation for appropriate action to resolve the complaint.

POLICY 131 TRUSTEE CONFLICT OF INTEREST

A Trustee is always required to act in the best interests of the Board as a whole, without regard to their personal interests. Trustees have an obligation to avoid conflicts of interest, to remain in a position to provide an unbiased, even-handed and disinterested consideration of matters that come before the Board. A Trustee must never use their position for personal benefit.

Conflicts of interest can arise in a variety of ways, including a direct or indirect pecuniary conflict of interest, a conflict of interest arising by virtue of predetermination of a matter coming before the Board and conflict of interest arising as a result of a personal interest resulting from circumstances or relationships of individual Trustees. A pecuniary interest is an interest in a matter that could monetarily affect the Trustee and includes an indirect pecuniary interest referred to in the *School Act*.

Trustees need to be vigilant in avoiding engagement in discussion, debate, decision-making or being privy to information that can give rise to actual, or perceived, conflicts of interest.

In accordance with common law, a Trustee is not qualified to vote on a matter in which they have a personal interest that could lead a reasonably well-informed outsider to think that their judgment could be influenced by that interest leading to a reasonable apprehension of bias.

A Trustee who has a conflict of interest in a matter before the Board must declare that interest – and not take part in the discussion, vote or attempt in any way to influence the outcome. The declared conflict of interest must be recorded in the Board meeting minutes.

The provisions of the *School Act* regarding disclosure do not apply to a pecuniary interest in any matter that a Trustee may have by reason of the Trustee having an interest in the matter which is an interest in common with electors generally.

Trustees are responsible to make themselves aware of the requirements of the *School Act*. Should a Trustee knowingly contravene the requirements of section 58 of the *School Act*, the courts may declare the Trustee's office vacant and require financial restitution.

Guidelines

1. It is expected that if a Trustee has any conflict of interest in any matter, and is present at a meeting of the Board at which the matter is considered, the Trustee shall:
 - 1.1. disclose their interest and the general nature of the conflict of interest at the meeting;
 - 1.2. not take part in the discussion of or vote on any question in respect of the matter.
 - 1.3. not attempt in any way, whether before, during or after the meeting, to influence the voting on any question in respect of the matter.
 - 1.4. If the meeting is not open to the public the Trustee shall immediately leave the meeting or the part of the meeting during which the matter is under consideration.

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2. The general nature of every disclosure made at a board or committee meeting open to the public will be recorded in the minutes of the meeting. If the meeting was closed to the public, the fact that a disclosure was made, but not the general nature of the interest, shall be recorded in the minutes of the next open meeting.
3. As there are many individual considerations and variations when considering issues of conflict of interest, individual Trustees or Boards of Education may wish to seek external legal advice on such matters. In many situations, the individual circumstances must be considered before a determination of conflict can be made.

POLICY 132 ADDRESSING BREACHES OF THE CODE OF CONDUCT

The *School Act* states that the rights, powers, duties, and liabilities of the Board rest only with the legally constituted Board as a whole, not with committees of the Board or with individual Trustees. Members of the Board exercise their privileges and responsibilities as a matter of public trust, and only when the Board is officially in session.

Failure by Trustees to conduct themselves in compliance with Policy 130 Trustee Code of Conduct (the “Code”) may be brought as an allegation by a Trustee or Trustees and may result in the Board imposing sanctions. Matters of conduct may only be brought forward by members of the Board of Education and are addressed as an internal and confidential process.

1. Alleged Breaches of the Code of Conduct

- 1.1. Allegations of breaches of the Code may arise in many diverse circumstances and it is not possible to exhaustively specify in advance what conduct constitutes a breach of this Code.
- 1.2. Disciplinary proceedings concerning Trustees are serious matters that are not undertaken lightly. As Trustees are democratically elected, such proceedings must not be utilized as a response to legitimate policy disagreements.
- 1.3. Notwithstanding the above, the following are provided as examples of conduct that could be subject to sanction or to proceedings, where (a) Trustee(s):
 - 1.3.1. disclose(s) confidential business of the Board or information subject to solicitor-client privilege outside of an in-camera Board meeting, unless required to divulge such information by law or authorized by the Board to do so;
 - 1.3.2. violate(s) the law, or advocates for the violation of a law;
 - 1.3.3. violate(s) expected standards of parliamentary decorum, or is / are otherwise disruptive in meetings contributing to work of the Board;
 - 1.3.4. oppose(s) or obstruct(s) the implementation of Board decisions, policies, and positions;
 - 1.3.5. fail(s) to uphold policies of the Board, and/ or applicable legislation and regulations, including, but not limited to, the Criminal Code, Freedom of Information and Protection of Privacy Act, Human Rights Code, *School Act*, and Workers’ Compensation Act;
 - 1.3.6. fail(s) to disclose a conflict of interest or acts in a conflict of interest;
 - 1.3.7. harass(es) or otherwise engage(s) in misconduct in relation to School District staff;
 - 1.3.8. engage(s) in personal or dehumanizing attacks on individuals or groups through digital communication; or
 - 1.3.9. act(s) in a way that exposes the Board to potential liability.

2. Complaint Process

- 2.1. Any Trustee, the Superintendent, or the Secretary Treasurer who has reasonable grounds to believe that another Trustee has breached this Code may bring an alleged breach (“Complaint”) to the attention of the Chair of the Board or designate.
- 2.2. Where an allegation is made against the Chair, or where the Chair is the complainant, all other references to Chair in this Policy shall be deemed to read “Vice Chair.”
- 2.3. An allegation of a breach of the Code must be brought to the attention of the Chair-Vice-Chair Committee within 30 calendar days after the breach happens. There may be exceptional circumstances which allow for an extension of the 30-day timeline.
- 2.4. The Chair-Vice-Chair Committee may ask the Trustee to first seek resolution by Informal Resolution Measures, whenever possible, including seeking resolution in a cooperative fashion marked by mutual respect and seeking to understand with an openness to growth and improvement.
- 2.5. Failing resolution through the informal process, the parties will engage the Chair-Vice Chair Committee to gain resolution.
- 2.6. The Chair and Vice Chair will work to resolve the matter with the intent to satisfy all the individuals involved.
- 2.7. Informal measures may not be appropriate for reasons which may include the nature of the issue of concern or the way it has come to a Trustee’s attention.
- 2.8. If resolution through the Informal Measures Process is not possible, the Formal Complaint Process, outlined below, will be followed.
- 2.9. All serious or reoccurring breaches of the Code by a Trustee should be addressed following the Formal Complaint Process.

3. Formal Complaint Process

- 3.1. The Formal Complaint Form shall be completed and signed by the Complainant advancing it, and it shall contain:
 - 3.1.1. the name of the Trustee who is alleged to have breached the Code;
 - 3.1.2. the alleged breach or breaches of the Code;
 - 3.1.3. when the breach came to the Complainant's attention;
 - 3.1.4. the grounds for the belief by the Complainant that a breach of the Code has occurred; and,
 - 3.1.5. the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.
- 3.2. A Complainant may withdraw the Complaint, but if, in the opinion of the Chair, the interests of the Board so require, the Chair may proceed with the consideration of the Complaint in accordance with this Policy, notwithstanding the withdrawal.

4. Notification

- 4.1. The Chair will forward a summary of the complaint to all Trustees, including the alleged breaching Trustee, the Superintendent, and the Secretary Treasurer, within 10 business days of receiving it.
- 4.2. The filing, notification, content and nature of the complaint shall be deemed to be strictly confidential, public disclosure outside of the board shall be deemed to be a violation of the Code.

5. Recommendation Against Proceeding

The Chair may recommend not to proceed with the complaint if, in the opinion of the Chair, it is out of time, trivial, frivolous, vexatious or not made in good faith, or if there are no grounds or insufficient grounds to proceed. The Board shall vote on the recommendation.

6. Investigation

In some circumstances, the Board may engage an independent investigator to review the Complaint. The investigator shall prepare a confidential report that will be provided to all members of the Board.

7. Procedural Fairness

- 7.1. The Chair at any meeting considering a Complaint shall exercise their powers in a fair and impartial manner, showing due regard for every Trustee's opinion or viewpoint and ensuring that the conduct of the proceeding is fair to the Respondent Trustee.
- 7.2. In the interests of procedural fairness, the Respondent Trustee must be given the opportunity to address the allegations.
- 7.3. The Chair must ensure that all members of the Board have the same information and documentation concerning the matter.
- 7.4. Refusal to participate does not constitute a lack of due process.

8. Code of Conduct Hearing Procedure

- 8.1. If the Board decides to hold a Code of Conduct hearing, the Respondent Trustee will be provided a minimum of 14 calendar days' notice of the hearing.
- 8.2. The Complainant and the Respondent Trustee may present their written or oral evidence to the Board and may be asked questions of clarification by the other Trustees.
- 8.3. Where an independent investigation has occurred, the investigator's report shall be placed before the Board.
- 8.4. The Respondent Trustee may be represented by counsel or another representative, at their own expense, unless the Board determines otherwise, provided that counsel or the representative agree to maintain the confidentiality of the proceedings. The Board may

have counsel assist the Board with matters of procedure, law, and in respect of its deliberations.

- 8.5. Witnesses will not be called, and cross examination will not be permitted at any meeting concerning a Complaint.
- 8.6. The Board must consider the following:
 - 8.6.1. Whether the allegations of misconduct occurred;
 - 8.6.2. If the Board is satisfied according to the civil standard of the balance of probabilities (a 51% likelihood of occurrence) that misconduct did occur, whether any disciplinary action is justified;
 - 8.6.3. If some disciplinary action is justified, the Board must then determine what form of disciplinary action would be fair and reasonable.
- 8.7. The Board will endeavor to resolve any Complaint within 90 calendar days of receipt of Complaint.
- 8.8. The process may be deferred if the matter is subject to investigation by the police or under any applicable legislation.

9. Sanctions

- 9.1. The Board may determine that no sanction be imposed for reasons which may include the following:
 - 9.1.1. although a contravention occurred, the Trustee took all reasonable measures to prevent it;
 - 9.1.2. that the contravention was trivial or committed through inadvertence or an error of judgment made in good faith.
- 9.2. Where a sanction is to be imposed, the Board will determine, by resolution, the appropriate sanction.
- 9.3. Sanctions for a violation of the Code should be imposed in a remedial and restorative manner, should reflect the seriousness of the breach, and may consider input from the Respondent.
- 9.4. Sanctions against the offending Trustee may include, but are not limited to:
 - 9.3.1. a letter of apology written by offending Trustee;
 - 9.3.2. participation in a restorative justice process;
 - 9.3.3. participation in specific training, coaching, or counselling as directed by the Board
 - 9.3.4. a letter of censure issued to the offending Trustee;
 - 9.3.5. removal from some or all Board of Education committees or other appointments of the Board, for a period of time;
 - 9.3.6. removal from in-camera meetings for a specified period of time during the current Board's term of office; or

9.3.7. other sanctions the Board considers appropriate for the circumstances.

- 9.5. A Trustee who is barred from attending all or a part of a meeting or meetings of the Board, or a meeting or meetings of a Committee of the Board, is not entitled to receive any materials that relate to that meeting or that part of the meeting that are not available to members of the public.

10. Publication of Decision

- 10.1. All details of the complaint, discussion and resolution are in-camera.
- 10.2. The Board may, by resolution, issue a statement that may include sanctions or the substance of the Complaint.
- 10.3. Personal privacy of any affected third party will be protected in accordance with the Freedom of Information and Protection of Privacy Act.

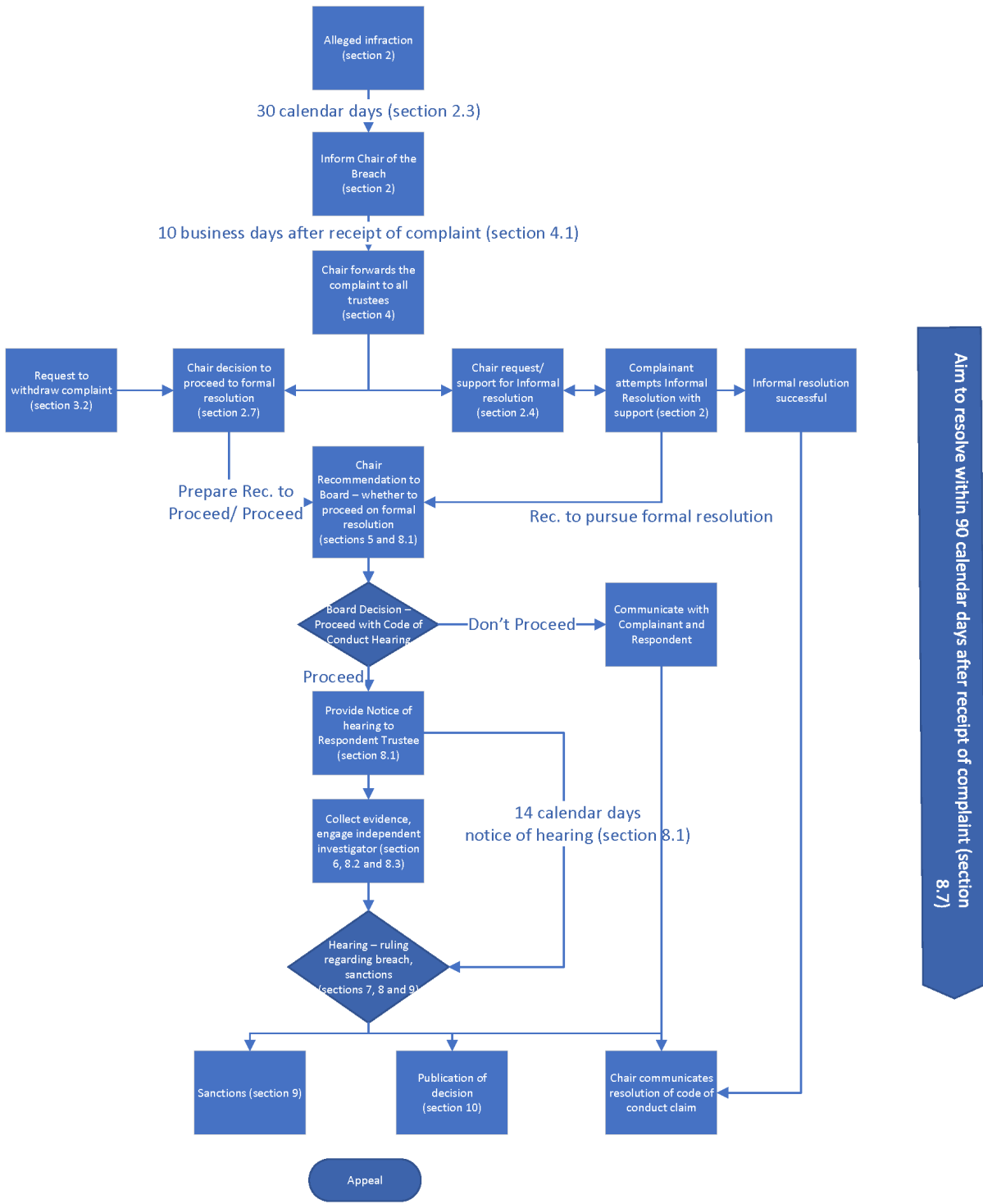
11. Privileges of Presiding Officer Preserved

Nothing in this Policy prevents the Board from exercising its power, pursuant to Section 70 of the *School Act*, to expel or exclude from any meeting any Trustee who has been guilty of improper conduct at the meeting, without the necessity of a complaint or conducting an investigation or other inquiry, before expulsion or exclusion from a meeting.

12. Appeal of Decision

Trustees who have been sanctioned or have had other measures imposed upon them by the Board under this Policy can appeal those decisions through the legal system, at their own expense.

Addressing Breaches of the Code of Conduct Flowchart:



POLICY 140 BOARD – SUPERINTENDENT RELATIONSHIP

An effective working relationship between the Board and the Superintendent is critical to the operation of the school district.

The Board designates the Superintendent as its Chief Executive Officer and delegates to the Superintendent the authority and responsibility to manage the operations of the district in accordance with the policies of the Board. The Board maintains responsibility for the final approval of policy, the district Strategic Plan and the Annual Budgets; the Board will normally proceed in these areas based on recommendations from the Superintendent.

The Superintendent is the principal contact between the Board and the staff, and will act as the spokesperson for the staff insofar as school district operations are concerned.

The Superintendent will assist the Board in reaching sound judgments and establishing policies, and will provide the Board with relevant facts, information and reports necessary to keep the Board adequately informed.

The Board shall refer all complaints regarding personnel or programs to the Superintendent for appropriate investigation and action.

The Board shall take actions related to the employment, discipline or dismissal of employees only upon the recommendation of the Superintendent.

The Superintendent shall act within the bounds of the *School Act* and other governing legislation, Board policies and the Board approved role description for the Superintendent.

Trustees shall respect the authority of the Superintendent of Schools granted by the *School Act* and by delegation from the Board, and shall respect the Superintendent's and their staff's responsibility to manage and operationalize policies and directions which have been established and evaluated by the Board.

POLICY 141 ROLE OF THE SUPERINTENDENT

The Board entrusts the Superintendent with the crucial responsibility of supporting student achievement and well-being. The Superintendent serves as the Chief Executive Officer of the District, reports directly to the Board, and is accountable for the District's operations.

The Superintendent ensures the organization, administration, supervision and evaluation of all educational programs, business and operations in the district. The Superintendent is the Board's only direct employee and has authority and responsibility over all other personnel matters in accordance with Policy 530. All Board authority delegated to District staff is delegated through the Superintendent.

The Superintendent is accountable to the Minister of Education and Child Care and is bound to ensure compliance with all legal, fiscal and regulatory statutes and requirements in British Columbia.

The Superintendent is also charged with engaging with multiple partner groups and rights holders to inform the operations of the district and support the decision making of the board.

The Superintendent will:

1. Student Learning and Wellness

- 1.1 Provide students with opportunities to meet educational standards set by the Ministry of Education and Child Care.
- 1.2 Foster safe and caring environments conducive to student well-being and learning.
- 1.3 Ensure that learning environments promote the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
- 1.4 Review relevant data to monitor district performance and identify goals.
- 1.5 Ensure facilities accommodate the diverse needs of the student body.

2. Fiscal Responsibility

- 2.1 Ensure that the fiscal management of the District is in accordance with statutory requirements and Board policy.
- 2.2 Provide the Board with a recommended annual and amended budget that aligns with the strategic plan.
- 2.3 Allocate resources in accordance with the annual budget approved or amended by the Board.

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- 2.4 Ensure the district operates in a fiscally and ethically responsible manner, including adherence to generally accepted accounting principles.
- 2.5 Evaluate programs and services in an ongoing way to inform resource allocation.
- 2.6 Engage with district partners, rights holders and community members in budget processes.

3. Superintendent/Board Relations

- 3.1 Maintain an effective working relationship with the board, characterized by honest and open communication, trust and respect.
- 3.2 Ensure all trustees are informed by the same, impartial information when members perform their role.
- 3.3 Uphold the Board's governance roles and responsibilities, as defined in legislation and Board policy.
- 3.4 Support the professional development of the Board.
- 3.5 Inform and update the Board through educational and financial information reports, meetings and other forms of communication.
- 3.6 Provide an onboarding process for new trustees to ensure continuity of governance.
- 3.7 Maintain Board work plans and timelines.
- 3.8 Attend all Board meetings and make recommendations on matters requiring Board action by providing accurate information and reports as needed to ensure informed decisions.

4. Policy And Governance

- 4.1 Provide leadership and assistance in the planning, development, implementation and evaluation of Board policies.
- 4.2 Develop and keep current an Administrative Procedures Manual that is consistent with Board policy and other statutory rules and regulations. Inform the Board when there are changes to Administrative Procedure.
- 4.3 Ensure compliance with the legal framework in which the district operates and support the Board in meeting their statutory requirements.
- 4.4 Inform the Board of pertinent legislative changes and their impact on the district.

5. Strategic Planning and Reporting

- 5.1 Assist the board in developing the district strategic plan.
- 5.2 Implement the approved strategic plan and support regular discussion, reporting and evaluation of strategic objectives.
- 5.3 Provide the board with data and monitoring reports that measure district progress in relation to the strategic plan and priorities of the board.

6. Human Resource Management

- 6.1 Ensure all personnel-related matters align with legislation, collective agreements, and Board policy.
- 6.2 Promote collaborative professional leadership and respectful human relationships.
- 6.3 Implement a system for staff evaluation, feedback and identification of growth areas.
- 6.4 Define staff roles and responsibilities within the district.
- 6.5 Gather feedback on staff satisfaction and engagement to inform continuous improvement of district culture.

7. Organizational Leadership and Management

- 7.1 Ensure compliance with all legal, Ministerial and Board mandates and timelines.
- 7.2 Develop processes for gathering, analyzing and using data for decision-making.
- 7.3 Review, modify and maintain an organizational chart which accurately delineates lines of authority and responsibility.
- 7.4 Facilitate meaningful professional development activities for staff to ensure the excellence, efficacy, and relevance of current educational practice.
- 7.5 Develop and maintain a plan for leadership continuity.

8. Ethical Leadership Practices and Values

- 8.1 Practice leadership in a manner that is viewed positively and has the support of those with whom they work.
- 8.2 Integrate a distinctions-based approach to Indigenous worldviews in district operations.

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- 8.3 Model positive values, ethics and moral leadership.
- 8.4 Facilitate meaningful collaboration built on trust, honesty and respect.

9. Communications and Community Relations

- 9.1 Establish and maintain good relations with students, parents/ guardians/ caregivers, staff, First Nations, Rights holders, and community members and organizations.
- 9.2 Visit schools and other district sites to maintain connection with district staff needs and accomplishments.
- 9.3 Liaise with post-secondary educational institutions, including the University of the Fraser Valley.
- 9.4 Develop and maintain positive and effective relations with provincial and regional government departments and agencies.
- 9.5 Serve as a spokesperson for the District, in consultation with the Board Chair, to keep the District's messages consistent and accurate.

POLICY 142 SUPERINTENDENT PERFORMANCE REVIEW

The responsibility to review the performance of the Superintendent of Schools on a regular basis is critical to the Board's governance role.

The process of reviewing the performance of the Superintendent is valuable for both the Board and the Superintendent. The review process can enable the Board and the Superintendent to develop a shared understanding regarding their respective roles and accountabilities, the expectations of the Board, the observations of other leaders within the school district and the community, and the success of the Superintendent in fulfilling the requirements of the position.

The Board and the Superintendent may utilize both informal and formal performance review processes to:

- confirm duties and responsibilities
- clarify relationships
- set priorities
- recognize accomplishments
- identify areas for growth
- determine future contract renewal

All processes related to the performance review of the Superintendent must be undertaken by the Board as a corporate body. No trustee, including the Chairperson, shall act as the Board in this matter.

Guidelines

1. The Board and Superintendent will mutually agree upon the processes for informal and formal performance reviews.
2. Informal performance reviews will be completed on an annual basis.
3. A formal, comprehensive performance review will be completed in each strategic planning cycle.
4. Following a performance review, the Superintendent will provide a growth plan to address any areas for improvement and growth.

POLICY 150 POLICY DEVELOPMENT, REVIEW AND REVISION

The Board of Education is committed to the establishment of district policy as one of the primary responsibilities critical to good governance. The Board's policies express the underlying philosophical basis, values, commitments and expectations for educational, business or related matters.

Policy Development Process

The Board's policy making process consists of the following stages:

1. Initiation

- 1.1. The need for policy in a particular area may be identified as a result of a matter arising from a number of sources, including a decision made by the Board or a recommendation from the Superintendent.
- 1.2. Individual trustees or any member of the community may make suggestions regarding the possible development of a policy or the need for policy revisions by presenting a written proposal with a rationale to the Board. The Board will review a submission and make a determination.

2. Development

- 2.1. The Board will consider the matter in question, obtain necessary information and explore any impacts of policy directions. Drafting of policy is delegated to the Superintendent.

3. Consultation

- 3.1. If required, consultation may take place prior to formal consideration by the Board.

4. Adoption

- 4.1. The Board will formally consider a policy and may adopt it at that meeting, or delay adoption in the event that further information or consultation is required.

5. Review

- 5.1. The Board will review governance policies when required within the Board's term of office.
- 5.2. The Superintendent will ensure all non-governance policies are current.

Administration in Policy Absence

In the absence of Board policy, the Superintendent may act at the Superintendent's discretion. The Superintendent will inform the Board of the potential need for future policy development.

POLICY 160 BOARD ADVISORY COMMITTEES

Committees may be created to advise the Board on specific matters as determined by the Board. Committees are advisory only and committee members serve in a voluntary capacity and will not be compensated for their services.

Standing committees provide an opportunity to engage with key employee and partner groups in areas of Board governance on an ongoing basis.

Special and Ad Hoc committees are formed for time-limited, specific purposes. When the purpose or goal of the committee has been accomplished, the committee is retired. The Board will provide terms of reference for special and ad hoc committees that will include purpose, membership, timelines and dissolution.

All committees are supported by the following:

- A statement of the committee's mandate and/or terms of reference that establishes the committee's role.
- Membership on the committee, if the Board desires certain qualifications and/or experiences as a pre-condition for appointment to a committee.
- Other matters as determined by the Board.

Guidelines

1. The following provisions govern the appointment, term of office and removal of members of committees, unless otherwise provided in such policy governing the committee.
 - 1.1. The Board will appoint a member(s) to a committee consistent with policy and any membership qualifications as specifically set out in the committee's policy.
 - 1.1.1. Membership by organization – In cases where the Board has determined membership on a committee will be by partner groups, the partner group will be requested to submit nominees for vacancies.
 - 1.1.2. Community members – Where community representation is required, the committee chair will work with administration on a process for advertising for interested candidates in local newspapers and the school district website.
 - 1.1.3. Application form – Any community member applying to be a member of a committee will complete an application form.
 - 1.1.4. Selection process – The Board will review all applications and make the final selection for community representation.

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- 1.2. A committee member who is appointed by the Board is entitled to remain a committee member for a two-year term. Members may be reappointed for one additional two-year term, after which time they must reapply.
 - 1.2.1. The Board may exercise its discretion to remove a committee member at any time.
 - 1.2.2. The Board will address all pending vacancies in a reasonable period of time.
2. The Board will support each committee by showing appreciation and acknowledging their work annually.

POLICY 161 EDUCATION POLICY ADVISORY COMMITTEE

The Board of Education values consultation as an important part of policy development. The Board also recognizes and accepts its responsibility to approve policy.

The Education Policy Advisory Committee (EPAC) mandate is to advise the Board on matters related to education policy under Policies 200 – Partner & Community Relations, and 300 – Students, Instruction & Programs. The committee is advisory in nature and reports directly to the Board through the chair of the committee.

The committee may seek the advice of other resources and expertise in the conduct of its work.

The committee will consist of three (3) trustees (*one to serve as Chair and one as Vice-Chair*), the Superintendent and two (2) representatives from each of the following groups. Any trustee may attend committee meetings as an observer.

- Chilliwack Principals' and Vice Principals' Association (CPVPA)
- Chilliwack Teachers' Association (CTA)
- Canadian Union of Public Employees Local 411 (CUPE)
- District Parent Advisory Committee (DPAC)
- Indigenous community
- Management group

The Superintendent will work with secondary school principals to ensure there is student representation on the Education Policy Advisory Committee.

The chair's responsibility is to encourage the participation of each member and to present minutes of the meetings.

The chair of EPAC and the Superintendent will meet twice each school calendar year to determine the requirement of committee meetings.

A motion and vote are required for any committee recommendations, with the quorum being any eight members.

Minutes of committee meetings will be prepared and provided to the Board at public Board meetings following committee meetings.

POLICY 162 BUDGET ADVISORY COMMITTEE

The Board of Education values consultation as an important part of budget development and monitoring. The Board also recognizes and accepts its responsibility to approve the annual budget. The Budget Advisory Committee is advisory in nature and reports directly to the Board through the chair of the committee.

The Budget Advisory Committee will consist of three (3) trustee representatives (*one to serve as Chair and one as Vice-Chair*) and one (1) representative from each of the following groups. Any trustee may attend committee meetings as an observer.

- Chilliwack Principals' and Vice Principals' Association (CPVPA);
- Chilliwack Teachers' Association (CTA);
- Canadian Union of Public Employees Local 411 (CUPE);
- District Parent Advisory Committee (DPAC);
- Indigenous community;
- Management group; and
- Up to two (2) community representatives.

The Superintendent will work with secondary school principals to ensure there is student representation on the committee.

The chair's responsibility is to encourage the participation of each member and to present minutes of the meeting at a subsequent Board meeting.

The Budget Advisory Committee will meet at least four (4) times per school year with additional meetings scheduled at the direction of the chair of the committee as circumstances require.

A motion and vote are required for any committee recommendations, with the quorum being any six members.

Minutes of meetings will be prepared and provided to the Board of Education at public Board meetings following committee meetings.

The Budget Advisory Committee provides input to the Board on matters related to:

1. The *Preliminary Annual Budget*
 - 1.1. Review plans for public consultation into the budget planning process.
 - 1.2. Review enrollment and staffing projections.
 - 1.3. Review preliminary budget documents.
 2. Budget Monitoring
 - 2.1. Review quarterly financial results relative to the annual budget.
 - 2.2. Review revisions to the preliminary annual budget prior to the preparation of the amended annual budget.
 - 2.3. Provide input to the Board of Education on the amended annual budget.
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Related Legislation: School Act [RSBC 1996, Part 6, Division 1, Section 65 (2)]

Related Contract Article: CTA Collective Agreement Article A.5 (2)

Adopted: January 13, 1988

Amended: April 26, 1994; January 15, 2008; February 10, 2009; October 12, 2010; February 26, 2013;
June 17, 2014; February 3, 2015; November 17, 2015; November 8, 2016; October 3, 2017;
June 18, 2019; December 8, 2020

POLICY 163 AUDIT WORKING COMMITTEE

The Board of Education is committed to financial oversight, with understanding and interpreting the district audit being integral to good governance. The Board also recognizes and accepts its responsibility to approve the annual financial statements.

The Audit Working Committee mandate is to assist the Board in fulfilling its financial oversight responsibilities. The committee is advisory in nature and reports directly to the Board through the Chair of the committee.

The Audit Working Committee will have direct communication channels with the external auditor to discuss and review issues within its mandate.

The committee will operate as a committee of the whole, comprising all Trustees (*one to serve as Chair and one as Vice-Chair*) and up to two (2) community members who are financially literate in these processes.

The chair's responsibility is to encourage the participation of each member and to present minutes of the meeting at a subsequent Board meeting.

The committee will meet with the external auditors as it deems appropriate to fulfill its duties but not less than two (2) times annually. Committee members will be invited to attend the final audit presentation by the auditors to review the Audit Findings Report and Audited Financial Statements.

A motion and vote are required for any committee recommendations, with the quorum being any four (4) members.

Minutes of meetings will be prepared and provided to the Board at a Board meeting following committee meetings.

The Audit Working Committee will carry out the following responsibilities:

1. Selection of Auditor
 - 1.1. Review and participate in a public tendering process to identify a financial auditor for the school district.
 - 1.2. Provide a recommendation to the Board regarding the appointment or release of the auditor.
 - 1.3. Review the performance of the auditor.
2. Audit
 - 2.1. Review the auditor terms of engagement.
 - 2.2. Review the auditor's proposed audit scope and approach.
 - 2.3. Review and confirm the independence of the auditors.
 - 2.4. Meet with the auditor, both prior to the commencement of the audit and post audit, to discuss any matters that the committee or the auditors believe should be discussed.

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3. Risk Assessment
 - 3.1. Comment upon key risks that could impact the achievement of district objectives.
4. Internal Controls
 - 4.1. Understand the scope of the auditor's review of internal financial controls and obtain reports on significant findings and recommendations together with the response of senior administration.
 - 4.2. Consider and make recommendations on the effectiveness of the district's internal financial controls including information technology security and control.
5. Financial Statements
 - 5.1. Review annual financial statements and indicators of financial health considering whether they are complete, consistent with information known to committee members and reflect appropriate accounting principles.
 - 5.2. Review with the auditor the results of the audit, including any difficulties encountered.
 - 5.3. Review with the auditors and senior administration matters that are required to be reported to the Board.
 - 5.4. Provide comment upon the financial statements to the Board.
6. Compliance
 - 6.1. Review audit observations and/or any findings by any regulatory agency.
 - 6.2. Review financial procedures and ensure compliance.

POLICY 168 TRUSTEE LIAISON

Liaison assignments for individual trustees provide an opportunity for increased communication between trustees and school communities.

The purpose of trustee liaison assignments is to:

- Provide opportunities for trustees to become acquainted with schools;
- Act on behalf of the Board when a Board representative is desired at school functions;
- Provide opportunity for engagement with residents of the community; and
- Advise the Board or Superintendent of any emerging issues at assigned schools or sites.

Guidelines

1. Assignment of a trustee to a liaison area consisting of a group of schools, special programs and/or district operations will usually be rotated as follows:
 - 1.1. Elected to office: first rotation from December of election year to June 30 of the school year.
 - 1.2. Second and subsequent rotations from July 1 until June 30.
 - 1.3. Final rotation from July 1 until the end of term.

POLICY 169 TRUSTEE REPRESENTATION

The Board of Education may assign trustees to represent the Board within the community through trustee assignments to local organizations and committees.

Representation must align with the district vision, mission and values.

Representation does not commit the Board to any expenditures or ongoing funding.

Representation is of a non-voting nature, save for procedural matters. Representatives will not participate in voting on substantive matters unless the Board has provided direction to the representative.

POLICY 170 RECORDING OF BOARD MEETINGS

Regular Public meetings of the Board may be audio-visually recorded; however, there are no legal requirements for the Board to record its meetings and/or make the recordings available to the public.

The official audio or video recording of any public meeting of the Board is the Board's exclusive property and is to be used solely at its discretion. Recordings of Regular Public Board meetings will be stored and available for a one-year period after a general school election.

The official record of a Board meeting is the Board-approved written minutes.

The recording of Board Meetings is subject to the following guidelines:

Guidelines

1. The agenda for the Regular Public Board Meeting will contain a notification that all or a portion of the meeting is being recorded.
 - 1.1. Staff of the Chilliwack School District who are invited to speak or present at a meeting do so with the understanding that they may be recorded.
 - 1.2. Signage will be posted to ensure that attendees or participating members of the public are aware that the meeting is being recorded and will be shared publicly and archived by the Board.
 - 1.3. Wherever possible, if a member of the public wishes to present to the Board but would prefer not to be visible on the live-stream or recording of the meeting, consideration will be given to alternatives to accommodate that request.
2. There shall be no recording of tablet screens or digital resources used at the Board of Education table, excluding public presentation materials.
3. While it is the Board's intent to live stream and make available recorded Regular Public Board meeting proceedings, the Board, at its discretion, may:
 - 3.1. Discontinue the recording of a meeting at any time at the discretion of the Board Chair, if recording is creating any impediment to conducting the meeting in an efficient or orderly fashion; or
 - 3.2. Withhold posting of a recording of a meeting, or a portion of a meeting in order to avoid possible legal liability to the Board, the District and District employees. In such an instance, legal advice will be sought as necessary.
4. The recording may contain a notification disclaiming responsibility for statements made by those in attendance at the meeting.

POLICY 180 BOARD PERFORMANCE REVIEW

The Board will review its performance annually to ensure it fulfills its responsibilities to the community. The evaluation will be convened at a scheduled time and place such that all Trustees are present. The evaluation will indicate the Board's strengths and suggested areas for improvement.

The objectives of the review include ensuring that the Board:

- Is accountable to the public and the district, and that the Board meets Statutory requirements.
- Carries out its roles and responsibilities in a satisfactory manner.
- Adheres to Board policy and, where warranted, develops new policy.
- Maintains constructive and effective working relationships with district staff and each other.

Upon final discussion of the results, the Board will report to the public.

POLICY 181 TRUSTEE PROFESSIONAL LEARNING

Fulfillment of Board responsibilities requires Trustees to remain informed and develop their knowledge and skills. Trustees are encouraged to seek, identify and attend seminars, conferences or workshops related to their roles and responsibilities.

The Board shall include funds in the governance budget each fiscal year to cover trustee professional learning expenses. These funds will be prorated in the year of an election. The amount is available on July 1 of each year.

Guidelines

1. Trustees annual budget allocation of \$2,500 is for attendance at relevant professional development opportunities. Unspent professional development funds can be carried over to the next year for a maximum annual balance of \$5,000. Attendance at British Columbia School Trustees Association Annual General Meetings is reimbursed under a separate budget line
2. District staff will make Trustees aware of learning opportunities available to assist with their professional learning planning. From time to time, group activities with the Board may be recommended.
3. Regarding learning experiences such as seminars, conferences and workshops, Trustees will advise the Board in advance of their intentions, prior to making any commitments.
4. Publications related to a Trustee's duties can be reimbursed from a Trustee's professional learning budget.
5. Reimbursement will be made in accordance with the Trustee Expense Policy.

POLICY 182 TRUSTEE ORIENTATION

The Board is accountable to the public for the success of the school district and that success is directly dependent upon each Trustee's ability to participate meaningfully in Board governance.

The Board and senior leadership team will make every effort to assist new Trustees to become fully informed about their roles and responsibilities. The Superintendent will arrange for the orientation of newly elected Trustees.

Incumbent Trustees are expected to participate in orientation activities to assist their newly elected colleagues.

Guidelines

1. Once elected, the Board Chair, with the assistance of the Superintendent and Secretary-Treasurer, will arrange for a series of meetings with Trustees, the Superintendent and other district staff for the purpose of acquainting the newly elected Trustees with:
 - 1.1. Roles and responsibilities of the Board and individual Trustees.
 - 1.2. Trustee Code of Conduct.
 - 1.3. Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.
 - 1.4. Organizational structure and the roles of the Superintendent and other district staff.
 - 1.5. Policy development process.
 - 1.6. Strategic Plan.
 - 1.7. Board budget process.
 - 1.8. Board Bylaws.
 - 1.9. Board meeting procedures.
 - 1.10. Existing district initiatives, annual reports, budgets, financial statements and long range facility plans.
 - 1.11. Aboriginal Education Enhancement Agreement and Local Education Agreements.
 - 1.12. Diversity and inclusion practices and applicable training.
 - 1.13. Key programs and services in the district.
 - 1.14. The Board's function as an appeal body.
 - 1.15. Other areas as required or requested.
2. Newly elected Trustees will also be encouraged to participate in the New Trustees Academy organized by the British Columbia School Trustees Association.

POLICY 190 TRUSTEE REMUNERATION

As provided for in the *School Act*, a Board of Education may authorize the remuneration of trustees.

The Board of Education has set the remuneration for each trustee is as follows:

Trustee	\$ 26,002.84
Vice Chair	\$ 27,537.46
Chair	\$ 29,436.87

The trustee remuneration amount will be adjusted annually effective July 1st. The adjustment will reflect the Canadian Consumer price index established for July of each year for the previous 12 months.

POLICY 191 TRUSTEE EXPENSES

The Board of Education recognizes that fulfillment of Board responsibilities may require that Trustees incur expenses.

Trustee expense reimbursement parameters and processes are clarified below.

Guidelines

1. Expenses will be reimbursed for attendance at British Columbia School Trustees Association (BCSTA) Annual General Meetings.
2. Reimbursement will be provided for travel expenses incurred, but not covered by the BCSTA or the British Columbia School Employers' Association (BCPSEA) for those Trustees elected by the Board as provincial representatives to BCSTA or BCPSEA.
3. Trustees shall submit out of district expenses incurred using the school district expense claim form.
 - 3.1. For out of district trips, the maximum car travel reimbursement will equal the economy class airfare for the equivalent trip.
 - 3.2. Reimbursement of actual costs of ferries, buses or taxis will be based upon receipts submitted.
 - 3.3. Air travel shall be by economy class.
 - 3.4. Trustees are responsible for any travel insurance coverage.
 - 3.5. If a meal or meals are included in a conference package or are pre-paid in some other manner, those meals shall be deducted from any per diem claim made.
 - 3.6. The Board will only reimburse travel costs and hotel lodging for the Trustee.
 - 3.7. The cost of alcohol will not be reimbursed.
 - 3.8. Trustees will be reimbursed in accordance with district rates for exempt employees.
4. Expense claims are to be submitted to the Secretary-Treasurer for payment
 - 4.1. Any discrepancies regarding the claim will be brought to the Trustee's attention.
 - 4.2. A dispute regarding amounts authorized for reimbursement will be adjudicated by the Board.

POLICY 192 TRUSTEE COMMUNICATION AND RESOURCES

The Board of Education provides resources for Trustees to fulfill their responsibilities and maintain regular communication.

Equipment provided to Trustees will remain the property of the school district and will be returned to the school district upon completion of the Trustee's term of office.

Guidelines

1. The school district shall provide Trustees with a laptop computer and necessary supplies. Other equipment needs will require Board approval through the budget process.
 - 1.1 All trustee computers will be formatted with a complete suite of productivity tools and will be preconfigured to securely connect to the school district's wireless networks and computing services. The installation, set-up, maintenance and operational costs are the responsibility of the school district.
2. Trustees shall receive \$600.00 per year to help offset external communication fees associated with their responsibilities.
3. At the end of the Trustee's term of office, the Trustee may purchase equipment at the depreciated book value as determined by the Secretary-Treasurer.
 - 3.1. To ensure compliance with Board contracts and security practices, all Board licensed software and service connectivity shall be removed from equipment at the end of the term before any purchased equipment is transferred to the trustee.



PARTNER & COMMUNITY RELATIONS

SECTION 200:

- 210 POLICY:** PRIVACY
- 220 POLICY:** PARENTS' ADVISORY COUNCILS
- 221 POLICY:** DISTRICT PARENTS' ADVISORY COUNCIL
- 230 POLICY:** BUSINESS AND COMMUNITY PARTNERSHIPS
- 231 POLICY:** ADVERTISING IN SCHOOLS BY COMMERCIAL ENTERPRISES
- 240 POLICY:** FUNDRAISING
- 250 POLICY:** VOLUNTEERS
- 260 POLICY:** COMMUNITY SCHOOL SOCIETY
- 261 POLICY:** NEIGHBOURHOOD LEARNING CENTRES
- 270 POLICY:** COMMUNITY USE OF FACILITIES
- 280 POLICY:** SMUDGING
- 290 POLICY:** EDUCATIONAL HERITAGE
- 291 POLICY:** ENVIRONMENTAL STEWARDSHIP

POLICY 210 PRIVACY

The Board, District and all staff shall uphold the privacy, confidentiality, and appropriate use of personal information in compliance with the *School Act*, British Columbia *Freedom of Information and Protection of Privacy Act (FIPPA)* and the District's privacy policies and procedures by adhering to the following principles:

- being open and transparent about the purposes for which personal information may be collected and used by the District.
- collecting and using personal information only as necessary to carry out the District's authorized programs and activities.
- sharing personal information internally with staff, only on a need to know basis, as outlined in the District's administrative procedures.
- sharing personal information with third parties only with the knowledge and consent of affected individuals, unless otherwise authorized or required under *FIPPA*, the *School Act* or other applicable laws.
- ensuring personal information is protected against unauthorized access, use, disclosure, loss, or destruction.
- complying with *FIPPA* and District procedures for the accuracy, protection, use, disclosure, storage, retrieval, correction, and appropriate use of personal information.

The Board strives to be open and transparent with the community about its programs and activities and has processes in place to support the timely response to access requests submitted under *FIPPA* and the proactive release of information of interest to the community.

The Secretary Treasurer is responsible to act as Privacy Officer for the District and may designate this responsibility to other School District personnel. The Privacy Officer is responsible for ensuring compliance with the District's privacy policies and administrative procedures, *FIPPA* and the *School Act*.

The District will respond to and, where appropriate, investigate, all complaints that it receives under this policy.

Definitions:

- Personal Information – any recorded information about an identifiable individual that is within the control of the District and includes information about any student or staff. Personal information does not include an individual's business contact information.
- Staff – the employees, contractors, and volunteers of the District.
- Records – any paper or electronic media used to store or record information, including all paper and electronic records, books, documents, photographs, audio or visual

Related Legislation: Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, c. Part 3; School Act, R.S.B.C. 1996, c. 412 sections 9, 79(3); Student Records Disclosure Order(M14/91)

Related Contract Article: Nil
Adopted: January 17, 2023
Amended: xxxx

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recordings, computer files, email and correspondence; but does not include a computer program or other mechanism that produces records.

Related Legislation: Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, c. Part 3; School Act, R.S.B.C. 1996, c. 412 sections 9, 79(3); Student Records Disclosure Order(M14/91)

Related Contract Article: Nil
Adopted: January 17, 2023
Amended: xxxx

POLICY 220 PARENTS' ADVISORY COUNCILS

The Board of Education believes that parents/guardians/caregivers are important members of our educational community and partners in learning with the Board of Education. Their involvement, engagement, and consultation is integral to meet the present needs of our students and our community.

The Board of Education recognizes Parents' Advisory Councils as autonomous bodies and values their positive contribution to education in the school district. Through its elected officers, a Parents' Advisory Council may advise the board, the principal and staff of a school respecting any matter relating to the school.

Each school shall encourage parents/guardians/caregivers to form a duly constituted Parents' Advisory Council. Upon receipt of the completed constitution and bylaws, the Board shall formally recognize this organization as the official school's parents' advisory council.

POLICY 221 DISTRICT PARENTS' ADVISORY COUNCIL

Representing parents/guardians/caregivers' voices in the District, the District Parents' Advisory Council (DPAC) plays a legislated advisory role in helping the District achieve the goals of its District Strategic Plan. The Board will seek the advice of the DPAC, as a recognized partner in learning, on matters relating to education in the school district.

The Board is committed to providing an annual grant to the DPAC for the collaborative work they do with the school PACs and district partners. The funds allocated will support initiatives that advance the goals of the DPAC membership, the Board's Strategic Plan, and align with the Core Values articulated in Policy 110.

POLICY 221 DISTRICT PARENTS' ADVISORY COUNCIL

Representing parents/guardians/caregivers' voices in the District, the District Parents' Advisory Council (DPAC) plays a legislated advisory role in helping the District achieve the goals of its District Strategic Plan. The Board will seek the advice of the DPAC, as a recognized partner in learning, on matters relating to education in the school district.

The Board will provide the DPAC an annual grant, to a maximum of \$2,000.00, to support members attending the BCCPAC conference.

POLICY 230 BUSINESS AND COMMUNITY PARTNERSHIPS

Purpose

The Board of Education (the “Board”) values working with local businesses and the community. These partnerships can strengthen and enrich education in the Chilliwack School District (the “District”).

Guidelines

1. All Partnerships must align with the Board’s [Strategic Plan](#) and Core values.
2. These partnerships must enhance educational opportunities for students in the District.

POLICY 231 ADVERTISING IN SCHOOLS BY COMMERCIAL ENTERPRISES

Relationships between the Board, its schools, and commercial enterprises can enhance learning opportunities when aligned with the District's core values.

The sale, the promotion of sale or the support of sales by canvassing, advertising or by other means on the part of any commercial enterprise could be seen as a violation of the safe and secure environment for students. Therefore, there should be no actual or implied obligation to purchase any product or services.

There will be no use of corporate logos and slogans on any physical signage within the District. To recognize sponsorships, temporary print and/or electronic media logos may be appended to district material.

POLICY 240 FUNDRAISING

The Board of Education recognizes fundraising may support school communities by enhancing student activities and opportunities that may not have been allocated through School District budgets. Items purchased through fundraising become the property of the School District.

Fundraising activities must be consistent with the District's core values.

When school fundraising is undertaken, the principal, in consultation with staff, the parent advisory council or parent groups, and students involved or their representatives, has the authority to approve the raising and expenditure of funds in the name of the school.

While supporting fundraising activities, the Board does not support the concept of engaging a paid professional fundraiser.

POLICY 250 VOLUNTEERS

The Board recognizes the value of volunteers and encourages the development of such positive relationships with parents/guardians/caregivers and the community. The Board believes that the education of students in our school community is an undertaking that should be shared among its employees, parents/guardians/caregivers and members of the community. The active involvement of volunteers has the potential to provide considerable benefit to the intellectual, social and emotional development of students.

Objectives:

1. To support the rights of parents/guardians/caregivers as per the School Act and encourage community members and students to be volunteers at schools while protecting against the displacement of staff and upholding the obligations within collective agreements.
2. To complement the skills and expertise of professional staff in order to enrich learning experiences for students.
3. To strengthen and enhance lines of communication between the school and the home/community.
4. To ensure the use of volunteers maintains the integrity of school-based programs and upholds the District's Code of Conduct and Core Values as articulated in [Policy 110](#).

While encouraging the community context of schooling, the Board expects its schools to be safe, secure, and caring environments for staff and students. Therefore, appropriate safeguards regarding the selection, role, and supervision of volunteers must support the use of volunteers. The Board of Education, through its employees, will retain responsibility for school programs and school-sponsored activities.

POLICY 260 COMMUNITY SCHOOL SOCIETY

A Community School is created when a non-profit society is formed in partnership with the school and School District. This partnership provides enhanced services in our school communities. These important neighbourhood hubs are places where children, youth, families, residents, agencies, and local businesses work together to build a strong, caring, and supportive community.

Community School objectives include, but are not limited to, the following considerations:

- Use of schools as lifelong learning centres.
- Promotion of equitable and accessible educational opportunities for children, youth and adults.
- Use of school, district and community resources to enrich services to children, youth, families and the community.
- Improvement of community relations and community development.
- Strengthening inter-agency cooperation and coordination.
- Recognition of and response to identified community needs.

All public users of School District Facilities, including Community School partners, must adhere to Board of Education policies and be in alignment with the District's core values.

Community School organizers must request approval in principle from the Board of Education prior to proceeding with the planning of the creation of a Community School Society.

POLICY 261 NEIGHBOURHOOD LEARNING CENTRES

The Board of Education recognizes that the goal of creating Neighbourhood Learning Centres (NLCs) is to build strong partnerships with community organizations providing additional services and programming that complement and reflect the School District's priorities, values and beliefs.

The NLC's goal is for schools and organizations to partner together so that community members can better access educational and community services in one location.

The objectives of NLCs include, but are not limited to, the following considerations:

- Using schools as lifelong learning centres.
- Promoting equitable and accessible educational opportunities.
- Using resources collectively to enrich services for children, youth, families and community.
- Improving community relations and community development.
- Strengthening collaborative efforts between community agencies.
- Responding to community needs.

All public users of school district facilities, including NLC partners, must adhere to Board of Education policies and the following principles:

- All activities must be compatible with the core values of the School District.
- Delivery of public education services to students is a priority.
- Safety and security of students is of paramount importance.
- Fees may be collected in accordance with the Community Use of Facilities Policy.

POLICY 270 COMMUNITY USE OF FACILITIES

Purpose

Chilliwack School District (“District”) facilities and sites are primarily used to support the education of public school students. When schools are not in use, the Board of Education (the “Board”) may allow community groups to use District facilities. This helps create more opportunities and activities for students and the community while prioritizing student learning.

Guidelines

The Board has established the following guidelines related to community use of District facilities:

1. Delivery of public education services to the District’s students shall have priority.
2. Fees will be charged to cover the costs of providing facilities for community use.
3. Facilities will not be used by groups or organizations whose activities do not align with the District’s values.
4. Schools will not be used for any election campaign purposes.
5. All users of the Board’s facilities will be treated equitably and fairly.

POLICY 280 SMUDGING

The Board of Education recognizes that smudging is practiced by many nations across Canada and is an important part of shared concepts and teachings based on Indigenous Worldviews. Smudging is the burning of sacred plants, and it is done to begin a new day, to cleanse a space, as part of a prayer, and to begin ceremonies, meetings, and gatherings.

The Board of Education is committed to the ongoing learning that respects the cultural diversity of Indigenous students. In partnership with the Ts'elxweyeqw, Pilalt, and Sema:th tribes, the Board of Education aims to be inclusive and culturally responsive by integrating First Nations, Métis, and Inuit perspectives into school planning and programming. This includes welcoming all students to learn about First Nations, Métis, and Inuit traditions.

Smudging is permitted on school district sites, subject to proper safety measures.

POLICY 290 EDUCATIONAL HERITAGE

Purpose

The Board of Education (the “Board”) knows that public schools are an important part of our community’s history. The Board supports keeping and protecting items and records that show the history of the Chilliwack School District (the “District”).

Guidelines

Collecting and Protecting Historical Items

- The District will encourage staff to:
 - Gather important records,
 - Restore and protect textbooks and classroom items,
 - Save any item that shows the history of education since 1870.

Checking items before disposal

- Before the District sells, auctions, or throws away an item, staff must check whether it has heritage value.

Working with the Chilliwack Museum and Historical Society

- The District will support the work of the Chilliwack Museum and Historical Society.
- The curator for the Chilliwack Museum and Archives will decide if an item should be added to the Museum’s collection.

POLICY 291 ENVIRONMENTAL STEWARDSHIP

The Board of Education believes that the sustainability of our environment is vital to the quality of our health and well-being. Further, it believes that the district and its staff have a responsibility to foster and reinforce a positive environmental stewardship.

This policy is intended to confirm the Board's commitment to incorporating environmental stewardship into decision-making and planning.

The Board encourages the development and delivery of programs and initiatives that foster student social awareness and responsibility so that students can develop the skills, knowledge, confidence and attitudes that will help nurture a sustainability mindset.

The Board commits to minimizing its environmental footprint and to reducing the environmental impact of its operations. The Board will seek intergovernmental and community partnerships to enhance environmental stewardship.

Definitions:

For the purposes of this policy:

- **Environmental Sustainability** - defined as improving the quality of human life while living within the carrying capacity of supporting ecosystems. Within the context of the school district, environmental sustainability means incorporating ecological, social, and economic criteria into decision-making processes.
- **Environmental Stewardship** – defined as the informed and responsible actions and behaviours required to collaboratively promote a healthy, sustainable environment.

Guidelines:

1. Staff will strive to ensure that capital projects; facility renovations; district services, programs and activities are designed, implemented and monitored in a manner that integrates environmental stewardship best practices and considerations.
2. Staff will communicate environmental sustainability initiatives to the Board of Education.



STUDENTS, INSTRUCTION & PROGRAMS

SECTION 300:

310 POLICY:	STUDENT EXPECTATIONS, RIGHTS AND RESPONSIBILITIES
311 POLICY:	DRESS GUIDELINES FOR STUDENTS
312 POLICY:	SUPERVISION OF STUDENTS
313 POLICY:	SAFE SCHOOLS
314 POLICY:	STUDENT SUBSTANCE USE
315 POLICY:	WEAPONS
320 POLICY:	SCHOOL ADMISSION AND PLACEMENT
321 POLICY:	ORDINARILY RESIDENT & NON-RESIDENT STUDENTS
322 POLICY:	INTERNATIONAL STUDENT PROGRAM
340 POLICY:	SCHOOL FEES AND FINANCIAL HARDSHIP
360 POLICY:	INCLUSION
361 POLICY:	SUPPORT FOR SERVICES BY COMMUNITY AGENCIES AND CERTIFIED PROFESSIONALS
370 POLICY:	DISTRICT PROGRAMS AND UNIQUE LEARNING OPPORTUNITIES
371 POLICY:	FRENCH IMMERSION PROGRAM
372 POLICY:	CAREER PROGRAMS
373 POLICY:	STUDENT FIELD TRIPS AND EXPERIENCES
380 POLICY:	LEARNING RESOURCES
382 POLICY:	LIBRARY LEARNING COMMONS
383 POLICY:	TECHNOLOGY USE
390 POLICY:	RESOLVING CONCERNS

POLICY 310 STUDENT EXPECTATIONS, RIGHTS AND RESPONSIBILITIES

Purpose:

The Board of Education (the “Board”) of the Chilliwack School District (the “District”) believes that students should act in a way that makes school a safe, caring, and inclusive place where everyone can learn. In alignment with the District’s Strategic Plan, the goal is for students to grow into responsible, educated citizens.

This means every student will:

- respect what belongs to other people and their rights;
- respect themselves and their own belongings; and
- follow all the rules, including Board Policy and Procedures, and the School Code of Conduct (the “School Code”).

General Expectations of Students:

Each student must meet the expectations in the [B.C. Human Rights Code](#). There must be no discrimination or intent to discriminate against a person, or a group or class of persons, based on the prohibited grounds. This means you cannot treat anyone unfairly or try to hurt someone based on their Indigenous identity, race, colour, ancestry, place of origin, religion, marital or family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age. Making sure everyone acts appropriately is the responsibility of students, their parents/guardians/caregivers, and the District.

Social media (such as Instagram, TikTok, SnapChat, etc.) is a way to use technology for information sharing, discussion and communication, and is an extension of the classroom. This means that if something is not appropriate to do or say at school, it is also not appropriate to do or say online.

The Board will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a School Code. This means the Board will do everything it can to protect students who make complaints in alignment with this Policy.

School Code of Conduct:

Every school is required to have a School Code, which must be submitted to the Superintendent’s office by October 31st of each year.

Related Legislation: School Act, BC Human Rights Act, Canadian Charter of Rights and Freedoms, United Nations Declaration of the Rights of the Child, Safe, Caring and Orderly Schools, Provincial Standards for Codes of Conduct Order

Related Contract Article: Nil

Adopted: November 26, 1991

Amended: January 22, 2013; May 28, 2002; February 27, 2007; April 24, 2012; June 13, 2023; October 14, 2025

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The School Code will be developed and maintained by the school's committee of staff, parents/guardians/caregivers and students, which must comply with the [Ministry of Education's Safe, Caring and Orderly Schools](#) and written Board policies. The same committee will review the School Code annually.

The School Code will be communicated to students and parents/guardians/caregivers annually.

Except as otherwise provided, the Board's policies and regulations about student behaviour will apply to students while:

1. attending school;
2. travelling to and from school;.
3. attending a function and/or program organized or sponsored by a school; or
4. on any District property.

If students break the law and it affects the school or the community, District officials will cooperate with law enforcement.

Student Discipline

The standard of discipline applied to students shall be kind, firm and reasonable. Consequences should teach students to be responsible citizens and help them grow personally and socially. Whenever possible and appropriate, discipline will be restorative in nature.

When deciding on discipline, the school will consider all relevant circumstances and the developmental and individual needs of students. The school will not discriminate.

Considerations may apply to students with disabilities or diverse abilities if these students are unable to comply with a School Code due to having an intellectual, physical, sensory, emotional or behavioural disability.

The Board recognizes that the principal of a school is responsible for administering and supervising the school. This includes the general conduct of students, both at school and during school-related activities.

Even if something happens outside of school, if it could have a potential impact on the school environment, students may still face disciplinary action from the school.

Related Legislation: School Act, BC Human Rights Act, Canadian Charter of Rights and Freedoms, United Nations Declaration of the Rights of the Child, Safe, Caring and Orderly Schools, Provincial Standards for Codes of Conduct Order

Related Contract Article: Nil

Adopted: November 26, 1991

Amended: January 22, 2013; May 28, 2002; February 27, 2007; April 24, 2012; June 13, 2023; October 14, 2025

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Student Rights and Responsibilities:

The Board believes that students have certain rights and responsibilities. These come from the [B.C. School Act](#), the [B.C. Human Rights Code](#), the [Canadian Charter of Rights and Freedoms](#) and Board bylaws, policies and regulations.

Students have the right to:

- a place to learn, feel welcome and be treated fairly (i.e. a discrimination-free environment as reflected in [Policy 313: Safe Schools](#)).
- express themselves and advocate for their interests.
- suitable learning in a safe environment.
- talk with teachers and administrators about the learning environment and how they learn best.
- be informed of the expectations of how to act and the consequences of misbehaviour.
- a fair discipline process.
- an appeal procedure to challenge decisions made by the District that impact your learning, health or safety.
- privacy and confidentiality of student records.

Students have the responsibility to:

- uphold [Policy 313: Safe Schools](#).
- attend school regularly.
- follow school rules and codes of student conduct.
- respect the legitimate authority of the school staff.
- respect and support the rights of others and their belongings.
- respect and support the health and safety of others and of themselves.
- respect and support the learning environment and how others learn.
- demonstrate self-discipline and self-regulation according to their abilities.

Related Legislation: School Act, BC Human Rights Act, Canadian Charter of Rights and Freedoms, United Nations Declaration of the Rights of the Child, Safe, Caring and Orderly Schools, Provincial Standards for Codes of Conduct Order

Related Contract Article: Nil

Adopted: November 26, 1991

Amended: January 22, 2013; May 28, 2002; February 27, 2007; April 24, 2012; June 13, 2023; October 14, 2025

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- respect school and District property.
- not threaten, harass, intimidate, or assault, in any way, any member of the school community.
- not be in possession of controlled and regulated substances, including drugs, alcohol, and cannabis.
- not use controlled and regulated substances, including drugs, alcohol, cannabis, tobacco products, vaping devices and e-cigarettes, on school property or during school-authorized trips or activities.

Appeals Regarding Disciplinary Action:

The Board believes that when a parent/guardian/caregiver has a concern about the action or decision of any employee, the following steps should be followed, as per [Policy 390 – Resolving Concerns](#):

1. discuss the concern with the employee directly.
2. if not resolved, discuss the concern with the school principal.
3. if not resolved at the school level, discuss the concern with the appropriate Assistant Superintendent.
4. If not resolved, forward the concern to the Superintendent for consideration.

A student and/or the student's parent/guardian/caregiver may appeal disciplinary action taken by the District that they believe impacts the learning, health or safety of the student, once the above steps have been considered. This appeal procedure is in alignment with [Section 11 of the B.C. School Act](#) and [Board Bylaw 4: Appeal Procedure](#).

Related Legislation: School Act, BC Human Rights Act, Canadian Charter of Rights and Freedoms, United Nations Declaration of the Rights of the Child, Safe, Caring and Orderly Schools, Provincial Standards for Codes of Conduct Order

Related Contract Article: Nil

Adopted: November 26, 1991

Amended: January 22, 2013; May 28, 2002; February 27, 2007; April 24, 2012; June 13, 2023; October 14, 2025

POLICY 311 DRESS GUIDELINES FOR STUDENTS

Purpose:

The Board of Education (the “Board”) of the Chilliwack School District (the “District”) knows that respect and inclusivity are needed for safe and positive schools. Dress guidelines let students express themselves, and clothing must be safe for school activities.

Guidelines:

Each school will set its own dress guidelines. These will be made in consultation with parents/guardians/caregivers, staff and students.

These guidelines will:

1. Support inclusivity and gender equity.
2. Focus on safety, not modesty.
3. Be clear and accessible to parents/guardians/caregivers, staff and students.
4. Be constructive, not punitive so correction or discipline is not required.

Staff are responsible for helping students understand and follow the dress guidelines. If a student wears clothing not suited for the day’s activities, staff will respond in a way that avoids shame and does not reduce learning time.

Parents/Guardians/Caregivers must make sure children wear safe clothes to school.

Students must wear clothing that is safe and works for all school activities.

POLICY 312 SUPERVISION OF STUDENTS

Purpose:

The Board of Education (the “Board”) of the Chilliwack School District (the “District”) expects students to be supervised by adults at school and during school events and field trips.

Guidelines:

School staff must keep students safe at all times. The amount of supervision will depend on:

- the number of students,
- what the students are doing,
- the age of the students,
- the layout of the space, and
- the rules in place.

During school hours or school events, students will only be dismissed with permission from the student’s parent or legal guardian.

Parents, Guardians, or Caregivers will be told of school activities that happen after regular school hours. Students will be dismissed from the activity in the same way as a regular school day.

POLICY 313 SAFE SCHOOLS

Purpose

The Board of Education (the “Board”) of the Chilliwack School District (the “District”) wants all schools to be safe, caring, and inclusive. Everyone deserves respect and the chance to learn, grow, and take part in school life.

Under the [Canadian Charter of Rights and Freedom](#), the [B.C. Human Rights Code](#) and the District’s collective agreements, the Board expects all members of the school community to act respectfully. Together, we work to keep schools welcoming and safe for everyone.

The Board promotes clear expectations that reflect the highest standards of respectful and responsible citizenship. These expectations help build a culture of safety for everyone in all schools and at all school-authorized events and activities.

Safety and inclusion are shared responsibilities. The Board encourages the District, schools, students, families, community groups, social agencies, and the RCMP to work together to support safe, caring, and inclusive schools.

Guidelines

The Board expects all members of the school community to:

- Follow all applicable federal and provincial laws.
- Follow all District Policies and Administrative Procedures.
- Proactively support inclusive, respectful learning and work spaces.
- Treat everyone with dignity and respect.
- Avoid all forms of violence.
- Take care of school and District property.
- Help those in need.
- Follow reasonable directions from people in authority.

The Board expects everyone to avoid any behavior that discriminates against others, as described in the [B.C. Human Rights Code](#). Discrimination includes unfair actions or treatment based on the following grounds:

- Age
- Family Status
- Marital Status
- Mental and/or Physical Disability
- Race, colour, place of origin, or ancestry
- Indigenous identity

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- Sex
- Gender Identity or expression
- Sexual Orientation
- Religion
- Criminal Conviction
- Political Belief
- Source of Income

The Board is committed to human rights and to stopping discrimination. The District must make sure that all students and staff members are treated with dignity and respect.

The District also recognizes that some people face extra barriers. Homophobic and/or transphobic behaviour – including harassment, intimidation, or bullying – is not allowed. This includes harmful actions or a failure to act.

Staff must respond to all incidents and support anyone who is targeted or affected.

Creating safe, caring, and inclusive schools for everyone – regardless of sexual orientation, gender identity, or expression – is addressed in [Administrative Procedure 356: Safe and Caring Schools: Sexual Orientation and Gender Identity or Expression](#).

POLICY 314 STUDENT SUBSTANCE USE

Purpose

The Board of Education (the “Board”) believes a healthy school environment helps students grow and develop. To make this possible, Chilliwack School District (“District”) property and schools must be free from controlled and regulated substances. This includes drugs, alcohol, cannabis, tobacco products, vaping devices, and e-cigarettes.

The Board works with students, parents, guardians, caregivers, and the community to address concerns related to substance use.

Using controlled and regulated substances on District property or during school-authorized trips or activities violates the student code of conduct. Violations will result in disciplinary action and may involve the RCMP if needed.

Guidelines:

The District’s expectations regarding smoking, vaping, cannabis, and other controlled substances are guided by the following legislation:

- [Tobacco and Vapour Product Control Act](#), Section 2.2
- [Cannabis Control and Licensing Act](#)
- [Controlled Drugs and Substances Act](#)

The Board supports students by:

- Providing age-appropriate, fact-based information.
- Supporting programs that prevent or respond to substance use.
- Developing and providing learning resources and prevention tools.
- Working with schools and community groups to support student well-being.

POLICY 315 WEAPONS

Purpose

The Board of Education (the “Board”) is committed to keeping everyone in our school community safe. Weapons are not allowed on or near Chilliwack School District (“District”) property or at any school-sponsored events. Any weapon on or near school grounds is considered a serious threat to student and staff safety.

Definitions

Weapon

A weapon includes:

- Loaded or unloaded firearms.
- Chemicals, substances, devices, or instruments that are designed as a weapon or that can cause bodily harm or death.
- Devices or instruments that are used to threaten, intimidate, or cause bodily harm or death.
- Replicas or toy weapons.
- Any item brought to school for protection, or to threaten, intimidate, or harm another person.

Guidelines

1. Any student who uses or possesses a weapon will face disciplinary actions. Criminal charges may be considered when appropriate.
2. Items worn for religious purposes or used for other purposes may be allowed if:
 - a. The student receives prior permission from the school principal or designate; and,
 - b. The student follows any conditions set by the school principal or designate.

POLICY 320 SCHOOL ADMISSION AND PLACEMENT

Purpose

The Board of Education (the “Board”) will provide an education program for every school-age student who is Ordinarily Resident in British Columbia.

This policy does not apply to fee-paying students or non-resident students.

Definitions

- Ordinarily Resident – Under the School Act, a student is considered Ordinarily Resident in British Columbia (“B.C.”) when the student and their parent or guardian live in B.C. as their usual place of residence.

Guidelines

Student registration, enrolment, and placement in the Chilliwack School District (the “District”) is to be guided by the following principles:

1. Access to Neighbourhood Schools:
 - Students will have priority access to attend the school designated as their catchment area.
2. School Placement:
 - Families can request admission to schools outside their catchment area for educational reasons or preferences. Acceptance depends on the space, programs, and District resources available.
3. Certainty, Stability, Continuity:
 - The school placement process should support stability and continuity for students and families. When possible, all school-aged children in a family will attend the same school. This must comply with the School Act, Ministry Policy, Board timelines, and the family’s wishes.
4. Efficient Resource Allocation:
 - The school placement process should help District staff plan how to optimize space and learning resources. This planning helps meet District demand and reduces changes at the start of the school year.

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- If a parent or guardian requests that their student attend a school outside their catchment area, they are responsible for transportation and costs associated with that decision.
- The Board will work to provide programs that meet students' interests and needs. Specialized programs may be limited to specific sites where space is available.
- The Board must manage its resources in a fiscally responsible manner. Resource decisions should align with the District's core values.

Reference

- [Administrative Procedure 317](#): International Student Program: Fee Paying Students
- [Administrative Procedure 335](#): Residency and Student Eligibility
- [Administrative Procedure 337](#): School Admission and Choice
- [Administrative Procedure 338](#): Specialty Academies and Programs
- [Administrative Procedure 377](#): French Immersion

POLICY 321 ORDINARILY RESIDENT & NON-RESIDENT STUDENTS

Purpose

The Board of Education (the “Board”) believes that a diverse student population strengthens the learning environment of the Chilliwack School District (the “District”).

Guidelines

The Board supports admitting Non-Resident students, if the following conditions are met:

- The District has appropriate programs, staff, facilities, and available space.
- Resident (Ordinarily Resident) students are placed first, in the following order:
 1. Students who live within the school catchment area.
 2. Students who live within the District.

Definitions

- **Ordinarily Resident** – Under the School Act, a student is considered Ordinarily Resident in British Columbia (“B.C.”) when the student and their parent or guardian live in B.C. as their usual place of residence.
- **Non-Resident Student** – A student is considered a Non-Resident Student when the student and their parent or guardian do not live in B.C. as their usual place of residence.

Reference

- [Administrative Procedure 317](#): International Student Program: Fee Paying Students
- [Administrative Procedure 335](#): Residency and Student Eligibility

POLICY 322 INTERNATIONAL STUDENT PROGRAM

Purpose

The Board of Education (the “Board”) recognizes that international students bring different cultures into Chilliwack School District (the “District”) schools.

This helps students in the District learn about and respect people from other countries.

Guidelines

- District schools and programs exist first to serve the students who live in Chilliwack.
- International students will not be enrolled if doing so reduces space or services for Resident students.
- Students in the International Student Program must meet all program rules. This includes paying fees approved by the Board. Please refer to [Administrative Procedure 317](#): International Student Program – Fee Paying Students.

Definitions

- **Resident (Ordinarily Resident)** – Under the School Act, a student is considered Ordinarily Resident in British Columbia (B.C.) when the student and their parent or guardian live in B.C. as their usual place of residence.

References

- [Policy 321](#): Ordinarily Resident & Non-Resident Students
- [Administrative Procedure 317](#): International Student Program: Fee Paying Students

POLICY 340 SCHOOL FEES AND FINANCIAL HARDSHIP

Purpose

The Board of Education (the “Board”) offers many types of learning opportunities and experiences. Students will not be charged for educational resources needed to meet the general graduation requirements.

Guidelines

Fees and Deposits allowed by Law

- The Board may charge fees for goods and services, as permitted by [Ministerial Orders](#) and the [School Act](#).
- The Board may also require deposits for educational resource materials as allowed under Section 82 of the [School Act](#). These deposits may be fully or partly refundable.

Optional Programs and Activities

- The Board may set fees for optional programs, extra-curricular activities, or other goods and services that the Chilliwack School District (the “District”) provides to enhance learning and school life.
- Students and parents must be told how they can request a fee waiver if they cannot pay.

Publication of Fees and Deposits

- Before each school year begins, the Board will ensure schools publish a schedule of all required fees and deposits.
- This schedule must be available to students, parents, guardians, and caregivers.

Financial Hardship

- The Superintendent will make procedures to ensure fees and deposits do not stop a student from taking part in educational programs or activities.
- These procedures must allow students facing financial hardship to participate, even if they cannot pay the fees or deposits.

POLICY 360 INCLUSION

Purpose

The Board of Education (the “Board”) of the Chilliwack School District (the “District”) recognizes that inclusion is a right. Inclusion is a core value in the District’s [Strategic Plan](#).

The District is committed to meaningful, inclusive practices. These practices ensure equitable access for all people. The District works to create environments where everyone belongs and is welcomed, valued, and supported.

Guidelines

Everyone has a right to be treated with respect in District programs and learning spaces. This applies regardless of race, color, ancestry, place of origin, religion, marital or family status, physical or mental health or disability, sexual orientation, gender identity and expression, or age ([BC Human Rights Code](#)).

Everyone has the right to policies, procedures, communications, programs, and learning opportunities that are inclusive and respectful.

The Board expects that all staff, students, and members of our school communities will work together to:

- Include Indigenous perspectives, knowledge, and ways of learning in their work.
- Use approaches that are educational, preventative, and restorative.
- Support open, meaningful collaboration and communication with all District partners.
- Recognize the harm caused by exclusion and unfair treatment.
- Support social justice, and promote human rights for everyone, cultivating mutual respect, civility, and a sense of belonging.
- Identify and remove barriers caused by environments, attitudes, practices, policies, communication or technologies.
- Pay attention to how discrimination can overlap and increase barriers.
- Create and improve spaces to be accessible, safe, and flexible.
- Build understanding of diversity and how it affects access and outcomes as the District works towards equity.

POLICY 361 SUPPORT FOR SERVICES BY COMMUNITY AGENCIES AND CERTIFIED PROFESSIONALS

Purpose

The Board of Education (the “Board”) of the Chilliwack School District (the “District”) welcomes support from community agencies and certified professionals.

These individuals and organizations support students and the school-based teams. They also help staff work with students and parents or guardians to create learning and support plans.

Guidelines

The Board recognizes that students are best supported when services are coordinated. This work may involve working with other ministries and appropriate certified professionals.

All services must follow:

- Provincial legislation
- Agreements between ministries
- District policies and administrative procedures
- Applicable contracts

Definitions

- **Outside Agency:** a person or organization that provides service to students and families that does not work for the District.
- **Community Partner:** A government agency, or not-for-profit organization working under government contract, that has an ongoing agreement with the District.
- **Private Certified Professional or Agency:** A person or organization that operates for profit and is not a Community Partner. Families usually arrange and pay for these services on their own.

Reference

- [Administrative Procedure 330](#): Support for Student Education Programs by Outside Agencies and Certified Professionals

POLICY 370 DISTRICT PROGRAMS AND UNIQUE LEARNING OPPORTUNITIES

Catchment area schools are important neighbourhood assets and are central in meeting the educational needs of students within the district.

The Board's Mission – “to ensure deep learning that engages our heart, head and hands to develop competencies vital for the success of all learners” – is supported by offering district programs and unique learning opportunities.

Choice for students, parents and staff is offered, where feasible and appropriate, in the form of district programs and/or schools that offer unique opportunities. These schools provide a program with a specific educational focus (e.g. Integrated Arts & Technology), while prioritizing attendance from the existing school catchment area in accordance with board policy.

District programs (e.g. French Immersion) provide a specific education program and will normally have the entire district as a catchment area.

POLICY 371 FRENCH IMMERSION PROGRAM

Purpose

Learning French, an official language of Canada, helps students grow in many ways. It builds understanding of other cultures and supports respect for differences.

The Board of Education (the “Board”) believes that learning French helps students think in new ways and connect with others. It is also valuable for certain career opportunities.

Guidelines

The Board offers Early and Late Entry French Immersion Programs as a District Program of Choice.

In alignment with the District’s [Core Values](#), the French Immersion program is intended to be inclusive and open to all students. Admission is based on available space and established entry points as outlined in [Administrative Procedure 377 French Immersion](#).

POLICY 372 CAREER PROGRAMS

Purpose

The Board of Education (the “Board”) recognizes that career education offers students opportunities to explore a variety of career options for their future through classroom and practical community experiences.

The Board supports career education that helps students develop the skills and competencies they need to explore their strengths, interests, and future career goals.

Guidelines

Access to Career Programs

The Board supports fair and equitable access to career programs that combine classroom learning with real workplace experiences.

These programs include, but are not limited to:

- Work Experience 12
- Youth Work in Trades
- Youth Train in Trades
- Regional Career Programs
- Dual Credit
- Board Authority/Authorized (“BAA”) Courses

POLICY 373 STUDENT FIELD TRIPS AND EXPERIENCES

Purpose

The Board of Education (the “Board”) of the Chilliwack School District (the “District”) believes that field trips and real-world experiences help students learn.

In this policy, “Field Trips” means all approved learning activities that occur outside the regular classroom. These can take place on or off school grounds or within the community.

All Field Trips must be safe and accessible to every student in the class.

Guidelines

Curricular-Related Field Trips

Curricular-related Field Trips are connected to specific learning outcomes. Students may be evaluated on what they learn.

The Board expects curricular-related Field Trips to be free for all students.

Co-Curricular and Extra-Curricular Field Trips

Co-curricular and extra-curricular Field Trips are not directly connected to learning outcomes. They provide educational value and support student growth and development.

The Board encourages schools to fundraise to help lower costs for families.

References

- [Administrative Procedure 370: Student Field Experiences](#)

POLICY 380 LEARNING RESOURCES

The Board of Education promotes the development of a resource-rich learning environment by providing a wide range of learning resources to support the educational needs of all students and a variety of teaching and learning styles in the school district.

The primary objective of learning resources is to support, enrich and help implement the educational programs of the school.

The Board supports that, in order to meet the needs of students and teachers, it is the responsibility of the professional staff to select and deselect learning resources that support the curriculum, provide a balance on differing points of view and are consistent with the current curriculum and the educational goals of the province, the District and the school.

The Board recognizes that professional staff are also responsible for curating a wide array of materials for students' personal research and recreational reading purposes, and that these materials can also be considered learning resources.

The Chilliwack School District fully supports the Ministry's Policy statement that "Educators are best suited for determining the resources that are most appropriate for use in their classrooms." This extends to resources available throughout the school including the Library Learning Commons.

The Board further acknowledges that learning materials and recreational reading materials may include sensitive content and understands that professional judgment is exercised in evaluating and purchasing these learning materials.

Boards may use resources that are recommended by the BC Ministry of Education or may choose to use the Focused Education Resources Services (FERS). FERS maintains a collection of evaluated K-12 resources recommended for school district use. FERS resources used at the recommended grade levels are generally considered to be exempt from formal challenges as they have already been thoroughly vetted for educational use.

Educators will also need to make use of resources that have not been evaluated by FERS. The Board acknowledges that professional staff will consult a variety of recognized educational, critical, evaluative sources prior to using or purchasing these resources.

Selection of Learning Resources:

1. Learning Resources selected fulfill the following social consideration principles:
 - a. Promotes diversity, appropriately representing the status areas of the BC Human Rights Code: race, colour, ancestry, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, and disability

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- b. Incorporates diverse racial backgrounds and lived experiences, demonstrates equity, and reflects Black, Indigenous and People of Colour (BIPOC) voices
 - c. Promotes respect for and understanding of inclusion and diversity in Canadian society
 - d. Provides appropriate context for complex issues and demonstrates an awareness of personal bias
 - e. Emphasizes opportunities for critical thinking
 - f. Ensures resources are current and do not contain discriminatory or stereotypical content, acknowledging that some resources may be used to provide historical context and critical thinking regarding changes in societal norms.
2. Learning resources use appropriate content and language for the intended audience in terms of the developmental age, maturity, and diverse learning needs of the students for whom the resource is intended.
3. Teacher-Librarians and other teachers will use professional judgment, skills and knowledge in selecting content for curriculum learning resources and recreational reading available to students in a school Library Learning Commons.
4. School resources will reflect the Chilliwack School District policies pertaining to values, safe schools, inclusion and respect.
5. Learning resources shall be designed to motivate students and staff to examine their own attitudes and behaviours and to comprehend their own responsibilities, rights, and privileges as participating citizens in our society.
6. Learning resources shall present various sides of controversial issues so that young citizens may have an opportunity to develop, under guidance, the practice of critical analysis and make informed judgements in their daily lives.
7. Learning resource selection is an ongoing process that should include removing materials that are no longer appropriate according to the selection criteria to ensure the maintenance of a relevant and respectful collection that meets current scientific or social consideration standards.
8. Learning resources shall be purchased and used in compliance with current copyright and privacy legislation.
9. Parents/Guardians/Caregivers are Partners in Learning and are encouraged to consult with school staff should they have questions about resources being used.
10. The principles of freedom to read/listen/view must be protected for students. Teacher-Librarians (TLs) will support reading choice for students. Families who wish students not to read certain topics can have those discussions at home, but it is not the role of the TL to censor choices at the circulation desk.
11. Teacher-Librarians support reading choice. Students should not be limited in the Library Learning Commons to only books “at their reading level” (such as PM Benchmark/Lexile, etc.). Reading level considerations are best suited to guided reading instruction in the classroom.

Related Legislation: [Ministerial Order 333/99](#), the Educational Program Guide Order; section 5; [BC Ministry of Education Learning Resources Policy \(2017\)](#)

Related Contract Article: Nil

Adopted: February 22, 2005

Amended: February 7, 2023

Challenge of Learning Resources:

1. The Board recognizes that despite all care taken to select appropriate learning resources for student and teacher use, and despite the qualifications of the professionals who select the learning resources, an objection may be raised to the use and availability of such a resource.
2. No parent/guardian/caregiver or group of parents/guardians/caregivers has the right to determine reading, viewing or listening materials for students other than their own.
3. Parent/Guardians/Caregivers have the right to request that their children not have access to a given item, provided a written request is made to the school principal.
4. Any parent/guardian/caregiver may formally challenge learning resources used where their child is enrolled. The final decision regarding any such challenge shall rest with a Reconsideration Committee. Concerns regarding the use of learning resources must first be addressed and resolved, if possible, at the school level with the staff in question, and in turn the principal. Please refer to the Procedures for Dealing with Challenged Materials for further information regarding the process.

POLICY 382 LIBRARY LEARNING COMMONS

The Library Learning Commons (LLC) are physical and virtual learning hubs of schools where students and staff collaborate on inquiry, project/problem-based learning experiences, experimentation, and innovation to enhance critical thinking, creativity, and communication.

Library Learning Commons resources and programming will include social consideration principles of promoting diversity and human rights, incorporating diverse racial backgrounds and lived experiences, demonstrating equity, reflecting First Nations and BIPOC voices, and providing an appropriate context for complex issues all while highlighting the importance of having an awareness of personal bias.

Library Learning Commons should feature dynamic programming in order to foster innovative and inclusive opportunities to support student learning and success.

POLICY 383 TECHNOLOGY USE

Purpose

Students, staff and families learn best when technology is used safely and responsibly. Technology is an important tool that supports learning, sparks creativity, and builds new skills.

The Board of Education (the “Board”) of the Chilliwack School District (the “District”) is committed to providing reliable technology in schools to help students and staff learn, create, and share information effectively.

Guidelines

Everyone using District technology must follow:

- the [Freedom of Information and Protection of Privacy Act](#)
- the [Copyright Act](#)
- District Policies, Administrative Procedures, and Guidelines regarding the use of technology and social media.

References:

- [Policy 310](#): Student Expectations, Rights and Responsibilities
- [Administrative Procedure 318](#): Cell Phone and Digital Device Use
- [Administrative Procedure 352](#): Technology Use and the Acceptable Use Agreement
- [Administrative Procedure 417](#): Social Media

POLICY 390 RESOLVING CONCERNS

Purpose

The Board of Education (the “Board”) believes that open, direct communication between students, parents, and Chilliwack School District (“District”) staff helps resolve concerns.

This policy applies to concerns related to an employee’s action or decision, an educational program, a procedure, or a learning resource.

Procedure

Concerns should be handled in a respectful, confidential, and fair manner in the following order:

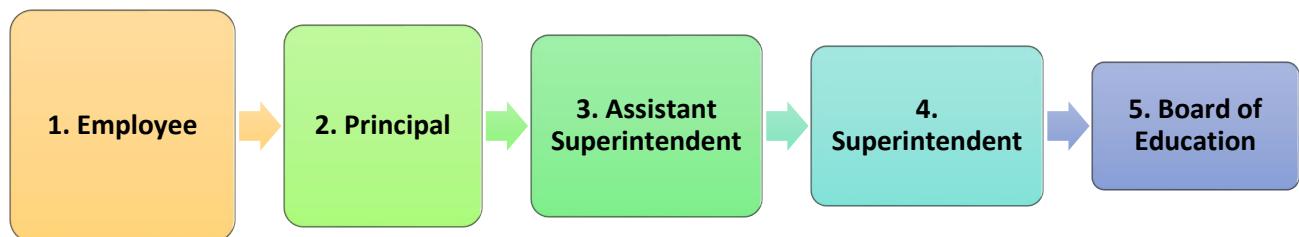
1. The employee.
2. The school principal.

If resolution is not reached at the school level, it may be referred to:

3. The Assistant Superintendent responsible for the school (please refer to [School Supervision](#))
4. The Superintendent of Schools (“Superintendent”).

Decisions made by employees that do not significantly affect the student’s education, health, or safety are within the final authority of the Superintendent.

If a decision significantly affects a student’s education, health, or safety and remains unresolved, the concern may be appealed to the Board using [Bylaw 4: Appeal Procedure](#).





HEALTH & SAFETY

SECTION 400:

433 POLICY:

PROVISION OF MENSTRUAL PRODUCTS

POLICY 433 PROVISION OF MENSTRUAL PRODUCTS

The Board of Education of School District No. 33 [Chilliwack] is committed to providing menstrual products to students who may require them. Every student in the Chilliwack School District should have access to healthy and effective learning environments.

The school system is expected to promote gender equality and create an inclusive learning experience. Lack of access to menstrual products can negatively impact students' school attendance and their social-emotional well-being. Providing all students with convenient access to free menstrual products helps to support their full participation in school activities, reduces stigma and promotes gender equality.

Procedures:

Principals will ensure that menstrual products will be easily accessible to all students who may require them. Specifically, principals will:

1. ensure menstrual products are made available to students of all gender identities or expressions in a manner that protects student privacy.
2. provide for barrier free, easily accessible menstrual products at no cost to students.
3. provide for consistent availability and supply of menstrual products in school washrooms, specifically in all variations of washrooms (Male, Female, Gender-Neutral).
4. provide a mechanism to receive student feedback, while maintaining student privacy.
5. incorporate student feedback with respect to the provision of menstrual products.



HUMAN RESOURCES

SECTION 500:

520 POLICY:

PUBLIC INTEREST DISCLOSURE

530 POLICY:

LEADERSHIP APPOINTMENTS AND ASSIGNMENTS

545 POLICY:

RESPECTFUL WORKPLACE

550 POLICY:

EMPLOYEE RECOGNITION

POLICY 520 PUBLIC INTEREST DISCLOSURE

All employees, and others performing work on behalf of the District, are expected to conduct themselves in a professional manner, to adhere to applicable laws, regulations, policies and procedures that apply to their work activities and to demonstrate ethical behavior in all their decisions and interactions.

The Board is committed to honesty, integrity, and accountability in its operations, programs, and services and to promoting a culture of openness and transparency.

The Board encourages and supports all employees in bringing forward reports of unlawful acts and acts of wrongdoing in a manner consistent with the provisions of the British Columbia *Public Interest Disclosure Act* (“PIDA”).

The purpose of this Policy and related Administrative Procedures is to establish a process, in compliance with the PIDA, for employees to report, in good faith, wrongful or unlawful conduct without fear of retaliation or reprisal.

This Policy applies to alleged wrongdoing related to the School District’s operations or employees and others performing work on behalf of the District. This Policy does not displace other mechanisms set out in School District Policy for addressing and enforcing standards of conduct, disputes, complaints, or grievances, including issues of discrimination, bullying and harassment, occupational health and safety, or disputes over employment matters or under collective agreements.

1. Definitions

In this Policy the following capitalized terms are defined as indicated:

- 1.1. “Advice” means advice that may be requested in respect of making a Disclosure or a complaint about a Reprisal under this Policy or the PIDA.
- 1.2. “Discloser” means an Employee who makes a Disclosure or seeks Advice or makes a complaint about a Reprisal.
- 1.3. “Disclosure” means a report of Wrongdoing made under this Policy.
- 1.4. “Employee” refers to a past and present employee of the School District.
- 1.5. “FIPPA” means the Freedom of Information and Protection of Privacy Act, and all regulations thereto.
- 1.6. “Investigation” means an investigation undertaken by the School District under this Policy or by the Ombudsperson under the PIDA.

- 1.7. “Personal Information” has the same meaning set out in FIPPA, namely “recorded information about an identifiable individual”, and includes any information from which the identity of the Discloser or any person who is accused of Wrongdoing or participates in an Investigation can be deduced or inferred.
- 1.8. “PIDA” means the Public Interest Disclosure Act of British Columbia, and all regulations thereto.
- 1.9. “Procedure” means the School District’s Administrative Procedure associated with this Policy, as amended.
- 1.10. “Reprisal” means the imposition of, and any threat to impose, discipline, demotion, termination or any other act that adversely affects employment or working condition of an Employee because they made a Disclosure, sought Advice, made a complaint about a Reprisal or participated in an Investigation; and
- 1.11. “Wrongdoing” refers to:
- 1.11.1. a serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada.
 - 1.11.2. an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee’s duties or functions.
 - 1.11.3. a serious misuse of public funds or public assets.
 - 1.11.4. gross or systematic mismanagement.
 - 1.11.5. knowingly directing or counselling a person to commit any act or omission described in paragraphs (a) to (d) above.

2. Statement of Principles

- 2.1. The School District is committed to supporting ethical conduct in its operations and seeks to foster a culture in which Employees are encouraged to disclose Wrongdoing, including by receiving, investigating and responding to Disclosures and by providing information and training about the PIDA, this Policy and the Procedures.
- 2.2. The School District will investigate Disclosures that it receives under this Policy. Investigations under this Policy will be carried out in accordance with the principles of procedural fairness and natural justice.

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2.3. The School District will not commit or tolerate Reprisals against any Employee who, in good faith, makes a request for Advice, makes a Disclosure, participates in an Investigation or makes a complaint under this Policy.

2.4. The School District is committed to protecting the privacy of Disclosers, persons accused of Wrongdoing and those who participate in Investigations in a manner that is consistent with its obligations under the PIDA and FIPPA.

3. Privacy and Confidentiality

3.1. All Personal Information that the School District collects, uses or shares in the course of receiving or responding to a Disclosure, a request for Advice, a complaint of a Reprisal, or conducting an Investigation will be treated as confidential and will be used and disclosed as described in this Policy, the Procedures, the PIDA or as otherwise permitted or required under FIPPA and other applicable laws.

4. Reporting

4.1. Each year, the Superintendent shall prepare, in accordance with the requirements of the PIDA, and make available, a report concerning any Disclosures received, Investigations undertaken and findings of Wrongdoing. All reporting under this Policy will be in compliance with the requirements of FIPPA.

5. Responsibility

5.1. The Superintendent is responsible for the administration of this Policy and shall ensure that training and instruction is available to all Employees concerning this Policy, the Procedures and the PIDA.

5.2. In the event that the Superintendent is unable or unavailable to perform their duties under this Policy, the Superintendent may delegate their authority in writing to the Secretary-Treasurer or other senior employees.

POLICY 545 RESPECTFUL WORKPLACE

The Board of Education is committed to ensuring a respectful workplace and believes that every employee has the right to work in an environment free from harassment including discriminatory harassment, sexual harassment, bullying or violence.

All employees, and others performing work on behalf of the District, are expected to conduct themselves in a professional manner that supports a culture of mutual respect and cooperation. The Board will not tolerate any form of prohibited conduct or retaliation in the workplace and will act appropriately to preserve and promote a respectful working and learning environment.

This policy is intended to meet the legal obligations of the Board and enhance the promotion of a respectful workplace. Where a collective agreement includes provisions regarding the prohibited conduct outlined in this policy or a process for intervention in the circumstances of the complaint, the provisions of the agreement will continue to apply in conjunction with the provisions of this policy.

Definitions

- Harassment – Includes any inappropriate conduct, comment, display, action, or gesture directed towards a specific person or persons that a reasonable person knows or ought to know would have the effect of creating an intimidating, humiliating, hostile, or offensive work environment.
- Discriminatory Harassment – Is a form of Harassment that is based on, or related to, a prohibited ground of discrimination as set out in the *BC Human Rights Code*, including: Indigenous identity, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or because that person has been convicted of a criminal or summary conviction offence that is unrelated to the employment or to the intended employment of that person.
- Sexual Harassment – Is a form of Discriminatory Harassment and is based on sex, sexual orientation, gender identity or gender expression. It can occur between men and women, individuals of the same gender, individuals of the same or differing sexual orientation, and includes harassment on the basis that an individual is transgender.
- Bullying – Is a form of Harassment that is marked by intentional, persistent attempts of a person or group to intimidate, demean, humiliate, torment, control, mentally or physically harm, or isolate another person or group. This behaviour, through its persistence or severity, diminishes the dignity or the psychological or physical integrity of the target(s).
- Violence – Workplace violence, as defined under WorkSafe BC policy, includes the attempted or actual exercise of any physical force so as to cause injury to a worker, or any threatening statement or behaviour to believe the employee is at risk of injury.

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- **Retaliation** – Is an adverse action taken against a person who invoked this policy in good faith, participated or cooperated in any investigation under this policy, or associated with a person who has involved this policy.

Responsibilities

The Board of Education:

- Promote a working environment respectful of human rights and free from bullying and harassment.
- Comply with legislation as defined under the BC Human Rights Code and WorkSafe BC policy.

The Superintendent and Senior Leadership:

- Implement this policy and the related administrative procedures, ensuring the provisions of this policy are communicated to all employees.
- Ensure appropriate training is provided to all employees.
- Intervene and respond to reported or suspected breaches of this policy in a timely and fair manner.

Human Resources:

- Provide support and consultation to Senior Leadership, Principals and Vice Principals, and Managers in addressing Respectful Workplace complaints.
- Oversee the investigation process of complaints.
- Provide or arrange for training.

Principals/Vice Principals and Managers:

- Communicate and review this policy and related procedures with the staff they supervise.
- Provide behavioural expectations and work requirements for staff to ensure respectful conduct in the workplace.
- Ensure appropriate steps are taken to address concerns raised by staff, including consulting with District Human Resources.

All Employees:

- Responsible to understand and adhere to this policy.
- Ensure respectful workplace behaviour and avoid engaging in prohibited conduct.
- Immediately report breaches of this policy and cooperate fully with any investigations, including when the breach is observed toward others.

POLICY 550 EMPLOYEE RECOGNITION

The Board recognizes the valuable contribution made by all District employees and supports the recognition of services they provide. Recognizing employee's contributions and achievements is integral to maintaining a positive and productive working environment and employee recognition is a way to celebrate employees on a formal basis.

On an annual basis, the Board will host an employee recognition reception where employees will be formally honoured for the following achievements:

- Employees of the school district who have provided 20 years of service to the District.
- Retiring employees who have a minimum of 10 years of service in the District.

Principals, Vice Principals, Managers, Executive Staff and Trustees are encouraged to regularly acknowledge the contribution of employees through informal recognition and conversation.



BUSINESS & SUPPORT SERVICES

SECTION 600:

600 POLICY:	FINANCIAL PLANNING AND REPORTING
601 POLICY:	ACCUMULATED OPERATING SURPLUS
620 POLICY:	SIGNING AUTHORITIES
630 POLICY:	PURCHASING
650 POLICY:	ACQUISITION AND DISPOSAL OF REAL ESTATE
660 POLICY:	CONSOLIDATION OR CLOSING OF SCHOOLS
661 POLICY:	NAMING AND RE-NAMING OF FACILITIES
662 POLICY:	CHILD CARE
680 POLICY:	STUDENT TRANSPORTATION
681 POLICY:	15-PASSENGER VANS

POLICY 600 FINANCIAL PLANNING AND REPORTING

The Board recognizes its responsibility for the effective use of funds received from the Ministry of Education and Child Care (the “Ministry”) and other sources. The Board of Education (the “Board”) has a duty to govern the district in a fiscally responsible manner, while supporting the priorities and strategies of its Strategic Plan.

Governance over financial planning and reporting encompasses setting strategic objectives, and then providing resources to achieve those objectives. The Board of Education represents the community and should be open and transparent on the resource allocations along with seeking community input on those allocations. The Board cannot transfer its fiduciary responsibility to management, community, or partners, and must retain responsibility for the final approval and monitoring of the budget plan. Management is responsible to the Board for outlining performance measures to evaluate achievement of the objectives, identifying risks inherent in the budget plan, establishing internal controls over spending, and providing regular financial reporting.

The Board believes that establishing strategic objectives and associated operational plans will enhance student educational outcomes. The Board also believes that aligning funding and resources to those strategic objectives and engaging in multiyear financial planning is crucial for the effective and sustainable operation of the school district. The Board will develop a *Financial Plan* spanning three years and will provide Ministry with the plan.

Guiding Principles:

- The Board will establish a financial plan that allocates resources and reserves to the core operational needs of the district, and to support strategic and long-range plans of the district.
- In developing its *Financial Plan*, the Board will establish a consultation process to receive input from students, parents/guardians/caregivers, staff, First Nations and Métis Nation BC, community members and organizations on the strategic objectives and resource priorities.
- Throughout the fiscal year, management will provide regular reporting which will compare actual and forecasted expenditures to the budget plan.
- The Board will amend the budget plan as conditions change and will formally approve an annual budget plan by June 30 and amended budget plan by February 28.
- The Board will review the budget planning processes on an annual basis.

POLICY 601 ACCUMULATED OPERATING SURPLUS

The Board of Education (the “Board”) is committed to the principles of good governance, fiduciary responsibility, and full transparency. The Board demonstrates its commitment to these principles through responsible financial management which includes utilization and reporting of the Accumulated Operating Surplus.

The Board acknowledges that an Accumulated Operating Surplus balance provides a measure of resiliency to mitigate against fluctuations in annual grant funding and other revenues and creates a contingency to manage one-time costs or unforeseen expenditures. Use of the Accumulated Operating Surplus cannot be relied upon to sustain on-going operations and services. The Board can restrict operating surplus for future years.

The Board will ensure that prior to approving the Annual Budget, a consultation process regarding the use of Accumulated Operating Surplus has taken place. The Board will consult and engage with its Partners in Learning. This engagement will be consistent with the budget consultation processes outlined in Policy and will support the Board requirement of a collaborative process that is transparent, inclusive and timely.

The Board will consider the advice and recommendations received prior to approving a separate motion regarding the use of the surplus.

POLICY 620 SIGNING AUTHORITIES

1. Other than specific signing authorities articulated within this policy, the Secretary Treasurer in consultation with the Superintendent of Schools (“Superintendent”), is authorized to manage appropriate signing authorities for all departments and schools and establish clear administrative procedures regarding contracts and other legal documents requiring a single signature.

District Corporate Seal

2. Authority to affix the District Corporate Seal is restricted to the Superintendent and the Secretary Treasurer for use on corporate documentation including budgets, exempt staff contracts and property documents.

Signing Officers

3. The signing officers for execution of all documents requiring the district corporate seal shall be the Chair of the Board, or in the absence of the Chair, the Vice Chair; the Secretary Treasurer, or in the absence of the Secretary Treasurer, the Assistant Secretary Treasurer; and the Superintendent.

4. The Secretary Treasurer in consultation with the Superintendent, is authorized to specify through an administrative procedure, legal documents that require signatures of two officers of the Board.

5. For contracts and other legal documents requiring two officers of the Board, the signing officers shall be any two of the following: the Superintendent of Schools, the Secretary Treasurer or the Assistant Secretary Treasurer.

Electronic Signatures

6. The signatures on system produced cheques shall carry the electronic signatures of the Secretary Treasurer and a designated manager within the finance department.

7. The signature on system-produced purchase orders shall carry the electronic signature of the Secretary Treasurer.

POLICY 630 PURCHASING

The Board of Education requires that all services, supplies and equipment purchased with funds held in district accounts are acquired with fairness and transparency in accordance with competitive public sector purchasing practices.

Further the Board expects that ethical business practices are in place for managing all purchases.

It is expected that goods, services, and equipment purchased will maximize benefit for the district.

The Secretary Treasurer is responsible for monitoring all purchasing practices.

POLICY 650 ACQUISITION AND DISPOSAL OF REAL ESTATE

The Board will ensure the best use of any land and buildings that it owns. The Board may acquire, or dispose of interest in, land and/or buildings as reflected in the district facilities plan. The Board aims to achieve the maximum economic benefit from any real estate transactions.

Negotiations for the purchase or sale of real estate are sensitive in nature and must be carried out in a fair and ethical manner.

The Board exercises its power with respect to the acquisition or disposal of property by bylaw.

The Secretary Treasurer or designate is authorized to act on behalf of the Board and to enter into agreements on behalf of the Board with respect to the acquisition and disposal of real estate.

POLICY 660 CONSOLIDATION OR CLOSURE OF SCHOOLS

The Board recognizes that declining or shifting student populations may necessitate the consolidation and/or closure of schools

Guidelines

1. The closing or consolidation of a school has a significant impact on the community; therefore, the Board will follow a process that provides adequate time and opportunity to consult with those that may be affected prior to any decision being made.
2. The key reasons for closing or consolidating a school are:
 - 2.1. a declining enrolment
 - 2.2. restructuring of educational programs, or
 - 2.3. replacement by new construction
3. The Board will be informed through the Long-Range Facilities Plan as to changing demographics and district facility needs.
4. Should the Board adopt a recommendation for “Consideration for Consolidation / Closure” of a particular school, the Board shall advise the school staff, parents/guardians of students in the school and the general public that closure is being considered. The Board will also announce the timeline of events including the public forum, various decision points and the process for input from all relevant parties.
5. The Board shall allow a period for public consultation to take place between the time that the “Consideration for Consolidation / Closure” announcement is made and the final decision. This period of time shall not be less than 60 days. A longer time frame for public consultation may be determined.
6. The “Consideration for Consolidation / Closure” motion shall be raised, discussed and decided upon at a public meeting of the Board.
7. The Board shall take the following steps to ensure that open, meaningful public consultation will take place:
 - 7.1. Board announces at a public meeting the school being considered for consolidation or closure.
 - 7.2. Make available, in writing, pertinent facts and information considered by the Board with respect to school consolidation or closure, including but not limited to:
 - 7.2.1. the specific school that is being considered for consolidation or closure

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- 7.2.2. how the proposed consolidation or closure would effect the catchment areas of effected schools
 - 7.2.3. the general effect on surrounding schools
 - 7.2.4. the number of students who would be affected
 - 7.2.5. the effect of the proposed consolidation or closure on district provided student transportation
 - 7.2.6. educational program/course implications for the affected students
 - 7.2.7. the proposed effective date for the consolidation or closure
 - 7.2.8. financial considerations
 - 7.2.9. impact on the Board's capital plan
 - 7.2.10. enrolment projections
 - 7.2.11. future enrolment growth including persons less than school age and adult
- 7.3. Provide an opportunity and directions for affected persons to submit written responses regarding the proposed school consolidation or closure. It should be noted that submissions may become public.
- 7.4. Hold at least one public forum to discuss the proposed consolidation or closure, summarize written submissions and listen to community concerns and proposed options.
- 7.5. The time and location of the public forum shall be broadly advertised giving at least 7 days notice to ensure adequate notification to affected persons or groups in the community. Written notification will be provided to students and parents of students currently attending the school, to stakeholder/partner groups, to local government, to First Nations, and to other schools affected by the proposed closure including current and potential tenants and user groups. Also, a clearly visible notice will be included in the local newspaper and posted on the district's website. The Board should present the following at the beginning of the public forum:
- 7.5.1. implications of the proposed consolidation or closure
 - 7.5.2. implementation plans, including the timing
 - 7.5.3. options that the Board considered as alternatives
 - 7.5.4. possible future community growth in the area of the school
 - 7.5.5. contents of written submission presented to the Board by members of the community
 - 7.5.6. any new information received since the initial announcement
 - 7.5.7. alternative potential uses of the building
 - 7.5.8. parental and community support
 - 7.5.9. written or oral input received
 - 7.5.10. consultation with staff
- 7.6. Summary will be kept of the public forum to record concerns or options raised.

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- 7.7. Following the public forum, the Board will give fair consideration to all public input prior to making its final decision. Fair consideration includes the possibility that the Board's proposal could be changed.
 - 7.8. The consolidation or closure of a school should not normally take effect until the end of the school year following the final decision. The decision should be made as soon as possible during the preceding school year. This will give parents, students and school staff time to make alternative arrangements.
8. The final decision on a school consolidation or closure will be made by bylaw.

POLICY 661 NAMING AND RE-NAMING OF FACILITIES

District facilities are an intrinsic part of the community. Naming facilities provides a unique opportunity to further develop an identity for the School District. Rights holders and partners in Chilliwack's education system, as well as the community at large will be consulted in the process of naming school district facilities.

Process:

- A Committee will be established by authority of the Superintendent, and shall include at least one member from each:
 - Indigenous Education Advisory Committee
 - District Parents' Advisory Council
 - Chilliwack Teachers Association
 - Canadian Union of Public Employees #411
 - Chilliwack Principals and Vice Principals Association
 - Chilliwack Board of Education
 - Community Member

- The Committee will:
 - ensure schools and the community are informed of the opportunity, process and criteria for the submission of names for consideration; and
 - establish appropriate timelines for the collection of input; and
 - ensure names are supportive of the District's Mission, Vision and Motto, and meets criteria listed below; and
 - ensure alignment with the [BC Naming Privileges Policy](#); and
 - require a rationale in support of the name; and
 - present a maximum of three options, in order of preference, for final approval for the Superintendent to forward to the Board of Education; and
 - given the sensitive nature of this task, most naming proposal deliberations by the School Naming Committee and the Board of Education will be kept confidential; and
 - the Board of Education will make the final decision for the new name at a closed meeting and the new name will be announced at a regular meeting held in public.

Criteria:

- The Board may approve facility names based on people or places important to the local community or geographic area in which the facility is located.
- Wherever possible, if the building is to be named in honour of a person, the consent of the individual will be obtained. If it is to be named posthumously, except for a person of distinction, the close surviving relatives should approve.

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Naming Part of a Facility:

- The Board of Education may name portions of facilities including, but not limited to, libraries, athletic fields, gymnasiums, multipurpose rooms or theatres.
- A proposal for naming part of a facility will be submitted, in writing, to the Board. Following receipt of the proposal, the Board may request the Superintendent to establish a committee as above.
- Whether initiated by the Board or by a proposal, the naming committee will review and refer the submission(s) using the process and criteria listed above.

Renaming an Existing Facility:

- Only in exceptional circumstances and after thorough study would the Board of Education consider renaming an existing school or facility. Because of the history and tradition associated with the names given to school facilities and the cost of updating documents, brochures and other literature, the Board would only consider re-naming proposals in cases where the existing name is deemed to no longer be serving the need of the school population or community.
- A proposal for re-naming an existing school facility will be submitted, in writing, to the Board. Following receipt of the proposal, the Board may request the Superintendent to establish a committee as above.
- Whether initiated by the Board or by a proposal, the naming committee will review and refer the submission(s) using the process and criteria listed above.

POLICY 662 CHILD CARE

This policy is to provide guidance with respect to how the Board will promote the use of Board property for the provision of child care programs between the hours of 6 a.m. and 6 p.m. on business days by either the Board or third-party licensees.

The Board of Education recognizes the importance of child care for families and aspires to offer childcare at all schools where, amongst other factors, space permits. The Board believes that offering before and after school child care programs at a student's school is a seamless option for families. The use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities, including early learning programs and extracurricular school activities.

Guiding Principles

1. The Board will, on an ongoing basis, assess community need for child care programs on Board property through a process of engagement with employee groups, parents and guardians, Indigenous community representatives, Indigenous rightsholders, Indigenous service providers and existing child care operators. The process for engagement will be reviewed on an ongoing basis.
2. If child care programs are to be provided on Board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.
3. Child care programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the child care program.
4. Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program. Direct and indirect costs include:
 - a. utilities;
 - b. maintenance and repair;
 - c. a reasonable allowance for the cost of providing custodial services;
 - d. a reasonable allowance for time school district administrators and other staff spend on matters relating to the use of board property by licensed child care providers;
 - e. any other incremental costs directly related to the provisions of child care services on Board property.
5. If child care programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this Policy.

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6. In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals to:
 - a. provide inclusive child care; and,
 - b. foster Indigenous reconciliation in child care.

7. If the Board decides to operate a child care program, the Board will ensure that it is operated in a manner that:
 - a. fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia *Declaration on the Rights of Indigenous Peoples Act*: (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
 - b. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia *Human Rights Code*.

8. Any contract with a licensee other than the Board to provide a child care program on Board property must be in writing and subject to review no less than annually. The contract must contain:
 - a. a description of the direct and indirect costs for which the licensee is responsible;
 - b. an agreement by the licensee to comply with this policy and all other applicable policies/administrative procedures;
 - c. a provision describing how the agreement can be terminated by the Board or the licensee;
 - d. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;
 - e. a statement that the agreement can only be amended in writing, signed by the Board and the licensee;
 - f. a requirement for the licensee to maintain appropriate standards of performance; and
 - g. a requirement that the licensee must at all times maintain the required licenses to operate a child care facility.

9. Prior to entering into or renewing a contract with a licensee other than the Board to provide a child care program on Board property, the Board will consider:
 - a. whether it is preferable for the Board to become a licensee and operate a child care program directly;
 - b. the availability of school district staff to provide before and after school care;
 - c. whether, with respect to a licensee seeking renewal or extension of a contract, the

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- licensee has performed its obligations under this Policy and its contract with the Board, with specific regard to performance in respect of providing an inclusive child care program and one that promotes Indigenous reconciliation in child care; and
- d. the utilization of the British Columbia Early Learning Framework to guide and support learning experiences in child care settings.

POLICY 680 STUDENT TRANSPORTATION

The Board of Education has a responsibility to provide safe and reliable transportation to students in a fiscally and environmentally responsible manner. All riders may be charged a fee for service. Rates will be adjusted annually based on the Canadian Consumer Price Index (CPI).

The Board will provide bus service to students who:

- live where the catchment-area school is beyond 3.0 kilometres for elementary school students and beyond 4.0 kilometres for middle and secondary students, or
- have an identified student learning need as approved by the Superintendent, or
- are a First Nation student living on reserve.

Busing may also be provided on a courtesy basis where there is seating available on an existing bus route. Busses will not be re-routed, and no additional stops will be added. Fees apply to courtesy riders.

Where financial hardship exists, the District will ensure fees do not become a barrier to student transportation.

The Board will work with government and other organizations to advocate for active transportation.

POLICY 681 15-PASSENGER VANS

Due to the high risk of rollover crashes in 15-Passenger Vans, the use of these vehicles is strictly prohibited.