



To nurture curiosity, resilience and joy in all

250 ADDRESSING CONCERNS AND COMPLAINTS

The Board of Education believes in the importance of employees, students, and caregivers working together to create a positive school culture. The Board supports the practice that concerns or complaints about personnel, programs or procedures are dealt with in a manner that reflects mutual respect at the point closest to where the matter first arises. .

Those involved will discuss concerns or complaints constructively with the goal of resolving matters in a mutually satisfactory manner.

The Board believes that staff should be protected from unnecessary, inappropriate or spiteful criticism. In the process of resolving a concern or complaint, hearsay and rumour will be discounted in favour of considering facts directly related to the matter.

The key principles for raising and addressing concerns and complaints include that:

- They are made, and dealt with, in a courteous and constructive manner
- They are addressed as near the source as possible
- Concerns and complaints are handled in a timely, objective and fair manner
- Staff will have an opportunity to respond
- Information regarding the progress of the complaint will be communicated; however, any related discipline outcomes cannot be shared

Unresolved matters, where the decision significantly affects the education, health or safety of the student, may be appealed to the Board using the Board's Appeal Bylaw. The Board acknowledges that employee decisions that do not significantly affect the education, health or safety of a student are within the final authority of the Superintendent.

The processes outlined below are intended to articulate a fair, effective and transparent response for addressing concerns and complaints.



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Processes for Addressing Concerns or Complaints

1. No anonymous concerns or complaints shall be considered.
2. Persons receiving or hearing concerns or complaints should encourage the complainant to follow these processes.
3. Staff disputes may be subject to processes defined in the appropriate union Collective Agreement.
4. When a specific process is provided in legislation, in an employee collective agreement, or elsewhere in Board policy those complaints shall be handled in the manner specified.
 - 4.1. Where the matter involves alleged child abuse or neglect against an employee the complaint is subject to the child protection policy and must be reported to the Ministry for Children and Family Development and/or the RCMP.
 - 4.2. Where the matter involves workplace bullying and harassment the process will be guided by WorkSafe BC requirements.
 - 4.3. Where the complaint involves challenging the appropriateness of learning resources the process to be followed is outlined administrative procedures regarding the challenge of materials.
5. Any individual expressing a concern or a complaint may be accompanied to any meetings by an advocate of their choosing.
6. The sequential steps to addressing a concern or complaint are:
 - Step 1** – Express the concern or complaint, verbally, in writing, or in person to the individual involved.
 - Step 1a** – Arrange a meeting to respectfully address the matter, focusing on the issues.
 - Step 1b** – Make a plan for a successful resolution.
 - Step 2** – If concern or complaint is not resolved, refer the matter to the immediate supervisor (school principal or supervisor, or in the case of the Superintendent, the Secretary Treasurer)
 - Step 2a** – Attend a meeting to discuss the matter.
 - Step 3** – If the concern or complaint is not resolved, the matter may be referred to the Superintendent or designate.
 - Step 3a** – Attend a meeting to discuss the matter.
 - Step 4** – If the matter is not resolved, the matter may be appealed to the Board. The Board Appeal Bylaw contains all the details regarding filing such an appeal.
7. Where a concern or complaint remains unresolved, and involves the Superintendent, the Ombudsperson's office may provide support.