



SD70 (ALBERNI) BOARD OF EDUCATION
PUBLIC AGENDA
5:00 pm – April 9, 2019
Ucluelet Secondary School, Ucluelet, B.C.

Call to Order – Trustee Craig

Questions of Agenda/Approval of Agenda for April 9, 2019

Conflict of Interest Declaration

1.0 Adoption of Minutes of March 5, 2019

2.0 Announcements of the Chair

3.0 Good News from the Schools - Nil

4.0 Trustee Statements

5.0 Petitions/Delegations/Presentations

5.1 Ucluelet Secondary School Outdoor Education – *Carol Sedgwick*

6.0 Staff Reports

6.1 Superintendent's Report

The Superintendent will provide his monthly report

Greg Smyth

6.2 School Plans

Administrators from Ucluelet Elementary, Ucluelet Secondary and Wickaninnish Community Schools will present their school plans for 2018-19.

Greg Smyth

6.3 Expenditures for February 2019

RECOMMENDATION

It is recommended that the expenditures for the month of February 2019 be approved as follows:

Description	February
Supplies and Services	\$465,280.87
Salaries and Benefits	\$3,594,738.83
	\$4,060,019.70

RATIONALE

Trustees have reviewed the cheque listings.

Lindsay Cheetham

6.4 Public Board Meetings for 2019-20

The Superintendent will present a draft meeting schedule for 2019-20.

Greg Smyth

6.5 UES/USS Seismic Status

The Secretary-Treasurer will provide an update on the status of the UES/USS seismic project.

Lindsay Cheetham

7.0 Executive Committee Reports - Nil

8.0 Unfinished Business/New Business

9.0 Policy Development

9.1 Notice of Motion – Policy 341: Budget Development, Monitoring and Reporting

RECOMMENDATION

It is recommended that the board serve Notice of Motion to introduce P341: Budget Development, Monitoring and Reporting.

RATIONALE

School Districts are now required to have a Policy relating to Budget monitoring and reporting.

Greg Smyth

9.2 Administrative Procedure – AP4003: Substance Abuse/Impairment

Greg Smyth

9.3 Administrative Procedure – AP4010: Progressive Discipline – Culpable Matters

Greg Smyth

10.0 Correspondence – Action Required - Nil

11.0 Correspondence – For Information

11.1 copy of the Westerly News dated February 27, March 6, 13, 20 and 27, 2019.

11.2 copy of the Ha-Shilth-Sa News dated February 28, March 14 and 28, 2019.

12.0 Board Committees

12.1 Policy and Procedure Meeting – *minutes of April 2, 2019.*

13.0 Internal District Committees - Nil

14.0 External or Community Committees

14.1 Port Alberni Museum & Heritage Commission – Trustee Craig

15.0 Audience Question Period

Adjournment

SD70 (ALBERNI) SCHOOL BOARD MEETINGS 2019-20

DATE	LOCATION
Sept 10, 2019	Administration Office
Oct 8, 2019	Ucluelet Elementary School
Nov 12, 2019	Administration Office
Dec 10, 2019	Administration Office
Jan 14, 2020	Administration Office
Feb 11, 2020	Administration Office
Mar 10, 2020	Administration Office (Budget Input)
Apr 14, 2020	Wickaninnish Community School (Budget Input)
May 12, 2020	Administration Office
June 9, 2020	Administration Office

341: BUDGET DEVELOPMENT, MONITORING AND REPORTING (P)

Approved:

POLICY

The Board of Education recognizes its responsibility for the effective use of funds received from the Ministry of Education and other sources. The Board of Education has a duty to govern the district in a fiscally responsible manner, while supporting the goals of the Ministry of Education and the goals and priorities identified by the district. The School Act requires the Board to develop an annual operating budget, in the form and containing the content specified by the Ministry of Education.

The Board authorizes the Superintendent and the Secretary-Treasurer to develop and monitor the annual budget, and for the overall management of the educational and operational programs that are supported by the annual budget. The Secretary-Treasurer is specifically responsible for the management of the budget and all financial reporting processes.

The Board will be provided with supporting materials, budget highlights and assumptions, implementation strategies and financial and business risks to assist in its understanding of the district's financial health prior to decision making. The budget will support the district's strategic priorities and operational plans.

The Board will ensure budget consultation and discussion takes place in a planned, collaborative and transparent manner, and will be responsible for monitoring the district's financial position at regular intervals throughout the year. The Board will also ensure that budgetary and financial information is available and that financial statements audited.

PROCEDURES

District staff will report to the Board of Education in a timely, accurate and understandable manner on matters related to the development and monitoring of the district's annual budget. An accompanying discussion and analysis will be provided, as necessary, to fully communicate financial position, assumptions and key risks.

1.0 Budget Development

- 1.1 The Board will receive input into the development of the district's annual budget through regular public Board meetings scheduled for March (Valley) and April (West Coast)**

1. 2 Input will be received either in writing or through an in-person presentation according to Policy 110: Board Procedures
1. 3 District Staff will consider all budget submissions and presentations in the development of the preliminary annual budget

2.0 Budget Assumptions

All plans, assumptions and risks shall be fully disclosed with the Board prior to the Board approving budgets. These plans, assumptions and related risks should:

2. 1 Be disclosed in budget documents;
2. 2 Focus on planned changes from the previous school year; and
2. 3 Be realistic and consistent with the school district's vision, priorities and goals, as outlined in the district's Strategic Priorities.

At a minimum, these disclosures should include:

- Key budget assumptions, such as student enrolments, grant rate increases, salary increases, and inflation rates;
- Financial and business risks, such as increases in interest rates and increases in fuel prices; and
- Specific strategies explaining how the budget supports the school district's strategic plan.

3.0 Budgetary Controls

Clearly defined managerial responsibilities exist, whereby;

3. 1 Cost Centre Managers receive timely, accurate and understandable financial information to make student-focused decisions based on available resources, and
3. 2 Cost Centre Managers regularly monitor, analyze and provide feedback on variances; including;
 - a. A plan of action for individual budget sites;
 - b. Assigned responsibility for adhering to the budget;
 - c. Performance monitoring against the budget;
 - d. Plans for corrective action if results differ significantly from the budget;
 - e. Significant departures from the budget permitted only after approval by the Board; and
 - f. The investigation of unexplained variances from the budget.

Implementation of these processes and any future direction is at the discretion of the Board and reflects appropriate latitude for administration to implement based on the district's unique circumstances, risk profile and strategic priorities.

4.0 Quarterly Financial Reports

- 4.1 Actual results will be compared with trended budget amounts;**
- 4.2 Significant variances between the trended budget and actuals, including all significant revenues and expenses, will be clarified;**
- 4.3 Status reports for significant capital projects will outline progress on spending relative to budget, achievement of key milestones and risks related to delivering the project on time, on-budget and to identified project specifications;**
- 4.4 Changes to capital allocations/asset, unspent capital balances and accumulated operating surplus/deficit;**
- 4.5 Annual updates will be provided to the Board on local and capital reserves.**

9.2

4003:SUBSTANCE ABUSE/IMPAIRMENT (AP)

Approved:

POLICY

The Board of Education is committed to providing a safe, healthy and productive working and learning environment where students, employees and other members of the school community are protected from the adverse effects of impairing substances.

All employees are expected to perform their work safely, competently and efficiently, without limitation from the use or after-effects of impairing substances.

This administrative procedure is designed to prevent and address impairing substance use at work.

ADMINISTRATIVE PROCEDURES

1.0 PURPOSE

School district employees are in a position of trust. This AP establishes expectations for behavior in relation to the use of impairing substances that could impact an employee's ability to perform their duties safely, competently and efficiently, consistent with their position of trust. This includes the school district's requirements regarding employee:

- Fitness for duty
- Use of impairing substance(s), and
- Disclosure of impairing substance(s) use.

It is the intent of the AP that the dignity and privacy of individuals are respected. Treatment, accommodation, and the successful recovery of employees who have a substance use disorder are prioritized in the policy. This AP applies to all employees. Contractors engaged by the school district are expected to abide by this AP. Non-compliance with this AP may result in appropriate disciplinary measures, up to and including dismissal.

2.0 GUIDELINES

- 2.1 Subject only to an exception required by human rights law, the school district does not permit the use of impairing substances at work or in the workplace.

2. 2 The school district does not permit the possession, use, distribution or sale of illicit drugs, at work or in the workplace.
2. 3 Anyone who is reasonably suspected of not being fit for duty will be required to leave work and will be provided with safe transportation home or to required medical attention.
2. 4 The school district recognizes employees' human rights and will support employees who struggle with responsible use of impairing substances or who have a substance use disorder, by assisting with access as appropriate to programs, services, benefits or work accommodation as per human rights law.
2. 5 The school district complies with all applicable health and safety, human rights and privacy legislation.
2. 6 Education on the risks of impairing substance use and abuse and the influence that such use and abuse has on job performance and health and safety will be made available to all employees.

3.0 RESPONSIBILITIES

Employees must:

3. 1 Be fit for duty at work or in the workplace.
3. 2 Ensure that their ability to perform their job duties is not negatively affected by the use of after-effects of impairing substances.
3. 3 Consult with their physician and/or pharmacist to determine if their use of any impairing substance may affect their fitness for duty or the safety of any person at work or in the workplace.
3. 4 Advise their supervisor or manager if they are taking or have taken an impairing substance that may negatively impact their fitness for duty or the safety of any person at work or in the workplace.
3. 5 Advise their supervisor or manager in a confidential manner if they reasonably believe that another employee is not fit for work.
3. 6 If an employee is working on-call, they must remain fit for duty or decline the call-in for work.

Employees who need a valid drivers' license in the performance of their duties must immediately inform their supervisor or manager if their driving privileges are lost, revoked

or suspended due to impaired driving, including but not limited to a charge, suspension or conviction while on or off duty or in the employee's personal vehicle.

Managers and Supervisors will:

- 3.7 Communicate with employees about the need to maintain a workplace free from impairing substance use, including answering questions about this policy.
- 3.8 With the assistance of identified district staff/human resources, proactively identify and manage performance issues related to impairing substance use or substance use disorder.
- 3.9 Foster a workplace culture that encourages employees to self-disclose any conditions or concerns, including impairing substance use or substance use disorder that might impair their job performance or compromise workplace health and safety.
- 3.10 Record relevant information about any incident of suspected impairment and report it without delay to the Director of Human Resources.
- 3.11 Address any situation, including prohibiting operation of a motor vehicle, where an employee is reasonably suspected of being not fit for duty.

4.0 RESOURCES

Employees and their dependents may seek free and confidential assistance from the Employee and Family Assistance Program (EFAP). All voluntary referrals to the EFAP are confidential.

Employees are also encouraged to seek assistance from their immediate supervisor, identified district staff/human resources, the BCTF Health and Wellness Program (teachers) or the Joint Early Intervention Services program (support staff).

References:

AP 5013: Pupil Involvement with Drugs and Alcohol

AP 1400: Smoke Free Environment

P 401: Respectful Workplace

Workers Compensation Act, RSBC 1996, c. 492, s.2

Controlled Drugs and Substances Act, SC 1996, c19

Cannabis Act, citation not yet available

Cannabis Control and Licensing Act, citation not yet available

Criminal Code, RSC 1985 c. C-46

Tobacco and Vapour Products Control Act, RSBC 1996, c451

4010: PROGRESSIVE DISCIPLINE – CULPABLE MATTERS (AP)

Approved: 89 10 17
Amended: 99 01 26

POLICY

The Board of Education expects a high standard of personal performance and conduct from all of its employees and instructs its supervisory staff to deal consistently in cases where reasonable standards are compromised on the job site.

The Board intends that culpable employee misconduct will be dealt with in accordance with progressive discipline procedures as described in the Regulations to this policy.

ADMINISTRATIVE PROCEDURES

1.0 DEFINITION OF CULPABLE EMPLOYEE CONDUCT

1.0 CULPABLE EMPLOYEE CONDUCT is such conduct where employee blame for misconduct can be shown while the employee is performing his/her duties for the Board. Examples include theft, lying, insubordination, drinking, and careless behaviour. Issues such as unavoidable excessive absenteeism or incompetence may be matters which the employee cannot control and are therefore non-culpable.

2.0 GUIDELINES FOR THE ADMINISTRATION OF PROGRESSIVE DISCIPLINE

- i) Investigations to determine just and reasonable cause must be thorough and must include the opportunity for the employee to respond orally and/or in writing.
- ii) When an employee is being disciplined, he/she shall be so informed and if the employee is a union member he/she shall be accompanied by a union representative during formal meetings respecting the incident in question.
- iii) If a penalty is warranted, it should be imposed promptly.
- iv) Care must be taken to ensure that expected standards and discipline are consistent and impartial to employees.
- v) The goal of progressive discipline is rehabilitation, not punishment.
- vi) Close supervision is required after imposition of a penalty to determine the degree of effectiveness of the penalty.

3.0 STAGES OF PROGRESSIVE DISCIPLINE

STAGE 1 ORAL WARNING

- i) Where an unacceptable behaviour occurs, the immediate supervisor shall convene an informal oral conference with the employee to outline the expected standard and detail the employee's failure to meet the standard. Employees will be accompanied
- ii) by a representative of their union.
- iii) A factual record of the incident, including the date, time, place and substance should be retained by the supervisor solely for the purpose of "refreshing the memory" should further action become necessary.
- iv) The supervisor may choose to provide a second oral warning before proceeding to Step 2.

STAGE 2 FORMAL CONFERENCE

Where an ordinary unacceptable behaviour is repeated, or for a major deviation from an understood standard, a formal conference shall be convened to ensure that:

- i) reasonable and clear standards are understood;
- ii) unacceptable behaviours are clearly and unequivocally specified; and
- iii) a time frame for correction and evaluation is established.
- iv) The proceedings of this meeting must be documented in a memo to the employee, signed by the employee (or refusal to sign indicated) and copies to the Superintendent of Schools or the Secretary-Treasurer as appropriate, and at the employee's request, to the Union.

STAGE 3 WRITTEN REPRIMAND

- i) Where the behaviour persists after a formal conference, a letter of reprimand must be written specifically to the point to be corrected. This letter must be copied to the Superintendent of Schools or Secretary-Treasurer as appropriate, and at the employee's request, to the Union.
- ii) The letter of reprimand will become a part of the employee's record.

STAGE 4 SUSPENSION

- i) Where unacceptable behaviour is repeated after a letter of reprimand has been filed, the employee may be suspended in accordance with Section of the Schools Act and Relevant provisions of the Collective Agreements.
- ii) The letter of suspension shall outline the length of suspension and include a warning of potential future actions, including the possibility of dismissal if such possibility exists.

STAGE 5 FURTHER CONSEQUENCES

- i) Where unacceptable behaviour is repeated after a suspension, the Superintendent or Secretary-Treasurer may recommend to the Board that a long-term suspension, demotion, re-assignment or dismissal be imposed on the employee.

Minutes

Policy and Procedure Committee

Tuesday, April 2, 2018

1:00pm

Admin Office

Present: Greg Smyth, Pam Craig, Lindsay Cheetham, Chris Washington, Barb Witte, Steve Brown

1. The following Policy and Admin Procedures were presented for discussion and/or consideration of feedback received, and will be placed on the April 9th Board Agenda:

P341 Budget Development, Monitoring and Reporting

AP4010 Progressive Discipline

AP4003 Substance Abuse/Impairment

2. Mr. Smyth reported on the status of ongoing revisions:

AP3120 Rental of District Facilities

AP3121 Rentals: ADSS

AP3305 Housing

AP3306 Boarding Allowance

AP7200 Health and Safety

3. Mr. Smyth noted that Sections 500 and 5000 are the next to be reviewed.
4. Mr. Smyth provided background regarding creating a Communication Plan which will also become part of the Policy Manual. The Plan would encompass Policies & Procedures relating to communication as part of a general communication with the community, an expression of the District's Strategic Priorities, a mechanism to receive and process complaints, and a strategy to guide and improve home-school communication