

Tl'etinqox School



POLICIES AND PROCEDURES

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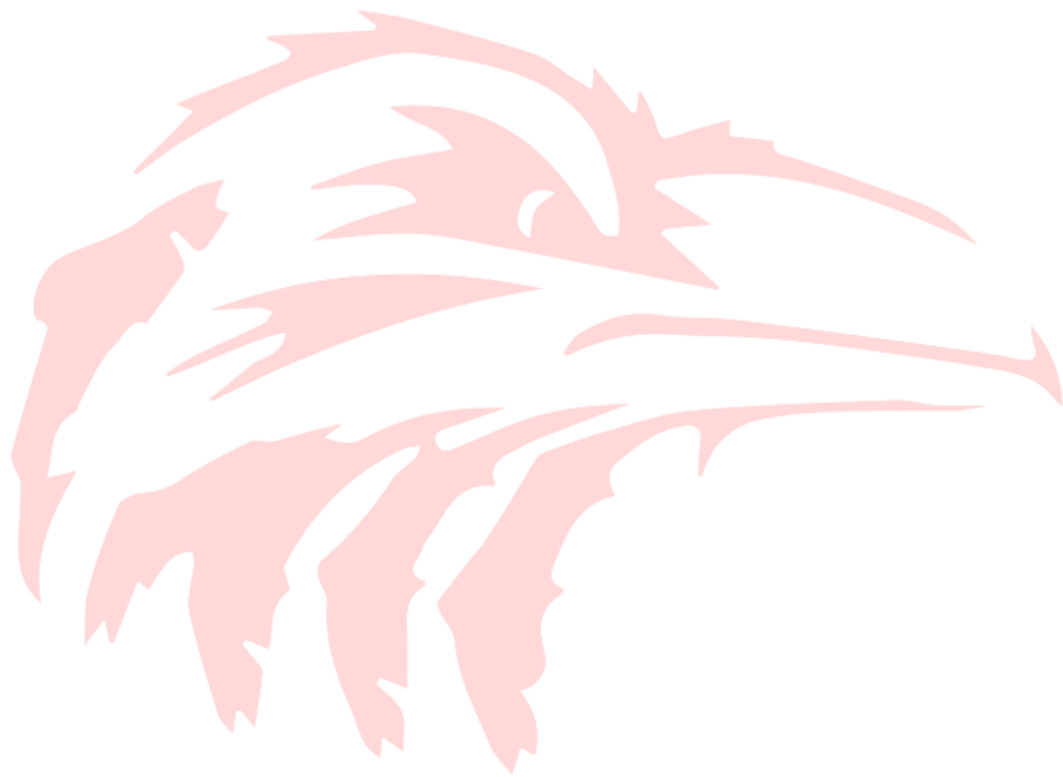
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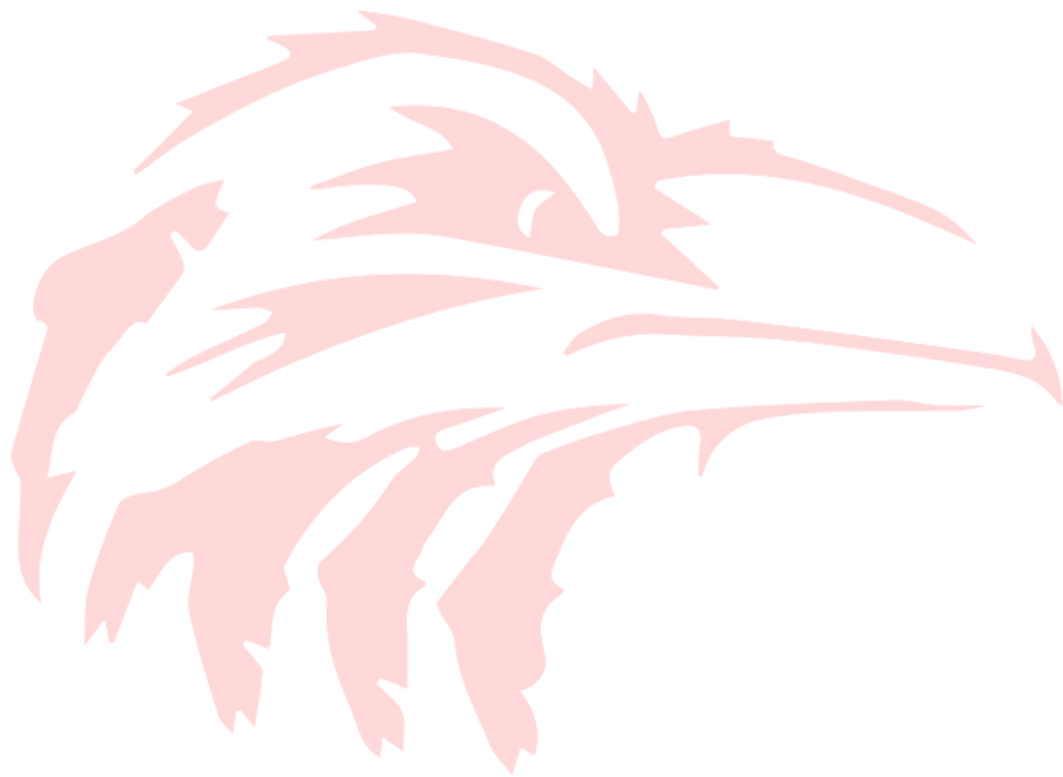
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PREAMBLE

The purpose of written policies is to ensure consistency, continuity, and understanding with an organization. Written policies ensure standardization in processes, protections for all parties involved, and allow for the smooth and consistent functioning of an organization. The Tl'etinqox School Policy is a living document. It will be amended as required, and approved by the Tl'etinqox Advisory School Board and Tl'etinqox Chief & Council. All rightsholders included within these policies will be notified of any changes. Any areas that are not explicitly covered here will fall under the Tl'etinqox Government Human Resource policy document.



SECTION ONE: FOUNDATIONS

Tl'etinqox School Vision

Tl'etinqox School and Community believe that the education of our children must be holistic. We recognize that our children have a unique heritage that must continue to grow and develop into the future and for generations to come. Our children must become life-long learners with skills and abilities to compete in today's 'Western/European' societies. Our Ts'ihqot'in heritage will be integrated into the British Columbia Ministry of Education curriculum to ensure that a balance is maintained in the teaching of our children. Therefore, it is our belief that the following components must be woven into the curriculum.

Language/Culture /Traditions

In order to prepare students for the passing on of knowledge to future generations we encourage Parents, Elders and Community Members to carry out the traditional forms of education through oral traditions and hands on experiences, recognizing the importance of the teaching partnership and the relationship between home and school. This assists in fostering a sense of identity and belonging when the children learn the language, songs and arts.

Social and Emotional

To develop a sense of self-worth, personal initiative, and a sense of social responsibility within a community. This is developed through the teaching of our relationship of respect for our Lands and water. To also provide a desire to maintain a clean body, physically, mentally, emotionally and spiritually.

The above-mentioned components will provide opportunities for our children to develop the ability to analyze critically, reason and think independently.

Professional Standards for Educators

All teaching staff will adhere to the Standards for Teachers in First Nations Schools as developed by the First Nations Schools Association. These standards are as follows:

Standard 1: Educators in First Nations schools value and care for all students, acting at all times in the

best interest of students.

- Competency 1.1: Educators in First Nations schools ensure the physical, intellectual, and emotional security of all students.
- Competency 1.2: Educators in First Nations schools treat all students with dignity, respect, warmth and freedom from domination.
- Competency 1.3: Educators in First Nations schools act within ethical and legal boundaries for the benefit and protection of all students.

Standard 2: Educators in First Nations schools implement effective teaching practices.

- Competency 2.1: Educators in First Nations schools create an environment that promotes high levels of learning for all students.
- Competency 2.2: educators in First Nations schools design, implement, and monitor learning experiences to benefit student achievement.
- Competency 2.3: Educators in First Nations schools understand and apply relevant theories of human development, including individual learning differences.
- Competency 2.4: Educators in First Nations schools show a commitment to the principles of inclusion by treating all students equitably.
- Competency 2.5: Educators in First Nations schools use current technology in their teaching practices and professional duties.
- Competency 2.6: Educators in First Nations schools collaborate with educators, support staff, parents, and others to improve student achievement.

Standard 3: Educators in First Nations schools demonstrate an understanding of the role of parents, extended family, and the community in the life of students.

- Competency 3.1: Educators in First Nations schools communicate openly, effectively, sensitively, and in a timely manner with parents and the extended family.
- Competency 3.2: Educators in First Nations schools understand and support the important connection between the school and the community.

Standard 4: Educators in First Nations schools apply principles of assessment, evaluation and reporting to ensure high levels of student learning.

- Competency 4.1: Educators in First Nations schools understand the strengths and limitations of assessment, evaluation and reporting.

- Competency 4.2: Educators in First Nations schools effectively utilize appropriate assessment and reporting for the benefit of their students.

Standard 5: Educators in First Nations schools are knowledgeable about First Nations peoples.

- Competency 5.1: Educators in First Nations schools have general knowledge of First Nations' histories, cultures, and government practices.

Standard 6: Educators in First Nations schools model their interest in, commitment to, and enthusiasm for learning.

- Competency 6.1: Educators in First Nations schools participate in relevant professional development opportunities and actively share / use the information acquired through those opportunities.

Standard 7: Educators in First Nations schools have a responsibility to self, students, parents, extended family, the community, and the public.

- Competency 7.1: Educators in First Nations schools understand that they are viewed as role models by students, parents and the community.

Teacher responsibilities are outlined in their employment contract and in Appendix A of this document.

In addition, School Administrators will adhere to **the FNSA Standards for Principals in First Nations Schools** as follows:

Standard 1: Principals in First Nations schools guide the development and implementation of a shared mission, vision, goals, and values to support high levels of learning and achievement for all students.

Standard 2: Principals in First Nations schools ensure quality teaching and learning opportunities to support all students learning at a high level.

Standard 3: Principals in First Nations schools create a system and structures for effective instructional supervision to maximize student learning and achievement.

Standard 4: Principals in First Nations schools build the organizational capacity of the school to support safety, student learning, and achievement.

Standard 5: Principals in First Nations schools lead schoolwide planning and change processes to promote increased student achievement and sustain school growth over time.

Standard 6: Principals in First Nations schools develop and sustain a positive, collaborative culture and climate with staff, parents, extended families, and the community.

Standard 7: Principals in First Nations schools have an appropriate understanding of First Nations' histories, cultures, and government practices.

Standard 8: Principals in First Nations schools demonstrate personal qualities that enable them to fulfill their responsibility to themselves, students, parents, extended families, the community, the public, and the profession.

All educators will adhere to the Code of Ethics as outlined on the next page. Educators will sign the Code of Ethics to signify their agreement.

TI'etinqox School Code of Ethics

The Codes of Ethics apply to all school staff and the TI'etinqox School Board. The version applicable to the position will be the one signed by the employee prior to the start of employment. See Schedule A for the documents.

SECTION TWO: WORKING CONDITIONS

Human Rights

TI'etinqox School is committed to building and preserving an open, inclusive and healthy working environment for its employees, students and community based on mutual respect. In accordance with the Canadian Human Rights Act, TI'etinqox School does not condone or tolerate acts of discrimination or harassment in the workplace. TI'etinqox School is committed to upholding the Act in all of its practices and policies. The intent of the TI'etinqox Government's Human Rights Policy is to provide a healthy environment for employees and students that fosters openness and tolerance. This policy is intended to ensure that TI'etinqox Government's practices, and the practices of employees are free from direct and indirect discrimination as well as any form of harassment. Under the *British Columbia Human Rights*

Code, employers have the ultimate responsibility for ensuring a healthy and inclusive work environment, including preventing and addressing discrimination and harassment.

Harassment

Harassment is a form of discrimination. Harassment occurs when a person or group is subjected, often repeatedly, to unsolicited, unwelcome, disrespectful or offensive behaviour that has an underlying sexual, bigoted, ethnic or racial connotation. Harassment can occur on any of the grounds of discrimination.

Sexual Harassment

Sexual harassment is a form of harassment that can include any unwelcome sexual behaviour that adversely affects, or threatens to affect, directly or indirectly, a person's job security, working conditions or prospects for promotion or earnings; or prevents a person from getting a job, living accommodations or any kind of public service. Sexual harassment is unwanted, often coercive, sexual behaviour directed by one person toward another. It is emotionally abusive and creates an unhealthy, unproductive atmosphere in the workplace.

Bullying

Inappropriate conduct or comments made by an individual towards an employee that causes or has the potential to cause that employee to feel humiliated or intimidated is considered bullying.

Employees who are not sure whether certain actions may be a form of bullying, should consider whether a reasonable person would consider the actions taken to be acceptable or unacceptable.

Bullying and harassing behaviours include but are not limited to:

- verbal aggression or yelling;
- humiliating actions or practices;
- hazing;
- spreading malicious rumours;
- using derogatory names towards someone.

Bullying and harassing behaviours do not include:

- expressing differences of opinions;
- offering constructive feedback, guidance, or work-related advice about behavior;
- reasonable action taken by Tl'etinqox Government or an immediate supervisor relating to the management and direction of employees or the place of employment (e.g. counselling, managing

a worker's performance, taking reasonable disciplinary actions, assigning work, implementation of disciplinary actions).

Cyber Bullying

Bullying that occurs through the use of electronic communication (email, text messaging, social media etc.) Cyber bullying should be reported and investigated in accordance with these policies.

Violence

Attempted or actual acts by a person of any physical force so as to cause injury to a worker including threatening statements or behaviour that gives an employee reasonable cause to believe that they are at risk of injury is considered violence.

Violence could include, but is not limited to:

- physical acts (e.g., hitting, shoving, pushing, kicking, sexual assault);
- any threat, behaviour or action which is interpreted to carry the potential to harm or endanger the safety of others, result in an act of aggression, or destroy or damage property;
- disruptive behaviour that is not appropriate to the work environment (e.g., yelling, swearing).
Tl'etinqox School strictly forbids the use of profane language on Tl'etinqox School premises. The use of profanity is seen as unacceptable unprofessional conduct.

Reporting Procedure

Tl'etinqox Government will strive to adhere to the *British Columbia Human Rights Code* in all of its practices. As such, it is essential that employees adhere to this code as well. In the event that any employee feels they are being discriminated against or harassed, the following reporting procedures have been put into place:

Informal Procedure:

If you believe you have been harassed or have faced discrimination you may:

- confront the individual personally, or in writing, clearly stating the unwelcome behavior or action and requesting that it stop immediately; or
- discuss the situation with the individual's immediate supervisor, or the school principal.

Formal Procedure:

If you believe you have been harassed or discriminated against, you may make a written complaint to the principal. If the principal is the harasser, the complaint should be direct to the Executive Director or Designate. All written complaints should include the following information:

- the date and time of each incident you wish to report,
- the name of the person involved in the incident,
- the name of any person or persons who witnessed the incident, and
- a full description of what occurred.

Investigation

On receipt of a written complaint, the school administrator or designee will conduct an investigation. Harassment and discrimination will not be ignored as silence can, and is often, interpreted as acceptance. Employees will not be demoted, dismissed, disciplined or denied a promotion, advancement or employment opportunities because they rejected sexual advances or because they lodged a complaint where they legitimately believed they were being harassed or discriminated against.

The investigation will include:

- informing the accused of the complaint,
- interviewing the complainant, any person involved in the incident and any identified witnesses,
- interviewing other persons who may have knowledge of the incident or complaint,
- reviewing statements from all parties involved in preparation of a decision,
- if necessary, engaging outside services or requesting the use of legal counsel, and
- where it is determined that discrimination or harassment has occurred, a written report of any remedial action will be provided to the parties involved.

A copy of the complaint, detailing the complainant's allegations, will be provided to the respondent and contain the following information:

- an invitation, with a timeline, to respond in writing to the complainant's allegations,
- notification that the reply will be made known to the complainant before the case proceeds, and
- assurance that Tl'etinqox School and/or Government will take measures to prevent unnecessary disclosure of the incident and the identities of the parties involved.

If the complainant decides not to lay a formal complaint, the Principal or Designate may decide that a formal complaint is necessary based on the investigation of the incident, and will file such documents with the person against whom the complaint is made.

If it is determined that personal harassment or discrimination has occurred, appropriate disciplinary measures will be taken immediately.

Confidentiality

Records of harassment and discrimination, reports filed, and subsequent investigations are considered confidential and will not be disclosed to anyone except to the extent required by law.

Tl'etinqox Government will ensure that both the complainant and respondent are treated fairly and respectfully and will protect the privacy of the individuals involved so long as doing so remains consistent with the enforcement of these policies and adherence to the law.

Disciplinary Measures

If it is determined that an employee has been involved in the harassment or discrimination of another employee, immediate disciplinary action will be taken up to and including immediate termination of employment without notice.

Social Media Personal Use Policy

Tl'etinqox School acknowledges the right of staff to engage in social media on their own time, however staff must be aware that their personal comments cannot show disrespect to the Nation or the School. The Social Media Policy applies to all Tl'etinqox School employees and Board Members at all times and without exception. As internet use is monitored, excessive use of social media for personal reasons is a misappropriation of time and resources and may be subject to disciplinary action up to and including termination of employment. This policy is not intended to interfere with the private lives of employees, or impinge on rights to freedom of speech but rather to protect the image and reputation of Tl'etinqox School and Government.

1. Employees will be held accountable for what they publish on social media, blogs, or internet pages.
2. Inflammatory comments, unprofessional remarks or disparaging remarks made about Tl'etinqox School, its employees or students may result in disciplinary action, up to and including termination.
3. Photos of students, (unless they are your children), will not be posted on personal accounts at any time. Photos of school staff will not be posted without the permission of that staff member.

Posts involving the following will not be tolerated and will subject the individual to discipline:

1. Proprietary and confidential or protected Tl'etinqox School information;
2. Discriminatory or Defamatory statements or sexual innuendos regarding co-workers or

- management; and
3. Employees should abide by this policy whether they mention the Tl'etinqox School by name or not, if the school can be identified by the contents of the post.

Employees are prohibited from using personal social media during regular working hours. The exception is when an employee is using official approved Tl'etinqox School social media accounts.

Internet access at Tl'etinqox School is monitored.

Tl'etinqox School strictly prohibits the use of Tl'etinqox School owned computer resources for use in the illegal download or upload of copyright materials without express written permission, and authorization from the copyright holder. The downloading or sexually explicit materials is also prohibited.

Any employee who fails to follow the guidelines set out in this policy may be subject to disciplinary action up to and including termination of employment.

Communication

Employees are not to speak representing Tl'etinqox School without the authorization of the school principal. This includes verbal or written communication.

Distractions

Employees should respect the work responsibilities of others when engaging them in conversation, or providing any type of distraction that may remove their focus from work. Personal conversations should be held at employee break times, or outside of school hours.

SECTION THREE: HUMAN RESOURCES

Any omissions to this document will be resolved through the approved Human Resource Policy of the Tl'etinqox Government. Wherever possible, this policy has followed that document.

Hiring Policy

Tl'etinqox School practices equal opportunity, and fair hiring processes when filling positions, and hires only the most qualified individuals to ensure the success of the students of Tl'etinqox School. This policy is to ensure that all employees and potential candidates are considered for employment opportunities in a fair and consistent manner.

Discrimination

In accordance with the *British Columbia Human Rights Code*, a person must not (a) refuse to employ or refuse to continue to employ a person, or (b) discriminate against a person regarding employment or any term or condition of employment because of the race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or because that person has been convicted of a criminal or summary conviction offence that is unrelated to the employment or intended employment of that person.

Process

Tl'etinqox school will post for positions based on necessity and budget requirements. Positions will be publicly posted both internally and externally. Tl'etinqox School requires that all applicants submit a Resume with references for the consideration of employment. Tl'etinqox School will ensure that all reference checks are held in compliance with all Federal and Provincial regulations and will not collect any non-job-related information from previous employers or other sources.

Interviews will be scheduled by the Tl'etinqox school Principal. The interviews will be conducted by the Tl'etinqox Principal and a member of the School Board. Successful Candidates will be offered conditional employment once the information collection and references check processes have been completed. Chief and Council have final approval on all hires.

Conflict of Interest in Hiring Practices

Tl'etinqox School will accept applications from, and consider a member of an employee's immediate family, for employment if the candidate has all of the prerequisite qualifications for the position.

Requirements For All School Positions

Teaching staff must have a current membership with the B.C. Registrar of Teachers, or be in the process of attaining membership. This regulatory body ensures that clean Criminal Record checks are in place.

Teachers who are in process must provide a current Criminal Record check, (within the last 30 days). Out of province teachers must also provide their teaching credential from their most recent employment.

All non-teaching staff must provide a current Criminal Records check, (from within the last 30 days). All Criminal Record checks must include the vulnerable sector portion.

Probationary Period

The purpose of this policy is to provide the employer an opportunity to fully evaluate the performance of the employee and for the employee to fully evaluate satisfaction with the job. During this period the employee will have the opportunity to demonstrate the appropriate and acceptable attitude, skills, and ability required for the position. During an employee's probationary period, should it be determined that the employee is not adequately performing, employment may be terminated.

New teaching staff will be given a one year temporary contract. Employment offers for the subsequent school years will be tendered by the end of spring break.

Non-teaching new employees are subject to a minimum three-month probationary period.

Management reserves the right to extend a probationary in order to assess qualifications where a longer time frame is deemed necessary.

Confidentiality

Tl'etinqox School guarantees that all information attained from references and the background check process will only be used as part of determining employability and will be kept strictly confidential.

Employee Records

Tl'etinqox Government will maintain separate personnel files for each employee that will include personal, payroll, and medical information. All files will be stored and kept confidential using appropriate safe guards, and only authorized personnel will have access. A copy of a school employee's personnel file will also be secured on site at the school.

The purpose of the employee file is to maintain current employee data and information for business and employment related purposes, or where authorized or required by law. A personnel file is a record of facts about the employee and related employment status changes. It also contains a record of events such as pay-rate adjustments, promotions, transfers, absenteeism, performance appraisals, and letters of discipline.

Employee files are the property of Tl'etinqox School and Government, and may be reviewed upon request by the employee. Employees may challenge the accuracy of documentation in their personnel file and request that corrections be made; a written note detailing the requested changes must be added as an annotation to the documentation.

At no point will any information contained in employee files be communicated publicly without the prior written consent of the employee, unless required by law or as permitted under Freedom of Information or Privacy Legislation.

Personnel information may include:

- employment application including the employee resume and references,
- current personal information (address and phone number),
- employment contract or offer of employment,
- emergency contact information,
- relevant tax documentation,
- record of employee benefits,
- records of contractual bonuses, incentives, or salary increases,
- records of accrued sick leave, vacation, (if applicable), and overtime,
- documentation of rewards and/or bonuses,
- compensation records,
- records of any loans or advances granted, along with appropriate repayment terms,
- employee policy manual review signed acknowledgement and agreement forms,
- documented disciplinary actions,
- documentation of complaints filed by the employee,
- performance reviews and/or performance improvement plans,
- career planning documentation,
- attendance records,
- dates of vacation taken, (if applicable),
- accident or incident report forms involving the employee, or,
- records of recognition or commendation received.

Viewing Personnel Files

Employees may review their personnel files upon written request a minimum of three (3) business days prior to the date of review and must be accompanied by the school principal or a Human Resources representative. The removal of any documentation or information from personnel files by an employee parties is strictly prohibited.

Notwithstanding the above, employees *may not* review any documentation that would violate the confidentiality of another employee.

Former employees requesting access to their personnel file must provide photo identification; the request and viewing processes will be the same as for current employees.

Copies of documentation included in employee personnel files may be requested.

Unless required by statute or law, a third-party requesting access to a personnel file must provide photo identification and written authorization from the employee. The request and viewing processes will be the same as for current employees. The removal of any documentation or information from personnel files by a third party is strictly prohibited.

Conflict of Interest

Tl'etinqox School will accept applications from, and consider a member of an employee's immediate family for employment if the candidate has the required qualifications.

Tl'etinqox School employees involved in romantic relationships, (whether married or residing in the same household), will not be perceived as presenting a conflict of interest, however in the event that an issues does arise, Tl'etinqox School will work with the employees involved to accommodate the situation wherever possible. If there is no possible satisfactory resolution resulting from a conflict of interest, one of the employees involved may be required to resign.

The Conflict of Interest policy for the Tl'etinqox School and Government is in Schedule B. All employees are required to sign this policy document.

Termination of Employment:

Tl'etinqox School and Government employs these policies to ensure that the termination of an employee is handled with due diligence, and with a minimum of disruption to business. These policies are designed to define the types of employee termination, the responsibilities of terminated employees, the subsequent Human Resources actions required, and information regarding employee benefits. Tl'etinqox School and Government reserves the right to terminate an employee with or without cause, and with or without prior written notice in accordance with applicable laws.

Upon notice of an employee's resignation or termination, the school principal must immediately notify Human Resources of a possible change in personnel, along with all pertinent information including reason for leaving, last day of work, scheduling of exit interview etc.

Resignation

Resignation is when an employee makes the decision to leave their position of employment. Voluntary resignation must be confirmed by the employee in writing. Voluntary resignations are binding on the employee and cannot be changed except by mutual agreement. Tl'etinqox School and Government

request that an employee voluntarily resigning a position provide a minimum of two (2) weeks written notice to provide time for a suitable replacement to be found. Failure to provide adequate notice may result in ineligibility for rehire status.

An employee is also considered to have resigned their position in the case of job abandonment. Job abandonment is defined as the failure to report to work after three (3) consecutive business days without prior notification to management.

Layoff or Restructuring

From time to time Tl'etinqox School may be required to layoff or terminate an employee due to organizational restructuring. Tl'etinqox School may, but will not be required to, take an employee's service record and skills into consideration prior to any such layoff or termination. In the event that an employee has the required skills, and has previously demonstrated outstanding work ethic and performance, Tl'etinqox School, in consult with the employee, may explore the possibility of a move to any open position for which they possess the qualifications.

Dismissal

Dismissal from employment for Just Cause are generally due to unsatisfactory performance, misconduct, misrepresentation, or failure to meet the expectations of Tl'etinqox School and include the following:

- Gross misconduct;
- Insubordination;
- Conviction of an indictable offence;
- Chronic tardiness;
- Excessive absenteeism (including illness);
- Willful inefficiency;
- Falsification of records;
- Unprofessional conduct to fellow employees, management, community members or Chief and Council;
- Violation of Employee Code of Ethics or breach of Confidentiality;
- Suspension or loss of teaching licence by the B.C. Registrar of Teachers.

The principal of Tl'etinqox School may provide warnings pertaining to unwanted behaviour, (both oral and written). In the event that the employee fails to correct the behaviour, or continues to violate policy in other respects, other disciplinary actions, up to and including termination will be taken.

Depending on the severity of the offence, an employee may be terminated without warning. In all cases of just cause termination, management will inform the employee of the rationale for termination of

employment. Any actions resulting in putting minors at risk will be taken very seriously and dealt with immediately.

Retirement

We are committed to showing respect and recognition to employees reaching the age of sixty five (65), with the understanding that there is no mandatory retirement age in Canada. The following is a guide for the retirement process, and the actions required on the part of both management and the employee to ensure a smooth transition.

Employees should provide at least two (2) weeks' written notice of their intent to retire, along with an anticipated departure date. Employees considering retirement should discuss the matter with Human Resources at least six (6) months prior to the intended date in order to ensure sufficient time for workforce planning and preparation of the necessary documentation. When a retirement date has been established, a signed letter confirming retirement must be provided.

Exit Interviews

Exit interviews may be conducted to identify potential underlying trends that may be affecting morale and retention. Information with respect to working conditions are important in identifying areas or issues of concern that could be improved or addressed in order to retain high caliber employees and to establish best practices.

Employees are encouraged to take part in an exit interview. The interview should only be conducted with employees who are resigning or retiring from a current position, moving to another department, or transferring to an outsourced employer.

Returning Employer Property

Employees are expected to return all TI'etinqox School and Government property, including but not limited to, keys, equipment, mobile phones, laptops, computers and other property obtained as a direct result of employment. This includes confidential information that may be on employee personal devices such as laptops, iPads, tablets, cell/smart phones etc. and any TI'etinqox School files.

Termination of Employee Benefits

Employee benefits will be terminated on the last day of employment. Suitable transition steps must be initiated by the employee with respect to potential accrued pension benefits.

Final Pay and Record of Employment, (ROE)

Employees will be paid all accrued, unused vacation pay through the last date of employment and receive their final pay cheque in accordance with applicable federal and/or provincial laws.

Employees terminated for Just Cause are not entitled to severance pay.

A Record of Employment will be provided with final pay or filed electronically in which case, a copy of the record can be obtained from Service Canada.

Eligibility for Rehire

Employees terminated for just cause or job abandonment are not eligible for rehire. If an employee is rehired, and has failed to disclose an involuntary termination at another TI'etinqox Government controlled entity, the employee may be terminated for falsification of employment documentation.

Grievances

In situations where employee relations have been compromised and an employee is dissatisfied, or where an employee has been terminated for an alleged cause, the following procedure will be followed:

- complaints will be discussed with the school principal or Human Resource Manager and attempts made to resolve the issue;
- unsatisfactory resolution will be followed up in writing by the employee; the employee will have fourteen (14) days to submit a written account to the School Board; details must include the nature of the complaint and circumstances thereof, and any section or sections of personnel policy that may have been violated.

Disciplinary Action

TI'etinqox School uses a progressive discipline model, in accordance with the TI'etinqox Government Human Resources mandate. These policies have been adopted to ensure that employees have the opportunity to improve performance or correct behavioural problems that may arise, and have established guidelines for employee discipline. These policies have not been put in place to restrict the freedom of employees, but rather provide consideration of the safety and the overall protection of employees, property, and business practices.

In the event that an employee violates policy or exhibits problematic behaviour, a system of progressive discipline will be followed. Progressive Discipline can be initiated with reasonable cause in circumstances where attendance, conduct, health and safety or performance concerns arise.

Reasonable cause will include, but is not restricted to:

- accumulation of two or more reprimands whether verbal or written;
- absenteeism without cause;
- gross insubordination;
- dishonesty;
- negligence;
- conviction of an indictable offense;
- possession or use of a controlled or illegal substance on school property;
- any action that creates an unsafe situation or brings disrespect to Tl'etinqox Government.

Employees will be given four (4) opportunities to correct undesirable behaviour, notwithstanding behaviour that is of a severe nature, in which case, progressive discipline may be accelerated depending on the violation. Typically, progressive discipline will progress through the following steps:

1. Verbal Reprimand – the situations will be reviewed with and employees counseled on reasons for the violation and the corrective actions required; employees will acknowledge receipt of verbal reprimands in writing.
2. Step 2: Written Reprimand – the situations will be reviewed with and employees counseled on reasons for violation and the corrective actions required; employees will be reminded of prior verbal reprimands, and advised of the written reprimand; employees will acknowledge receipt of written reprimands in writing.
3. Step 3: Reprimand with Suspension – employees will be subject to suspension in accordance with criteria for suspensions indicated below; employees will be advised of suspension details and acknowledge receipt of the reprimand with suspension in writing.
4. Step 4: Termination – employees will be notified in writing that employment has been terminated for cause, details of which will be included in the notification.

At each step, the employee will be provided with a written document alerting them to the problem, provide reiteration of the correct policy with respect to the violation, advise them of the consequences associated with further infractions, and provide suggestions for methods of improvement.

Formal warnings will be kept active for a period of eighteen (18) months. Should no further discipline be required during that time, warnings will be rendered inactive. Should further offences relating to the issue take place, the warning will be attached to the next set of progressive disciplinary actions. Degrees of discipline will be commensurate to the infraction at hand. Depending on the past performances of the employee, and the seriousness of the violation, Tl'etinqox School and Government reserve the right to

negate the progressive disciplinary process and proceed directly to termination. **Offences dealing with the safety of minors may result in immediate suspension or termination.**

Suspensions:

Tl'etinqox Government may impose either of the following suspensions:

- suspension with review, or
- suspension pending investigation.

Suspension With Review:

Suspension with review constitutes the final opportunity for an employee to correct problematic behaviour. Typically, a suspension with review follows a period where an employee has gone through preliminary steps of progressive discipline, but can be administered depending on the seriousness of the infraction.

Employees put on suspension with review will be excluded without pay from the workplace for a period of up to two (2) weeks depending on the violation. In addition, employees will be put on a review period following any written warning. This review period will involve frequent and regular performance evaluations to ensure that the employee is attempting to correct the behaviour. The review period may last up to six (6) months. During the review period an employee will be excluded from wage increases and advancement and will not be allowed be entitled to vacation unless required by relevant employment standards.

Suspension Pending Investigation

A suspension pending investigation is not disciplinary, but rather is intended to provide Tl'etinqox School and Government, or a regulatory body such as the B.C. Teacher Regulation Branch, (<https://teacherregulation.gov.bc.ca/>), time to examine a serious issue thoroughly in order to determine an appropriate course of action. Suspensions pending investigation are provided with pay.

Employees placed on suspension pending investigation are required to refrain from contacting anyone other than a specifically designated point of contact and temporarily turn over office keys, credit cards or other Tl'etinqox School and Government property.

In the event that an employee is placed on a suspension pending the results of an investigation, the employee will be notified of the decision, a stated timeline for the investigation and the actions that

predicated the decision. During the course of the investigation, the suspended employee will be given an opportunity to respond to allegations. Should the investigation not be completed during the stated timeline, Tl'etinqox School and Government reserve the right to extend the suspension, as necessary.

Employees suspended pending investigation, will be suspended with full pay, and thus required to be available for interviews during this period. A suspended employee will have the right to have legal representation, or a Tl'etinqox School or Government representative present at any such interview, and will be given twenty-four (24) hours' notice prior to an interview taking place. Should the suspended employee need to leave the community or otherwise be unavailable for an interview, they must submit a request and be granted an approved leave. If the suspended employee fails to become available, the investigation will proceed and a determination made based on the information available.

Performance Improvement Plan

Upon the issuance of a verbal warning or higher step of progressive discipline, Tl'etinqox School may place the employee on a performance improvement plan. The plan includes a review period that will involve frequent and regular performance evaluations to assist the employee with attempts to correct the behaviour. The plan will typically be put in place for a period of three (3) months, but can be in place for up to six (6) months. During this review period, the employee will not be eligible for wage increases or advancement and will not be entitled to vacation unless required by relevant employment standards.

Smoking and Substance Abuse

Smoking

Tl'etinqox School maintains a commitment to the health and safety of employees and students. Smoking has been proven to be harmful to the health of both smokers, and the non-smokers that come into contact with second-hand smoke. In the interest of promoting a safe and healthy work environment, Tl'etinqox School has adopted a smoke-free workplace and abides by the *Tobacco Control Act* of British Columbia.

Smoking is prohibited on all Tl'etinqox School premises, and is applicable to employees, guests, contractors and community members. This policy also extends to include Tl'etinqox Government vehicles, hotel rooms or rental cars booked for business purposes.

Tl'etinqox School does not intend to influence the actions of employee smoking habits outside of the workplace, and will not pursue disciplinary action for those smoking off premises. However, Tl'etinqox School has a responsibility to provide positive role models, and smokers are encouraged to smoke out of

sight of students. In the event of a violation of these policies, disciplinary action up to and including termination of employment may be pursued. Employees witnessing violations are required to report the infraction.

Substance Abuse

Employees under the influence of drugs or alcohol on the job can pose serious safety and health risks to students, in addition to themselves and coworkers. In order to ensure a safe and healthy workplace, TI'etincox School reserves the right to prohibit certain items and substances from being brought on to, or being present on TI'etincox School premises. TI'etincox School also prohibits the use of non-prescribed drugs or alcohol during work hours and employees are further prohibited from reporting to work while under the influence of drugs or alcohol.

Suspicion of Impairment

An employee reporting to work visibly impaired will be deemed unfit to perform required duties and will be asked to leave the premises. The following procedure will apply in these situations:

- where possible, an immediate supervisor will seek a second opinion from management in an effort to confirm an impaired status;
- the supervisor will consult privately with the employee to determine the cause of the impairment, and determine whether substance abuse has occurred; suspicion of employee ability to function safely may be based on specific personal observations;
- where the employee exhibits unusual behaviour including, but not limited to, slurred speech, difficulty with balance, watery and/or red eyes, dilated pupils, and/or there is an odor of alcohol or other drugs, the employee will not be permitted to return to work as a due diligence measure to protect the safety of the employee as well as students and co-workers;
- if in the opinion of the supervisor, the employee is considered impaired, the employee will be sent home or to a medical facility and may be accompanied by the supervisor or another employee if considered necessary;
- a substance abuse evaluation test may be required by the School Principal or Human Resources.

An impaired employee will not be permitted to drive. The employee should be advised if they choose to refuse an offer of organized transportation and make the decision to drive their personal vehicle, there is an obligation to contact the police.

A meeting will be scheduled for the following work day to review the incident and determine a course of action which may include a monitored referral program as part of a treatment plan.

Inspections

TI'etinqox School and Government reserves the right to require employees to cooperate with inspections of property on the premises for the presence of drugs, alcohol or other contraband. TI'etinqox Government also reserves the right to require its employees to cooperate with any searches of their work area, or property that might be used for concealment. Employees found to be in possession of any type of contraband, or who refuse to cooperate in these inspections may be subject to disciplinary action up to and including termination of employment.

Illegal drugs or drug paraphernalia will be turned over to the police.

Substance Dependency

TI'etinqox School and Government understand that individuals may develop a chemical dependency to certain substances, which may be defined as a disease or disability under Human Rights legislation. We promote early diagnosis of this disease, and encourage employees with a dependency on alcohol or drugs to pursue medical, and/or psychological treatment. Employees seeking help for alcohol or drug dependency will not be disciplined for doing so.

Employees are expected to abide by the provisions of these policies and not report to work while under the influence of drugs or alcohol. Employees are strictly prohibited from bringing non-prescription drugs and alcohol onto TI'etinqox School premises and are strictly prohibited from using non- prescription drugs or alcohol during work hours.

Employees are encouraged to communicate to the school principal that they may be under the influence of over the counter medications that may cause drowsiness or impairment and that they have or have had a dependency in the past.

Employees who fail to adhere to the above expectations or who engage in illegal activities such as selling drugs or alcohol while on TI'etinqox School premises will be subject to disciplinary action up to and including termination of employment and referral to legal authorities.

TI'etinqox School and Government will make every effort to ensure that employees protected under the Human Rights Act are able to work effectively by adjusting or modifying the work, or the work environment, up to the point of undue hardship or the safety of minors.

Employees are not excused from their duties as a result of a dependency. Employees who suspect that they may have an emerging drug or alcohol problem are expected to seek appropriate treatment.

Tl'etinqox School and Government define a rehabilitated drug user or alcoholic, or any individual engaged in a supervised drug or alcoholism rehabilitation program that is no longer using drugs or alcohol, as an employee with a disability. As such, Tl'etinqox School would consider the application of an individual who had formerly been in violation of the drug and alcohol policy, if the candidate could show evidence of rehabilitation. The employee would be responsible for adhering to an agreement relative to the continuation of employment.

Employees convicted of, or who plead no contest to a substance related offense must inform the Principal and the School Board within five (5) days of the conviction or plea. Failure to do so will result in disciplinary action up to and including termination of employment. In the event of an employee's conviction or plea to charges relating to the manufacture, possession, sale, use, distribution, receipt, or transportation of any substance, Tl'etinqox School and Government will determine whether disciplinary action will be taken, including the appropriateness of continued employment.

Appeals

In the event that an employee feels that they have been wrongfully accused, or disciplined, they may file a written appeal with Human Resources within fourteen (14) business days from the date of the documented decision. Written appeals must contain:

- details of the alleged infraction;
- events surrounding the infraction;
- the reason or reasons as to why the employee feels the discipline may be unjust.

The School Principal and Human Resources will review and respond to all written appeals within ten (10) business days.

Employment References or Verification

Employees whose employment with Tl'etinqox School is terminated may request a written Employment Reference or Verification. These requests will be completed by the School Principal in consult with Human Resources, the School Board, and Chief and Council. Requests to obtain information about a previous employee of Tl'etinqox School must be referred to and authorized by the School Principal or Designate.

Payroll Policy

Regular Staff

All regular staff will be paid bi-weekly based on their timesheet. Timesheets are done daily by the scanning system. Staff will scan in upon arrival and upon leaving. Hourly employees have to scan for breaks and lunch. Pay periods are bi-weekly with cut-off every second Saturday; time sheets must be submitted by end of day Thursday (or Friday) in order to facilitate the timely release of electronic transfers; pay cheques will be issued the following Thursday. Employees are required sign their timesheet print out before it goes to the Band Office on the Friday before a pay week.

Exceptions may be made for employees paid on a piece rate basis where pay dates are on a contractual term

Employees on a multi-year contract may choose to be paid over 22 or 26 pay periods, (10 or 12 months). Employees electing a 12 month pay option will have their annual salary divided into 26 pay periods, while those electing the 10 month option will have theirs divided by 22 pay periods. Employees may also choose to receive a cheque or to have their pay deposited directly into their bank account.

The pay for education staff is inclusive of holiday pay. Custodial staff and bus drivers accrue holiday pay and this is paid out over the winter and spring school closures.

Casual Staff

Casual staff are paid hourly at the band rate depending on the work. A timesheet will be filled out by Friday and submitted for pay on the same pay schedule as regular employees.

Cultural Workers

Cultural and traditional knowledge keepers doing work in the school will receive a standard honorarium of \$150 per day.

Overtime

Non-salaried staff may be required on occasion to work overtime. Employees are not contractually entitled to work overtime, and all overtime must be pre-approved by the school principal. Employees who work overtime may elect to take the overtime in pay, or in time off at a future date.

Upon written request of an employee, TI'etinqox Government may establish a time bank for the employee and credit the employee's overtime wages to the time bank instead of paying the overtime hours.

Overtime hours banked will be at time and a half.

Employees can either request pay for all or part of the overtime wages credited to the time bank, use the credited overtime wages to take time off with pay at an agreed upon time, or close the time bank in lieu of payment.

TI'etinqox Government reserves the right to close an employee's time bank by providing one (1) month of written notice to the employee. Within six (6) months of closing an employee's time bank, TI'etinqox Government will either pay the employee the overtime wages credited to the time bank at the time it was closed, allow the employee to use the credited overtime wages to take time off with pay, or pay the employee for part of the overtime wages and allow the employee to use the remainder of the credited overtime wages to take time off with pay.

Upon termination of employment or on receiving an employee's written request to close the time bank, TI'etinqox Government will pay the employee any amount credited to the time bank.

Employee Advances

TI'etinqox Government is not in the practice of issuing payroll advances. Employees may however request an emergency advance through their immediate supervisor. In no case will such advances exceed 50% of the amount the employee has earned during the current pay period to date, nor will advances be processed until previous advances have been repaid. Employees must sign off on a repayment schedule not to exceed two pay periods, including written authorization to deduct such amounts from further pay, and must request advances in accordance with the Human Resources 'Cheque Runs' policy which states that Cheque/EFT's requested outside of regular pay runs will be processed twice weekly on Tuesday and Thursday afternoons (this includes travel and payroll advances). Employees are expected to effectively anticipate payroll and travel needs in advance of these days.

Human Resources reserves the right to determine what constitutes an 'emergency'.

Benefits

All staff working Employees working at least four (4), seven-hours days or more per week (excluding breaks) are considered full time employees and are eligible for the TI'etinqox Government's benefit package. TI'etinqox Government provides for 100% of Group Insurance premiums and enrollment in an

existing Pension Plan. On acceptance, employees are responsible for matching a 5.5% monthly pension contribution made on the employee's behalf.

Attendance

Tl'etinqox School and Government places a high value on attendance and punctuality and expects all employees to arrive at work on time. Regular attendance and consistent punctuality are critical to the goals, objectives, standards and functioning of the Tl'etinqox School.

Absences

Employees who do not intend to report to work because of illness or other reason must notify an immediate supervisor a minimum of thirty (30) minutes prior to an employee's regularly scheduled start time. Failure to provide required notification of any absence may result in disciplinary action.

Employees are responsible for notifying an immediate supervisor or management of absence for each day that the absence occurs, regardless of cause. Employees are also responsible for reporting an estimated return to work date. Absences without excuse will not be tolerated and are subject to progressive corrective action.

Employees who are absent for three (3) or more consecutive working days, or for more than five (5) working days in a thirty (30) day period, are required to submit a note from a qualified medical practitioner (as defined in these policies) stating the nature of the illness or medical condition that led to the absence.

Employee absenteeism due to a work-related illness or injury may require submission of a physical examination before returning to work in order to minimize liability to Tl'etinqox Government.

Teachers are to provide lesson plans and a list of materials that correspond with their yearly overviews. In addition teachers should have accessible a copy of the school schedule, duty roster, and the class' daily schedule.

Voluntary Resignation

Tl'etinqox School and Government reserve the right to terminate an employee who is absent for three (3) or more consecutive working days without notification. An employee who remains absent for more than

three (3) consecutive business days, without formal notification will be considered as having abandoned their job and resigned their position.

Disciplinary Action For Lack of Attendance

Tl'etinqox School maintains accurate attendance records. Human Resources will periodically examine these records to ensure that attendance issues do not continue unabated.

Disciplinary action for excessive absenteeism, poor attendance, or other violations of these policies will be administered, in progression, in accordance with established policies. Tl'etinqox School and Government reserve the right to elevate discipline depending on the severity of the situation.

Leaves

Employment Standards Protected Leaves

Tl'etinqox School and Government has adopted these policies to ensure that employees are provided with authorized time off as per applicable legislation without fear of a negative impact on their employment status or opportunities with Tl'etinqox School and Government. Tl'etinqox School and Government is committed to providing a work-life balance for its employees and understands that situations can and will arise that call for immediate, emergency leave. These policies cover instances where employees may need to take planned or unplanned leave in order to attend to situations that directly affect their families or dependents.

Employment Standards Protected Leaves are non-cumulative.

Maternity and/or Parental Leave

These policies have been designed to provide for an employee recovering from childbirth, bonding with, and caring for a newborn or adopted child, without fear of a negative impact on their employment status or opportunities with Tl'etinqox School and Government. Permanent employees becoming new parents are eligible as follows:

Maternity Leave

Eligibility – Biological Mother

Pregnant employees are entitled to up to seventeen (17) weeks of job-protected unpaid leave after six (6) months of employment. This leave is available to all permanent employees, regardless of the duration of their employment. The leave may commence no earlier than thirteen (13) weeks prior to the expected date of birth and up to seventeen (17) weeks after the actual date of birth, and may be extended to a maximum of fifty-two (52) weeks where it is medically necessary. Employees may be required to provide medical documentation in support of the extension.

Tl'etinqox School and Government requests that employees provide at least four (4) weeks written notice of the date that they intend to start the leave to prepare for the transition. Where an employee is not able to provide the necessary notice, they are still entitled to the leave as outlined above. Employees are expected to indicate a return to work date, along with the submission of their intent to take the leave (especially if they do not expect to take the first seventeen weeks). If an employee wishes to change the date that they will be returning to work, they must provide at least one (1) week of written notice of their intent to return.

Parental Leave

Eligibility - biological mother, biological father, adoptive parent, domestic partner

Birth mothers who take maternity leave are entitled to up to forty-six (46) additional weeks as parental leave. Where birth mothers do not take parental leave, a birth father or an adopting parent is entitled to up to sixty-three (63) weeks.

This leave is available to all permanent employees, regardless of the duration of their employment. The leave must commence no later than seventy-eight (78) weeks after the child first came into the care of the employee. Where a birth mother is embarking on parental leave following pregnancy leave, it must directly follow the end of the pregnancy leave and may be extended up to one hundred and four (104) weeks where the child requires serious medical care. Employees may be required to provide medical documentation in support of the extension.

Tl'etinqox Government requests that employees provide at least four (4) weeks written notice of the intended start date of the leave in order to prepare for the transition. A birth mother must indicate in her written notice for pregnancy leave that she intends to take both leaves. Where the employee is unable to provide the necessary notice, they are still entitled to the leave. Return to work dates must be provided along with the intent to take leave. Should the employee decide to end their leave early, Tl'etinqox Government is under no obligation to return the employee to work early.

*Please note that only one (1) period of leave is available for each parent, and the total combined maternity and parental leave cannot exceed seventy-eight (78) weeks.

Family Responsibility Leave

Family Responsibility Leave is an unpaid leave that provides up to five (5) unpaid days off for employees in each employment year to meet responsibilities related to the care, health or education of a child in the employee's care, or the care or health of any other member of the employee's immediate family. The leave does not have to be taken all at one time, or for emergency purposes only, provided that it relates to a familial obligation which could entail the care or health of a child or immediate family member, and in the case of a child, may also relate to education. Child refers to a child under the employee's care who is under nineteen (19) years of age.

Immediate family means the spouse, child, parent, guardian, sibling, grandchild or grandparent of an employee and any person who lives with an employee as a member of their family. Any part of a day taken off of work may count as a full day of Family Responsibility Leave. Employees are requested to provide as much notice as possible when leave is required.

Sick Leave

Employees of TI'etinqox School are entitled to 10 sick days each school year provided that:

- the employee notifies an immediate supervisor on the first day of illness;
- the illness is supported by a note from a qualified medical practitioner or Registered Nurse within the community where the absence due to illness exceeds two (2) consecutive days.

In the event that an employee requires the use of sick leave benefits, at any time prior to the commencement of a pregnancy leave period, the TI'etinqox Government Sick Leave policy will apply.

Employees who elect to extend their leave through the use of Family Responsibility Leave are requested to provide as much advance notice as possible prior to the expiration of any other leave.

Unused sick leave will be paid out at the end of each fiscal year at a rate of one-half of unused credits and cannot be carried over from one year to the next. Employees who quit or are terminated are not entitled to unused sick leave.

Employees suffering from illness or an accident that causes them to be unable to work for an extended period of time due to physical or mental incapacity may be eligible for Short or Long- Term Disability.

An immediate supervisor may at their discretion, fill any position on a temporary or contractual basis when deemed necessary until the employee is able to return to work. On termination of employment, no financial compensation shall be made for accumulated sick leave credits.

Bereavement Leave

Employees suffering the loss of an immediate family member are entitled to up to three (3) days of paid leave to attend to the loss. Employees are expected to use this time to grieve, and/or attend a funeral, and take care of issues relating to the death of the family member. Reasonable verification may be requested from the employee (e.g. obituary). Time off for unpaid Bereavement Leave will be counted as an unpaid absence.

Tl'etinqox Government Bereavement Leave Benefit

Permanent full-time employees are eligible for additional paid leave as follows:

- a maximum of fourteen (14) hours (two working days) per occurrence will be paid to an employee in the event of a death in the immediate family. Immediate family means the spouse, child, parent, guardian, sibling, grandchild or grandparent of an employee and any person who lives with an employee as a member of their family. Additional unpaid time may be requested where extensive travel outside the immediate area is required to attend the funeral.
- paid leave pay will be equal to the regular hourly rate of the employee.
- paid leave will not be considered hours worked for purposes of calculating overtime.
- in the event the paid leave is granted, an employee is expected to attend the funeral of the individual for which the paid leave was requested.
- Tl'etinqox Government reserves the right to inquire as to the name, and nature of the relationship with the deceased, and the name of the funeral home responsible for handling the arrangements; proof of relationship may be required.
- paid leave may not be granted in the event that reasonable advance notice of the requested absence and intended return to work date was not received.

Employees are expected to notify an immediate supervisor and paid leave as soon as possible.

Use of Bereavement Leave time for any purpose other than those listed above is inappropriate and non-compensable.

Compassionate Care Leave

Compassionate Care Leave is unpaid leave for up to twenty-eight (28) weeks in a fifty-two (52) week period. This leave may be taken to support family members with a serious medical condition. The medical condition must be confirmed by a qualified medical practitioner. The twenty-eight (28) weeks of the leave do not have to be taken at the same time, and may be shared by two or more employees. Employees are required to provide as much written notice as possible of their intent to take the leave. Where an employee intends to break up the leave, they must indicate as much on their written notice of intention to take the leave.

Jury Duty Leave

An employee required to attend court as a juror is considered to be on unpaid leave for the duration of time spent serving.

Tl'etinqox Government Jury Duty or Court Ordered Leave Benefit

Tl'etinqox Government recognizes and respects the civic requirement of jurors and will provide for employees that have been selected. Permanent full-time employees are eligible for paid leave for a period of up to five (5) days.

The amount of compensation an employee receives for jury duty will be deducted from the rate of pay for the duration of the leave.

In the event that the jury duty requirement lasts for only part of a day, the employee will return to work for the remainder of the day whenever possible.

Employees selected for jury duty must provide Human Resources with as much advance notice as is possible accompanied by a copy of the summons to jury duty for documentation purposes.

Employees required to appear in court as a plaintiff, defendant, or witness are not eligible for a paid leave of absence. In these instances, the employee may use vacation time, or request an unpaid leave of absence.

Other Leaves

Tl'etinqox Government will grant a total of five (5) days of annual cultural leave with pay during events in conjunction with celebratory activities. Employees that wish to take advantage of this leave must participate in community events or otherwise report for work.

Employees who do not qualify for benefits, are entitled to up to seventeen (17) weeks of unpaid leave where they have worked three (3) consecutive months. In all cases, a medical certificate must be provided within fifteen (15) days of returning to work.

Workers Compensation

In accordance with the laws of the Province of British Columbia, benefits may be paid arising out of illness or injury incurred in the course of employment. If an employee has an accident while at work, regardless of degree of injury, the employee must report it to an immediate supervisor. The immediate supervisor will inform the payroll and finance departments immediately to ensure that the required documents are completed and submitted. This process is required for our employee's protection and to comply with legal requirements. All employees who are injured on the job must ensure an injury form is completed. This form can be found

at: <https://www.worksafebc.com/en/resources/claims/forms/employers-report-of-injury-or-occupational-disease-form-7?lang=en>

Unpaid Leave

An unpaid leave of absence may be granted by Council or the Board at their discretion up to a maximum of one year. A written request a minimum of four (4) weeks in advance of the intended leave of absence must be provided. Employees granted unpaid leave will maintain seniority and accrued vacation entitlement during their leave however all other benefits will cease upon commencement of the leave.

Continuation of Benefits

Employees who choose to continue with health and disability insurance, or any other benefits made available may continue to receive such benefits during a leave by continuing to pay the employee-paid portion of the monthly premiums.

Vacation Benefits

All school staff are expected to take their vacation time during scheduled school closures as is the industry standard in education.

Performance Evaluation

Evaluation of Teaching Staff

Tl'entinqox School, Tl'entinqox School Board and Tl'entinqox Government recognizes that individual teachers are a critical element in delivering sound educational programs. It is also the belief of the Tl'entinqox School, Tl'entinqox School Board and Tl'entinqox Government that teacher evaluation will assist teachers in the realization of their full potential and result in the improvement of instruction.

The Tl'entinqox School, Tl'entinqox School Board and Tl'entinqox Government has adopted this Teacher Evaluation Policy in the belief that a comprehensive evaluation process will enhance the professional growth and confidence and will mutually benefit both teachers and students.

The Tl'entinqox School, Tl'entinqox School Board and Tl'entinqox Government believes in an evaluation process that is fair and just. The evaluation of a teacher's performance shall be conducted in an atmosphere of trust, confidence, and support to the greatest extent possible.

The principal is responsible for the implementation of the Teacher Evaluation Policy.

The principal shall ensure that each teacher being evaluated is made aware of the evaluation process and criteria prior to the evaluation occurring.

The overall performance of the teacher, including classroom performance, shall be considered in the evaluation. The outcome of the evaluation may be considered in making decisions regarding the teacher's employment.

The full teacher evaluation policy can be found in Schedule E.

Evaluation of Non-Teaching Staff

Employees are entitled to a minimum annual performance evaluation to assess work performance and identify potential training requirements or opportunities. Wage increases may be considered by the school principal in consultation with the Executive Director or Designate and or the School Board, however will

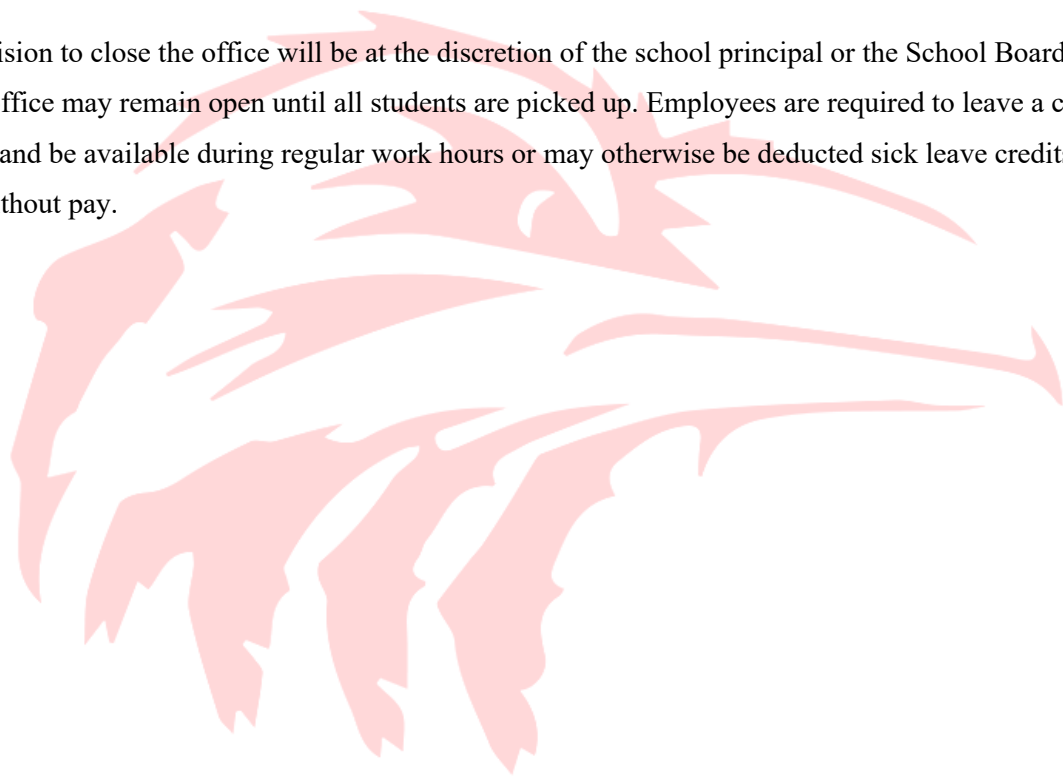
be subject to budget constraints and funding availability. Performance evaluations will be carried out by the school principal.

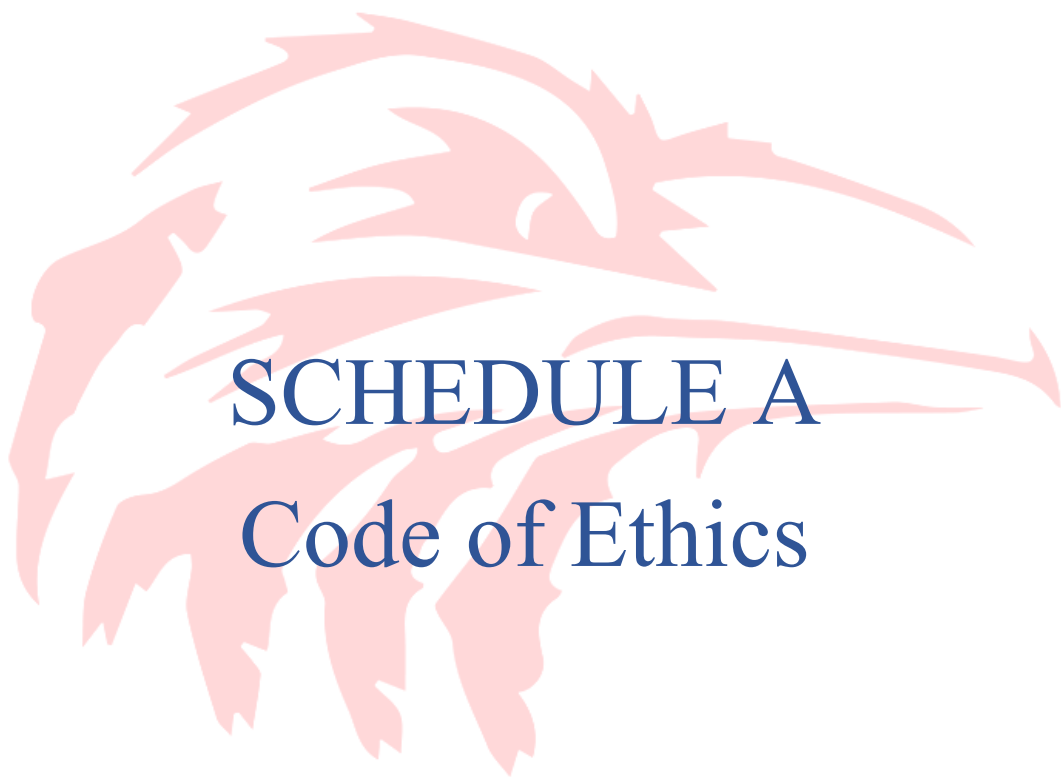
School Closures

Tl'etinqox School may be closed under special circumstances such as:

- extreme weather conditions such as heavy snowfall or freezing rain;
- unforeseen circumstances such as power outages, or plumbing and heating malfunctions;
- a death in the community;
- cultural awareness events.

The decision to close the office will be at the discretion of the school principal or the School Board. The school office may remain open until all students are picked up. Employees are required to leave a contact number and be available during regular work hours or may otherwise be deducted sick leave credits or leave without pay.





SCHEDULE A
Code of Ethics

CODE OF ETHICS FOR ALL EDUCATORS

1. *I will speak and act toward students with respect and dignity, and will deal judiciously with them, always mindful of their individual rights and sensibilities.*
2. *I will respect the confidential nature of information concerning students and may give it only to authorized persons or agencies directly concerned with their welfare. I will follow legal requirements in reporting child protection issues as outlined in Appendix A of this policy document.*
3. *A privileged relationship exists between educators and students. I will refrain from exploiting that relationship for material, ideological, or other advantage.*
4. *I am willing to review with colleagues, students, and their parents/guardians the practices employed in discharging the educator's professional duties.*
5. *I will direct any criticism of the teaching performance and related work of a colleague to that colleague in private. If I believe that the issue(s) has not been addressed, I may, after privately informing the colleague in writing of my intent to do so, direct the criticism in confidence to appropriate individuals who can offer advice and assistance. *It shall not be considered a breach of the Code of Ethics for an educator to follow the legal requirements for reporting child protection issues.*
6. *I will not post any photos of school events, school personnel, or students, on social media or any website without the expressed approval of the school principal as per our social media policy.*

I agree to adhere to the above Code of Ethics:

Name Signature Date

Witnessed by:

Title Signature Date

Code of Ethics for all Other Employees and the School Board

1. I will keep confidential any information learned at school about students and their families.
2. I will alert the school principal if I suspect there are child protection issues.
3. I will speak and act toward students with respect and dignity, and will deal judiciously with them, always mindful of their individual rights and sensibilities.
4. To the best of my ability, I will fully participate in supporting educational goals for students and the school.
5. In my role, I will behave in an ethical and professional manner, acknowledging that my actions reflect on the school as a whole. This includes using school appropriate language at all times.
6. I will direct any criticism of work performance and related work of a colleague to that colleague in private. If I believe that the issue(s) has not been addressed, I may, after privately informing the colleague in writing of my intent to do so, direct the criticism in confidence to appropriate individuals who can offer advice and assistance.
7. I will refrain from using personal social media or cell phones for personal interactions at work unless I am on my scheduled break.
8. I will not post any photos of school events, school personnel, or students, on social media or any website without the expressed approval of the school principal as per our social media policy.

I agree to adhere to the above Code of Ethics:

Name

Signature

Date

Witnessed by:

Title

Signature

Date



SCHEDULE B
Conflict of Interest Policy

Conflict of Interest Policy

An individual has a 'conflict of interest' when the individual exercises a power or performs a duty or function and at the same time knows or ought reasonably to have known that in the exercise of the power or performance of the duty or function there is an opportunity to benefit the individual's private interests.

An individual has an 'apparent conflict of interest' if a reasonably well-informed person would perceive that the individual's ability to exercise a power or perform a duty or function of their office or position must be affected by the individual's private interests.

An individual's 'private interests' means the individual's personal and business interests and include the personal and business interests of:

- the individual's spouse,
- a person under the age of eighteen (18) years in respect of whom the individual or the individual's spouse is a parent or acting in a parental capacity,
- a person in respect of whom the individual or the individual's spouse is acting as guardian,
- a person, other than an employee, who is financially dependent upon the individual or the individual's spouse or on whom the individual is financially dependent, and
- an entity in which the individual or the individual in combination with any other person described in this subsection has a controlling interest.

An individual's private interests do not give rise to a conflict of interest if those interests:

- are the same as those of a broad class of members of TI'etincox School or Government; or
- are so remote or insignificant that they could not be reasonably regarded as likely to influence the individual in the exercise of a power or performance of a duty or function.

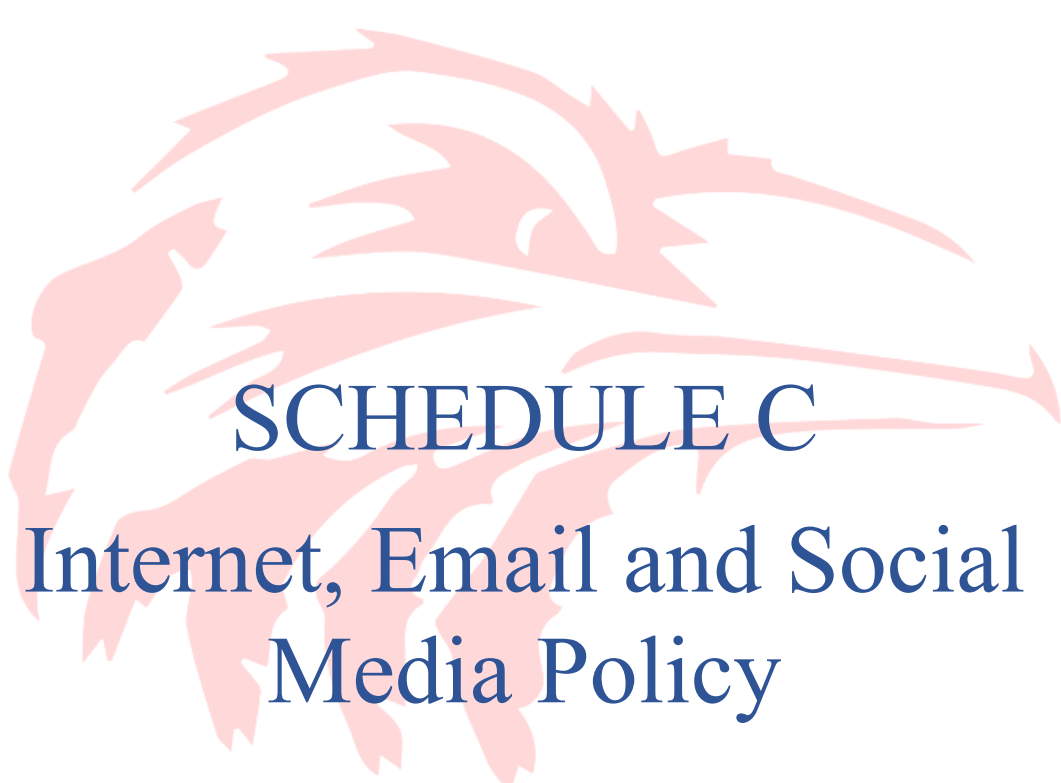
Persons in situations where a conflict of interest may be perceived should remove themselves from any decision-making process or situation giving rise to the conflict.

I, _____, have reviewed the TI'etincox School and Government Conflict of Interest Policy in detail. I understand the Conflict of Interest Policy and agree to abide by its terms and conditions. I understand failure to comply with the Conflict of Interest Policy may result in disciplinary action, up to and including termination.

Employee Signature

Date

Witness to Signature



SCHEDULE C

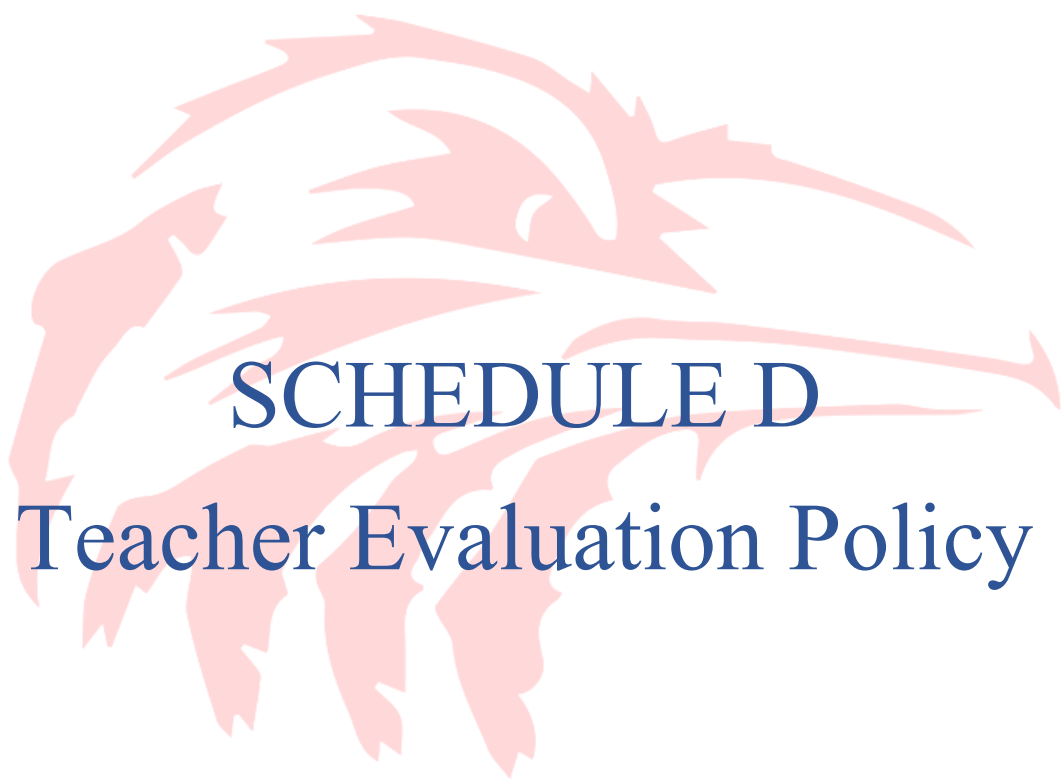
Internet, Email and Social Media Policy

Internet, Email, and Social Media Policy

The internet is an open environment whereby information transmitted by the internet or stored on servers accessible by the internet may be unsecure and may be logged in on or viewed by non-intended audiences; activities on the internet can be traced to the address from which it originates. As such, TI'etinqox School employees will adhere to the following:

- during work hours, the internet and email may only be used for school business purposes;
- users will not play games on TI'etinqox School computers at any time;
- users will comply with all applicable laws and regulations and will respect the legal protection provided by copyright and licenses with respect to both programs and data;
- internet and email usage will be able to survive scrutiny and/or disclosure. Users will avoid accessing sites that might bring TI'etinqox School into disrepute, such as those which carry offensive material;
- users may not use the electronic mail or messaging programs to harass or interfere with others, send or post obscene or defamatory material, send excessive mail and chain letters;
- employees will be held accountable for what they publish on social media, blogs, or internet pages.
- photos of students, (unless they are your children), will not be posted on personal accounts at any time. Photos of school staff will not be posted without the permission of that staff member.
- sensitive information will not be transmitted via or exposed to non-secure internet access;
- employees may use TI'etinqox School's internet and email services for personal improvement, outside of scheduled hours of work, provided that such use is consistent with professional conduct and is not used for personal financial gain. Such use must be authorized;
- internet relay chat channels or other internet forums such as newsgroups, blogs or net servers may be used only to conduct approved school related business or to exchange technical or analytical information. Users who wish to express personal opinions will use a private Internet provider and a personal identification;
- users will not attempt to obscure the origin of any message or download material under an assumed internet or email address;
- TI'etinqox School maintains the right to monitor internet and email usage on its equipment;
- alleged inappropriate use of the internet or email will be reviewed by TI'etinqox School on a case by case basis and may lead to disciplinary action up to and including dismissal or cancellation of employment;
- the viewing of pornographic websites or sending/receiving pornographic related email on TI'etinqox School computers is strictly prohibited and will justify cause for immediate dismissal;
- unauthorized reconfiguration of hardware or software, modification of other users accounts for files, and installation of software is not permitted unless authorized by the administrator to do so; users are responsible for ensuring that their use of internet and email access is appropriate and consistent with ethical conduct under these policies and with the policies issued by TI'etinqox School and Government.

I _____ understand and agree to the terms and conditions of the Internet, Email, and Social Media Policy and understand that failure to comply may be subject to disciplinary action, up to and including dismissal from employment.



SCHEDULE D

Teacher Evaluation Policy

Teacher Evaluation Policy

Guidelines

In evaluating teacher performance, the following procedures will apply.

1 All teachers will participate in any evaluation of their performance that may be conducted.

- 1.1.1 *Teachers may request, in writing, an evaluation of their performance if the request is made by February 1.*
- 1.1.2 *When a request is received from a teacher prior to February 1, the evaluation shall commence within one month of receipt of the request.*
- 1.1.3 *In the event that the teacher does not request an evaluation by February 1, the decision to undertake the evaluation shall be at the discretion of the principal and will take place as soon as possible.*
- 1.2 *The principal may initiate an evaluation of any teacher's performance at any time.*
- 1.2.1 *A teacher identified by the Principal as requiring an evaluation will be notified in writing prior to the commencement of the evaluation.*

2 Each teacher who is participating in an evaluation of their performance shall be apprised of the process and criteria prior to the commencement of the evaluation.

- 2.1 *The evaluator shall hold an introductory meeting with the teacher to review the evaluation policy and ensure the teacher's understanding of the expectations for their performance.*
- 2.2 *Each evaluator and teacher shall endeavor to establish a climate of trust and respect.*
- 2.3 *Teachers who are being evaluated shall strive to make improvements to their performance and clarify their understanding of suggestions on an ongoing basis.*

3 An evaluation of a teacher's performance will include the following.

- 3.1.1 *A minimum of three classroom observations and post-conferences.*
- 3.1.2 *Whenever possible, periods chosen for observation should not occur during the week prior to Christmas.*
- 3.1.3 *The teacher shall be advised of the first visitation date in advance and the teacher may be advised in advance of the remaining visits.*
- 3.1.4 *The evaluator will observe the teacher through a minimum of one complete lesson during each visit unless the teacher is otherwise notified.*
- 3.1.5 *The evaluator shall complete an observation report to be discussed promptly at a post-conference. This report shall: summarize the observations made in respect of criteria; and contain suggestions and/or comments.*
- 3.2 *Prior to April 30, the evaluator shall complete a final report on the teacher's performance. The report will identify the following.*

- 3.2.1 *The teacher's assignment, professional experience and training, and any discrepancies among them.*
- 3.2.2 *All observation dates.*
- 3.2.3 *A summary of performance as outlined in the Observation Reports.*
- 3.2.4 *The evaluator's opinion of the teacher's overall performance with a statement indicating that the teacher's performance is either less than satisfactory or satisfactory.*
- 3.2.5 *This report shall be presented to the teacher as a draft 48 hours in advance of the completion of a final report, and the teacher and principal shall discuss the draft report, in the company of a third person if the teacher chooses.*
- 3.2.6 *A final report shall be signed by the teacher indicating both receipt and acknowledgement of placement on her/his personnel file. The teacher shall have the right to submit to the evaluator written commentary on the report, which shall be filed with all copies of the report.*

4 Supervisory support shall be provided to a teacher who is experiencing difficulties.

- 4.1 *This support could be in the form of supervisory visits, composed of pre-observation conferences followed by classroom observations and post-observation conferences.*
 - 4.1.1 *The teacher shall be consulted as to her/his views on whether a teacher or a principal will conduct the supervisory visits.*
 - 4.1.2 *The teacher shall be advised of the visitation schedule in advance.*
 - 4.1.3 *The visits shall result in specific recommendations that are designed to improve the instructional expertise of the teacher.*
 - 4.1.4 *A written summary of each visit shall be prepared by the Supervisor. This summary will describe the pre-observation conference focus, classroom observation, and post-observation conference recommendations. Further support, if necessary, will be indicated. A copy of the written summaries will be placed on the teacher's Personnel File with a second copy being retained by the Supervisor.*
 - 4.1.5 *This support could also be in the form of an interclass visit by the teacher.*
 - 4.1.6 *The teacher shall be advised of the opportunity to observe another teacher in advance.*
 - 4.1.7 *The visit shall be designed to assist the teacher to make the appropriate modifications to her/his teaching.*
- 4.2 *This support could also be in the form of a directed in-service opportunity.*

5 Notwithstanding the above, a teacher who wishes to appeal an evaluation must do so in writing to the School Board.

- 5.1 *The letter of appeal must be received within fifteen days after receipt of the final report.*
- 5.2 *The letter of appeal must state specific reason(s) consideration should be given.*
- 5.3 *The School Board will review the evaluation.*
 - 5.3.1 *The Board may rule the evaluation will stand or grant another evaluation to begin within three months after completion of the first.*
 - 5.3.2 *The Board shall advise the teacher of any subsequent actions as a result of the appeal within fifteen days after receipt of the request.*

6 Criteria to be considered in an evaluation of a teacher’s performance reflect the Standards for Teachers in First Nations Schools prepared by the First Nations Schools Association, as outlined below.

Standard 1: Educators in First Nations schools value and care for all students, acting at all times in the best interest of students.

Competency 1.1: Educators in First Nations schools ensure the physical, intellectual, and emotional security of all students.

Performance Indicators: the teacher ...

1.1.1: demonstrates an understanding that all students should receive an education, regardless of location, ethnicity, or academic abilities.

1.1.2: demonstrates an understanding of and respect for the community’s mission and vision for the school and for the education of their children.

1.1.2: ensures that the classroom physical environment is well maintained, clean, safe, and appropriate for a variety of learning needs.

1.1.3: implements effective classroom rules / behavioural expectations with students to ensure their safety.

1.1.4: promotes students’ self-esteem and positive self-identity.

Competency 1.2: Educators in First Nations schools treat all students with dignity, respect, warmth and freedom from domination.

Performance indicators: the teacher...

1.2.1: interacts in a positive, friendly and respectful manner while maintaining a professional stance.

1.2.2: incorporates First Nations cultural understandings and practices in relationships with students and in teaching interactions.

1.2.3: promotes polite, respectful, and caring student-to-student interactions.

1.2.4: communicates information from an anti-bias perspective.

Competency 1.3: Educators in First Nations schools act within ethical and legal boundaries for the benefit and protection of all students.

Performance Indicators: the teacher ...

1.3.1: demonstrates an understanding of Child Protection legislation, as well as school / community protocols regarding referrals and child safety.

Standard 2: Educators in First Nations schools implement effective teaching practices.

Competency 2.1: Educators in First Nations schools create an environment that promotes high levels of learning for all students.

Performance Indicators: the teacher ...

2.1.1: demonstrates a broad knowledge base as well as an in-depth understanding of the subject areas they teach.

2.1.2: sets high and realistic expectations for all students and implements programs accordingly.

2.1.3: includes evidence of cultural values and concepts in the classroom.

2.1.4: learns about students' previous learning strengths and needs.

2.1.5: encourages feedback, questioning, and experimentation.

2.1.6: provides learning opportunities that help students understand and develop their own roles and responsibilities in the learning process and as lifelong learners.

Competency 2.2: Educators in First Nations schools design, implement, and monitor learning experiences to benefit student achievement.

Performance Indicators: the teacher ...

2.2.1: effectively prepares lessons and long term plans to meet Learning Outcomes that are substantially comparable to those of the BC Curriculum.

2.2.2: uses instructional time in an effective, purposeful, focused way.

2.2.3: creatively uses and develops resources and materials.

Competency 2.3: Educators in First Nations schools understand and apply relevant theories of human development, including individual learning differences.

Performance Indicators: the teacher ...

2.3.1: applies knowledge of how students develop and learn physically, socially, and cognitively.

2.3.2: differentiates curriculum expectations and teaching strategies to meet the needs of all students.

Competency 2.4: Educators in First Nations schools show a commitment to the principles of inclusion by treating all students equitably.

Performance Indicators: the teacher ...

2.4.1: demonstrates a commitment to inclusiveness.

2.4.2: supports learners with special needs through the development and implementation of Individual Education Plans.

Competency 2.5: Educators in First Nations schools use current technology in their teaching practices and professional duties.

Performance Indicators: the teacher ...

2.5.1: models and promotes the use of technology to enhance student learning.

2.5.2: uses current technology to improve efficiency and effectiveness in planning, instructional delivery, reporting, and assessment.

Competency 2.6: Educators in First Nations schools collaborate with educators, support staff, parents, and others to improve student achievement.

Performance Indicators: the teacher ...

2.6.1: works effectively with other stakeholders for the benefit of students.

2.6.2: supports an effective and appropriate sharing of information to benefit students, always respecting the need for confidentiality.

Standard 3: Educators in First Nations schools demonstrate an understanding of the role of parents, extended family, and the community in the life of students.

Competency 3.1: Educators in First Nations schools communicate openly, effectively, sensitively, and in a timely manner with parents and the extended family.

Performance Indicators: the teacher

3.1.1: demonstrates a positive, professional attitude when communicating with parents and the extended family.

3.1.2: ensures that parents / extended family members are fully informed about and involved in school activities and issues related to student performance.

Competency 3.2: Educators in First Nations schools understand and support the important connection between the school and the community.

Performance Indicators: the teacher ...

3.2.1: creates meaningful connections to the community to contribute to student learning.

3.2.2: works collaboratively with the community to support students and families in a comprehensive way.

Standard 4: Educators in First Nations schools apply principles of assessment, evaluation and reporting to ensure high levels of student learning.

Competency 4.1: Educators in First Nations schools understand the strengths and limitations of assessment, evaluation and reporting.

Performance Indicators: the teacher ...

4.1.1: understands the appropriateness of various assessment tools' usefulness, comprehensiveness, and cultural relevancy.

4.1.2: understands the teachers' responsibility for effectively responding to assessment results.

Competency 4.2: Educators in First Nations schools effectively utilize appropriate assessment and reporting for the benefit of their students.

Performance Indicators: the teacher ...

4.2.1: ensures the use of assessment: as learning (student self-assessment), for learning

(to guide instruction), and of learning (evaluation).

4.2.2 uses an assessment of student performance to assist with short-term and long-range planning to ensure high levels of learning for all students.

4.2.3: uses a variety of assessment strategies and measures to monitor and report on individual student progress.

4.2.4: contributes to school-wide efforts to use data to monitor program effectiveness and school growth.

Standard 5: Educators in First Nations schools are knowledgeable about First Nations peoples.

Competency 5.1: Educators in First Nations schools have general knowledge of First Nations' histories, cultures, and government practices.

Performance Indicators: the teacher

5.1.1: can articulate critical First Nations issues – national, regional, and local.

5.1.2: demonstrates an understanding of the community's perspectives, diversity, and values.

5.1.3: ensures that his or her knowledge of First Nations issues and the community is respectfully reflected in his or her practice.

Standard 6: Educators in First Nations schools model their interest in, commitment to, and enthusiasm for learning.

Competency 6.1: Educators in First Nations schools participate in relevant professional development opportunities and actively share / use the information acquired through those opportunities.

Performance Indicators: the teacher ...

6.1.1: maintains a continual focus on learning.

6.1.2: contributes to a collaborative culture with a focus on high levels of learning for all.

6.1.3: actively participates in inquiry into best practice and current reality.

6.1.4: is committed to an action orientation (learning by doing).

6.1.5: focuses on continuous improvement.

6.1.6: demonstrates a results orientation.

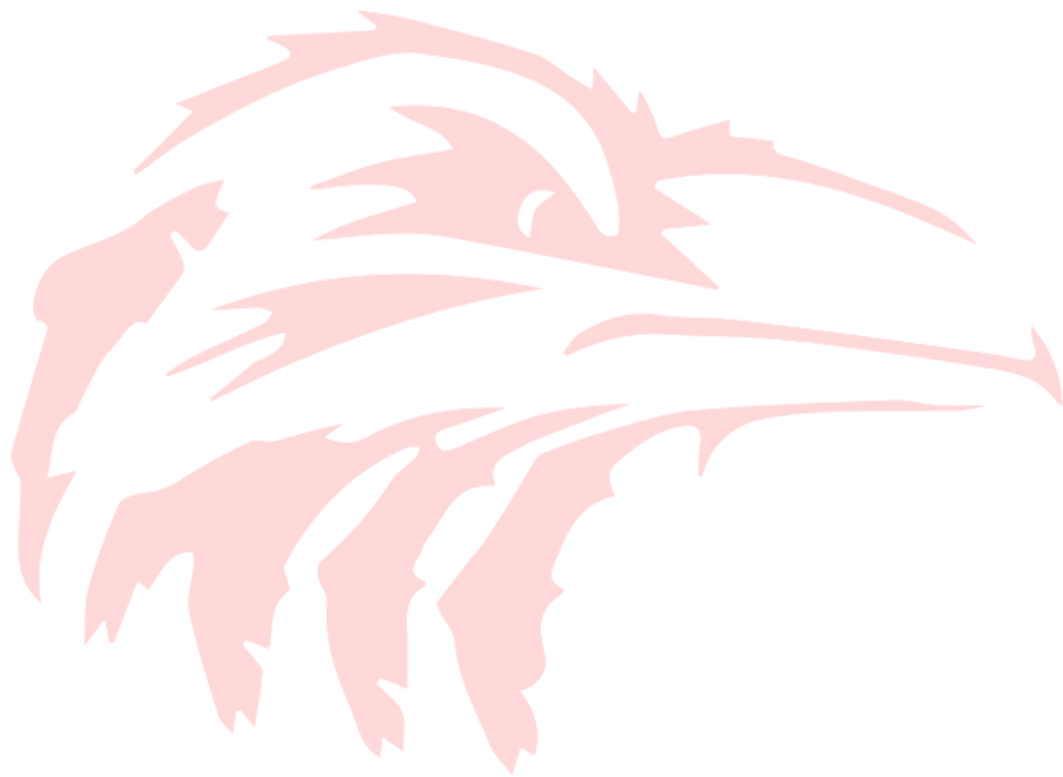
Standard 7: Educators in First Nations schools have a responsibility to self, students, parents, extended family, the community, and the public.

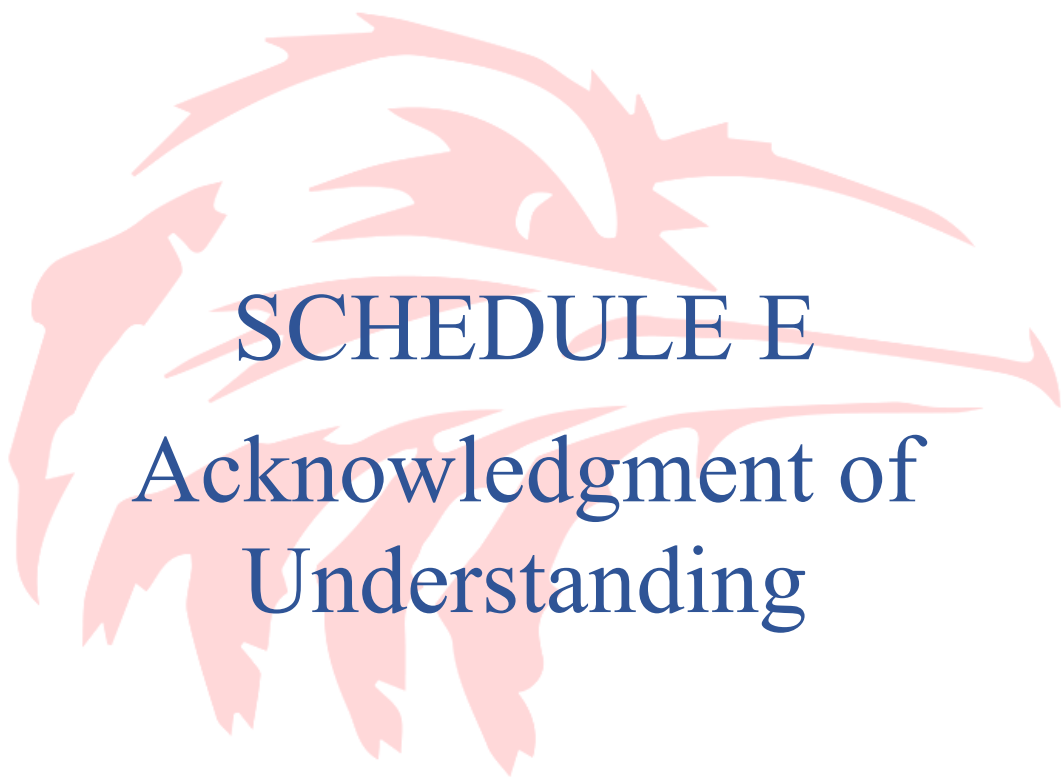
Competency 7.1: Educators in First Nations schools understand that they are viewed as role models by students, parents and the community.

Performance Indicators: the teacher ...

7.1.1: acts in an exemplary manner at all times.

7.1.2: understands that he/she is accountable to students, parents, the community, the employer, the profession and the public.





SCHEDULE E

Acknowledgment of Understanding

ACKNOWLEDGMENT OF UNDERSTANDING

I acknowledge that I have received a copy of the Tl'etinqox School Policies and Procedures Manual, have reviewed it with my supervisor and understand that I am under obligation to follow these policies.

I am aware that if, at any time, I have questions regarding these policies I should direct them to the School Principal or Designate.

I am aware that these policies and other related documents do not form a contract of employment and are not a guarantee by Tl'etinqox School of the conditions and benefits described.

I am aware that Tl'etinqox School, at any time, may on reasonable notice, revise and/or replace these policies from time to time, and I am under obligation to follow such revisions.

Employee's Printed Name

Position

Employee's Signature

Date

Supervisor

Date



APPENDIX A

Teacher Responsibilities

A certified teacher has certain profession, legal, and ethical responsibilities as well as responsibilities to the students, their families, and the school. This list outlines many of those.

1. Yearly overviews will be developed for all subject areas and given to the school principal by mid-October of each school year. Overviews are expected to be adhered to, however changes sometimes occur and when this happens the overviews should be updated to reflect the change.
2. The development of meaningful lesson plans, execution thereof and ongoing evaluation of learning, (both formal and informal)
3. Written reports will be issued for each student 3 times each school year, unless amended by the school principal. The school principal will set the schedule and format for these reports.
4. An opportunity for informal reports in the form of parent/teacher conferences will be conducted twice each school year, whether in person, by video conference, or by telephone.
5. Students will never be left unsupervised at any time.
6. Parents /caregivers will be kept informed of any ongoing issues with their child. This will be done via phone call, conversation, or email. The teacher will keep a running record of these contacts.
7. The school principal will be involved in any reporting of suspected abuse, and of any escalating problems in the classroom.
8. Field trips are part of a child's learning. All field trips must be tied to relevant learning, and must be approved by the school principal prior to being announced or booked.
9. Teachers are to direct and oversee their classroom assistants. If there are problems, teachers should first address it directly with the person involved, then come to the school principal for support and direction.
10. Teachers from outside of the community are expected to learn the protocols and important cultural traditions of the community as agreed to by the cultural workers and school principal.