



POLICY COMMITTEE PUBLIC MEETING AGENDA

The Central Okanagan Board of Education acknowledges that this meeting is being held on the Traditional Territory of the Okanagan People.

DATE: Wednesday, October 2, 2019
TIME: 4:00 PM
LOCATION: School Board Office
1040 Hollywood Road S.
Kelowna, B.C.

1. AGENDA

Additions/Amendments/Deletions

2. REPORT/MATTERS ARISING

2.1 Policy Committee Public Meeting Report: May 29, 2019
(Attachment)

3. RECOGNITION/PRESENTATIONS/DELEGATIONS

4. PUBLIC QUESTION/COMMENT PERIOD

5. COMMITTEE MEMBERS QUERIES/COMMENTS

6. DISCUSSION/ACTION ITEMS

6.1 New Policy 437 – Physical Restraint and Seclusion in School Settings
(Attachment)

Staff Recommendation:

THAT: The Policy Committee recommends to the Board:

THAT: The Board of Education approve new Policy 437 – Physical Restraint and Seclusion in School Settings, as attached to the Agenda and as presented at the October 2, 2019 Policy Committee Meeting.

6.2 New Policy 438 – Provision of Menstrual Products to Students
(Attachment)

Staff Recommendation:

THAT: The Policy Committee recommends to the Board:

THAT: The Board of Education approve new Policy 438 – Provision of Menstrual Products to Students, as attached to the Agenda and as presented at the October 2, 2019 Policy Committee Meeting.

- 6.3 Amendments to Policy 220 – Principals and Vice-Principals: Selection, Appointment and Transfer and Regulations 220R - Principals and Vice-Principals: Selection, Appointment and Transfer (*Regulations*)**
(Referred from the May 29, 2019 Policy Committee)
(Attachment)

Pg. 10

Staff Recommendation:

THAT: The Policy Committee recommends to the Board:

THAT: The Board of Education approve the amendments to Policy 220 – Principals and Vice-Principals: Selection, Appointment and Transfer and Regulations 220R - Principals and Vice-Principals: Selection, Appointment and Transfer (*Regulations*), as attached to the Agenda and as presented at the October 2, 2019 Policy Committee Meeting.

- 6.4 Amendments to Policy 351 – Respectful Workplace and Regulations 351R – Respectful Workplace (*Regulations*)**
(Attachment)

Pg. 13

Staff Recommendation:

THAT: The Policy Committee recommends to the Board:

THAT: The Board of Education approve the amendments to Policy 351 – Respectful Workplace and Regulations 351R – Respectful Workplace (*Regulations*), as attached to the Agenda and as presented at the October 2, 2019 Policy Committee Meeting.

- 6.5 Amendments to Policy 470 – Transportation Services Management**
(Attachment)

Pg. 20

Staff Recommendation:

THAT: The Policy Committee recommends to the Board:

THAT: The Board of Education approve the amendments to Policy 470 – Transportation Services Management, as attached to the Agenda and as presented at the October 2, 2019 Policy Committee Meeting.

- 6.6 Amendments to Policy 455 – Discipline**
(Attachment)

Pg. 22

Staff Recommendation:

THAT: The Policy Committee recommends to the Board:

THAT: The Board of Education approve the amendments to Policy 455 - Discipline, as attached to the Agenda and as presented at the October 2, 2019 Policy Committee Meeting.

7. INFORMATION ITEMS

- 7.1 Review of Policy 208 – Confidential Disclosure: Reporting and Investigating Allegations of Financial Irregularity**
(Attachment)
(Referred from the June 19, 2019 Finance and Audit Committee)

Pg. 24

7.2 Review of Policy 625 – Sites, Facility and Equipment Enhancements
(Attachment)
(Referred from the June 19, 2019 Planning and Facilities Committee)

8. COMMITTEE CORRESPONDENCE

9. ITEMS REQUIRING SPECIAL MENTION

**10. RECOMMENDATIONS/REFERRALS TO
THE BOARD/COORDINATING COMMITTEE/ OTHER COMMITTEES**

11. ITEMS FOR FUTURE POLICY COMMITTEE MEETINGS

- Review of Central Okanagan Public Schools Policies (in relation to the Board of Education) relative to School District No. 83 (North Okanagan-Shuswap) Policies
- Policy 390 – Conflict of Interest and Confidentiality
- Amendments to Policy 480 – Raising the Bar: The Three-Year Rule, Deletion of Appendix 480A – Application for Exemption of the Three-Year Rule, Deletion of Appendix 480A – Appeal of Decision to Deny Three-Year Rule Exemption Application – feedback from Central Okanagan Parent Advisory Council.
- Amendments to Policy 650 – Public Use of School Facilities and Amendments to Regulations 650R – Public Use of School Facilities (Regulations) – feedback from partner groups

12. FUTURE POLICY COMMITTEE MEETINGS

To be determined by the Board of Education at their November 13, 2019 Public Board Meeting.

13. MEDIA QUESTIONS

14. ADJOURNMENT

SCHOOL DISTRICT No. 23 – BOARD COMMITTEE REPORT

COMMITTEE: Policy Committee DATE: May 29, 2019

CHAIRPERSON: Trustee L. Tiede STAFF CONTACT: K. Kaardal, Superintendent/CEO

Attendees:

Board of Education:

Trustee L. Tiede (Chairperson)
Trustee N. Bowman (Committee Member)
Trustee A. Geistlinger (Committee Member)
Trustee M. Baxter

Staff:

K. Kaardal, Superintendent of Schools/CEO
T. Beaudry, Deputy Superintendent
E. Sadlowski, Secretary-Treasurer
M. Essler, Executive Assistant (Recorder)

Partner Group Representation:

COPAC	Adam Clarke, Treasurer
COTA	No representative
COPVPA	Des Sjoquist, Vice-President
CUPE	Shelley Yost, Clerical/Library Assistant Shop Steward
DSC	Theresa Schwab, Grade 12, Rutland Senior Secondary School

Agenda – Additions/Amendments/Deletions

Addition: 6.3 Amendments to Policy 702 – Aboriginal Education Community Partnerships
- Updated material
6.4 Amendments to Policy 650 – Public Use of School Facilities and Regulations 650R – Public Use of School Facilities (*Regulations*)
7.2 Move Information Item 7.2 to Action Item 6.4

The May 29, 2019 Agenda was approved as amended.

Report

The February 6, 2019 Public Policy Committee Report was approved as presented.

Discussion/Action Items

- 6.1 **Amendments to Policy 480 – Raising the Bar: The Three-Year Rule**
Deletion of Appendix 480A – Raising the Bar: The Three-Year Rule (Appendix A)
Application for Exemption of the Three-Year Rule
Deletion of Appendix 480A – Raising the Bar: The Three-Year Rule (Appendix B)
Appeal of Decision to Deny Three-Year Rule Exemption Application

(Deferred from February 6, 2019 Policy Committee Meeting)

The original intention of the Raising the Bar: The Three-Year Rule Policy was that students entering grade 10 would strive to complete graduation requirements within three years. Students who do not complete the graduation requirements within the three years would apply for an Exemption of the Three Year Rule and, if necessary, an Appeal of the Decision for exemption. During the provincial audit of the graduation program, it was determined that this Policy was in contravention of the School Act as a "School age student" is between the ages of 5 and 19. Further amendments were suggested to the Policy.

Outcome:

THAT: The amendments to Policy 480 – Raising the Bar: The Three-Year Rule, Deletion of Appendix 480A – Raising the Bar: The Three-Year Rule (Appendix A) -

Application for Exemption of the Three-Year Rule, and Deletion of Appendix 480A – Raising the Bar: The Three-Year Rule (Appendix B) - Appeal of Decision to Deny Three-Year Rule Exemption Application, be forwarded to the Central Okanagan Parent Advisory Committee (COPAC) for parental discussion and feedback to the Policy Committee.

6.2 Amendments to Policy 335 – Occupational Health and Safety

The amendments to Policy 335 – Occupational Health and Safety were brought forward to the Policy Committee by the District Health and Safety Manager in consultation with the WorkSafeBC Certificate of Recognition Audit Committee.

Outcome:

THAT: The amendments to Policy 335 – Occupational Health and Safety, as attached to the Agenda and as presented at the May 29, 2019 Policy Committee Meeting, be forwarded to the Board of Education for approval.

6.3 Amendments to Policy 702 – Aboriginal Education Community Partnerships

The Board of Education recently approved, upon the recommendation of Westbank First Nation, the change of name of the Aboriginal Education Council to Indigenous Education Council. Therefore, all programs and documentation are to reflect this change. The Deputy Superintendent will contact Westbank First Nation regarding the use of 'and unceded' in the first line of the introduction.

Outcome:

THAT: The amendments to Policy 702 – Aboriginal Education Community Partnerships, as attached to the Agenda and as amended at the May 29, 2019 Policy Committee Meeting, be forwarded to the Board of Education for approval.

6.4 Amendments to Policy 650 – Public Use of School Facilities

Amendments to Regulation 650R – Public Use of School Facilities (*Regulations*)

The amendments to Policy 650 and Regulation 650R – Public Use of School Facilities (*Regulations*) reference the consumption of alcohol on school property. Further amendments to the Policy and Regulations were discussed by the Committee.

Outcome:

THAT: The amendments to Policy 650 and Regulation 650R – Public Use of School Facilities (*Regulations*) be forwarded to all partner groups for review and feedback to the Policy Committee.

Information Items:

7.1 Amendments to Regulations 405R – Student Placement (*Regulations*)

The suggested amendments to Regulations 405R – Student Placement (*Regulations*) are related to the decisions for the capping of a school, capping of a grade and deferring a student to a school other than their catchment area school.

The amended Regulations 405R – Student Placement (*Regulations*) is to be forwarded to the Board of Education as an information item.

7.2 Review of Policy 220 and Regulations 220R – Principals and Vice-Principals: Selection, Appointment and Transfer (Regulations)

The review of Policy 220 and Regulations 220R – Principals and Vice-Principals: Selection, Appointment and Transfer is being brought forward with regard to the Board of Education's role in the approving of the appointment of a Principal/Vice-Principal. The Superintendent of Schools/CEO will bring back to the Policy Committee the suggested amendments to indicate the Board approval (action item) of the appointment of a Principal/Vice-Principal and the placement/transfer of a Principal/Vice-Principal to be an information item. The Superintendent of Schools/CEO referred to page 11 of the Trustee Handbook which noted a reflection of the fluid and adaptive relationship between the work of the Board and the work of staff.

Recommendations to the Board of Education

- Amendments to Policy 335 – Occupational Health and Safety (*Action Item*)
- Amendments to Policy 702 – Aboriginal Education Community Partnerships (*Action Item*)
- Amendments to Regulations 405R – Student Placement (Regulations) (*Information Item*)

Items for Future Policy Committee Meetings

- Review of Central Okanagan Public Schools Policies (in relation to the Board of Education) relative to School District No. 83 (North Okanagan-Shuswap) Policies
- Policy 390 – Conflict of Interest and Confidentiality
- Amendments to Policy 480 – Raising the Bar: The Three-Year Rule, Deletion of Appendix 480A – Application for Exemption of the Three-Year Rule, Deletion of Appendix 480A – Appeal of Decision to Deny Three-Year Rule Exemption Application – feedback from Central Okanagan Parent Advisory Council.
- Amendments to Policy 650 – Public Use of School Facilities and Amendments to Regulations 650R – Public Use of School Facilities (Regulations) – feedback from partner groups
- Amendments to Policy 220 and Regulations 220R – Principals and Vice-Principals: Selection, Appointment and Transfer

Future Policy Committee Meetings

Wednesday, October 2, 2019 at 4:00 pm.

Questions – Please Contact:

Lee-Ann Tiede, Chairperson

Kevin Kaardal, Superintendent/CEO

Eileen Sadlowski, Secretary-Treasurer

Phone: 250-763-4650

Phone: 250-470-3256

Phone: 250-470-3216

email: lee-ann.tiede@sd23.bc.ca

email: kevin.kaardal@sd23.bc.ca

email: eileen.sadlowski@sd23.bc.ca

Lee-Ann Tiede, Chairperson



Section Four: Students

“Together We Learn”

437 – PHYSICAL RESTRAINT AND SECLUSION IN SCHOOL SETTINGS

Introduction

This Policy is to ensure that Central Okanagan Public Schools are inclusive learning environments that are safe, caring and secure for all students and staff. All students and staff are expected to contribute to and maintain this environment. Safety is compromised when a student's behaviour is dangerous to self or others.

Policy

The District maintains a strictly **hands-off approach** is the best practice in dealing with students who are displaying at-risk or dangerous behaviour. School staff are expected to implement proactive, positive and non-punitive supports and interventions that make the use of physical restraint and seclusion unnecessary.

Definitions

Physical Escort - a temporary touching or holding of a student's hand, wrist, arm, shoulder or back for the purpose of guiding a student to a safe location. Physical escort does not constitute physical restraint.

Physical Guidance - is the prompting of a student when teaching a skill, redirecting attention or providing comfort. Physical guidance does not constitute physical restraint.

Physical Restraint - a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others.

Seclusion - the involuntary confinement of a person, alone in a room, enclosures or space that the person is physically prevented from leaving. The term seclusion does not apply to the following situations:

- a. when a student has personally requested to be in a different/secluded location/space;
- b. when a student is outside of the regular classroom and possibly alone (but supervised) for a calm or quiet break if these breaks are behaviour strategies that are proactive and are part of the student's daily routine.

Procedures

The procedures for the use of physical intervention of students are aligned with the BC Ministry of Education *Provincial Guidelines for Physical Restraint and Seclusion in School Settings*, June 2015.

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/diverse-student-needs/physical-restraint-seclusion-guidelines.pdf>



Section Four: Students

“Together We Learn”

In cases where a student could potentially cause harm to self or others, preventative and proactive plans should be collaboratively developed with the Principal or Vice-Principal, teachers, support staff, parents/guardians and, when appropriate for the student.

Principals and Vice-Principals are responsible for ensuring that all staff that are involved or work directly with the student (i.e. bus drivers, clerical, custodian and casual staff) read the plans and are aware the importance of adhering to these plans for their own and others safety.

Process

Physical restraint and seclusion are used only in emergent situations and as a last resort when behaviour of a student poses imminent danger of serious physical harm to self or others, including staff and where less restrictive measure have been ineffective in ending the threat of serious physical harm.

The process after an emergent situation, where restraint or seclusion is used, involves the following mandatory steps: notification, debriefing and documentation.

Step 1: Notification

- Staff member(s) notify the Principal or Vice-Principal as soon as possible after an incident (prior to the end of the school day on which the incident has occurred);
- Notification, by the school Principal, to the student's parent/guardian(s) as soon as possible (prior to the end of the school day on which the incident has occurred);
- Notification to the Director of Student Support Services and the Superintendent of Schools/CEO or Designate as soon as possible after an incident (prior to the end of the school day on which the incident occurred).

Step 2: Debriefing

A debriefing provides an opportunity to discuss the restraint or seclusion incident and strategies for preventing recurrence, including a review and revision of the current plan. The intent is to examine what happened or what caused the incident, and what modifications could be made to make the use of physical restraint or seclusion unnecessary. The debriefing meeting should involve staff, District consultant and/or Social Emotional Learning Teachers (formerly DBS), parent/guardian(s) of the student, and where possible, the student.

Step 3: Documentation

Any time physical restraint or seclusion has occurred a [Physical Restraint Report Form](#) must be completed by the Principal or Vice-Principal, and filed as soon as possible with the Director of Instruction - Student Support Services, and the Superintendent of Schools/CEO or Designate.

**** Physical Restraint or Seclusion should never be part of any plan without the written approval from the Director of Instruction – Student Support Services and/or the Superintendent of Schools/CEO. ****

Date Agreed:

Date Amended:

Date Reviewed:

Related Documents: BC Ministry of
Education *Provincial Guidelines for
Physical Restraint and Seclusion in School
Settings*, June 2015.



Section Four: Students

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438 – PROVISION OF MENSTRUAL PRODUCTS TO STUDENTS

Introduction

The Board of Education of Central Okanagan Public Schools is committed to providing menstrual products to students who may require them.

Policy

The Board 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 menstrual products in school washrooms; and,
4. consider student feedback with respect to the provision of menstrual products.

School District staff will develop procedures regarding the provision of menstrual products to students.

Date Agreed:
Date Amended:
Date Reviewed:
Related Documents:



Section Two: School District Administration

220 – PRINCIPALS AND VICE-PRINCIPALS: SELECTION, APPOINTMENT AND TRANSFER

Introduction

The Board of Education recognizes the important role of principals/vice-principals in ensuring the provision of quality educational programs to students. The Board is therefore committed to ensuring that the best candidates for principal and vice-principal positions are selected and placed to best meet the needs of the school.

Policy

1. Selection of New Principals and Vice-Principals

The Board believes that, wherever practical, representatives of the school community will be consulted as part of the selection process. In arriving at its final decision on the appointment of a principal/vice-principal, the Board will generally work within the following framework.

- 1.1 The Superintendent will develop a profile and selection process for a principal/vice-principal's position.
- 1.2 The Superintendent will prepare an advertisement, taking into consideration the profile, which will be advertised externally as well as internally. In addition, the Superintendent will develop the shortlist of applicants who will be interviewed by the Selection Committee.
- 1.3 The Selection Committee, comprised of senior staff appointed by the Superintendent and two Trustees appointed by the Board Chair, will interview the shortlisted candidates and recommend a candidate to the Board for consideration.

2. Appointment of Principals and Vice-Principals to New School Sites

- 2.1 The Board authorizes the Superintendent to have the principal, and in some cases the vice-principal, begin their assignment before the opening of a new school.
- 2.2 The commencement date of the assignment will be at the discretion of the Superintendent (after consultation with the principal/vice-principal).



Section Two: School District Administration

3. Transfer

- 3.1 The Board accepts that a periodic change of assignments of principals and vice-principals between schools may be beneficial to these individuals as well as to the school district as a whole. Conversely, too many changes may be detrimental to both the principals and vice-principals and the school.
- 3.2 The Board further believes that each principal/vice-principal has specific administrative/supervisory strengths. A transfer of a principal/vice-principal enables many schools to benefit from these strengths, and also allows for growth of the individual.
- 3.3 The Board therefore directs that the Superintendent review principal/vice-principal assignments ~~and make recommendations to the Board regarding possible transfers~~ and inform the Board of Education of transfers. The Board of Education may seek information and discuss transfers in regard to Regulation 220R – Principals and Vice-Principals: Selection, Appointment and Transfer (Regulations).

Date Agreed: February 23, 1994
Date Amended: June 7, 2000

Date Reviewed/Amended: November 13, 2002
Date Amended: May 11, 2005; February 23, 2011
Date Reviewed: November 12, 2014
Related Documents: School Act Sec. 15, Regulation 220R

220 - Principals and Vice-Principals:
Selection, Appointment and Transfer
Page 2 of 2



Section Two: School District Administration

220R – PRINCIPALS AND VICE-PRINCIPALS: SELECTION, APPOINTMENT AND TRANSFER (REGULATIONS)

The Board of Education is committed to ensuring that the candidates available for principal/vice-principal positions are hired and placed appropriately. Therefore, in reviewing these assignments, the following will be considered by the Superintendent of Schools:

1. The usual minimum period for assignment to a school will be three years.
2. A principal/vice-principal will be considered for a transfer if he/she has strengths deemed desirable at the new location.
3. A principal/vice-principal will not be transferred merely because he/she is having difficulties in his/her present position.
4. A principal/vice-principal requesting to be transferred to another administrative position should express their interest in writing to the ~~Director of Instruction – Human Resources~~ Executive Director of Human Resources by January 31 in the school year before the move being requested.

Prior to the transfer or new appointment of a principal, the Superintendent or designate will meet with the staff, Parent Advisory Council and (where appropriate) students to seek input.

Date Agreed: February 23, 1994;
Date Amended: June 7, 2000

Date Reviewed/Amended: November 13, 2002
Date Amended: May 11, 2005; February 23, 2011; June 22, 2016
Date Reviewed: November 12, 2014
Related Documents: Policy 220

220R - Principals and Vice-Principals:
Selection, Appointment and Transfer
(Regulations)
Page 1 of 1



Section 3: Staff

“Together We Learn”

351 - RESPECTFUL WORKPLACE

Introduction

The Board of Education is committed to creating and maintaining a learning and working environment where people are treated and treat each other, professionally and respectfully in their interactions. When personal conflict occurs, processes are in place to allow the conflict to be effectively resolved.

In addition to this broad objective, this policy is intended to comply with WorkSafeBC's policies on workplace bullying and harassment.

Policy

1. The Board is committed to a learning and working environment that supports the following objectives:
 - 1.1 In dealing with other people, a consistent understanding is developed regarding the proper and appropriate behaviour, including the ability to speak or act without real or perceived offence.
 - 1.2 Interactions between people are fair, professional and respectful;
 - 1.3 In a work environment where students are present, employees should be role models for appropriate behaviour towards each other and students.
 - 1.4 Individuals involved in the learning and working environment do not engage in bullying and harassing behaviours;
 - 1.5 Conflict, when it occurs, is resolved in a timely and effective manner.
2. The Superintendent *of Schools/CEO* is responsible for ensuring that the provisions of this policy are communicated and understood.
3. All participants engaged in School District activities are to conduct themselves in a manner that is courteous, respectful of and responsive to the needs of others. They can expect to be free from objectionable or abusive behaviour that is contrary to this policy.
4. Individuals involved in the learning and working environment are responsible for their actions and are accountable for their consequences. Individuals are responsible for ensuring that their actions and communication with others (including electronic communication) adheres to the spirit and intent of this policy.



Section 3: Staff

“Together We Learn”

5. To assist in the achievement of these objectives, the Board ~~will~~ may provide trained Mediators/Facilitators to provide assistance in the resolution of conflict when it occurs. The partner groups will be invited to provide individuals who are interested in this role, with the understanding that all groups will have the opportunity to be equally represented.

Application

1. This policy covers all adults involved in the learning or working environment regardless of their role or function. This includes Trustees, School District employees, parents, volunteers, third parties doing business with the School District and members of the general public who interface with the School District.
2. Employees who are members of bargaining units will continue to enjoy all of the rights and privileges of their respective Collective Agreements where they are not in conflict with WorkSafeBC policies and regulations.
3. Students are not covered under this policy. Standards for student behaviour are addressed in each school's Code of Conduct.
4. Inappropriate behaviour by an adult toward a student is not covered by this policy. The following will define and govern the standard of behaviour required by adults when dealing with students:
 - The School Act
 - The Ministry of Education Teacher Regulation Branch
 - The District's Collective Agreements
 - Board Policy and Regulations 450 – Discrimination Toward and By Students
 - Board Policy and Regulations 455 – Discipline
5. Where the cause of the conflict or behaviour is based on a personal characteristic that is protected under the BC Human Rights Code, Board Policy 350 – Human Rights provides an alternate mechanism to have the concern addressed.

Examples of Policy Breaches

In order to provide further guidance, the Board considers the examples listed below to be breaches of this policy:



Section 3: Staff

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1. Unprofessional or Disrespectful Comments or Actions

When people come together to perform an activity, there may be incidents when an individual behaves inappropriately. Some examples of behaviour in the learning or working environment that would be inappropriate include:

- an action by any person which humiliates, insults or degrades another person;
- verbal abuse in any form, such as swearing at or displaying unnecessary shows of temper or anger toward another person;
- physical abuse/intimidation.

These actions are often not intended to harm another person. They may have occurred in the “heat of the moment” or with a lack of forethought regarding their consequence. However, they still have a detrimental impact on an individual or group.

2. Workplace Bullying and Harassment

Bullying and harassment includes any inappropriate conduct or comment by a person toward another person that is known or ought reasonably be known to cause humiliation or intimidation. It usually involves repeated incidents or a pattern of behaviour toward a person or a group of people, but can occur as an isolated incident. Some examples would include:

- spreading malicious gossip, rumours or innuendo;
- personal insults and name calling;
- excluding or isolating someone socially;
- intimidating a person;
- physically abusing or threatening someone;
- making aggressive or threatening gestures;
- undermining, sabotaging or deliberately impeding a person’s work;
- withholding necessary information or purposefully giving the wrong information;
- making jokes that a reasonable person would find offensive by spoken word, gestures, on paper, or through electronic communication;
- intruding on a person’s privacy by pestering, spying or stalking;
- criticizing another person persistently or constantly;
- tampering with a person’s personal belongings or work equipment;
- harmful hazing or initiation practices.

These actions can be overt and obvious or subtle, and would be considered by a “reasonable person” to be unacceptable.



Section 3: Staff

“Together We Learn”

3. Abuse of Authority

Individuals involved in District activities can be given responsibility and authority for the management of resources, including people, financial and/or material resources. People in these positions are held to a higher standard of performance and are expected to exercise their authority in a fair and consistent manner. Examples of abuse of authority include:

- any of the behaviours noted previously in this section;
- addressing individual work performance issues in a public setting where others may hear;
- setting impossible deadlines that will set up the individual to fail;
- unfairly assigning unpleasant or undesirable tasks to one person.

People in positions of authority have difficult tasks to perform including assigning work, setting performance expectations, providing feedback and taking corrective or disciplinary action when necessary. These activities can create tension, but the legitimate exercise of this authority is expected.

Reasonable actions taken by an employer or a person in a position of responsibility that are related to the management and direction of people or the workplace are specifically excluded from WorkSafeBC’s definition of bullying and harassment.

4. Cyber-Bullying

Electronic communication has created a new forum for bullying and harassing behaviour. Known as cyber-bullying, it can occur through email, text messaging, social networking, and websites. It can include sending derogatory or threatening messages to the target, or sharing personal and confidential messages or images. Many of the behaviours listed as breaches of this policy can occur through electronic means and are equally unwelcome.



Section 3: Staff

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351R - RESPECTFUL WORKPLACE (REGULATIONS)

1. Conflict Resolution Process

The intent of this process is to resolve conflict between people. The process offers the individuals involved in the conflict the opportunity to resolve the conflict directly with the other party, voluntarily through the assistance of Mediators/Facilitators, or through a formal complaint.

Option 1 Speak with the offending person directly

- 1.1 The offended party is encouraged to speak directly with the offending person and try to resolve the conflict. In many cases, the person may not have realized their actions or comments were creating an issue for the individual. Most reasonable people will change their behaviour when they discover it is creating issues for others.
- 1.2 WorkSafeBC policy requires an employee to report an incident of bullying or harassment to their Supervisor, Human Resources Representative, or Union Representative. Union Representatives have an obligation under WorkSafeBC regulations to report incidents of bullying and harassment to the District (via the Human Resources Department).

Option 2 Mediated Resolutions

- 2.1 The second option offers an opportunity for either party to talk to a trained Mediator/Facilitator to help resolve the conflict. The Mediator/Facilitator will speak with the other party to determine if they are interested in participating in this process.
- 2.2 Participation in this process is voluntary.
- 2.3 Discussions with Mediators/Facilitators are to be considered confidential by all participants. As per WorkSafeBC policy, a written record of the complaint leading to the mediation will be maintained by the Human Resources Department.
- 2.4 The Mediator/Facilitator will help the parties explore options to resolve the issue. They may offer suggestions or alternatives for the parties to consider, but it is up to the individuals involved in the conflict to reach their own resolution.
- 2.5 A supervisor may be a Mediator/Facilitator. However, if the supervisor is involved in disciplinary or performance issues concerning the same parties, it is



Section 3: Staff

“Together We Learn”

not appropriate for that supervisor to act as a Mediator/Facilitator. The conflict will be referred to another Mediator/Facilitator.

Option 3 Formal Complaint

- 3.1 If options 1 and 2 have not been successful in resolving the conflict, or the parties have decided to not make use of them, a formal written complaint can be directed to the Supervisor who has responsibility for the area (e.g. Principal, Assistant Superintendent, Supervisor, etc.).
- 3.2 If the Supervisor is the cause of the conflict, the complaint would be directed to that person's Manager/Assistant Superintendent.
- 3.3 If the Superintendent is the cause of the conflict, the complaint would be directed to the Chairperson of the Board of Education.
- 3.4 The Superintendent or designate will conduct a confidential investigation of the complaint in order to determine the facts and assess whether this policy has been breached.
- 3.5 ~~The time taken to investigate the complaint will not normally exceed 4 weeks from the date of filing of the formal complaint.~~ Investigations will be undertaken in a timely manner.
- 3.6 The Superintendent or designate may choose to retain an outside investigator to conduct the investigation.
- 3.7 The Complainant and the Respondent(s) will have a right to representation during the investigation process.

2. Remedial Action

Where a breach of this policy has been substantiated, an appropriate remedy will be provided to the person who has been subjected to inappropriate behaviour. Corrective action will be taken against the person(s) who has breached this policy. This may include education or training, denying access to School District facilities and activities, and/or in the case of District employees, discipline up to and including termination of employment.

3. Retaliation

It is also considered to be a breach of this Policy to take retaliatory action against a person who raises a concern or files a complaint under this Policy.



Section 3: Staff

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4. Further Information

Any questions regarding the Respectful Workplace Policy or its accompanying regulations can be referred to the ~~Director of Human Resources or the Assistant Director of Human Resources~~ Superintendent of Schools/CEO or designate. ~~The individuals holding these positions can be found on the District website under “Contact Information”.~~

Date Agreed: June 22, 2011
Date Amended: November 13, 2013; February 12, 2014;
February 22, 2017
Date Reviewed: November 26, 2014
Related Documents: Policies 351, 350/350R, 450/450R,
455/455R



Section Four: Students

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470 – TRANSPORTATION SERVICES MANAGEMENT

Introduction

Although the School Act no longer requires Boards of Education to provide student transportation services, in accordance with this Policy and Regulation 470R, the Board of Education has committed to providing subsidized transportation services.

Policy

1. The Board may provide subsidized transportation to eligible students and, where possible, courtesy riders to travel between a designated bus stop and their designated area school. At the Board’s discretion, the following options for transportation of students are:
 - a subsidized Board operated bus;
 - transportation assistance payments to parents;
 - alternate means of transportation.

The Board recognizes that many students are not eligible for bus transportation. The transportation of such students on existing bus routes is authorized, provided space is available. These students are considered courtesy riders.

2. The Board also recognizes that, in some situations, it may be necessary for the District to relocate students from one school to another. These students are eligible for School District transportation options if they are directed to a school beyond the Transportation Eligibility limits for their home.
3. The Board also authorizes the use of school buses for curricular or extra-curricular field ~~trips~~ studies for students as outlined in Policy 525: *Field Trips Studies – Curricular and Extra-Curricular*. Staff who are supervising and volunteers who are assisting a field ~~trip~~ study or an athletic event may ride a school bus.



Section Four: Students

"Together We Learn"

4. The Board believes that school buses are an extension of the school. Therefore:
 - 4.1 students travelling on school buses are under the jurisdiction of their principal and are subject to the code of conduct of their school and the District;
 - 4.2 first priority for the use of school buses shall be transporting students to and from schools to attend school in accordance with standard school hours.

AMENDMENT

Date Agreed: April 23, 1980
Date Amended: November 10, 1981; December 5, 1984;
February 13, 1985; November 14, 1990; June 24, 1992; May
24, 1995; February 14, 2001;

Date Agreed: November 13, 2002
Date Amended: November 12, 2008, May 27, 2009
Date Reviewed: November 13, 2013



"Together We Learn"

Section Four: Students

455 – DISCIPLINE

Introduction

The Board of Education believes that respect and discipline are important elements which affect all students' experience and achievement at school. To this end, the Board is committed to providing a safe, caring and orderly environment for everyone in the school environment.

A safe school environment is conducive to learning and the development of positive interpersonal interactions among students, employees, parents and the community. Such positive interpersonal interactions are characterized by courtesy and respect for one another.

Policy

Code of Conduct

1. Principals at each school, in consultation with all partner groups and students where appropriate, shall establish and review annually a code of conduct for the school. The code of conduct shall include statements of expectations for student attendance and behaviour. The code of conduct must be consistent with the School Act and Regulations as well as Board policy. In addition, the code should be mindful of the intended audience and include statements promoting positive attitudes towards school, respect for the dignity of others, their rights and property, and the importance of regular school attendance.
2. The Board believes all staff set the tone for what is considered to be appropriate student behaviour.
3. It is the duty of all administrators and teachers to enforce the code of conduct.
4. It is expected that students will abide by the school's code of conduct going to and from school, while at school, on school buses and at school functions, including field ~~trips~~ studies, wherever and whenever held.
5. The Board believes prompt notification by administration to parents or guardians is essential in dealing with matters related to student conduct, discipline and safety.



"Together We Learn"

School District No. 23 (Central Okanagan)

Policies And Procedures

Section Four: Students

6. Disciplinary actions arising as a result of students not adhering to the code of conduct will be based on the concept of progressive discipline and the least possible erosion of instructional time. Principals must use discretion in determining the seriousness of the situation and in deciding upon the appropriate consequence.
7. Schools should develop and implement initiatives or programs designed to assist students in learning acceptable coping behaviours for dealing with anger, fear and peer pressure. Schools should also promote the development of healthy self-concepts and positive school environments.

AMENDMENT

Date Agreed: April 23, 1980

Date Amended: June 13, 1990; February 23, 1994; June 24, 1998;

Date Agreed: November 13, 2002

Date Amended: June 23, 2004, June 10, 2009

Related Documents: School Act Sec. 6,7, School Reg. 4,5, 455R

455 – Discipline
Page 2 of 2



Section Two: Board Staff, Students, and Community

208 – CONFIDENTIAL DISCLOSURE: REPORTING AND INVESTIGATING ALLEGATIONS OF FINANCIAL IRREGULARITY

Introduction

The Board of Education is committed to the highest standards of ethical conduct, integrity and accountability. The Board also has a responsibility for the stewardship of District resources and the public support that enables it to pursue its Mission. Laws, regulations, policies and procedures strengthen and promote ethical practices and treatment of the members of the District community and those who conduct business with the District.

In addition to established protocols (reporting to a supervisor, the Superintendent of Schools/CEO, another senior member of District staff, a School Trustee, or to the RCMP if considered a criminal act), this policy provides a communication channel for any individual to report good faith concerns about financial impropriety to a Whistleblower Service provided by an independent third party.

POLICY

1. This policy will provide all employees, persons associated with the School District through other means, and the general public with:
 - An avenue to disclose criminal, fraudulent or unethical financial acts by School District employees or by persons associated with the School District
 - An avenue outside of the usual supervision and governance structures of the School District for reporting such concerns
 - Protection from reprisal or victimization for reporting in good faith.
2. The type of activity or behaviour which should be dealt with through this policy includes:
 - Manipulation of accounting records and finances
 - Inappropriate use of District assets or funds
 - Decision making for personal gain
 - Financial fraud and deceit
 - Serious breaches of District procedure which may provide financial advantage a particular party.
3. Individuals wishing to make a confidential, anonymous report concerning suspected financial impropriety may contact the Whistleblower Service appointed by the Board.
4. All disclosure reports shall be reviewed by the Whistleblower Service. The Whistleblower Service may then, at its discretion refer the matter to the Superintendent of Schools/CEO, the Board and/or the RCMP for further direction.



Section Two: Board Staff, Students, and Community

5. The Whistleblower Service will report to the Board of Education annually in June, or whenever deemed necessary, a summary of each complaint as follows:
 - The complaint
 - The status of the investigation
 - Any conclusions reached
 - Recommendations, or
 - A report indicating no complaints have been received during the reporting period.
6. Any person reporting a suspected case of criminal, fraudulent or unethical financial acts shall be protected from either reprisal or victimization by any person directly associated with the School District. Such protection shall not apply in cases of bad faith reporting or purposeful intimidation.
7. Confidentiality on a 'need to know basis' shall be maintained for both the individual(s) reporting the suspected financial misconduct and for any individual(s) identified for investigation. All requirements of Freedom of Information and Protection of Privacy legislation shall apply.
8. The Superintendent of Schools/CEO is responsible for ensuring that all employees are aware of the provisions of this policy and that information is provided to the schools for inclusion in one of the school newsletters on an annual basis. In addition, the Finance and Audit Committee is responsible for ensuring that the policy is reviewed as required or whenever a change in legislation or best practice dictates a change in policy content.

Date Agreed: September 9, 2009

Date Amended: June 23, 2010; December 11, 2013; December 13, 2017;

Related Documents: Freedom of Information and Protection of Privacy Act

208 - Confidential Disclosure:
Reporting and Investigating Allegations of Financial Irregularity

2 of 2



Section Six: School District Facilities

625 – SITES, FACILITY AND EQUIPMENT ENHANCEMENTS

Introduction

The Board of Education believes that the primary purpose of upgrading school facilities, sites and/or equipment is for the enhancement of educational, cultural and recreational opportunities for students.

Policy

1. The Board supports the installation or upgrade of instructional equipment, adventure playgrounds, and outdoor play courts at school facilities funded by other agencies, provided there is a *School Enhancement Project Agreement* in place for the enhancement. All enhancement agreements will include information on the expected date of installation; the financial responsibility for maintenance; the financial responsibility for removal; and the expected date for removal (life expectancy of the enhancement).
2. The Board will review for approval all enhancements including plaques and signage intended to honour individuals or other entities, expected to be placed on the exterior of buildings and sites. (Enhancements for the interior of facilities may be approved by the site Principal or senior Administrator.) Please note that this does not apply to advertising and sponsorship in schools. (See Policy 735 - Advertising and Sponsorship in Schools.)
3. The Board authorizes the Superintendent of Schools, or designate, to establish approval requirements, design standards, installation practice, inspection/maintenance schedules, and repair procedures to ensure that all enhancements are safe to use by students, staff or the community.
4. The Board authorizes the Superintendent of Schools, or designate, to approve enhancements relating to exterior benches or trees unless they are accompanied by plaques or signage honouring individuals or other entities.
5. The Board requires that an inventory of all existing exterior enhancements in the District be provided as background for each new enhancement brought forward for Board approval.
6. Copies of the *School Enhancement Project Agreement* are available from the office of the Secretary-Treasurer.

Date Agreed: April 23, 1980

Date Amended: June 29, 1989; April 13, 1994; January 24, 2001;

Date Reviewed/Amended: November 13, 2002

Date Amended: May 9, 2012; November 26, 2014

Related Documents: School Enhancement Project Agreement and
Policy 735 “Advertising and Sponsorship in Schools” 026