



## POLICY COMMITTEE OF THE WHOLE - AGENDA

MONDAY, JUNE 14, 2021  
1:00 P.M.  
via zoom

Join Zoom Meeting

<https://sd69-bc-ca.zoom.us/j/7703011399>

Meeting ID: 770 301 1399

**Mandate:** To Discuss and make Recommendations to the Board on all matters related to Policy and By-laws.

**Acknowledgment:** We live, play and work on the unceded lands of the Coast Salish Peoples. We thank the Snaw-Naw-As and Qualicum Bands for sharing their territory with us.

1. Introductions of those present at the meeting:
2. Items potentially going to First Reading (Intent and philosophy and edits)
  - 603 Employee Health, Wellness, and Attendance
  - 303 Framework For Enhancing Student Learning
  - 305 Public Interest Disclosure Policy - NEW
3. Items potentially going to Second Reading (Line by Line content and edits)
  - 600 Personnel
4. Items potentially going to Third Reading (Final review)
  - 504 - Copyright and Intellectual Property
5. Future Topics – September Meeting
  - 6170 – Employee Conflict of Interest
  - 6190 – Workplace Bullying and Harassment
  - 6240 – Resolution of Complaints.
6. Next meeting:
  - September 20, 2021 at 1:00 PM



## EMPLOYEE HEALTH, WELLNESS, AND ATTENDANCE

Page 1 of 1

### Context:

The Board of Education's primary role is to support and educate students and it depends on the contributions of employees to fulfill this role. This policy stems from the Board's sincere desire to help all employees achieve and feel their best in the workplace, and it links with the Board's strategic priority for social-emotional learning, which includes a commitment to health and well-being for all. Employee health, wellness and attendance has a direct impact on a positive working and learning environment, contributes to the optimum functioning of our organization, and creates the conditions for employees, students and families to succeed.

### Policy Statement:

The Board is committed to ensuring that there are systems and processes in place to:

1. support workplace wellness, including psychological health and safety in the workplace;
2. give employees the relevant tools, resources, and services they need to be successful and engaged at work;
3. support optimal employee attendance; and,
4. support effective return to work / stay at work plans, including workplace accommodation as reasonably possible.

### Guiding Principles:

The Board believes that:

1. supporting and promoting the health and wellness of employees is an integral component in developing compassionate learning communities;
2. developing positive and healthy relationships across the school community helps everyone feel connected, supported and valued;
3. an inclusive workplace that offers equal opportunities and is free from discrimination creates an environment of dignity and respect for human rights; and,
4. regular and consistent attendance ensures that employees can apply the valuable skills and knowledge for which they were hired and also ensures continuity for students.

### References:

- [Ministry of Education Mental Health in Schools Strategy](#)
- Canada Human Rights Act, RSC 1985, C. H-6

### Dates of Adoption/Amendments:

Adopted: 81.02.18:

Amended: 84.04.04: 87.10.18: 89.06.28: 91.04.23: 91.09.10: Board Review – October 2000: 01.04.03: 08.02.26: **17.10.24**



## **PURPOSE**

1. The purpose of this procedure is to:
  - a. set out how we support health and wellness, as well as psychological health and safety;
  - b. set out the process for managing short and long term medical absences, as well as the District's attendance support program and its accommodation program;
  - c. clarify roles and responsibilities;
  - d. provide a set of guidelines that the School District uses to work with employees to identify issues and provide support as needed;
  - e. ensure that the School District identifies and addresses any potential disability and/or accommodation obligations;

## **SCOPE**

2. This procedure applies to all regular and casual employees of School District, including those who work off site or virtually.

## **RESPONSIBILITIES**

### **Employees**

3. Implicit to the employment relationship is the obligation for all employees to perform their work on a regular and dependable basis. Employees are expected to be punctual, present at their designated worksite, and actively engaged in work activities associated with their jobs during designated work hours.
4. Employees are responsible for:
  - a. attending work regularly and consistently according to their work schedule;
  - b. taking reasonable measures to maintain good health and to seek assessment, treatment, or seeking support when needed to ensure they are healthy and able to attend work;
  - c. actively communicating needs for support and providing relevant information to the School District to facilitate an accommodation process;
  - d. attending personal issues and non-urgent medical treatments/appointments at dates and times that do not conflict with their work schedule wherever possible;



- e. reporting all absences, even if a replacement is not required by logging their absence in Power School (or calling the Dispatch Clerk if a spare employee);
- f. maintaining contact with the District for the duration of their absence, keeping their supervisor and Human Resource informed of their recovery progress, the date of their anticipated return to work, and any issues that may impede on their ability to return to work;
- g. logging their absences each day, unless they provide medical certificate confirming that their absence will be for a longer period of time.

### **Supervisors**

- 5. Supervisors play an important role in supporting employee attendance at work. Through regular contact with their employees, supervisors are in the best position to respond to attendance problems as they arise. They also have a significant impact on establishing a working climate that favours regular attendance.
- 6. Supervisors are responsible for:
  - a. supporting employees in accordance with the attendance procedures;
  - b. consistently and regularly communicating the School District's expectations for employee attendance and the impact that absenteeism (including disrupted work schedules, increased costs and potential increased workload for fellow employees, disruption of student learning);
  - c. in conjunction with Human Resources, monitoring and reviewing employee attendance levels and ensuring the accuracy of attendance reports;
  - d. actively addressing conditions in the workplace that may contribute to absenteeism and try to develop solutions; and,
  - e. using pro-active and sensitive conversations to support employees who are identified as having higher than average absences or patterns of absences;
  - f. ensuring that attendance issues are addressed confidentially with consistency, fairness and respect.
  - g. acknowledging an employee's achievements if they showing improved or exemplary attendance.



### **Human Resources**

7. The Director of Human Resources or designate will be responsible for:
  - a. guiding and acting as a resource for employees and supervisors regarding wellness initiatives, accommodation and attendance support;
  - b. providing assurance that the workplace is safe and compliant with health and safety laws and policies;
  - c. information employees about the resources and programs available to them;
  - d. ensuring that employees are aware of the attendance procedures;
  - e. maintaining with contact employees during periods of absence;
  - f. requesting and handling medical information from employees in accordance with the BC Human Rights Code and the Freedom of Information and Privacy Protection Act;
  - g. supporting supervisors with their responsibilities and ensuring that the attendance support program is applied in consistent, fair and respectful ways that respond to the unique needs and circumstances of individual employees;
  - h. facilitating and leading formal wellness review meetings and participating in the development of employee action plans to address specific issues as they arise;
  - i. monitoring the effectiveness of the Attendance Procedures, including the Attendance Support Program, with reports to the Senior Leadership Team.

### **Trade Union**

8. Unions are an important resources and support for employees, and unions are encouraged to provide support to employees who are identified by the Attendance Support Program by:
  - a. ensuring employees are treated fairly, consistently, and with respect at all stages of the program;
  - b. providing advice and support to members; and,



- c. collaborating with the Human Resources and the employee's Supervisor to seek support for employees when needed and/or on efforts to improve employees' health, wellness and attendance.

### **HEALTH AND WELLNESS PROGRAM**

9. The purpose of this program is to ensure that employees have the resources, tools and support that they need to feel successful and engaged at work.
10. The program includes the following components:
  - a. health promotion and education;
  - b. an employee and family assistance program;
  - c. on-line self-assessment tools;
  - d. health and wellness steering group to guide the gathering of information to define the scope of the health and wellness program, as well as its monitoring the implementation and effectiveness of the program.

### **ATTENDANCE PROCEDURES**

#### **Short-term sick leave**

11. If an employee is log their short term sick leave in Power School. Casual employees must notify the relevant Dispatch Clerk in accordance with the Dispatch Procedure where required.
12. If an employees is absent for 6 consecutive days or more, the Director of Human Resources or designate will contact the employee to make them aware of the requirement to provide a medical certificate for absences exceeding 11 consecutive working days (pro-rated for part-time employees), as well as the District's attendance support program.

#### **Extended medical leave**

13. If an employee knows that they will be absent from work for more than 6 consecutive work days as a result of injury or illness, they must provide the Director of Human Resources or designate with a completed medical certificate from their physician.



14. The medical certificate must be submitted to the Director of Human Resources or designate within a week of it being issued by the employee's physician. The School District does not require details of a medical diagnosis, only information about the nature of the employee's condition, whether a treatment has been prescribed, whether you'd be able to return to work with adjustments and adaptations and when the employee is anticipated to return to work.
15. Employees must continue to log their absences in Power School (and notify Dispatch where relevant) until they receive correspondence from the District confirming receipt of medical documentation.
16. Any subsequent correspondence from the employee beyond the submission of their initial medical certificate from their physician can be in the form of a letter or note, rather than the Board's medical certificate.
17. Medical leave requests with an unspecified return to work date will be granted for a maximum of 20 working days. Employees must request an extension to your medical leave, if necessary, at least 10 days prior to the completion of the 20 working day period.
18. If an employee is requesting full or part time medical leave in excess of 20 continuous working days, they may be requested to meet with the Director of Human Resources or designate to discuss their request.
19. The Director of Human Resources or designate will liaise with WorkSafe BC and other organizations involved with supporting the employee's recovery to determine an employee's readiness to return to work. Requests for additional medical information will be at the discretion of the Director of Human Resources.

#### **Getting sick during approved vacation leave**

20. Employees cannot use the self-certification process in respect of any vacation leave they wish to have reinstated due to sickness.
21. If an employee is sick during a period of authorized vacation leave, they can apply to have your vacation days reinstated. In order to do this, the employee must provide a note from their physician within the first 5 days following their return to work. Pending approval of your request, vacation days will then be re-instated from the date of the doctor's note.

#### **Costs associated with obtaining medical information**

22. Employees will be responsible for any costs associated with having their physician complete provide medical documentation requested by the District.



**WorkSafe BC Claims**

- 23. If an employee is injured at work, they immediately report to a designated first aider for assessment at the worksite and complete an illness/injury report form.
- 24. If an employee misses time from work as a result of your injury, they must log their absence as sick time in Power School, seek medical treatment and provide medical documentation to the District to either confirm their absence and any requirements needed to support their return to work and/or recovery at work. Please refer to the District's Recover at Work Program below.
- 25. Employees will be required to follow the procedures for extended medical leave if their absence is for 6 or more consecutive working days.

**MAINTAINING CONTACT**

- 26. During an employee's absence, they will be expected to keep the Director of Human Resources or designate informed of any change in their condition that may shorten or prolong their absence or affect their anticipated return to work date.
- 27. The Director of Human Resources or designate will also contact an employee periodically in order to maintain contact during a period of absence. Employee may also be expected to attend periodic meetings with Human Resources and their supervisor if medically able to do so.
- 28. The Director of Human Resources or designated will an employee if they've been asked to provide medical information by a specific date and the medical information has not been received in Human Resources by that date.
- 29. The Director of Human Resources or designate may request an employee to submit updated medical information from their physician to confirm that their medical condition is unchanged and they are not able to resume work.

**RETURNING TO WORK**

**Recover at Work/Stay at Work Program**

- 30. The School District is committed to providing assistance and support to employees if they have sustained a workplace injury/illness and temporarily may not be able to carry out their normal work duties.
- 31. Depending on the nature of their injury or illness, a supervisor may request that employee visits their doctor to obtain medical information about their ability to work, as well as their restrictions and limitations. The information gathered will help Human Resources assess the job duties that an employee is able to perform, so that return to work/recovery at work plan can be developed.



32. Alternatively, if Human Resources already has sufficient information about an employee's injury, they may automatically offer a return to work plan to an employee. In this case, the employee will be asked to review and discuss the plan with their physician and confirm in writing whether they are able to return to work in accordance with the proposed plan.
33. The goal of the return to work plan is to ensure that the employee is engaged in meaningful and productive work while recovering. The Director of Human Resources or designate will work with the employee, their supervisor and their union to gather feedback and ensure that the plan is customized to minimize the risk of re-injury by providing a reasonable accommodation that is specific to an employee's capabilities.
34. The return to work / recover at work plan may involve modified or transitional duties or a gradual return-to-work progression for a fixed period of time which allows for an employee to return to their worksite for partial days, leading up to full time hours and full duties. The duration of the plan will not generally exceed 4 weeks, unless specifically recommended by WorkSafe BC. The plan will also set out specific work activities that an employee is able to undertake, as well as those that the employee must limit or avoid.

#### **Notification of returning to work**

35. Where an employee has for a short term absence and their injury or illness impairs their ability to do their job safely, they must provide Human Resources with a medical clearance certificate from their physician confirming that they are fit to resume work.
36. If an employee is on extended medical leave, they are required to submit a medical clearance certificate to confirm their ability to return to work not less than 10 days prior to their intended date of return.
37. If an employee is returning to work and requires temporary or permanent accommodations, please contact the Director of Human Resources or designate for information on how to request an accommodation. Requests for accommodation may take longer than 10 days to process.

#### **Return to work meetings**

38. When an employee's physician has identified medical needs requiring accommodation in order to support their return to work, the Director of Human Resources or designate will invite the employee to attend a return to work meeting with a Trade Union Representative, and in some cases, their supervisor.



39. The purpose of the meeting is to support the employee in making a smooth transition back to work. Areas of discussion will include the following:
  - a. the employee's work schedule if the physician or WorkSafe has recommended a gradual return to work plan;
  - b. the work activities that the employee will be undertaking, as well as tasks that the employee must limit or avoid;
  - c. any additional equipment recommended by a physician or ergonomist;
  - d. any risks associated with the employee's work activities that may need to be managed.
40. Until the employee has resumed your full duties and hours, they will be contacted periodically by their Supervisor and/or the Director of Human Resources or designate in order to determine whether the return to work arrangements are effective and progressing well or if any changes need to be made.

## **ATTENDANCE SUPPORT PROGRAM**

### **Program overview**

41. The employment relationship includes a commitment to regularly attend work. However, while regular attendance is essential, there are times when health and other issues can prevent an employee from attending work consistently. These situations can include injury, illness or unexpected circumstances.
42. This is a program designed to support employees, through no fault of their own, are unable to consistently attend work and are therefore having difficulties fulfilling their employment responsibilities. These are non-culpable absences. (See appendix 1 for definitions of types of absences).
43. The ultimate goal of this program is to help employees resolve their challenges and feel cared about and supported through open dialogue between employees and their supervisors.
44. These conversations are not intended to influence employees to attend work when they are not able to do so because of an illness or disability and are not punitive or disciplinary. These meetings are necessary for understanding an employee's reasons for absences (if unknown) and what they need to improve their attendance at work.



45. The program is not designed to address culpable absences (those absences that occur without a valid or acceptable reason). It also will not include consideration of:
  - a. approved long-term disability leaves;
  - b. approved Workers' Compensation leaves;
  - c. approved vacation or other leaves not related to illness, including care of immediate family, bereavement leave, compassionate care leave, maternity leave).
46. If an employee's absence is already being managed or addressed through the return to work/accommodation program, including WorkSafe BC, Desjardins Joint Early Intervention Program or long term disability providers, they will not be invited to participate in the attendance support program.
47. If an employee refuses to attend an informal and/or formal meetings, they will receive a letter from the Director of Human Resources or designate confirming that they chose to forego the opportunity to have a dialogue and share information. If they are unable to attend a meeting for medical reasons, they will be asked to provide information from their physician to indicate that they are unfit to participate.

#### **Phase 1 – Identifying employees who may require support**

48. The Attendance Support Program uses attendance data to objectively and consistently identify potential attendance issues across all workplaces and for all employee groups.
49. Human Resources will conduct monthly reviews of attendance data to identify employees with a pattern or frequency of absences that may indicate that an employee could benefit from a wellness conversation.
50. Human Resources will make reasonable adjustments when reviewing and reporting attendance data to record recognized disability-related absences separately from other non-culpable absences. These reasonable adjustments will be documented to ensure that they are being applied consistently. Once an employee meets the threshold relevant to their role, the Director of Human Resources or designate will notify an employee's supervisor and recommend that they initiate phase 2 of the attendance support program.

#### **Phase 2 – informal wellness reviews**

53. If Human Resources identifies that an employee would benefit from support, the supervisor will invite the employee to attend an initial Wellness Review Meeting. This is



an informal opportunity for the supervisor to respectfully speak to an employee about their attendance, express their genuine concern for the employee's wellness and to explore strategies to assist them in improving their attendance at work. The supervisor will complete a record of the informal wellness review meeting. This record will be retained in the employee's confidential medical file.

51. The employee's supervisor will invite them to attend a follow up meeting 8 to 12 weeks after the initial meeting in order to have a supportive discussion about whether their attendance has improved.
52. If the employee's attendance has improved, there will be no need for further action. If an employee continues to struggle with attendance, their supervisor will contact Human Resources. Human Resources will then decide whether to refer to the Formal Wellness Support Sessions, facilitated by the Health and Wellness Coordinator.
53. After the first or second informal wellness review meeting, the supervisor may need to consult the Director of Human Resources or designate to discuss considerations such as the need for:
  - a) an accommodation (for instance, on the grounds of medical or family needs);
  - b) external resources; or,
  - c) recommending that the employee participates in a Formal Wellness Support process
54. If the cause of an employee's absence or absences is related to a disability or family responsibility need, they can request accommodation in accordance with the District's accommodation program.

### **Phase 3 – formal attendance support**

If an employee's attendance has not improved after the informal wellness review meetings, they will be invited to attend a series of formal attendance support sessions, facilitated by the Director of Human Resources or designate.

55. This phase of the program is a more structured process to help the employee improve their attendance so they can meet the required expectations that are part of the employment relationship.
56. This structure approach ensures that:
  - a. all employees are treated in a fair and consistent manner;
  - b. the appropriate effort is made to support the employee in fulfilling their obligations to the School District;



- c. the School District identifies and addresses any potential disability and/or accommodation obligations.
57. Employees will be encouraged to have a Union Representative accompany them for these meetings.
58. The formal attendance support meetings will consist of up to four meetings at 8 to 12 week intervals. At each meeting, the Director of Human Resources or designate will ensure support is available to employee and, where appropriate, encourage them to seek medical assistance and/or advice through the external supports available to them.
59. Employees will also be made aware of the expectations related to their attendance. Specifically, if they are expected to:
- a. address attendance issues;
  - b. advise if there are reasons or issues that the School District should consider regarding your absenteeism, and;
  - c. understand that, in the absence of an identified disability that may be subject to an accommodation, attendance improvement is required.
60. If, over the course of the formal attendance support meetings, an employee demonstrates that they are able to attend work more regularly, Human Resources may decide that the employee does not need to complete all four meetings. In this case, the employee will be discharged from the Attendance Support Program and commended for their improvement.
61. In cases where improvement has not been made, the Director of Human Resources or designate will determine if an employee's participation in the Attendance Support Program should end or whether there are other resources or programs more suitable.

**DISABILITY MANAGEMENT AND ACCOMMODATION**

65. The duty to accommodate means that sometimes it is necessary to treat someone differently in order to prevent discrimination. The District has an obligations to ensure that employees who are otherwise able to work are not discriminated against by being excluded from doing so when working conditions can be adjusted without causing undue hardship to the School District.



66. The BC Human Rights Tribunal identifies a disability for the purposes of accommodation as a disability of a physical or mental condition that is permanent, ongoing, and episodic or of some persistence and; a substantial or significant limit on that person's ability to carry out some of life's important functions or activities such as employment.
67. An employee may request accommodation by submitting medical documentation to the Director of Human Resources or designate. Alternatively, accommodation needs may be identified through supervisor and employee collaboration in response to concerns raised by the supervisor.
68. The Director of Human Resources or designate will review the information and will either confirm the accommodation being requested or arrange for a meeting to review options for accommodation with the employee and their union representative.
69. In some circumstances, further medical information may be requested to help clarify and confirm the employee's medical needs. Once there is an understanding of how the employee's medical restrictions impact his or her functional abilities, the District can determine if a reasonable accommodation is available. The Director of Human Resources or designate will make an accommodation offer to the employee and will clearly communicate the reasons for the decision.
70. Once accommodation arrangements are agreed and implemented, the Director of Human Resources or designate will periodically review these arrangements with the employee and the employee's trade union representative, including requests for updated medical information, to confirm that accommodation arrangements continue to be necessary and effective.

#### **RETENTION AND DISCLOSURE OF MEDICAL INFORMATION**

71. Medical information is requested by Human Resources for the purpose of planning resources, administering benefits, and determining the District's duty to accommodate. This information is retained by the Human Resources Department in a confidential medical file, separate from personnel and payroll files. Access to confidential medical information will be strictly limited and held in locked storage.
72. Personal medical information managed in accordance with the District's Information Management and Access Policy and Administrative Procedure.
73. Medical information pertaining to work-related injuries and absences will be shared with School District 23, as the District's authorized agent, for the purposes of administering WorkSafe BC injury claims.



## EXTERNAL SUPPORT

### Joint Early Intervention Service

74. CUPE members who are ill or injured and absent from work will receive confidential support from the Joint Early Intervention Service (JEIS). Provided by Desjardins Insurance, this service compliments the long term disability plan by providing proactive and timely support in order to facilitate your return to work in a caring and safe manner. When an employee's absence exceeds six consecutive days, they will automatically be referred to this service.

### BCTF Health and Wellness Program

75. This is a voluntary service for teachers who are unable to maintain, or return to, their teaching positions due to medical illness or disability. If an employee contributes to the Salary Indemnity Plan, they are entitled to request a referral to the Program. The Health and Wellness Program contracts professional rehabilitation consultants who, in consultation with your health care provider, will coordinate services that will help you to improve your health and functional abilities in order to support your return to work.

### References:

- [Ministry of Education Mental Health in Schools Strategy](#)
- Canada Human Rights Act, RSC 1985, C. H-6

### Dates of Adoption/Amendments:

Adopted: 81.02.18:

Amended: 84.04.04: 87.10.18: 89.06.28: 91.04.23: 91.09.10: Board Review – October 2000: 01.04.03: 08.02.26: **17.10.24**



**Appendix 1 – Definitions**

<b>Absence</b>	An employee will be deemed absent if they have been scheduled to work and are not present at work. Approved leaves and vacation are not included in this definition for the purpose of this policy and administrative procedure.
<b>Culpable Absence</b>	Failure to be present at work as a result of factors within the employee's control, e.g. failure to notify, absence without leave, abuse of leave (i.e. invalid use of sick leave) and chronic tardiness or leaving early without notification or excuse.
<b>Non-Culpable Absence</b>	Failure to be present at work due to factors over which the employee has little or no control, including but not limited to: <ul style="list-style-type: none"> <li>• physical or mental illness, injury or mental conditions including those constituting disability for which accommodation is required under the BC Human Rights Code;</li> <li>• family responsibilities including those for which accommodation is required under the BC Human Rights Code;</li> <li>• Unpaid leaves to which employees are entitled to under BC Employment Standards Act, including maternity leave, sick leave, parental leave, bereavement leave, compassionate and family care leave, and any other leaves to which employees are entitled under the terms of their collective agreement or individual employment contract.</li> </ul>
<b>Accommodation</b>	Taking steps to adjust rules, policies, practices or situations that have a negative impact on an individual or groups, protected under the Canada Human Rights Act.
<b>Inclusive Workplace</b>	Is a workplace where all employees have the opportunity to contribute and participate in the workplace in a barrier free environment.
<b>Undue Hardship</b>	Occurs when accommodation adjustments to the workplace would be prohibitively expensive, or create undue risks to health and safety. Each situation will be viewed as unique and assessed individually. A claim of undue hardship must be supported with facts and an analysis of options.
<b>Modified Duties</b>	Changes to assigned work tasks, methods, equipment, work station, or schedule.



## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD POLICY 603 – ADMINISTRATIVE PROCEDURES

#### EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE

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<b>Alternate Duties</b>	A different job in the same work area or another work site.
<b>Restrictions</b>	Tasks that an employee is not capable of performing due to predictable risk of medical harm.
<b>Limitations</b>	Describes the level of ability and the activity that a person is able to tolerate.

DRAFT



**FRAMEWORK FOR ENHANCING STUDENT LEARNING**

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**Context:**

The central goal and moral imperative of any school system is to support and enhance student learning for all. The Board of Education recognizes its **primary** responsibility to work **together** with education partners to enhance the learning and success for all students in School District 69 (Qualicum). To that end, and in response to the authority of the Minister of Education to require school districts to establish policies for planning, reporting and capacity building **at the school and district level, in accordance with the Ministry of Education Ministerial Order M302/20 Enhancing Student Learning Reporting Order and** through Sections 8.3 and 81 of the *School Act*, the Board of Education sets out a local framework for enhancing student learning.

**Policy Statement:**

The Board of Education is committed to ensuring the alignment of strategic plans, plans for enhancing student learning, effective management of budgets and resources, effective human resources and operations strategies, and capacity building for all staff through thoughtful, collaborative and planning in support of student learning and staff well-being.

**Guiding Principles:**

The Board of Education believes the following:

1. That learning is universal and should be respondent to individual needs and aspirations of each student.
2. Every student should have access to quality education that focuses on learning that is flexible and student-centred.
3. All students and staff deserve healthy and safe learning environments.
4. Students, staff and parents are partners with the Board of Education in enhancing student learning.
5. All students should have equitable access to any and all supports and resources necessary to create a supportive learning environment.
6. District planning and budgeting should align with priorities for enhancing student learning.
7. Planning for enhancing student learning should be part of a system-wide commitment to strategic planning across all elements of school district operations.
8. The focus on enhancing student learning should build from current and historical successes in district and school level planning for enhancing student learning including the ongoing focus on strategic priorities as adopted by the Board.
9. Annual completion of the required Ministry Enhancing Student Learning report should:
  - a. Be aligned with all Ministerial requirements as found in the Order.
  - b. Be grounded in the belief that all education partners are responsible for student learning, with each having unique responsibilities.
  - c. Bring a system-wide focus on student learning, to ensure each student in the district achieves the student's full potential.
  - d. Be designed to be meaningful, impactful, flexible, realistic, and sustainable.
  - e. Address differences in performance among particular groups of students, most notably students of Indigenous descent, children in care, and students with unique and diverse needs.
  - f. Be strength, support-, evidence-, and results-based.



**FRAMEWORK FOR ENHANCING STUDENT LEARNING**

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- g. Reflect a system-wide commitment to continuous improvement and life-long learning.
- h. Reflect local context including priorities as established in school and district Enhancing Student Learning reports.
- i. Use existing structures and build new ones as required to support provincial and local priorities for enhancing student learning.
- j. Build public confidence in our work as a District.

**Guiding Principles:**

~~This framework reflects a Board belief in public commitment by education partners to work together to continuously improve student learning in relation to intellectual, human, social and career development as outlined in *Statement of Education Policy Order (Mandate for the School System) OIC1280/89*. The framework seeks to align local practice with provincial K-12 accountability requirements and other ongoing transformation efforts (curriculum, assessment, reporting).~~

**References:**

- *The School Act (Sections 8.3 and 81)*
- *Statement of Education Policy Order – OIC 1280/89*
- ***Ministerial Order M302/20 Enhancing Student Learning Reporting Order***

**Dates of Adoption/Amendments:**

Adopted: 16.03.08

Amended: 19.08.27 (*Renumbered/Reviewed*): TBD (*Replaces Board Policy 3030: School Planning Councils (SPC's)*)



**Purpose:**

These Administrative Procedures are intended to support the implementation of Policy 303 Enhancing Student Learning, and will provide the parameters for school- and district-level planning for enhancing student learning as well as preparation and submission of the document required within the Ministry of Education's Ministerial Order M302/20 Enhancing Student Learning Order.

**Responsibilities:**

1. School and Program Principals will:
  - a. Use district-approved procedures for development and ongoing monitoring of a school or program Enhancing Student Learning Plan (ESLP).
  - b. Collaborate with all staff throughout the year in determination of the school's or program's highest priorities within the context of the district ESLP template, as well as within the unique contexts and priorities of the school or program at the time of development or renewal of the ESLP.
  - c. Develop a draft of a revised ESLP to share with district senior staff during visits to the school or program every spring.
  - d. Prepare a final ESLP draft for all staff and for parent representatives for sign-off and submission to the district prior to May 15 every year.
  - e. Engage in ESLP review discussions with senior staff every fall and throughout the year as is helpful for the school.
  
2. The Superintendent of Schools and Senior Staff will:
  - a. Work with Principals and Vice-Principals in support of school- or program-based ESLP processes as described above.
  - b. Establish and maintain collaborative processes within the district to ensure that district-wide strategic priorities for student learning are current in terms of the needs of all learners.
  - c. Maintain and refresh the district's strategic priorities for enhancing student learning within Board-approved strategic planning processes. That will include renewing the Board's strategic plan for enhancing student learning within the Board's five-year planning cycle (2019, 2024, etc.).
  - d. Ensure that the Board-adopted strategic priorities for enhancing student learning are central components of all district educational planning and school-based ESLP processes.
  - e. Ensure that the Board-adopted strategic priorities for enhancing student learning are central components of all district financial and operational planning.
  - f. Complete all annual planning in accordance with requirements of the Ministerial Order M302 – Framework for Enhancing Student Learning.

**Procedures:**

1. District Planning for Enhancing Student Learning



- a. Senior staff will be responsible for maintaining and renewing the district strategic plan for enhancing student learning, most importantly the strategic priorities for enhancing student learning.
  - b. Senior staff will bring a strategic planning lens to all district **and** school planning for enhancing student learning, meaning a focus on:
    - i. What matters most?
    - ii. How are we doing (based on a variety of evidence)?
    - iii. How should we be doing in these key domains? What are our targets?
    - iv. What strategies will we use to improve?
    - v. After a period of time, how are we doing (based on a variety of evidence)?
    - vi. What changes will we make to our plan? What are our new targets?
    - vii. What are our new or revised strategies in these key domains?
    - viii. Continuous looping through this planning and review cycle.
  - c. Updates on progress in relation to district planning for enhancing student learning will be brought to the Board on a regular basis.
  - d. District planning for enhancing student learning will be formally revisited through broad collaboration on a five-year planning cycle.
  - e. District planning for enhancing student learning will be linked to the provincial Framework for Enhancing Student Learning.
  - g. District planning for enhancing student learning will be central to all district educational planning, school-based ESLP processes, and district financial and operational planning.
2. School Planning for Enhancing Student Learning
- a. Principals will work with all staff to develop and continuously monitor a school or program Enhancing Student Learning Plan (ESLP).
  - b. In doing so, principals will be responsible for considering the school's or program's highest priorities, both as part of the district plans for enhancing student learning and the school's or program's unique circumstances.
  - c. Principals will ensure that a final ESLP draft is ready for all staff, and for parent representatives, for sign-off and submission to the district prior to May 15 every year.
  - d. Each school or program ESLP will be the subject of ongoing discussion and review within the school and with district senior staff, including as part of review meetings that will be scheduled with senior staff each fall and when the plan is under development each spring.
3. Provincial Framework for Enhancing Student Learning
- a. The district will abide by the requirements of Ministerial Order M302 – Framework for Enhancing Student Learning.
  - b. On an annual basis, prior to May 31, senior staff will build a draft FESL report that does the following:
    - i. Utilizes Ministry of Education data sets to create charts and graphs of three year data sets (where possible) in all data review areas as required by the FESL protocols.



- ii. Enacts a process for system-wide review of those data in order to determine what has been learned and what strategies might be put in place to affect improved results.
- iii. In developing those strategies uses as the **prime** consideration what is known about students and learning in our district's unique context, including what is learned through school-based ESLP and district-based enhancing student learning processes.
- c. A draft FESL report will be shared with the Board, through the Education Committee if possible, by the end of June every year.
- d. The final FESL report will be prepared for Board approval in September and will be submitted to the Ministry of Education by September 30 as required.

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**Context:**

The Public Interest Disclosure Act (2019) is intended to encourage transparency, accountability and ethical decision making within the public service and school districts. It outlines a process for making and responding to a serious or systemic issue of wrongdoing.

**Policy Statement:**

School District 69 strongly supports transparency, accountability and ethical decision making through the organization. The Board actively promote a culture of openness and encourages employees (current or former) to report any wrongdoing.

**Guiding Principles:**

1. The Board believes that ethical decision making should be at the core of all Board processes.
2. The Board values transparency and accountability in all areas of governance, management and leadership.
3. The Board believes that all employees have a right to report any perceived wrongdoing, and that those reports respect the anonymity and well-being of anyone who so reports.
4. The Board supports a full array of processes and mechanisms which address and enforce standards of conduct, disputes, complaints, or grievances, and sees safety for those who report wrongdoing as being ancillary to those processes.

**Definitions:**

Public Interest Disclosure Act 2019 (PIDA) – Intended to be “whistleblower” protection which allows current and former employees to raise serious or systemic issues of wrongdoing for investigation without exposing those employees to any risk of retaliation.

**References/Resources:**

- Administrative Procedures to Board Policy : Public Interest Disclosure
- Board Policy 6240: Resolution of Complaints
- The *Public Interest Disclosure Act*: [Public Interest Disclosure Act \(gov.bc.ca\)](http://gov.bc.ca)
- The Ombudsperson of British Columbia: [Public Interest Disclosure Resources](#)
- FAQs — *Public Interest Disclosure Act*: Disclosures and Reprisal Complaints to the Ombudsperson: [PIDA-FAQs.pdf \(bcombudsperson.ca\)](#)
- [The Ombudsperson of British Columbia: Resources for Chief Executives; Checklist for Chief Executives](#)
- [The Ombudsperson of British Columbia: Resources for Designated Officers; Designated Officer Responsibilities Under PIDA](#)
- [The Ombudsperson of British Columbia: Resources for Supervisors](#)
- [The Ombudsperson of British Columbia: Resources for Employees](#)

**Dates of Adoption/Amendments:**

Adopted:

Amended:



**Purpose:**

These Administrative Procedures are intended to support Board Policy 305, Public Interest Disclosure. Use of these procedures should provide employees with the assurance that there are confidential processes that encourage reports of wrongdoing and that protect the reporter from reprisals, consequence or retribution.

**Guidelines for Reporting:**

1. This Policy applies to alleged wrongdoing related to the School District's operations or personnel. 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.
2. The types of wrongdoing ("Wrongdoing") about which employees can complain include:
  - a) a serious act or omission that, if proven, would breach any laws of British Columbia or Canada;
  - b) 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);
  - c) a serious misuse of public funds or public assets;
  - d) gross or systemic mismanagement;
  - e) knowingly directing or counselling a person to commit a wrongdoing described in paragraphs (a) to (d).
3. Reports made under this policy and using these procedures will be done so with confidentiality in order to protect the well-being of the reporting employee.
4. 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.
5. Most reports will be made to a supervisor or the designated officer at the district.
6. Reports may also be made to the Ombudsperson.
7. Reports can be made anonymously, but the school district may not be obliged to investigate an anonymous report made under the Act unless the report provides sufficient detail to conduct a fair investigation.
8. Any trustee may report wrongdoing if the incident occurred while the trustee was holding office.
9. The district will not tolerate reprisals, consequences or retribution against anyone reporting in good faith under this policy.

**Procedures:**

1. The Superintendent of Schools or designate will ensure that all employees are reminded of this policy and its attendance procedures on an annual basis.
2. Supervisors of work sites and Principals of schools and programs will ensure that all staff that they supervise are reminded of this policy and its attendant procedures on an annual basis.
3. The Superintendent of Schools or designate will ensure that mechanisms are in place for employees to report wrongdoing in a confidential and, if it is the wish of the reporter,



anonymous manner, recognizing that anonymous concerns may not be followed up on if there is insufficient detail to proceed.

4. One key element of administering this policy and its procedures is ensuring that anyone reporting wrongdoing is doing so in accordance with relevant other policies and procedures as possible, including use of Policy 6240 Resolution of Complaints and any pertinent clauses in collective agreements or employment contracts.

**References/Resources:**

- Board Policy : Public Interest Disclosure
- Board Policy 6240 Resolution of Complaints
- The *Public Interest Disclosure Act*: [Public Interest Disclosure Act \(gov.bc.ca\)](http://www.gov.bc.ca/pida/)
- The Ombudsperson of British Columbia: [Public Interest Disclosure Resources](http://www.ombudsman.bc.ca/)
- FAQs — *Public Interest Disclosure Act*: Disclosures and Reprisal Complaints to the Ombudsperson: [PIDA-FAQs.pdf \(bcombudsperson.ca\)](http://www.ombudsman.bc.ca/pida-faq/)
- [The Ombudsperson of British Columbia: Resources for Chief Executives; Checklist for Chief Executives](http://www.ombudsman.bc.ca/pida-faq/)
- [The Ombudsperson of British Columbia: Resources for Designated Officers; Designated Officer Responsibilities Under PIDA](http://www.ombudsman.bc.ca/pida-faq/)
- [The Ombudsperson of British Columbia: Resources for Supervisors](http://www.ombudsman.bc.ca/pida-faq/)
- [The Ombudsperson of British Columbia: Resources for Employees](http://www.ombudsman.bc.ca/pida-faq/)

**Dates of Adoption/Amendments:**

Adopted:

Amended:



**Context:**

Schools are learning environments that are focused on producing educated citizens. As modelling is one of the most powerful tools in learning, positive treatment of personnel is central to any school district.

**Policy Statement:**

The Board of Education will seek to develop and maintain a positive, healthy and productive climate for all employees at all sites within the district.

**Guiding Principles:**

The Board believes that:

1. Members of MATA, CUPE and P/VP are valuable contributors to the achievement of our students and we encourage their input in decision making.
2. The physical, emotional, and intellectual health of all personnel must be maintained in balance with the health and welfare of our learners.
3. All personnel will be fairly and properly reimbursed for legitimate expenses related to their positions.
4. In order to support and improve performance and productivity, all personnel will be subject to a performance review process in keeping with contractual language and contracts of employment.
5. Positive recognition of personnel shall be on-going with specific acknowledgement by the Board of long-term service and retirement from the district.
6. Because employee input is valued, exit interviews should be offered to employees who are leaving the employ of the district.
7. The Board intends for this policy to cover, by way of its Administrative Procedure, the following:
  - I. Vacation Extensions
  - II. Emergency Closure of Schools (Personnel)
  - III. Criminal Record Checks and Police Information Checks
  - IV. Credit Card Usage
  - V. Travel Expenses
  - VI. Performance Management: Exempt Staff
  - VII. Long Service Recognition
  - VIII. Exit Interviews
  - IX. Interview and Relocation Expenses for Exempt Staff
  - X. Leave of Absence for Community Service or Public Office



**Definitions:**

- Long-term service is marked when an employee reaches 20 years of service in the district.
- Appropriate records checks are defined through police services. Criminal Records and Vulnerable Sector Checks are examples.

**References:**

- Administrative Procedure to Board Policy 600: Personnel
- Board Policy 302: Communities and Volunteers' Involvement in our School District
- Administrative Procedure: Emergency Closure of Schools and Worksites (Employees)
- Criminal Records Review Act
- Mount Arrowsmith Teachers' Association (MATA) Collective Agreement

**Dates of Adoption/Amendments:**

Adopted:  
Amended:

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### **Purpose**

This Administrative Procedure is intended to provide procedural support for Board Policy 600: *Personnel*. The policy statement and guidelines speak to a number of areas, as are describe procedurally below. The eleven sections described below are:

- I. Vacation Extensions
- II. Emergency Closure of Schools (Personnel)
- III. Criminal Record Checks and Police Information Checks
- IV. Credit Card Usage
- V. Travel Expenses
- VI. Performance Management: Exempt Staff
- VII. Long Service Recognition
- VIII. Exit Interviews
- IX. Interview and Relocation Expenses for Exempt Staff
- X. Leave of Absence for Community Service or Public Office

### **I. VACATION EXTENSIONS**

The Board of Education believes that in general all teaching staff should be present in schools before and after each vacation break (winter, spring or summer). For this reason, teachers will not normally be granted leave to extend these break periods subject to the terms of the Mount Arrowsmith Teachers' Association (MATA) Collective Agreement.

### **II. EMERGENCY CLOSURE OF SCHOOLS (PERSONNEL)**

The Board of Education believes that the health and safety of staff and students is of paramount importance and recognizes that schools may have to be closed temporarily at times for any of several reasons, including the following: inclement weather, power outage, failure of heating or water services, emergency health issues, as well as a variety of other emergency situations.

The Board of Education authorizes the Superintendent of Schools, or designate, to close schools and/or worksites by reason of weather emergencies or for other causes that might endanger the health or safety of staff and students. School and/or worksite closure due to emergent conditions will be of three types:

- For students only
- For students and school-based employees
- For students and all employees

Principals, or designates, are expected to have school buildings open to provide for students who, for whatever reason, arrive at school. Principals who are unable to get to work must contact the Superintendent of Schools so that alternate arrangements can be made to have the school open.

All employees are reminded to watch the district website, follow email and social media, and listen to local radio stations for news from the school district in the event of inclement



weather or other reasons for schools and worksites to potentially be closed or otherwise impacted.

## PROCEDURES

### 1. School Bus Service

There are occasions when the General Manager of Operations, in consultation with the Superintendent of Schools, may decide not to run the morning bus routes due to hazardous conditions. Every effort will be made to make that decision no later than 6:15 a.m. It is understood that:

- a. The decision to cancel school bus service is made by the General Manager in consultation with the Superintendent of Schools.
- b. If buses **are not** running in School District 69 (Qualicum) it does NOT mean that schools are closed.
- c. If buses **are not** running in School District 69 (Qualicum) it does NOT mean that staff cannot get to school – conditions vary throughout the District and staff need to assess the conditions in their own area.
- d. If buses are running in School District 69 (Qualicum), employees are expected to be at work.

### 2. School Closure During the Day

In extreme emergencies, schools may be closed after school has commenced. In situations during the school day where an emergent situation arises or weather conditions deteriorate significantly enough that a Principal has concerns for local road conditions in his/her school zone, the Principal should contact the Superintendent of Schools. It is the responsibility of the Superintendent of Schools to notify the Principal as soon as it becomes apparent that school emergency closure will be necessary.

When an emergent situation occurs after school has begun it may be prudent for students to be dismissed and therefore staff will activate their plan to contact parents. In this case, parents of students in elementary schools must be contacted prior to releasing students to go home. In the case of busing students, all students will be held at the school until we can confirm that all affected parents have been contacted.

Depending on the severity of the circumstances, the Principal shall, in consultation with the Superintendent of Schools, determine whether school staff complete their work day at school or at home.

### 3. Employee Responsibilities

It is expected that all staff will undertake normal precautions for winter weather; e.g. allowing more time for travel, snow tires, an analogue phone, battery operated radio, battery operated alarm clock in the event power is out. Employees are expected to make every reasonable effort to attend their regular



place of work. Employees who are unable to get to work must contact their immediate supervisor each day of their absence and contact dispatch.

When Schools are open and buses are NOT running:

Every effort will be made to decide early enough so that announcements can start no later than 6:30 am through local media and the District website [www.sd69.bc.ca](http://www.sd69.bc.ca) if power is available.

- a. CUPE staff
  - i. CUPE staff who are unable to get to work, must contact their supervisor and dispatch for each day of absence.
  - ii. **Within 3 days of returning to work**, CUPE staff must put in writing the reason they were unable to get to work and the efforts made to get to work, and direct the letter to the Secretary-Treasurer. **Late requests will not be accepted.**
  - iii. This documentation will be reviewed on a case by case basis. Pay may be adjusted retroactively.
  
- a. MATA staff
  - i. MATA staff must make reasonable efforts to attend at their school (Collective Agreement Article D.28).
  - ii. MATA staff who are unable to attend at their school, will contact their Principal and TTOC dispatch for each day of absence.
  - iii. MATA staff must contact their Principal to explain the circumstances which preclude attendance to duties at their school. This communication needs to occur as early in the day as possible in order to ensure appropriate coverage of classes.
  - iv. It is recommended that any verbal communication from MATA staff to their Principal be followed-up with an email as a means of documenting that the required communication occurred.
  - v. If MATA staff are unable to attend at their school due to weather conditions, it is expected that they will carry-out work duties from home.
  - vi. Such an absence will be treated as a 'Leave with Pay' (Collective Agreement Article D.28).
  
- b. Principals and Vice-Principals
  - i. Principals will document contact made by MATA staff regarding absences due to weather conditions and confirm with TTOC dispatch, by the end of the day, all absences.

When schools are closed:

Every effort will be made to decide early enough so that announcements can start no later than 6:30 am through local media and the District website [www.sd69.bc.ca](http://www.sd69.bc.ca) if power is available.



a. CUPE Staff

- i. If schools in this District are closed, CUPE staff will be paid at their normal rate. **This applies to school closures in School District 69 (Qualicum) only.** It does not apply if a CUPE staff member lives in another district and schools in that district are closed.
- ii. CUPE staff who are deemed necessary are requested to report to work. Necessary services during a District wide temporary school closure day are payroll clerks and the School Board Office receptionist as well as, if applicable, maintenance, grounds and custodial staff on the Snow Crew (per the General Manager of Operations). If safe for them to do so, they are requested to report to work. If they do so, they will receive their regular pay and additional banked hours (at straight time) for each hour worked up to their assignment hours for that day.
- iii. If CUPE support staff are unable to get to work, they must contact their supervisor and dispatch for each day of absence.
- iv. Within 3 days of returning to work, CUPE support staff must put in writing the reason they were unable to get to work and the efforts made to get to work, and direct the letter to the Secretary-Treasurer.
- v. This documentation will be reviewed on a case by case basis. Pay may be adjusted retroactively.

b. MATA Staff

- i. If schools in this District are closed, MATA staff will be paid at their normal rate. This applies to school closures in this District only. It does not apply if a MATA staff member lives in another district and schools in that district are closed.

c. Principals and Vice-Principals

- i. Principals are expected to report to work when schools are closed. If this is not possible, Principals must contact the Superintendent of Schools to ensure that an adult presence is available at the site should students arrive at the school.

**III. CRIMINAL RECORD CHECKS AND POLICE INFORMATION CHECKS**

The Board of Education acknowledges and accepts its responsibility to ensure that criminal record checks are conducted on all employees who work with children and/or vulnerable adults. In fulfilling its responsibilities, the Board of Education is guided by the Criminal Records Review Act. The Criminal Records Review Act defines “working with children and/or vulnerable adults” to mean working with children and/or vulnerable adults directly or having or potentially having unsupervised access to children and/or vulnerable adults in the ordinary course of employment or in the practice of an occupation.

In accordance with the *Criminal Records Review Act*, the Board of Education will require all new employees and all current employees (except employees who belong to a governing body) to provide the Board of Education with a signed criminal record check Authorization Form.



## PROCEDURES

### 1. Members of the Teachers' Regulation Branch

The Teachers' Regulation Branch is responsible for obtaining completed and signed criminal record Authorization Forms from all members and all new applicants for certification.

### 2. All Other Staff (excluding teachers and other registered professionals)

The Board will obtain completed and signed criminal record Authorization Forms from all other employees in positions classified within the *Criminal Records Review Act's* definition of "works with children and/or vulnerable adults" (including those individuals who have previously had a criminal record check).

- a. The Human Resources Assistant will be responsible for monitoring the administration of the *Criminal Records Review Act*.
- b. All new employees (successful applicants) and employees notified that the employee is due for a re-check must complete a Criminal Record Check Authorization Form.
- c. The Human Resources Assistant will check and verify each applicant's identification in accordance with Criminal Record Review Program best practices and RCMP policy.
- d. Application is made to the Criminal Records Review Agency.
- e. The original signed authorization form will be maintained on the employee's personnel file for a minimum of five (5) years.
- f. The return of the Authorization Forms and the results returned from the Criminal Records Review Agency will be recorded.
- g. Mandatory re-checks are required every five (5) years and employees are required to submit another Criminal Record Check Authorization Form by the five (5) year anniversary date, when notified by the Human Resources Department.
- h. Any employee who has a break in service must provide a new criminal record check. For example, if the employer/employee relationship is formally severed, this is considered a break in service.
- i. When the Criminal Records Review Agency informs the Board that an employee presents a risk to children and/or vulnerable adults, the Board will ensure that the employee is removed from or never placed in a position where the employee works with children as defined in the *Act*.
- j. A vulnerable sector check is conducted as part of each criminal record check. The vulnerable sector check is national RCMP policy and in some cases, the RCMP may require fingerprints in order to verify an Employee's identity. The Employee will be notified directly by the RCMP and provided with the necessary forms and instructions.
- k. It is the responsibility of each employee to notify the District if he or she is charged with or convicted of a relevant or specified offence as applicable subsequent to a criminal record check. The employee must promptly report the charge or conviction to the Director of Human Resources, and submit a new, signed Consent for Criminal Record Check form. Failure to do so



may result in disciplinary action which may be up to and including termination.

- I. Any employee who is required to provide fingerprints to the RCMP is also required to provide the District with a completed “Criminal Offence Declaration” (form attached), in order to meet the District’s obligations of due diligence.
- m. New employees and employees requiring a re-check will be responsible for the cost of the Criminal Records check. Any associated fees with the Fingerprint process are also the responsibility of the employee.

### 3. Volunteers

- a. Parents, guardians and/or community members who wish to act as a school volunteer must contact the school office to obtain a “*Police Information Check with Vulnerable Sector Screening*” letter. The “*Police Information Check with Vulnerable Sector Screening*” letter must be on school letterhead, signed and dated by the principal and must contain the statement: “The applicant will require a vulnerable sector check” (sample letter attached).
- b. Potential volunteers are then referred to the Oceanside RCMP Detachment, at which time they will submit the “*Police Information Check with Vulnerable Sector Screening*” letter and the “*Police Information Check with Vulnerable Sector Screening*” form.
- c. The “*Police Information Check with Vulnerable Sector Screening*” form is available from the school or the Oceanside RCMP detachment and must be submitted at the same time as the “*Police Information Check with Vulnerable Sector Screening*” letter. Please note that **old forms will not be accepted.**
- d. *For convenience, a copy of the “Police Information Check with Vulnerable Sector Screening” form has been attached and can be provided to applicants by the School Principal or designate at the same time that the applicant receives the “Police Information Check with Vulnerable Sector Screening” letter from the school.*

**Note:** The “*Police Information Check with Vulnerable Sector Screening*” letter is required to waive the processing fee. If the letter is not included with the package, the processing fee will be levied on the applicant.

- e. The RCMP will return the processed form to the parent, guardian or community member who will then submit the form to the School Principal.
- f. Forms that show any type of criminal record or other concerning disclosures must be forwarded to the Superintendent of Schools or designate for review. School Principals will be advised of any advice or considerations arising from this review.



- g. Completed “*Police Information Check with Vulnerable Sector Screening*” are **valid for a maximum of five years only at which time they are expired.**
- h. All new volunteers (including those who may have previously completed a PIC\_VS at another school and are now changing school sites) must submit forms (preferably in September). This would include Kindergarten, and Grade 8 as well as any new registrations.

DATE

R.C.M.P.

727 Island Highway West  
Parksville, BC V9P 1B9

To Whom it May Concern:

**RE: POLICE INFORMATION CHECK WITH VULNERABLE SECTOR SCREENING**

This letter is to confirm that NAME OF VOLUNTEER APPLICANT will be acting as a volunteer for various school/class events or activities throughout the school year.

NAME OF VOLUNTEER APPLICANT will require a “Police Information Check with Vulnerable Sector Screening” as per the R.C.M.P. definition.

Thank you for your attention to this matter.

Yours Sincerely,

PRINCIPAL NAME  
Principal

c: School File

**IV. CREDIT CARD USAGE**

Sound business practices support the use of Board issued credit cards by designated staff and School Trustees as their use contributes to the efficiency of school district operations.

**Procedures**

1. Board Credit cards may be issued to the following staff:
  - a. Superintendent of Schools
  - b. Secretary Treasurer
  - c. Assistant Secretary Treasurer
  - d. Assistant Superintendent
  - e. Director of Instruction
  - f. General Manager of Operations
  - g. Assistant Manager of Operations
  - h. Director of Human Resources
  - i. School Trustees (five)
  - j. Principals and Vice-Principals
  - k. School secretaries - may hold site cards to facilitate school purchases.



- I. Other employees with areas of responsibility that require either regular purchasing or situational purchasing that cannot be managed through petty cash or requests for funds. Such employees must be recommended by the employee's supervisor (who must also be an individual designated in 'a' through 'j'), and approved by the Secretary-Treasurer.
2. The Board credit card issued to the aforementioned designated staff and School Trustees shall be utilized to cover expenses incurred on Board business or Board sponsored professional development: in accordance with the Card User Agreement.
3. The District endeavors to use credit or purchasing cards that provide savings back to the Board.
4. Card holders shall sign and adhere to the Card User Agreement.

#### V. TRAVEL EXPENSES

Personnel traveling on behalf of the District to participate in meetings, workshops, negotiations and conferences, either by assignment or by directed attendance, are entitled to receive reimbursement of expenses incurred.

1. Application for reimbursement of travel expenses shall be made to the appropriate supervisor with the submission of original receipts.
2. Travel expense reimbursement shall be consistent with the BC School Trustees Association's (BCSTA) Policy on Travel Expenses.
3. This administrative procedure will be reviewed annually in the month of February by the Secretary Treasurer or designate.
4. Expenses covered by a contractual travel allowance do not apply.

#### VI. PERFORMANCE MANAGEMENT: EXEMPT STAFF

The Board of Education believes that a performance management process should be an ongoing process of communication between a supervisor and an employee that occurs throughout each year in support of accomplishing the mission and strategic priorities of the organization. The communication process includes clarifying expectations, setting objectives, identifying goals, providing feedback, planning for professional growth/learning and reviewing progress in each area.

##### Procedures

The Board believes that performance management processes undertaken with exempt staff should be:

1. Simple and clear
2. Focused on personal professional growth and learning
3. Premised on clearly articulated expectations, deliverables and accountabilities grounded in duties/responsibilities of the job description
4. Based on goals/objectives/actions linked to strategic priorities and operational plan of the district/school
5. Continuously looping with ongoing and regular check-ins and dialogue



The Board will ensure that it engages the Superintendent/CEO in an ongoing performance management process as agreed to by the parties. This process is to be facilitated by the Director of Human Resources or a designate.

The Superintendent will ensure that an appropriate and ongoing performance management process is carried-out with the following exempt staff:

1. Secretary Treasurer
2. Associate Superintendent
3. Director of Instruction
4. Director of Human Resources
5. Principals and Vice Principals

The Secretary Treasurer will ensure that an appropriate and ongoing performance management process is carried-out with the following exempt staff:

1. Assistant Secretary Treasurer
2. General Manager of Operations
3. Executive Assistant – Board Governance and Operations

#### **VII. LONG SERVICE RECOGNITION**

The Board of Education values the dedication and commitment of its employees. The Board is, therefore, committed to recognizing employees with consistent and lengthy service (20 years), as well as those who are retiring from employment with the Board.

#### **VIII. EXIT INTERVIEWS**

The Board sees value in gaining insights into district operations, culture, strategies and human resources/labour relations practices through the use of exit interviews where and when possible and practicable.

#### **IX. INTERVIEW AND RELOCATION REIMBURSEMENT FOR EXEMPT STAFF**

In order to attract the best candidates for its exempt positions, candidates should be reimbursed for expenses. Reimbursement shall be as follows:

1. Candidates selected for interview will be reimbursed for legitimate travel, accommodation and meal expenses. Submission of receipts is required in accordance with Board travel and reimbursement rates.
2. The successful candidate may be reimbursed for expenses to relocate for employment with School District 69, with the amount to be as determined in contract negotiations. Receipts must be submitted to the Secretary-Treasurer within sixty (60) days of the move.

#### **X. LEAVE OF ABSENCE FOR COMMUNITY SERVICE OR PUBLIC OFFICE**

The Board of Education encourages its employees to participate in a wide range of community service organizations and recognizes the right of these employees to seek public office. It is the intent of the following procedures to permit the School Board's



employees to participate in public affairs benefiting the public and concurrently to protect the interests of the Board, the persons it employs and the public it serves.

**Procedures**

1. Employees who are providing voluntary supports for emergency response in the event of an emergency or catastrophe will be supported in accessing leave provisions within their collective agreement or contract of employment. Where there are no such provisions, the Superintendent may grant exceptional leave with or without pay either for the duration of the service being provided or in support of recovery time.
2. Employees will be supported in seeking public office in keeping with provisions of their collective agreement or contract of employment. Where there are no such provisions, the district will support the employee with leave provisions as possible in relation to the employee's duties and responsibilities.
3. On being duly accepted as a candidate for public office, whether it be for Federal Parliament, the Provincial Legislature, the Municipal Council or other public office, an employee of the Board may apply to the Board in writing for a leave of absence to conduct a campaign. Such leaves will be considered within the context of collective agreements and contracts of employment.
4. An employee elected as a Member of Parliament or Member of the Legislative Assembly shall be granted a leave without pay for the duration of one term in office. On termination of office, the employee shall receive priority of placement but not necessarily in the employee's former position. Terms of the relevant collective agreement or contract of employment will apply.
5. It is presumed that service on a Municipal Council will not interfere greatly with the usual performance of an employee's duties and responsibilities. It is expected that some reasonable accommodations must be made by both the Board and the employee concerned.

**References:**

- Board Policy 600: Personnel
- Board Policy 302: Communities and Volunteers' Involvement in our School District
- Administrative Procedure: Emergency Closure of Schools and Worksites (Employees)
- Criminal Records Review Act
- Mount Arrowsmith Teachers' Association (MATA) Collective Agreement

**Dates of Adoption/Amendments:**

Adopted:

Amended:



**COPYRIGHT AND INTELLECTUAL PROPERTY**

(Previously AP Only)

**Context**

The Board of Education recognizes that the *Copyright Act* is designed to protect the rights of authors and producers of creative works, and requires its employees to respect these rights and the copyright provisions in district schools.

**Policy Statement**

The Board of Education will ensure that all staff are supported in abiding by all copyright provisions and protocols.

**Guiding Principles**

The Board of Education believes that:

1. Creators of copyright materials have the rights of ownership that come with copyright laws related to the nature of the publication.
2. Students have a right to access a wide range of educational resources within copyright rules.
3. Anyone who willfully and knowingly contravenes the rules of copyright including as found in the Copyright Act should be responsible for consequences that might flow from such a breach.
4. **Employees are to be guided in their practice by the provisions of *Copyright Matters* and the *Fair Dealings Decision Tool* as described in the Administrative Procedures.**
5. **Laws pertaining to intellectual property should apply to any materials or resources created by employees contracted for or assigned to the creation of those materials or resources**

**References**

- Administrative Procedures to Board Policy 504: Copyright **and Intellectual Property**
- [The Copyright Act](#)
- [Copyright Matters](#)
- [Fair Dealings Decision Tool \(developed by the Copyright Consortium of the Council of Ministers of Education, Canada \(CMEC\)\)](#)
- [Copyright Matters: Some Key Questions and Answers for Teachers](#)
- [Government of Canada: Copyright](#)

**Dates of Adoption/Amendments:**

Adopted:



**Purpose**

For the purposes of copyright law, schools are a public place. Copyright law includes, but is not limited to books, audio and video tapes, computer software, sheet music, photocopies, facsimile machine copies, handwritten or typed copies, translations, adaptations and performances.

1. The Board designates a District Resource Centre staff member to act as the Copyright Officer for the district. Responsibilities shall include, but not be restricted to:
  - 1.1 distribution to all staff of current information regarding copyright guidelines and licensing arrangements (e.g. CANCOPY, SOCAN).
  - 1.2 securing copyright permissions and site licenses, and maintaining necessary records regarding use of copyrighted materials in the district.
  - 1.3 development of procedures to ensure that expiration dates are honoured.
2. The teacher-librarian in each school shall act as liaison to the Copyright Officer.
3. The principal or site supervisor shall review with all staff (M.A.T.A. and C.U.P.E.) the school district's Copyright Procedures and the contents of the copyright guidelines.
4. The copyright guidelines shall be kept at all work sites and employees shall refer to the guidelines whenever questions arise concerning copyright.
5. When there are opportunities for copyright violations by students, the Board requires teachers to instruct students about the *Copyright Act*, to make students aware of the ethical and practical problems caused by copyright infringement, and to attempt to supervise students in a manner that a copyright violation does not occur.
6. Persons seeking to copy or have copied items shall ensure that the proper copyright permission(s) have been granted through either a license agreement or written permission of the copyright owner.
7. The Board will not protect individual employees who break, or request another to break, the copyright law.
8. **Employees will be guided in their decision making regarding copyright materials by *Copyright Matters*, a publication of the Council of Education Ministers of Canada, the Canadian School Boards Association and the Canadian Teachers Federation (2016) as found at:**  
[https://cmec.ca/Publications/Lists/Publications/Attachments/291/Copyright\\_Matters.pdf](https://cmec.ca/Publications/Lists/Publications/Attachments/291/Copyright_Matters.pdf).
9. **Employees will be supported in their decision making in regard to use of copyright materials by the *Fair Dealings Decision Tool* as found at:**  
<http://www.fairdealingdecisiontool.ca/DecisionTool/>



**10. Any materials or resources of monetary value that are created by employees specifically assigned to, or contracted for, the development of said materials or resources will remain the intellectual property of the Board**

#### References

- Board Policy 504: Copyright and Intellectual Property
- [The Copyright Act](#)
- [Copyright Matters](#)
- [Fair Dealings Decision Tool \(developed by the Copyright Consortium of the Council of Ministers of Education, Canada \(CMEC\)\)](#)
- [Copyright Matters: Some Key Questions and Answers for Teachers](#)
- [Government of Canada: Copyright](#)

#### Dates of Adoption/Amendments

- Adopted: 90.06.13
- Amended: 91.11.12: 01.10.23: 17.01.24