

**PROCEDURAL BYLAW**

A BYLAW OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT NUMBER SIXTY-THREE (SAANICH) TO REGULATE THE PROCEEDINGS OF THE INAUGURAL, REGULAR AND SPECIAL MEETINGS OF THE SAID BOARD OF EDUCATION; AND TO OUTLINE THE DUTIES OF THE STANDING COMMITTEES, OFFICIALS, ADMINISTRATIVE AND EXECUTIVE OFFICERS AND ALL EMPLOYEES OF THE BOARD.

WHEREAS IT IS DEEMED EXPEDIENT TO PASS SUCH A BYLAW,

NOW THEREFORE the Board of Education of School District Number Sixty-three, (Saanich) enacts as follows: -

**SECTION I. INAUGURAL AND ANNUAL MEETINGS**

1. The first or Inaugural meeting of the Board of Education in the year of trustee elections shall be held at the hour 7:00 o'clock post meridian on the first Monday after November 1<sup>st</sup>, in the board room of the administration building and shall be in accordance with Sections 45, 46, 49, 50, 51, 52, 53 and 54 of the School Act.
2. The Secretary-Treasurer of the board, or in his/her absence, the acting Secretary-Treasurer, shall call the meeting to order and shall preside at such meeting until a chair shall have been elected. Upon calling the Inaugural meeting to order the Secretary-Treasurer shall proceed to read the returns of elections to the board as certified to him/her by the returning officer and shall report that the necessary oaths and declarations have been completed in accordance with Section 50 of the School Act.
3. During the years in which there is not a trustee election an annual meeting shall be held at the hour of 7:00 o'clock post meridian on the first Monday in November in the board room of the administrative building.
4. The board shall then proceed to the election of a chair for the ensuing year. Nominations shall be made and a vote upon the persons nominated, if more than one, shall forthwith be taken by secret ballot. The person who receives the majority of votes of the trustees present shall be declared elected. If upon the first ballot no person receives a majority of votes, successive ballots will be taken until one of the persons nominated shall receive a majority. A majority of the board may elect a new chair or vice-chair at any time in accordance with Section 87.4 of the School Act.
5. The Secretary-Treasurer shall then declare such person as the chair of the board for the ensuing year and shall vacate the chair.
6. The chair shall then forthwith call for nominations for vice-chair for the ensuing year or portion thereof, and shall conduct such proceedings in the same manner as enumerated in paragraph 4 above.

**PROCEDURAL BYLAW** (continued)**SECTION II. MEETINGS OF THE BOARD**

1. Each regular and special meeting of the board shall ordinarily adjourn at the hour of 11:00 o'clock post meridian unless it is decided by a two-thirds majority of the trustees present to continue such meeting.
2. A quorum shall be a majority of those trustees holding office.
3. Unless there be a quorum present within one-half hour after the appointed time, the meeting shall stand adjourned.
4. The Secretary-Treasurer shall ensure that each trustee receives a notice of meeting together with the agenda at least three days prior to the regular board meeting date. Such agenda shall state all business to be transacted or considered thereat, and no other business shall be considered unless members of the board agree by majority.
5. Special meetings of the board may be called by the chair at any time. Any trustee may request a special meeting, such request to be made to the Secretary-Treasurer and shall include the names of three other trustees who have agreed to the need for such a special meeting. Prior to a special meeting being called, all trustees must be notified of the meeting and its purpose.

**SECTION III. ORDER OF PROCEEDINGS**

1. As soon after the hour of meeting as there shall be a quorum present the chair shall preside and call the meeting to order.
2. In case the chair is not present within fifteen minutes after the appointed time, the vice-chair shall preside, call the meeting to order, and continue until the arrival of the chair.
3. Immediately after the meeting has been called to order the minutes of the preceding meeting or meetings shall be adopted as circulated, or corrected if necessary. Subsequently they shall be certified as correct by the Secretary-Treasurer and signed by the chair or vice-chair as the case may be.
4. The chair shall preserve order and decorum, and decide questions of order, subject to an appeal to the board, and in the absence of the chair, the vice-chair shall have the same authority while presiding as the chair would have, if present.
5. Whenever the chair is called upon to decide a point of order or practice, the point shall be stated without unnecessary comment, and the chair shall cite the rule or authority applicable to the case.

**PROCEDURAL BYLAW** (continued)

6. The chair shall have the same right of voting as the other members of the board.
7. All questions shall be decided by a majority of votes but in the case of an equality of votes for and against the motion, the question is resolved in the negative and the chair shall so declare.
8. In the absence of the chair and the vice-chair from any meeting of the board, the trustees present shall elect one of their number to act as chair.
9. Should the chair decide to vacate the position of the chair for any purpose, he/she shall call upon the vice-chair to assume the responsibility in the interim.
10. Each trustee, prior to speaking on any question or motion, shall address him/herself to the chair.
11. When two or more trustees desire to speak at the same time, the chair shall name the trustee who shall speak first.
12. When the chair is putting the question, or when a member is speaking, no trustee shall interrupt except to raise a point of order, or for the purpose of explanation.
13. A trustee called to order by the chair shall immediately cease speaking but may afterwards explain; if there is no appeal, the decision of the chair shall be final.
14. Each member of the board shall confine himself/herself to the question under debate.
15. Any trustee may require the question or motion under discussion to be read at any time during the debate but not in such a manner as to interrupt a member while speaking.
16. No trustee shall speak more than twice on the same question and not more than two (2) minutes each time unless the chair determines the need to do otherwise or the board moves for informal consideration of the question as per Robert's Rules of Order. The chair may permit members of staff and partner groups to speak on the question as he/she considers appropriate in the circumstances.
17. The chair shall declare the result of all votes, and in the case of a trustee wishing to be recorded as opposed it shall be so recorded in the minutes provided that such trustee states his/her wishes at the time that the vote is taken.

**PROCEDURAL BYLAW** (continued)

18. No person officially taking part in the board meeting shall leave the board room during a meeting without permission of the chair.
19. All petitions, communications, accounts and reports within the jurisdiction of a standing committee may, on presentation to the board, be referred to the proper committee or official by the chair without motion.
20. A notice of motion shall be required to amend or suspend any standing order, policy, bylaw or rule of the board. Such notice of motion may be submitted to any regular or special meeting of the Board for information and shall be voted upon at a subsequent regular meeting.
21. All meetings of the board shall be, unless otherwise herein prescribed, governed by Robert's Rules of Order, except when these rules are in conflict with the Public Schools Act or Regulations.
22. The Board expects all Trustees to adhere to Part 5 of the School Act regarding conflict of interest. Accordingly, if a Trustee has a direct or indirect pecuniary interest in any matter and is present at a meeting of the Board at which the matter is considered, the trustee:
  - a) must, at the meeting, disclose his or her pecuniary interest and the general nature of the pecuniary interest;
  - b) must not take part in the discussion of or vote on any question in respect of the matter; and
  - c) must not attempt in any way, whether before, during or after the meeting, to influence the voting on any question in respect of the matter.

**SECTION IV. ORDER OF BUSINESS**

1. The Secretary-Treasurer in conjunction with the Superintendent of Schools and after consultation with the chair of the board shall prepare an agenda for each regular meeting of the board as follows:
  - 1) Call to Order and Welcome
  - 2) Adoption of the Agenda
  - 3) Adoption of minutes of the last regular or special meeting or meetings
  - 4) Business arising out of the minutes
  - 5)
    - a. Presentations (pre-booked and for Board receipt)
    - b. Delegations (pre-booked and for possible Board deliberation)
    - c. Questions (from partner groups and members of the public)
  - 6) Report from the Chair
  - 7) Report from the Superintendent of Schools
  - 8) School Successes
  - 9) to 12) Committee Reports
  - 13) Reports from Trustee Representatives
  - 14) Correspondence
  - 15) Question Period (from partner groups and members of the public)
  - 16) Other business as admitted
  - 17) Adjournment

**PROCEDURAL BYLAW** (continued)

\*Questions must be on topics which are not normally dealt with by school district staff as a matter of routine. Normally, questions asked during the second question period relate to topics discussed during the board meeting.

**SECTION V. MOTIONS**

1. All motions shall be in writing, if so required by the chair.
2. Any motion to be operative shall require a seconder before any debate is permitted.
3. A motion having been made and seconded, shall be deemed to be in possession of the board.
4. While a question is under debate no motion shall be received unless to refer it, to amend it, to table it, to postpone it definitely or indefinitely, to adjourn, to consider the question informally, or to move the previous question.

The previous question, until it is decided, shall preclude all amendments of the main question and shall be put without debate in the following words, "That this question be now put"; if this question be resolved in the affirmative, the original question shall be put forthwith, without any amendment or debate but if the previous question is resolved in the negative, the main question may be debated and amended.

5. Amendments shall be put in the reverse order to that in which they are moved, and shall be decided or withdrawn before the main question is put to the vote. Only one amendment shall be allowed to an amendment and any amendment more than once must be on the main question.
6. When the question under consideration contains distinct propositions, upon the request of any member of the Board, the vote upon each proposition shall be taken separately.
7. After the question is finally put by the chair, no trustee shall speak to the question nor shall any other motion be made until after the result of the vote has been declared, and the decision of the chair as to whether the question has finally been put shall be conclusive.
8. Whenever the chair is of the opinion that a motion is contrary to the rules and privileges of the board, he/she shall apprise the trustees thereof immediately, and shall cite the rule or authority applicable to the case without any argument or comment.
9. Whenever any matter of privilege or order arises, it shall immediately be taken into consideration.

**SECTION VI" IN CAMERA" SESSION**

If in the opinion of the board or a standing committee of the board, the public interest so requires, the board or the standing committee shall adopt the procedure of moving into an "In Camera" session pursuant to section 69(2) of the School Act.

**PROCEDURAL BYLAW** (continued)**SECTION VII. CHIEF EXECUTIVE OFFICER**

The Superintendent of Schools shall be the chief executive officer of the board and is responsible and accountable to the board for the effective and efficient operation of the school district.

The Superintendent will be responsible for ensuring the following:

- Leadership and direction is provided at all levels of the school system
- The board is assisted in its short and long-term planning, and in working to achieve the board-approved goals
- The district has an efficient and effective organizational structure and management system
- Processes are in place for the supervision and evaluation of the district's schools, programs and services
- Decisions and policies of the board are implemented
- Resources are allocated based on board-approved budget levels
- Communications within the district and through public and community relations are effective
- A synergy is built within the district that challenges all employees to contribute to the success of the school system

**SECTION VIII. STANDING COMMITTEES****PREAMBLE:**

Each year, at the first regular meeting of the board following the Inaugural or Annual meeting, the chair shall appoint trustees to standing committees. The chair of the board may be named as a regular member of any standing committee, but shall not serve as chair of the standing committee. Further, the chair of the board is considered to be an ex-officio member of each standing committee.

If no trustee committee member is able to attend a standing committee meeting, the meeting shall be postponed and rescheduled to a date and time which is convenient to committee members. Although committees may include members other than trustees, only trustees appointed to the committee have the authority for making recommendations to the board.

No trustee with a direct or in-direct pecuniary interest within the meaning of the School Act in teacher or support staff collective bargaining is eligible to be a member of the Human Resources Committee. The Human Resources Committee may form sub-committees for employee group negotiations and labour relation issues, membership on these sub-committees is open to any Trustee that does not have a direct or in-direct pecuniary interest in that employee group.

Trustees will receive orientation and ongoing professional development as required to fulfill their committee responsibilities.

**PROCEDURAL BYLAW** (continued)

Any matters considered by a committee of the board which have financial implications are to be referred to Finance and Facilities Committee for comment before the originating committee brings the matter to the Board.

All committees will consider broad community issues and consider the development of new linkages between the business community, social agencies, and the school district. Communications and community relations shall be part of all board standing committee agendas.

**EDUCATION DIRECTIONS COMMITTEE:**

Purpose: This committee is to discuss and make recommendations to the Board on the general directions for education in the district and will be the vehicle for regular reports to the Board on educational programs. The committee will monitor and review progress on implementation of provincial and local educational programs, and recommend approvals to the Board as appropriate. Educational issues requiring review will be referred to this committee by the Board or the executive. Planning for future educational programs will also be done by this Committee.

Membership: This committee will consist of three trustees, representatives of COPACS, SAA, STA and two Assistant Superintendents. The Committee will be chaired by a member trustee. Instructional Support Teachers, students, CUPE members and other resource persons will be involved as appropriate.

Procedures: This committee will meet prior to the regular meeting of the Board. The Chair of the Committee will report to the Board at its regular meetings.

**FINANCE, FACILITIES & TECHNOLOGY COMMITTEE:**

Purpose: This committee is responsible for reviewing all financial matters and for monitoring all matters arising from the operation of the physical facilities of the school district, the technology, busing and transportation systems, and issues related to safety and for making recommendations to the board. If policies call for routine approvals or routine advice to the board on finance, facilities and technology matters, these will be reviewed by this committee for recommendation to the board.

Membership: This committee will consist of three trustees, the Secretary-Treasurer and the Superintendent of Schools. The committee will be chaired by a member trustee. The committee will be supported by the Director of Finance, Director of Facilities and the Director of Information Technology as appropriate.

Procedures: This committee will meet prior to the regular meeting of the board. The chair of the committee will report to the board at its regular meetings.

**PROCEDURAL BYLAW** (continued)

This committee will also serve as the Audit Committee of the board. In that capacity the committee will:

- Review the audited financial statements and once satisfied recommend approval by the board of the submission to the Minister of Education and publication of the audited statements;
- Review the Statement of Financial Information, specifically the compensation and expenses for employees;
- Oversee the internal control structure with a focus on safeguarding district assets;
- Review audit results with the external auditors and follow up on the implementation of the auditor's letter of recommendations;
- Review the nature and extent of other services provided by the auditor in relation to auditor independence;
- Monitor the development of and changes to accounting principles and practices and financial reporting standards, and their impact on the school district's financial reporting;
- Oversee engagement of external auditors including the terms of the audit engagement and appropriateness of proposed fees;
- Meet as necessary with the external auditors at an in camera meeting, without staff members present;
- Meet annually with the external auditor to review the financial statements;
- Have a separate agenda and terms of reference which reflect best practice for audit committees.

**HUMAN RESOURCES COMMITTEE**

Purpose: This Committee is responsible for reviewing all personnel matters that arise and for making recommendations to the Board. If policies call for routine approvals or routine advice to the Board on human resources matters, these will be reviewed by this Committee for recommendation to the Board.

Membership: The Committee will consist of three trustees, the Secretary-Treasurer, the Superintendent of Schools and the Director of Human Resources. The Committee will be chaired by a member trustee.

Procedures: This Committee will meet prior to the regular meeting of the Board. The Chair of the Committee will report to the Board at its regular meetings.

**POLICY DEVELOPMENT COMMITTEE:**

Purpose: This committee is to review all existing policies to determine which, if any, require further development. Proposals for new policy or policy change arising from any part of the district's operation will be referred to this committee. Where the committee determines that policy review or development is needed and appropriate, the committee will plan processes for the reviews and make recommendations in these matters to the board.



**PROCEDURAL BYLAW** (continued)

Membership: The committee will consist of three trustees, the Superintendent of Schools, and the Secretary-Treasurer. Other senior executive members will act as resource people as required.

Procedures: This committee will meet prior to the regular meeting of the board. The chair of the committee will report to the board at its regular meetings.

**MEETING TIMES:**

The time and dates for meetings for the ensuing year will be determined by the board chair in consultation with the board and executive.

**SECTION IX. EXECUTIVE COMMITTEES AND COMMUNICATIONS WITH THE BOARD**

- The executive committee composed of the Superintendent of Schools, the Secretary-Treasurer, the Assistant Superintendent-Student Services, and the Assistant Superintendent-Instructional Support, shall be chaired by the Superintendent of Schools.
- The executive committee shall administer the district and provide leadership in accordance with the Board's directives and policies.
- The Superintendent of Schools shall be the chief spokesperson for the executive committee and is responsible and accountable for the coordination and functioning of the executive committee.
- The Superintendent of Schools shall ensure that information, reports, and proposed resolutions shall be brought to the board table by the appropriate member of the executive committee, either directly, or in support of one of the standing committees as it reports to the board.
- Members of the executive committee may consult with individual trustees, or groups of trustees, or committees of the board, as necessary, to carry out their individual responsibilities. Individual trustees, or groups of trustees, or committees of the board may consult, as necessary, with one or more members of the executive committee.
- The Superintendent shall ensure that executive decisions and recommendations are reached, wherever possible, through discussion and collaboration. However, in cases where a consensus cannot be reached, the Superintendent of Schools shall, unless the issue is properly a matter to be decided by the board, resolve the issue at hand. In this event the Superintendent will report each such resolution to the Board at the next opportunity.

**PROCEDURAL BYLAW** (continued)

- Members of the executive committee shall endeavor to inform the Superintendent of Schools and the chair of the board of any serious incidents or major controversial issues that arise as soon as possible. The chair of the board shall determine if there is a need to inform other trustees immediately or if the matter should be brought to the next board meeting.

**SECTION X. OTHER COMMITTEES:**

The Chair of the Board shall declare and appoint such committees as may be required from time to time.

That Board Committees meeting with outside agencies be composed of no more than three trustees.

**SECTION XI. OFFICIAL SIGNING AUTHORITY**

The signing authorities for contractual agreements (excluding purchase orders which will comply with the signing matrix below) and cheques shall be:

- The chair of the board or in the chair's absence, the chair of the Finance and Facilities Committee, and
- The Secretary-Treasurer or in the absence of the Secretary-Treasurer, the Director of Finance.
- The Secretary-Treasurer or in his/her absence the Superintendent of Schools for documents requiring the corporate seal.

The authorization for payroll transfers and payment of employee benefits will be:

- The Secretary-Treasurer and/or Director of Finance and the Manager of Payroll and Benefits

The authorization for bank transactions such as transfers will require two authorizations one of which must be the Secretary-Treasurer or Director of Finance.

**Signing Authority Matrix:**

The district will use the following signing authority matrix to guide approval of expenditures and contractual commitments.

1. The Secretary-Treasurer is the signing officer for the district for all contractual agreements. In the absence of the Secretary-Treasurer, the Director of Finance and/or the Superintendent will sign.
2. The following delegation of signing authority has been approved to initiate purchase requests and approve invoices. The authorized limits are in line with operational requirements, will improve internal control, and ensure timely payments to vendors.

**PROCEDURAL BYLAW** (continued)

The following have signing approval, as indicated:

Up to \$1,000 - physical plant supervisors and executive assistants

Up to \$50,000 - managers

Up to \$100,000 - principals and vice-principals

Up to \$ 250,000 - Directors and Assistant Superintendents

Up to \$5,000,000 - Secretary-Treasurer and Superintendent

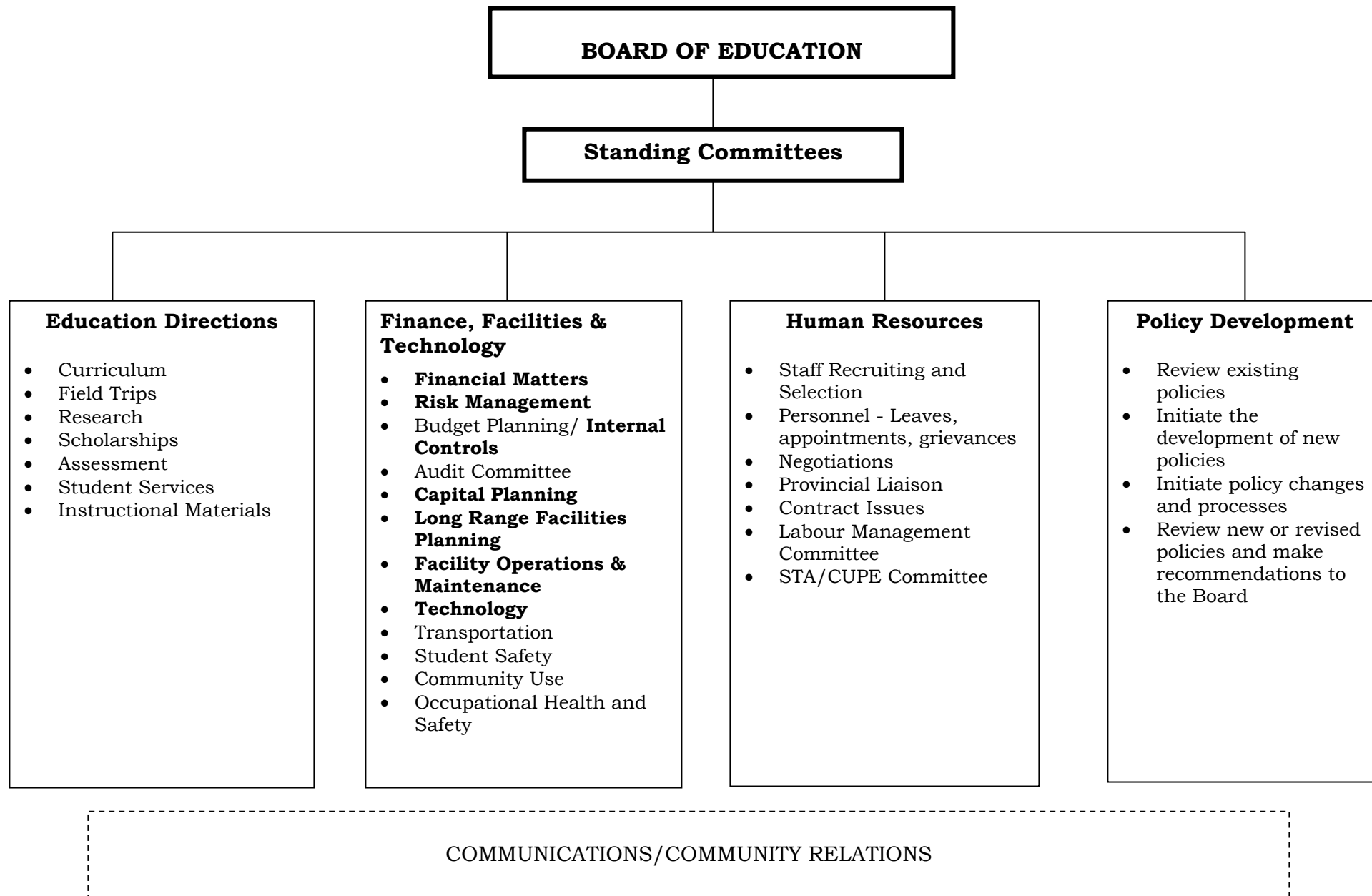
Over \$5,000,000 million - Board of Education

3. In the event of absence, signing officers may delegate their signing authority on a temporary basis to another manager, director, Assistant Superintendent, Secretary-Treasurer or Superintendent by notifying, in writing, the Director of Finance. Secretaries will not be considered as acceptable for delegation of signing authority.
4. Expenses incurred by an individual for his/her own benefit, mileage, travel claims, etc., must be counter-signed by the supervisor. The Secretary-Treasurer will approve claims of the Superintendent which will be reviewed by the chair of the board. The claims from trustees will be approved by the Secretary-Treasurer.
5. Each signing authority should be aware that when signing invoices they are confirming that:
  - 1) The goods or services have been received in good condition in accordance with the purchase agreement.
  - 2) The goods or services received are legitimate expenses of the District and are in accordance with established administrative procedures.

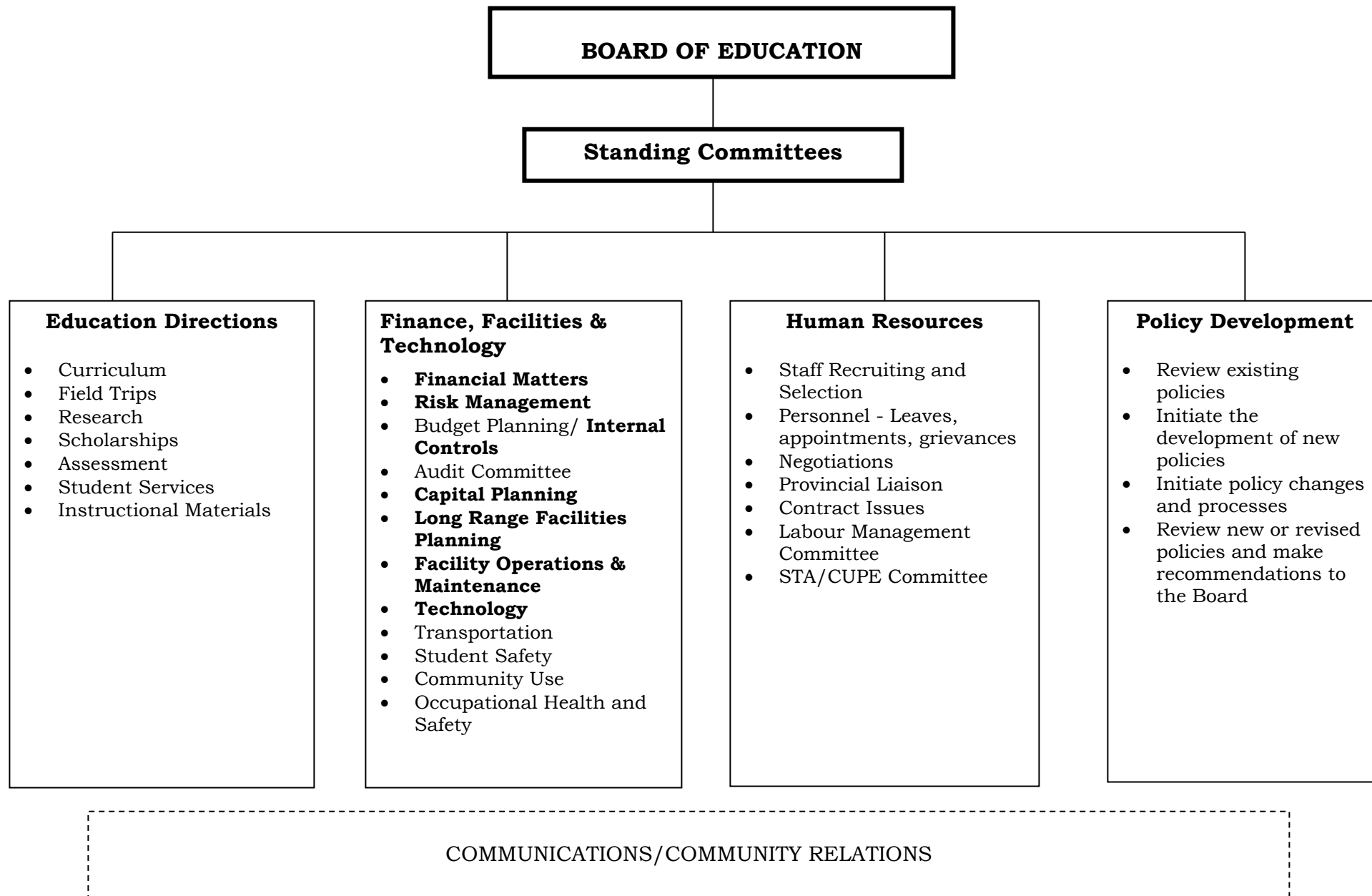
**Date of Initial Board Approval:** September 1980

**Amendments:** 1984-2017  
May 2018

PROCEDURAL BYLAW (continued)



PROCEDURAL BYLAW (continued)



## School District 63 (Saanich)

**Policy Name:** Educational Philosophy

**No:** 1010

### **Preamble**

The overall educational philosophy of School District #63 (Saanich) is emphasized in our motto “Great Places to Learn and Safe Places to Be.”

### **Policy Statement**

Public education is fundamental to our democratic society and is a key institution which provides for the equality of opportunity for all citizens. Public education shares responsibility with parents for preparing our young people as citizens contributing to a cohesive, socially responsible society.

We value our role in:

- preparing of our young people to realize their potential as educated, responsible citizens prepared to make quality choices and positive contributions in a democratic society;
- helping students develop skill at learning, confidence in their ability to learn and attitudes that encourage life-long learning; and
- supporting the achievements of all students.

The Focus graphic which is part of this policy indicates the Board’s belief that our district is a learning community and a place where positive relationships are modelled and nurtured.

Our district holds as a key value our commitment to the Principles of Learning:

- Learning requires the active participation of the learner;
- Learning is an individual and a social process;
- Learning occurs in varying ways and at different rates.

Our district believes in the Principles of Inclusive Schools:

- Inclusive schools acknowledge the uniqueness and enhance the dignity and self-respect of all students;
- The inclusive environment is flexible, providing for age-appropriate placement in neighbourhood schools;
- In inclusive schools, educators seek to understand and support the diverse learning needs of all students;

School District 63 (Saanich)

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**Policy Name:** Educational Philosophy

**No:** 1010

- The practice of inclusion transcends the idea of physical location and supports learning in a variety of settings;
- Inclusion requires a flexible learning environment wherein curriculum adaptations and modifications are assumed, thus ensuring curriculum relevance and accessibility for all students;
- Inclusive schools promote collaborative consultation with parents and all educational partners;
- Inclusive schools honour and celebrate the diversity that exists in the school community.

**Date of Initial Board Approval:** June 14, 1999

**Amendments:** April 2004

School District 63 (Saanich)

**Policy Name:** General Powers and Duties of the Board and Individual Trustees

**No:** 1020

**Preamble**

The purpose of this policy is to define the Board’s legal status, its prescribed powers, duties and authority—both as a group and as individual trustees.

**Policy Statement**

The rights, powers, duties and liabilities of the Board of Education rest only with the legally constituted Board, and not with committees of trustees, or individual trustees.

The statutory powers and duties of the Board are mandated in the School Act, its associated Regulations and Ministerial Orders.

Specifically the Board will:

- formulate and interpret policies and bylaws
- delegate administrative duties
- make decisions on educational and budgetary matters
- make continual appraisals of the educational, administrative and planning processes, in light of the Board’s stated goals
- administer public funds
- communicate with the citizens of the district

As a corporate body, the Board may transact business only with a quorum present during a regular or special meeting called in conformity with the School Act.

The Board expects that trustees will:

1. assist the Board to fulfill its functions as outlined in the Guiding Principles,
2. conduct themselves ethically in accordance with the Trustee Code of Ethics, and
3. participate fully in Board activities, honouring the principles of honesty, integrity and leadership.

**Statutory Reference**

**Contractual Reference**

**Policy Reference**

**Date of Initial Board Approval:** October 1999

**Revised:** January 2009



School District 63 (Saanich)

**Policy Name:** General Powers and Duties of the Board and Individual Trustees

**No:** 1020

**Guiding Principles**

The main functions of the Board are:

1. Legislative – As a representative of the people of the district the Board has the authority to make and enforce policy.
2. Executive – The Board selects a Superintendent of Schools to whom it delegates the authority for overseeing the implementation of its policies.
3. Evaluative – The Board determines whether the schools are being operated efficiently, not only in financial terms, but in terms of the effectiveness of the schools' instructional program, based on the educational philosophy formulated by Board policy.

**Date of Initial Board Approval:** October 1999

**Revised:**

School District 63 (Saanich)

**Policy Name:** General Powers and Duties of the Board and Individual Trustees

**No:** 1020

**Trustee Code of Ethics**

The public in our district, including parents and students, and the staff employed by the district have legitimate expectations of trustees that are described in the following Code of Ethics.

1. Trustees will endeavour to ensure schools provide the best quality of education possible for our students and will strive for public schools that can meet the individual needs of all children regardless of their ability, sex, creed, social standing or disabling conditions.
2. Trustees will represent the entire district rather than individual electors, patrons, clients or groups.
3. Trustees will recognize that the expenditure of funds is a public trust, and will endeavour to see that all such funds are expended efficiently, economically and in the best interests of the students.
4. Trustees will emphasize the primary function of the Board, which is to establish the policies by which the district and schools are to be administered, delegating the responsibility for the daily administration of the educational programs and conduct of the school business to the Superintendent of Schools and, through the Superintendent, to other staff.
5. Individual trustees have no legal authority in relationships with staff, members of the community and the media; trustees may discuss Board decisions but the Chair of the Board or the Superintendent of Schools will make public announcements on behalf of the Board.
6. Trustees will work with other Board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during debate; trustees will not withhold or conceal from the Board any information necessary to make an informed decision.
7. Trustees will base personal decisions on all available facts in each situation, vote from an honest conviction in every case, unswayed by partisan bias of any kind, and thereafter, will abide by and uphold the final majority decision of the Board.
8. Trustees will make no disparaging remarks in or out of Board meetings about other members of the Board or their opinions, reserving the right to make honest and constructive criticisms.
9. Trustees will practice discretion where confidential Board matters are concerned.
10. Trustees will endeavour to establish fair and equitable terms and conditions of employment and evaluation for all District employees.
11. Trustees are elected individually; they may communicate with and report to their electorate on their positions on issues.
12. Trustees will represent the Board in all Board-related matters with integrity and respect for others.
13. Trustees will represent the Board and Saanich School District to the public in such a way as to promote both interest in and support for public education.

**Date of Initial Board Approval:** October 1999

**Revised:** March 4, 2010

## School District 63 (Saanich)

**Policy Name:** Framework for Policy Development and Implementation

**No:** 1030

### **Preamble**

The District is governed by a number of significant provisions including legislation, regulation, collective agreements and policy. The establishment and maintenance of policy is of prime importance to the governance of the District for these reasons:

- The Board has a legislative responsibility to establish policies to guide the operation of the District.
- Policy provides continuity and stability in that it guides the Board, public, staff, parents, and students over time in the conduct of the regular operations of the District.
- The culture of the District is to a great extent expressed through its policies, both in terms of the range of issues addressed, and the content of specific policies.
- Policies set out the purposes of the District, and create a framework within which the administration can discharge its duties with positive direction. Policies tell what is *wanted* (or what is *prohibited*) and also often indicate *why* and *to what extent* something is wanted.

### **Policy Statement**

The Board will establish and maintain for the District a body of policies that may include specific beliefs, goals, and purposes, assign responsibility or authority, describe major processes for the operation of the Board and the District, provide general guides for action. Policies will be documented in a policy manual as a public reference. The operation of the policies will be regularly monitored, and suggestions made for new or revised policy will be considered. Further, all policies will be reviewed on a cyclical basis for effectiveness and currency.

### **Statutory Reference:**

### **Contractual Reference:**

### **Policy Reference:**

**Date of Initial Board Approval:** February 2000

**Amendments:** November 2007

## School District 63 (Saanich)

**Policy Name:** Framework for Policy Development and Implementation

**No:** 1030

### Guiding Principles

1. In general, policy documents will have three sections:
  - a) the policy statement itself,
  - b) a set of guiding principles,
  - c) administrative procedures.

The policy statement and the guiding principles are formally adopted by the Board, and can be amended only through Board resolutions. The policy statement should consist of the general subject matter of the policy. Guiding principles lay out directions from the Board as to how the policy should function.

Administrative procedures developed by the administrative staff of the District describe the details as to how the policy will be implemented, utilized and monitored within the schools and the District. Administrative procedures can be modified as needed from time to time by the Executive staff of the District in consultation with the Board.

2. The policy manual should organize policies around the following significant areas:
  - Governance and communication
  - Finance and facilities
  - Educational programs and services
  - Students
  - Staff
  - Health and safety
3. Policy reviews will be conducted by the Policy Development Standing Committee of the Board. When policy reviews are completed, the results of the review should be shared widely.
4. The Superintendent of Schools, as Chief Executive Officer of the Board, will be responsible for:
  - Receiving issues concerning the operation of existing policy or the need for new policy
  - Determining how issues raised should be followed up
  - Referring appropriate issues to the Policy Development Standing Committee of the Board (see Policy 1000 – Procedural Bylaw), or other committees as appropriate
  - Determining the manner of communication of policy or policy changes to the broader community

**Date of Initial Board Approval:** February 2000

**Amendments:** November 2007

## School District 63 (Saanich)

**Policy Name:** Framework for Policy Development and Implementation

**No:** 1030

### **Administrative Procedures**

#### **Initiating Policy Considerations**

Processes for initiating policy or policy change can be triggered by:

- Discussion of issues at meetings of the Board or Board committees
- Informal communications among staff, trustees, parents, and students
- Issues raised at public meetings
- Specific concerns that arise in the regular operation of the District
- Suggestions by the Ministry or other external agencies
- Research or study by any of the working groups in the District, including the Executive Committee and the management team

#### **Policy Adoption**

Policies are adopted through the following general process:

- A policy proposal is drafted, usually by staff of the District.
- The draft policy is reviewed broadly in an appropriate manner, depending on the nature of the proposed policy. This could include consultation with community agencies, the business community, or the public at large.
- The draft policy is presented to the Policy Development Standing Committee of the Board who can request that policy be further reviewed, or make recommendations on the draft policy to the Board.
- When the policy is ready for Board consideration, a trustee will serve *notice of motion* at a regular public meeting of the Board of his or her intention to move the policy motion at a regular public meeting of the Board scheduled for a date that will normally allow for approximately two months of consultation. As necessary, attached to each notice of motion will be an impact statement indicating the significance of the change proposed. Groups representing all parties affected by the proposed change in policy will be advised directly and provided with a copy of the draft policy. This notice provides the public and all interested parties approximately two months for reflection, representation or for proposed revisions.
- At the Board meeting referenced in the notice of motion, the Board may adopt the policy, with or without amendments.
- The new or amended policy is circulated to all holders of the policy manual.

**Policy Name:** Framework for Policy Development and Implementation

**No:** 1030

**Administrative Procedures** (cont'd)

**Policy Communication**

New or changed policies, including changes to administrative procedures, will be communicated to all staff and other interested parties by members of the management team (executive and school-based administrators), and through liaison with the STA, CUPE, and COPACS. Changes to administrative procedures will be filed with the Board, and in all copies of the policy manual. Communications to the public will be through press releases, or through other vehicles such as the report Highlights from the Board, issued after each Board meeting.

**Policy Implementation**

The management staff of the District has the responsibility to ensure that all affected parties are aware of the policy and the importance of compliance.

**Access to Policy Manuals**

Policy manuals are public documents and are available to anyone who would like to view them at the Board Office, in schools, and in the offices of related partner organizations. Manuals are updated through regular bulletins from the office of the Superintendent. Manual holders are responsible for keeping their manuals current.

**Monitoring of Policy Operations**

In general, the District depends on all interested parties watching the operation of the policy, bringing perceived issues to the attention of appropriate personnel at the most immediate level, and if necessary at a later time, to the Superintendent of Schools. On the other hand, some policies contain formal processes for periodic reports to the Board of activity in the area to which the policy refers. External reviews such as audits by the Board's auditors, the Ministry of Education or investigations by the Office of the Ombudsman may include reviews of District policy and the effectiveness of their implementation.

**Date of Initial Board Approval:** February 2000

**Amendments:** November 2007

School District 63 (Saanich)

**Policy Name:** Public Involvement in Decision-Making

**No:** 1040

**Policy Statement**

In Saanich School District, we value the participation of our public in the District's decision-making processes and we commit to involving the community in a meaningful way. The District works to facilitate public involvement, especially the involvement of people and groups potentially affected by a decision. In encouraging public involvement, the District also commits to ensuring that the public input which is received is given consideration in the subsequent decision-making processes. Where the public provides input into the decision-making process, information will be available regarding how the input affected a District decision. The public is encouraged to maintain ongoing participation in consultation and the decision-making process.

**Statutory Reference**

**Contractual Reference**

**Policy Reference**

**Date of Initial Board Approval:** August 2002

**Amendments:**

## **School District No. 63 (Saanich)**

**Policy Name:** Election Protocol

**No.** 1050

### **Preamble**

The Board of Education recognizes that during a period of trustee elections caution must be exercised to ensure that trustee candidates cannot have nor be perceived to have any unfair advantages due to connections to schools. This goes for candidates currently serving as trustees and candidates who might otherwise have connections to the schools where those connections may provide them with privileged opportunities to engage in election-related discussions or be perceived as providing an unfair advantage during campaigning.

### **Policy Statement**

The Board of Education supports fair campaigning during trustee elections and as such supports the use of school facilities for community led events such as all-candidates meetings. The Board is committed to the principle that other than through all-candidates meetings it is inappropriate for any trustee candidate, including sitting trustees, to undertake any campaigning or campaign related work in schools or on school property during an election campaign.

### **Statutory Reference**

### **Contractual Reference**

### **Policy Reference**

**Date of Initial Board Approval:** May 2015

**Amendments:**



**School District No. 63 (Saanich)**

**Policy Name:** Election Protocol

**No.** 1050

**Administrative Procedures**

1. Trustee candidates will be requested to review and commit to adhering to this policy.

**Date of Initial Board Approval:** May 2015

**Amendments:**

## **School District No. 63 (Saanich)**

**Policy Name:** Election Protocol

**No.** 1050

### **Guiding Principles**

1. For the purposes of this policy trustee candidates include sitting trustees who are running for re-election.
2. Trustee candidate visits to schools are not considered appropriate during an election campaign unless for non-election purposes.
3. A trustee candidate who is in a school for non-election purposes should not engage in election-related conversations or processes, and should only be introduced by name, although a sitting trustee may be introduced as a trustee.
4. Campaign events such as all-candidates meetings may be held in schools but only if organized through the community use department by community agencies or district partner groups.
5. The Board supports the hosting of all-candidates meetings by student groups in support of students learning about the democratic process and issues related to public education governance.
6. The Board is committed to there being no board election campaign materials of any kind posted in schools or on school property, or distributed through any school communication, although it is appropriate to share information about the election and to encourage people to become informed and vote.

**Date of Initial Board Approval:** May 2015

**Amendments:**

School District No. 63 (Saanich)

**Policy Name:** Parent Involvement

**No:** 1100

**Preamble**

The Board of Education believes that parents are partners in the education of their children. Parents have the right and responsibility to work with the school and the school district in support of children and learning and in the process of determining educational goals, policies and services provided for their children. The Board also believes that it is important to support parents in their primary responsibility of ensuring that children are provided with the healthy and supportive environment necessary for learning.

The Board recognizes that the most effective education for students occurs when parents are active partners in the learning process. Collaborative partnerships between school staff and parents provide an atmosphere of teamwork which motivates, supports and encourages children to become lifelong learners and valuable contributors to society. Continued parental involvement in the education of their children, throughout all grade levels, contributes to student achievement and to a positive school environment.

**Policy Statement**

The Board recognizes that student success is enhanced by positive working relationships among parents, teachers, support staff, administrators, district staff, trustees, and, as appropriate, community partners.

The Board acknowledges and respects the rights of parents to be involved in the education of their children and values parents' contributions to school communities. The Board supports and encourages parents' involvement by creating and maintaining a climate and structure which support meaningful parent involvement.

Note: For the purposes of this policy, the term "parent" shall be as defined in the School Act.

**Date of Initial Board Approval:** July 1982

**Amendments:** November 1989  
February 2009

School District No. 63 (Saanich)

**Policy Name:** Parent Involvement

**No:** 1100

**Statutory References:** School Act Section 7 – Parents’ Entitlements and Responsibilities  
School Act Section 8 – Parents’ Advisory Council  
School Act Section 9 – Examination of Student Records  
School Action Section 10 – Liability for Damage to Property  
School Action Section 11 - Appeals  
Statement of Education Policy Order OIC 1280/89 –  
Mandate for the School System

**Contractual References**

**Policy References:** 1010 “Educational Philosophy”  
1110 “Parent/Student Appeals Bylaw”  
1120 “School Planning Councils”  
1220 “Parental Access to Student Records and Student Information”  
1350 “Human Rights and Discrimination”  
1360 “Complaints regarding Personnel, Programs or Procedures”  
3000 “Special Education”

**Date of Initial Board Approval:** July 1982

**Amendments:** November 1989  
February 2009

**Policy Name:** Parent Involvement

**No:** 1100

**Guiding Principles**

1. Schools are learning communities within which students, educators, support staff and community members – respecting and supporting each others’ roles – share responsibility for student learning.
2. Parents have the right and responsibility to be involved in their children’s education. These rights co-exist with the rights and responsibilities of everyone who works in the school district, and with the broader community.
3. The Board is committed to creating an environment that values and respects the diversity of students and parents.
4. The Board commits to creating a positive climate designed to create parent partnerships that enrich students’ learning experiences and that respects the needs, interests and perspectives expressed by parents.
5. The Board believes that parent involvement includes, but is not limited to, parents:
  - a. serving as advocates for their child’s educational and cultural needs;
  - b. participating in classroom activities and school-related activities, functions and events;
  - c. participating in the activities of Parent Advisory Council, District Parents’ Advisory Council and School Planning Council;
  - d. working cooperatively with the school to solve problems and create positive, productive learning environments both at home and at school;
  - e. supporting the school in instilling in their children an appreciation for the value of education and a sense of individual responsibility for learning and achievement;
  - f. preparing their child for school and monitoring and responding to school-related responsibilities;
  - g. being invited into and continually engaged in communication regarding their children and regarding the operation of the classroom, school and district; and,
  - h. being partners in education through participation in school and district processes including, where appropriate, the work of committees.

**Date of Initial Board Approval:** July 1982

**Amendments:** November 1989  
February 2009

**Administrative Procedures:**

1. The Superintendent and all principals will ensure that statutory requirements are met as they relate to parents and parent involvement, including Parent Advisory Councils, School Planning Councils and the District Parents' Advisory Council (Confederation of Parent Advisory Council of Saanich - COPACS).
2. The Superintendent and all principals will ensure that the requirements and the overall intentions of this policy are met and communicated clearly to parents.
3. Prior to October 15 of each school year, the principal shall call a meeting of all parents within the school community to:
  - a. familiarize parents with the Board policy related to parent involvement;
  - b. provide the president (or designate) of the Parent Advisory Council the opportunity to explain their group's structure, function and membership;
  - c. provide the president (or designate) of the Parent Advisory Council the opportunity to explain the existence and function of the District Parents' Advisory Council (COPACS).
4. Prior to October 30 of each school year, the Superintendent of Schools or designate will work with the President of the District Parents' Advisory Council (COPACS) to convene an Annual Parent Involvement Meeting which is intended to bring together all Parents' Advisory Council executive members, school and district administrators and trustees. The purpose of this meeting shall be:
  - a. to provide the Superintendent the opportunity to give an overview of current educational issues at the District and Provincial level;
  - b. to familiarize parent executives of Board policy related to a District Parents' Advisory Council (COPACS);
  - c. to provide the President of the District Parents' Advisory Council (COPACS) the opportunity to explain their group's structure, function and membership.

**Administrative Procedures cont'd:**

5. The Board supports Parent Advisory Councils as follows:
  - a. Each parent of students enrolled in a school is entitled to be a voting member in the Parents' Advisory Council.
  - b. Each Parents' Advisory Council shall have a written constitution and bylaws. The constitution and bylaws shall include reference to:
    - (i) name of Parents' Advisory Council;
    - (ii) process for scheduling and appropriate notification of meetings;
    - (iii) election process;
    - (iv) executive officers (numbers and titles) including a representative to the District Parents' Advisory Council (COPACS);
    - (v) function: the constitution shall include reference to specific purposes consistent with this Policy;
    - (vi) process for constitutional review and dissolution;
    - (vii) the management of finances.
  - c. A copy of the Parents' Advisory Council constitution and bylaws shall be kept on file in the office of each school.
  - d. The Parents' Advisory Councils shall meet at the direction of its Executive. In special circumstances the principal may request a meeting of the Parents' Advisory Council. All meetings are open to, and should respect the involvement of all members including school staff members and student council representatives.
  - e. The schools will provide assistance to their Parents' Advisory Council in the form of secretarial time, stationery, copying, distribution of materials, use of interschool mail, postage and a meeting room on a reasonable "as needed" basis.
  - f. A Parents' Advisory Council may communicate directly with the Board of Education and/or its district administrative staff regarding school-based issues after consultation with the principal and, as needed, the District Parents' Advisory Council (COPACS).

**Administrative Procedures cont'd:**

6. The Board supports the District Parents' Advisory Councils (COPACS) as follows:
  - a. The District Parents' Advisory Council (COPACS) shall be a council composed of the elected delegates from each Parents' Advisory Council.
  - b. The District Parents' Advisory Council (COPACS) shall have a written constitution and bylaws. The constitution and bylaws shall include reference to:
    - (i) name of District Parents' Advisory Council (Confederation of Parents' Advisory Councils of Saanich - COPACS);
    - (ii) process for scheduling meetings;
    - (iii) election process;
    - (iv) executive officers (number and titles);
    - (v) representation from Parent Advisory Councils (elected executive officer);
    - (vi) function: the constitution shall include reference to specific purposes consistent with the Board's Parent Involvement Policy;
    - (vii) process for constitutional review and dissolution.
  - c. A copy of the District Parents' Advisory Council (COPACS) constitution and bylaws shall be kept on file in the office of the Secretary-Treasurer.
  - d. The District Parents' Advisory Council (COPACS) shall meet at the direction of its executive. In special circumstances the Superintendent of Schools may request a meeting of the District Parents' Advisory Council (COPACS). All meetings are open to all parents and should respect the involvement of staff and trustees.
  - e. The District will provide assistance to the District Parents' Advisory Council (COPACS) in the form of secretarial time, stationery, copying, distribution of materials, use of interschool mail, postage and a meeting room on a reasonable "as needed" basis.
  - f. Throughout the school year, there shall be regular meetings between the Superintendent of Schools and the executive of COPACS.



**PARENT/STUDENT APPEALS BY-LAW**

A BY-LAW OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT NUMBER SIXTY-THREE (SAANICH) TO ADMINISTER PARENT/STUDENT APPEALS.

WHEREAS IT IS DEEMED EXPEDIENT TO PASS SUCH A BY-LAW,

NOW THEREFORE the Board of Education of School District Number Sixty-three, (Saanich), enacts as follows: -

**SECTION I. PREAMBLE**

The School Act (Section 11) requires that Boards of Education establish procedures which enable a student and/or parent (or guardian) of a student to appeal a decision made by a Board employee which significantly affects the education, health or safety of a student. The Act (Section 11.1) also provides for some decisions made by Boards under Section 11 to be appealed to Superintendents of Achievement (see Appendix C).

The Act and this policy give a student and/or parent (or guardian) the right of appeal. The Board will not tolerate any form of reprisal on the part of a student, parent (or guardian) or employee as a result of the initiation or outcome of an appeal.

**SECTION II. POLICY STATEMENT**

The Board believes that the best recourse to address concerns or complaints regarding a student's education, health or safety is at the level at which the original decision is made, and that all parties will work together (see Policy 1360 – Complaints Regarding Personnel, Programs or Procedures) to resolve differences prior to initiating a formal appeal.

If the disagreement is not resolved at the level where the decision was made, and the student and/or parents (or guardians) of a student believe that a decision of an employee of School District No. 63 (Saanich) significantly affects the education, health or safety of a student, the student and/or parent (or guardian) may, within 15 school days of the conclusion of the procedures outlined in Policy 1360, appeal the decision in accordance with the provisions of this policy. For the purposes of the Act and this policy, the failure to make a decision is considered to be a decision which can be appealed.

**SECTION III. GUIDING PRINCIPLES**

1. Prior to a matter being referred to the Board for consideration under Section 3, a student or parent (or guardian) should make a reasonable effort to discuss and resolve the concern through the processes outlined in Policy 1360 – Complaints Regarding Personnel, Programs or Procedures.

2. Students, parents (or guardians), and employees shall be made aware of the appeal policy and related forms which shall be made readily available, including as outlined in the Administrative Procedures and at other times as is appropriate within a complaints resolution process.
3. The appeal process shall be as user friendly as possible and any forms shall be easy to access and use.
4. An appeal will be considered by the Board only if the Board determines that the decision is a decision of an employee of the Board and that it significantly affects the education, health or safety of a student. Examples include, but are not limited to, those listed in the Appeals Regulation (Appendix C) that governs appeals beyond the Board to Superintendents of Achievement.
5. The Board believes that there may be times when mediation may help resolve disagreements of the kind that may be considered for appeal, and that mediation must be handled without prejudice to future proceedings.
6. Any mediation or appeal must be dealt with by all parties in confidence, without reprisal, and as quickly as possible, with timelines linked to the nature of the decision.
7. The student and/or parent (or guardian) appealing the decision and the employee whose decision is being appealed shall have the right to see all information that will be presented to the Board at least 48 hours prior to a Board appeal hearing, and to be heard by the Board at the time the Board is considering the information.
8. The student or parent (or guardian) and employee shall have the right to be accompanied by an advocate when meeting with the Board.
9. Trustees are expected to exclude themselves from a hearing of an appeal if they have direct first-hand knowledge of the circumstances that led to the appeal, and the trustee believes that by remaining at the hearing there would be a reasonable perception of bias on the part of the trustee.

#### **SECTION IV: ADMINISTRATIVE PROCEDURES**

1. The Student and/or Parent Handbook for each school and the annual Information Booklet for Parents and Students shall contain a brief description of the Complaints Policy (1360) and Appeals Bylaw and shall inform parents of where they can be found.
2. Annually, at the first parent assembly at each school, the principal shall provide a brief description of the Complaints Policy and Appeals Bylaw.

3. Copies of the Appeals Bylaw, including the Notice of Appeal, and the Complaints Policy shall be readily available at each school office, at the School Board Office and on district and school websites.
4. At the annual COPACS meeting required by the Parent Involvement Policy (No. 1100), the Superintendent shall give a brief description of the Complaints Policy and Appeals Bylaw and processes.
5. Complaints will be handled in accordance with Policy 1360 – Complaints Regarding Personnel, Programs or Procedures.
6. If the complaint or disagreement is not resolved through the provisions of Policy 1360, then the student and/or parent (or guardian) may submit a Notice of Appeal to the Superintendent of Schools who will inform the Chair of the Board. The Board Chair will, if the parties agree, refer the matter to an independent mediator or, if not, refer the matter for consideration by the Board.
7. Where both parties agree to mediation, an independent mediator acceptable to both parties will be appointed. The role of the mediator will be to bring the employee and the student and/or parent (or guardian) together to ensure that each has an awareness of all the information and to determine if a mutually satisfactory resolution is possible. The mediator shall provide a written report on the areas of resolution and/or non-resolution to the Superintendent with copies to both parties. If resolution is not achieved through mediation, the Superintendent will inform the Board Chair who will refer the matter to the Board.
8. A Board may refuse to hear an appeal under this section unless the appellant discusses the decision under appeal with one or more persons as directed by the Board.
9. Should the matter be referred to the Board, the Board will first determine whether or not the decision is a decision of an employee, and if so that it significantly affects the education, health or safety of the student. If the Board determines that is not the case, the student or parent (or guardian) will be informed of that decision and the reasons for that decision as well as of the opportunity for the student or parent (or guardian) to access the appeal process outlined in the Act (Section 11.1) and the Appeals Regulation (see Appendices B and C).
10. Where the Board determines that the matter does significantly affect the education, health or safety of the student, the Board may establish a committee to investigate the matter under appeal, and will schedule a meeting of the Board to consider the appeal.

11. If the Board decides to hear the appeal, the Board shall convene a meeting as soon as possible to consider the information related to the appeal and, if possible, render a decision. At least 48 hours prior to that meeting, trustees and both parties shall be provided with a copy of the information being presented to the Board. Each party has the right to be heard by the Board at the time the Board is considering the information. The student or parent (or guardian) or employee shall have the right when meeting with the Board to be accompanied by a support person or advocate of his or her choosing. The meeting with the Board is intended to be informal so that relevant information can be presented and considered without any concern of intimidation.
12. The Board will meet in-camera as soon as practicable after the meeting at which information is received from both parties and determine to uphold the decision, amend the decision or overturn the decision.
13. Both parties shall be informed of the Board's decision and the reasons for the decision orally within 24 hours and in writing within five days of the decision being made. The Board's decision must be made within 45 days of receiving the Notice of Appeal.
14. Appellants will be given the opportunity to provide feedback regarding the appeals process.
15. Board decisions made in accordance with this policy and that fall within the scope of the Appeals Regulation (see Appendix C) may be appealed to a Ministry of Education Superintendent of Achievement. The student and/or parent (or guardian) shall be informed of this right

#### **Other Information**

Refer to Appendix:	A	Notice of Appeal Form
	B	Section 11 of the School Act
	C	Appeals Regulations

**SECTION V:        APPENDICES**

**APPENDIX A**

School District 63 (Saanich)

**NOTICE OF APPEAL**

Attached is School District 63 (Saanich) Policy regarding the appeals procedure. Parents/Guardians/Students should read this information carefully before initiating a formal appeal.

**1.    Information about the person(s) initiating the appeal**

Name of Student: (first)\_\_\_\_\_ (last)\_\_\_\_\_

Name of School: \_\_\_\_\_

Student address: (street)\_\_\_\_\_  
(if different from parent)  
(postal code)\_\_\_\_\_ (phone)\_\_\_\_\_

Student birth date: (year)\_\_\_\_(month)\_\_\_\_(day)\_\_\_\_\_ Student grade:\_\_\_\_\_

Parent/Guardian name: (first)\_\_\_\_\_ (last)\_\_\_\_\_

Parent address: (street)\_\_\_\_\_  
(postal code)\_\_\_\_\_ (phone)\_\_\_\_\_

Parent/Guardian name: (first)\_\_\_\_\_ (last)\_\_\_\_\_

Parent address: (street)\_\_\_\_\_  
(postal code)\_\_\_\_\_ (phone)\_\_\_\_\_

**2.    PLEASE COMPLETE (a) OR (b)**

**(a)    Information about the decision being appealed**

Date you were informed of the decision: \_\_\_\_\_

Name of employee whose decision is being appealed: \_\_\_\_\_

Describe the decision (or attach document where decision may be written):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. (b) Information about a failure to make a decision**

Date you became aware that a decision would not be made: \_\_\_\_\_

Name of employee who is declining to make a decision: \_\_\_\_\_

Describe the circumstances leading up to the failure to make a decision:

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**3. Other Information About the Appeal**

Give your reasons for appealing the employee's decision or failure to make a decision:

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Comment on how the decision or failure to make a decision significantly affects the education, health, or safety of the student. (See Guiding Principle 4 of Policy 1110 for further clarification regarding appealable decisions.)

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Suggest a solution to the problem which would satisfy you:

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**4. Levels of Consultation**

List the employee(s) with whom you have discussed the decision you are appealing:

Employee name: \_\_\_\_\_

Employee position/job: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Name of employee's immediate supervisor: \_\_\_\_\_

Date of meeting: \_\_\_\_\_

Name of District Supervisor: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

**5. Signatures**

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date of Appeal

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date of Appeal

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date of Appeal

Received by the Chair of the Board:

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX B****SECTION 11 OF THE SCHOOL ACT****Appeals**

- 11 (1) In subsections (2) and (4), "decision" includes the failure of an employee to make a decision.
- (2) If a decision of an employee of a Board significantly affects the education, health or safety of a student, the parent of the student or the student may, within a reasonable time from the date that the parent or student was informed of the decision, appeal that decision to the Board.
- (3) For the purposes of hearing appeals under this section, a Board must, by bylaw, establish an appeal procedure.
- (4) A Board may refuse to hear an appeal under this section unless the appellant discusses the decision under appeal with one or more persons as directed by the Board.
- (5) A Board may establish one or more committees for the purpose of investigating appeals under this section.
- (6) A Board may make any decision that it considers appropriate in respect of the matter that is appealed to it under this section, and subject to section 11.1(2), the decision of the Board is final.
- (7) A Board must
- (a) make a decision under this section within 45 days of the date on which the Board receives the appeal, and
  - (b) promptly report that decision to the person making the appeal.

**Appeals to Superintendent of Achievement**

- 11.1 (1) Subject to the regulations, a decision of a Board made under section 11 (6) or a reconsideration by a Board under section 11.5 may be appealed to a Superintendent of Achievement.
- (2) An appeal under this section is a new hearing.
- (3) An appeal under this section does not suspend the operation of a decision under appeal unless the Superintendent of Achievement otherwise orders under section 11.3.

**Powers and duties of Superintendent of Achievement on appeal**

- 11.2 (1) On receipt of an appeal under section 11.1, a Superintendent of Achievement may
- (a) refer the matter for mediation or adjudication, to a mediator or adjudicator under contract with the minister or a person designated by the minister, or
  - (b) summarily dismiss all or part of the appeal.
- (2) A Superintendent of Achievement must exercise the discretion under subsection (1) in accordance with guidelines established by the minister.
- (3) If a Superintendent of Achievement has referred a matter for mediation, the Superintendent of Achievement may refer the matter to an adjudicator for determination if
- (a) mediation is unsuccessful in bringing about agreement between the parties, or
  - (b) a party so requests.
- (4) A Superintendent of Achievement may, subject to the orders of the minister, establish practices and procedures for the purposes of subsection (1).



**Board decision may be suspended**

- 11.3 (1) A person who files an appeal under section 11.1 may request the Superintendent of Achievement to suspend the operation of the decision under appeal.
- (2) The Superintendent of Achievement may, on his or her own initiative or at the request of a person under subsection (1), suspend the decision for the period and on the conditions the Superintendent of Achievement considers to be appropriate.

**Adjudication of appeals**

- 11.4 (1) On receipt of an appeal referred by a Superintendent of Achievement under section 11.2, an adjudicator may
- (a) confirm, vary or revoke the decision under appeal,
  - (b) refer the matter back to the Board for reconsideration, with or without directions, or
  - (c) dismiss all or part of the appeal.
- (2) In adjudicating an appeal under subsection (1), an adjudicator must not make a decision that would result in any of the following:
- (a) the size of any class exceeding the limits set out in section 76.1 (1) or (2);
  - (b) the size of any class, for any of grades 4 to 7 in any school in the School District, exceeding 30 students unless
    - (i) in the opinions of the superintendent of schools for the School District and the principal of the school, the organization of the class is appropriate for student learning, and
    - (ii) the principal of the school has obtained the consent of the teacher of that class;
  - (c) the size of any class, for any of grades 8 to 12 in any school in the School District, exceeding 30 students unless
    - (i) in the opinions of the superintendent of schools for the School District and the principal of the school, the organization of the class is appropriate for student learning, and
    - (ii) the principal of the school has consulted with the teacher of that class;
  - (d) any class in any school in a School District having more than 3 students with an individual education plan, within the meaning of section 76.1 (5), unless
    - (i) in the opinions of the superintendent of schools for the School District and the principal of the school, the organization of the class is appropriate for student learning, and
    - (ii) the principal of the school has consulted with the teacher of that class.
- (3) An adjudicator may, subject to the orders of the minister, establish practices and procedures for the hearing of an appeal.

**Reconsideration by Board**

- 11.5 If an adjudicator refers a matter back to a Board under section 11.4 (1) (b), the adjudicator may
- (a) request that the Board review specific issues in its reconsideration, and
  - (b) require the Board to complete its reconsideration by a certain date.

**Decision final**

- 11.6 A decision of a Superintendent of Achievement under section 11.2 (1) (b), or of an adjudicator under section 11.4 (1), is final and binding on the parties.

**Application of the *Administrative Tribunals Act***

- 11.7 The following provisions of the *Administrative Tribunals Act* apply to a Superintendent of Achievement and adjudicator for the purposes of an appeal under section 11.1 of this Act as if the Superintendent of Achievement or adjudicator were a tribunal under the *Administrative Tribunals Act*:
- (a) section 29 [disclosure protection];
  - (b) section 31 [summary dismissal];
  - (c) section 34 (3) and (4) [power to compel witnesses and order disclosure];
  - (d) section 36 [form of hearing of application];
  - (e) section 38 [examination of witnesses];
  - (f) section 44 [*tribunal without jurisdiction over constitutional questions*];
  - (g) section 45 [tribunal without jurisdiction over Canadian Charter of Rights and Freedoms];
  - (h) section 58 [standard of review if tribunal's enabling Act has privative clause];
  - (i) section 61 [application of Freedom of Information and Protection of Privacy Act].

**Immunity protection for Superintendent of Achievement, mediator or adjudicator**

- 11.8 Section 56 of the *Administrative Tribunals Act* applies to a Superintendent of Achievement, mediator or adjudicator for the purposes of an appeal under section 11.1 of this Act as if the superintendent, mediator or adjudicator were a tribunal under the *Administrative Tribunals Act*.

**APPENDIX C****APPEALS REGULATION****Authority:** *School Act*, section 175(2)

B.C. Reg. 24/08 .....Effective March 3, 2008  
 Lieutenant Governor in Council Regulation

**Definitions**

1. In this regulation

**“Act”** means the School Act;

**“individual education plan”** has the same meaning as **“IEP”** in the Individual Education Plan Order;

**“Individual Education Plan Order”** means Ministerial Order 638/95;

**“Special Needs Students Order”** means Ministerial Order 150/89;

**“student with special needs”** has the same meaning as in the Special Needs Students Order.

**Grounds for appeal**

2. (1) Subject to section 3, a student or parent of a student may appeal the following:

(a) a decision made by a Board of Education under section 11 (6) of the Act only if the decision is a decision of an employee of the Board that significantly affects the education, health or safety of a student and relates to a matter set out in subsection (2);

(b) a reconsideration made by a Board of Education under section 11.5 of the Act, only if the reconsideration relates to a matter set out in subsection (2).

(2) A decision or reconsideration of a Board of Education may be appealed if the decision or reconsideration

(a) relates to the student’s expulsion from an educational program,

(b) relates to the student’s suspension from an educational program,

(c) relates to the student’s suspension from an educational program, if no other educational program is provided by the Board,

(d) requires the student, as a disciplinary measure, to complete all or part of an educational program by distributed learning, despite the fact that all or part of the educational program and space and facilities for the student are available in a school, other than a distributed learning school, in the Board’s School District,

- (e) determines that it is not necessary to provide a student with an individual education plan because
  - (i) the student is not a student with special needs, or
  - (ii) an exception under section 2 (2) of the Individual Education Plan Order applies to the student,
- (f) relates to either of the following requirements:
  - (i) under the Special Needs Students Order, to offer to consult with a parent of a student with special needs regarding the placement of the student in an educational program;
  - (ii) under the Individual Education Plan Order, to offer to consult with a parent of the student, and if appropriate, with the student, about the preparation of the student's individual education plan,
- (g) relates to a complaint by the student or the parent of the student, against another student, respecting intimidation, bullying, harassment of or use or threat of use of weapons or other forms of violence against the student by that other student, or
- (h) relates to a removal or exclusion of the student under section 91 (5) (b) of the Act.

**Limitation - allocation of resources**

3. A student or parent may appeal a decision or reconsideration respecting the allocation of resources to the student's educational program only to the extent that the decision or reconsideration relates to the application of the Board's financial hardship policy, established under section 82.4 of the Act, to the student.

School District 63 (Saanich)

**Policy Name:** School Planning Councils

**No:** 1120

**Policy Statement**

The Board of Education supports the establishment of School Planning Councils at each school in the District for the purposes set out in the School Act. The Board recognizes its responsibility to ensure that School Planning Councils function effectively with high ethical standards and in accordance with the provisions of the School Act to represent the school community in the process of school planning.

**Statutory Reference**

School Act Section 8 – Parents’ Advisory Councils  
School Act Section 8.1 – School Planning Council  
School Act Section 82 – Fees and deposits

**Contractual Reference**

**Policy Reference:** 1010 – Educational Philosophy  
1330 – School and District Planning for Student Achievement  
3060 - Programs of Choice and Specialty Academies

**Date of Initial Board Approval:** January 2003

**Amendments:** February 2009

**Policy Name:** School Planning Councils

**No.** 1120

**Guiding Principles**

The Board supports the purposes of School Planning Councils, which include:

1. Ensuring the collaborative preparation of a proposed school plan.
2. Endorsing the completed school plan for forwarding to the Board.
3. Consulting on matters referred by the Board, the Superintendent, or the Superintendent's designate.
4. Consulting on matters referred by the principal, the staff, the Parent Advisory Council and/or any member(s) of the school community.
5. Abiding by the School Planning Council "Members" Code of Conduct (see Appendix I).
6. Consulting with the Superintendent or designate to ensure that effective processes are used to develop the school plan.
8. Consulting with the principal in regard to the creation of and fees related to a specialty academy.

The School Planning Council does not discuss or become involved in:

1. Personal and confidential information on students, parents, teachers and other employees.
2. Performance or conduct of individual employees, students and parents.
3. Terms and conditions of individual employment contracts.
4. Activities beyond the advisory and consultative roles set out in the School Act and this policy.

**Date of Initial Board Approval:** January 2003

**Amendments:** February 2009  
February 2013

**Policy Name:** School Planning Councils

**No.** 1120

**Administrative Procedures**

1. The principal of the school, one teacher representative and three parent representatives comprise the membership of the School Planning Council for the school.
2. Any legislative changes regarding the membership of the School Planning Councils shall be reflected in the composition of School Planning Councils by the dates specified in legislation.
3. The principal shall consult with the Parent Advisory Council on its bylaws for the election by secret ballot, of representatives to the School Planning Council to ensure that the bylaws safeguard the rights of parents to participate in this decision.
5. By September 30, the principal of each school shall advise the Parent Advisory Council and the teachers in the school of the need to elect representatives and the required process.
6. If there is no Parent Advisory Council active in the school, the principal shall notify parents of the need for a process through which a School Planning Council election can occur. Should an election fail to occur, the principal shall make recommendations to the Board for a process to appoint parent representatives.
7. If an insufficient number of parent representatives are elected by the Parent Advisory Council by November 30, the principal shall notify parents and, by December 5, make recommendations to the Board for a process to appoint parent representatives.
8. Teachers shall elect a representative to the School Planning Council by secret ballot no later than November 30 and in accordance with the School Act.
9. If no teacher representative is named by November 30, the principal shall notify teachers and, by December 5, make recommendations to the Board for a process to appoint a teacher representative.

**Policy Name:** School Planning Councils

**No:** 1120

**Administrative Procedures** (cont'd)

10. The principal may designate a vice-principal to act as his or her alternate for one or more meetings.
11. The Superintendent or designate may attend and participate in any meeting of a School Planning Council.
12. The principal has statutory responsibility for the functioning of the School Planning Council.
13. School Planning Council meetings shall be open to all members of the school community and shall be advertised through the school's normal channels of communication. School Planning Councils may also invite others to attend and/or participate in their meetings.
14. Only the School Planning Council members (see Admin Procedure #1) have voting rights on a School Planning Council.
15. A School Planning Council shall have at least three scheduled meetings per school year. Additional meetings may be convened at the call of the Principal or Chair, upon at least one week's notice.
16. Quorum shall be the principal (or a vice-principal alternate) and two other members. The School Planning Council shall make every reasonable effort to meet only when all members are available.
17. Approval of the proposed School Plan shall be by consensus of the members of the School Planning Council. Failing consensus, a team of representatives from the STA, COPACS, and district administration would meet with the School Planning Council in support of arriving at consensus. Failing that, a vote would occur. Each member shall have one vote. The final plan will be presented to the School Board as required by the School Act.
18. A School Planning Council may create sub-committees to explore matters within the Council's jurisdiction and may invite additional participants to join the sub-committees.



**Policy Name:** School Planning Councils

**No:** 1120

**Administrative Procedures** (cont'd)

19. Meeting expenses are the responsibility of the school.
20. A School Planning Council has no power to raise or expend money.
21. The Council is responsible for overseeing the preparation of a proposed school plan or update, to be presented to the Board by May 15.
22. A School Planning Council must consult with the school's Parent Advisory Council during preparation of the school plan.
23. It is expected that parent representatives will function as representatives of all school families and represent their community of interest, not the interests of any subgroup.
24. The Board must consult with the School Planning Council in respect of (a) allocation of staff and resources in the school; (b) matters contained in the Board's achievement contract relating to the school; (c) educational services and educational programs in the school.
25. In order for the proposed school plan to be considered for adoption by the Board, it must be consistent with the educational objectives, strategic directions and policies of the Board, meet legal requirements, be supportable from available resources, and be reasonably likely to achieve its goals.
26. If the Board rejects or modifies a proposed School Plan, it shall provide reasons to the School Planning Council.
27. In accordance with the School Act, Section 82.1, the principal will support the school planning council in consulting with the parent advisory council of the school regarding the creation of a specialty academy.
28. Where a specialty academy is offered, the school planning council will, before July 1 of every year, decide whether or not to approve a proposed schedule of fees for a specialty academy.

**Date of Initial Board Approval:** January, 2003

**Amendments:** February 2009  
February 2013

**Policy Name:** School Planning Councils

**No:** 1120

**Appendix I**

**School Planning Council Members' Code of Conduct**

A person who serves on a School Planning Council will:

1. perform his/her duties with honesty and integrity;
2. respect the rights of others;
3. respect that the School Planning Council does not deal with confidential information.
4. support public education;
5. abide by the Policies and Procedures of the School District;
6. attend School Planning Council meetings;
7. commit to working collaboratively to meet the needs of all students in the school;
8. commit to using participatory decision-making processes and operate on the basis of consensus wherever possible;
9. commit to fairly represent the collective view of the school community even if it differs from his/her personal view/perspective;
10. review and refine the School Plan to ensure that it is an accurate reflection of the needs of the school community.

Statement of Understanding:

I, the undersigned, in accepting a position as a member of the \_\_\_\_\_ School Planning Council, have read, understood and agree to abide by the Members' Code of Conduct.

Name of School Planning Council Member: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Phone No: \_\_\_\_\_

Email: \_\_\_\_\_

**Policy Name:** Collection, Retention and Security of Student Records under Freedom of Information & Protection of Privacy Act

**No:** 1210

### **Preamble**

The Board of Education of School District 63 is a public body under the *Freedom of Information and Protection of Privacy Act* (FOIPPA or the Act). As a public body, the school district has an obligation to protect the personal information of students and their parents and other family members against unauthorized collection, use or disclosure. For FOIPPA purposes, “employee” also includes a service provider or volunteer. Section 77 of FOIPPA requires the Board to designate a Head for purposes of the Act and permits the Board to designate an Information and Privacy Coordinator to administer the Act and make operational decisions. The district recognizes that all procedures for the collection and storing of personal information by district staff in the course of affairs and procedures regulating the release of information to other parties must follow provisions of the Freedom of Information and Protection of Privacy Act (FOIPPA).

Under FOIPPA, “personal information” means recorded information about an identifiable individual other than business contact information. For students, this would include name, home contact information, grades, attendance, special needs, medical information and photograph.

### **Policy Statement**

The Board will create and maintain a student record system (both on paper and electronically) that efficiently and accurately reflects the current and historic status of all students as required by current legislation. The records will be used in accordance with the Freedom of Information and Protection of Privacy Act (the Act). As required under Section 77 of the Act, the Board designates the Superintendent of Schools as the official Head of the School District for the purposes of the Freedom of Information and Protection of Privacy Act. As permitted under Section 77(b) of the Act, the Board authorizes the Secretary-Treasurer to administer the Act and make operational decisions.

**Statutory Reference:** Freedom of Information and Protection of Privacy Act (RSBC 1996) Chapter 165  
School Act, Section 79: Student Records  
Ministerial Order, M14/91: Student Records Disclosure Order

### **Contractual Reference:**

**Policy Reference:** Policy 1220 (Parental Access to Student Records and Student Information)

**Date of Initial Board Approval:** September 2004

**Amendments:** January 2012  
November 2015

**Policy Name:** Collection, Retention and Security of Student Records under Freedom of Information & Protection of Privacy Act

**No:** 1210

### **Guiding Principles**

The Board, through appropriate staff, will:

1. Collect personal information where the collection is expressly authorized by or under an Act (i.e., the *School Act*) or where the information relates directly and is necessary for an operating program or activity of the public body (the delivery of an educational program to students enrolled in the school district) pursuant to Section 26 of FOIPPA.
2. Ensure that there is appropriate control and use of the collection of personal information from individuals in accordance with the Act.
3. Allow individuals, subject to limited and specific exceptions as set out in the Act, a right of access to personal information about themselves and other individuals that is held by the district.
4. Adhere to a parents' objection to the collection or use of certain information about them or their child's personal information if it can be accommodated
5. Pursuant to Section 27 of FOIPPA, give notification to the individual of the personal information that is collected of: the purpose for collecting it; the legal authority for the collection, and; the name and contact information for a school district employee or representative who can answer the individual's questions about the collection.
6. Obtain consent for optional or secondary uses of students' personal information.
7. Allow individuals a right to request corrections to personal information about themselves that is held by the District.
8. Provide information to individuals about their right, under the Act, to request the Office of the Information and Privacy Commissioner to review the District's access request decisions or its privacy protection decisions or practices.
9. Charge fees in accordance with the Act.
10. Expect that parents/guardians will be responsible for the provision of current court orders and/or agreements relative to parental responsibilities. The District will operate under orders and information on file.

Student records shall be subject to the following guidelines regarding content and notification.

**Policy Name:** Collection, Retention and Security of Student Records under Freedom of Information & Protection of Privacy Act

**No:** 1210

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**Guiding Principles** (cont'd)

A. Content of Student Records

1. Student records shall include the Permanent Student Record and Student File as defined by the Ministry of Education. Where applicable, student records shall also contain records from the Student Information System, Health Service information, Support Service information, Court Orders and/or agreements, legal documents such as name change or immigration records, Student Learning Plan and Individual Education Plan, any notification that a student is registered as receiving home schooling.
2. Electronic student records shall contain the information needed by the provincial student information system.
3. Electronic student records shall contain information about student incidents such as bullying, intimidation, altercations or fights, acts of vandalism and theft may include the student's name, home contact information, comments about the student made by other students or school district employees, medical information and photographs or video images.
4. Electronic student records shall contain psychologists' notes as defined by the College of Psychologists of BC which may include all notes, reports, invoices, completed or partially completed test forms, test results, interview notes, correspondence, and other documents, audio or video tape that relate to the psychologist services to the student. The psychology records are stored separately and securely from other student records.

B. Annual notification

1. Annual notification will be provided, pursuant to section 27 of FOIPPA, to the individual from whom a student's personal information will be collected in order to explain: the purpose for collecting the information; the legal authority for the collection of the information; and the name and contact information for a school district employee or representative who can answer the individual's questions about the collection.

**Date of Initial Board Approval:** September 2004

**Amendments:** January 2012  
November 2015

**Policy Name:** Collection, Retention and Security of Student Records under Freedom of Information & Protection of Privacy Act

**No:** 1210

### **Administrative Procedures**

#### A. General

1. The Principal is responsible for the establishment and maintenance of both a Permanent Record Card and a school file for each student registered in his or her school.
2. Notes prepared by and for the exclusive use of a teacher or administrator are not considered part of the student's school file but are subject to the requirements of the Freedom of Information and Protection of Privacy Act.
3. A record shall be maintained for each pupil utilizing the standard form prescribed by the Ministry of Education and containing such information as is directly useful in facilitating and furthering the pupil's education.
  - a) school progress and achievement history
  - b) individual educational plans
  - c) medical information as provided at the option of the parent or public health
  - d) a summary of interpretive tests and/or interpretive reports based on such tests. All such entries shall include the name of the person conducting the test and the entry date.
  - e) professional assessment reports from staff and/or from outside agencies
  - f) demographic information including legal name, birthdate, legal guardianship, citizenship and visa information, custody and access papers if applicable and other information required by the Ministry of Education
4. It shall be the responsibility of School Principals to ensure that records are kept up-to-date and School Principals will determine the manner in which records are kept.
5. Other information relative to a student's progress in school may be added to the student's records in accordance with procedures adopted by the School Principal.
6. School Principals shall develop procedures to ensure the confidentiality of student records. Such procedures shall specify security measures utilized, procedures to gain access to information for teachers, parents and students, location of information and a list of those items normally kept on file in the record.
7. The student's school file shall contain a reference to the location of any information that is being maintained outside the central file.

**Policy Name:** Collection, Retention and Security of Student  
Records under Freedom of Information &  
Protection of Privacy Act

**No:** 1210

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**Administrative Procedures** (cont'd)

B. Access to Student Records

1. A student or parents or guardians shall have the right to review the student's records by arrangement through the school principal, accessible pursuant to Policy 1220 (Parental Access to Student Records and Student Information)
2. Access to student records shall be as follows:
  - a) Achievement records will be forwarded to prospective employers, or others, only upon the written request of the student or former student or parent or guardian.
  - b) When a parent or student seeks access to a student's records, the school principal shall comply with the request within a one week period.
  - c) At the school level, the school principal or his/her designate will accompany the parent and/or the student as the student's file is reviewed and will be available to interpret all records for the parent and student.
  - d) At the district level the Assistant Superintendent or his/her designate will accompany the parent and/or student as the student's file is reviewed and will be available to interpret all records for the parent and student.
  - e) Copies of the contents of files will be issued to the student and parent/guardian when they are asked for.
  - f) Provision shall be made for students to have access to their own school records.
  - g) Highly sensitive reports arising from psychological, psychiatric, sociological and psycho-sociological assessments or observations conducted by personnel employed or contracted by the Board of Education will be kept in a separate Student Support Services file with access controlled by the Superintendent or designate, but a notation of the existence of the file would be maintained in the student school records.

These reports will be:

    - i) shared with parents and/or students upon request;
    - ii) interpreted appropriately, if requested, by qualified professional staff for the parents and students as completed - in keeping with the best interest of the child, and the Board would prefer that records will be reviewed by parents prior to interpretation for the student;

**Policy Name:** Collection, Retention and Security of Student  
Records under Freedom of Information &  
Protection of Privacy Act

**No:** 1210

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**Administrative Procedures** (cont'd)

- h) Non-school district agencies, other than those specified in the School Act, applicable Ministerial Orders, and other legislation, will be permitted access to a student's record only with written consent of the parent;
  - i) any dispute regarding who has a right to know what is in the file will be appealed to the Superintendent or designate for final determination;
  - ii) the Superintendent will be informed of any court order allowing examination or release of student records to non-school district agencies.
- i) A person providing health services, social services or other support services under Section 88 of the School Act shall be granted access to any information in a student record which may be required to carry out his or her duties.

C. Transfer of Records

1. Each school shall maintain a record of details involved in the transmission of the student files for which it is/was responsible. The records shall include: student name, date of birth, name and address of receiving school, and date of transmission.
2. A student's file shall be transferred to another educational institution in which the student has enrolled in accordance with the following guidelines:
  - a) Schools in District No. 63 (Saanich): The student file shall be transferred without delay upon receipt of a written request from the principal of the receiving school.
  - b) British Columbia Public Schools outside District No. 63 (Saanich): The student file shall be transferred without delay upon receipt of a written request from the principal of the receiving school.
  - c) Schools outside the British Columbia Public School System (i.e., independent schools, out-of-province): Copies of the student file and copies of the Permanent Student Record shall be transferred without delay upon receipt of a written request from the principal of the receiving school supported by a written request for the transfer of the file made by the legal parent/guardian or legal representative of the student, or by the student if he/she is an adult. These requests shall then be stored with the student's Permanent Student Record which is retained in the British Columbia public school system.



**Policy Name:** Collection, Retention and Security of Student  
Records under Freedom of Information &  
Protection of Privacy Act

**No:** 1210

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**Administrative Procedures** (cont'd)

D. Retention of Records

The Permanent Record Card and selective information shall be contained in the student record and be retained by the school when a student withdraws from school or graduates.

All general information (i.e. internal reports, teacher comments, referrals etc.) contained in a student record must be kept until the student reaches the age of twenty-two (22) years.

All psychologist records must be kept until the student reaches the age of twenty six (26) years.

Graduated Students - the permanent Record Card and Official Student Transcript shall be filed by graduation year, alphabetically and shall be kept for fifty five (55) years after the date of graduation by each secondary school.

Withdrawn Students - when a student withdraws from the system, report cards for the last two (2) years shall be kept with the Permanent Record Card. The student record shall be filed by birth year, alphabetically and be retained for fifty-five (55) years after the student would normally have graduated.

E. Removal or Correction of Student Records

1. As permitted in Section 29 of the Freedom of Information and Protection of Privacy Act, students, parents or guardians may request the Board to correct or remove entries in a student records. Such a request must be made in writing, either on forms provided or in a letter.
2. The principal, upon receiving such a request, should make a recommendation to the Secretary-Treasurer, who may consult with the Superintendent/CEO before making a final decision.
3. If the district denies the request, the district must annotate the information (i.e., add to the student record) with the correction that was requested but not made. Also, the applicant shall be informed of the right to appeal to the Office of the Information and Privacy Commissioner.

**Policy Name:** Collection, Retention and Security  
of Student Records under Freedom of  
Information & Protection of Privacy Act

**No:** 1210

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**Administrative Procedures** (cont'd)

F. Notification of the Collection and Retention of Student Records

1. Under section 27 of FOIPPA, the school district must give notification to the individual from whom it collects personal information of: the purpose for collecting it; the legal authority for the collection, and; the name and contact information for a school district employee or representative who can answer the individual's questions about the collection.
2. Annually, Principals must ensure that students and parent/guardians receive this message by letter, e-mail, newsletter or form:

“The information on this form is collected under the authority of the *School Act*, Sections 13 and 79. The information provided will be used for educational programs and administrative purposes, and when required may be provided to health services, social services or support services as outlined in Section 79(2) of the *School Act*. The information collected on this form will be protected consistent with the *Freedom of Information and Protection of Privacy Act*. If you have any questions about the information recorded on this form, please contact the School Administrator.”

G. Collection of Information as a result of an incident

Incidents refer to bullying, intimidation, altercations or fights involving two or more students, acts of vandalism and theft. Section 26 of FOIPPA confirms that the school district may collect personal information where the collection is expressly authorized by or under an Act (i.e. the *School Act*) or where the information relates directly and is necessary for an operating program or activity of the public body (the delivery of an educational program to students enrolled in the school district). When recording information about an incident it is important that employees include all information necessary for others to understand the extent of the incident and to assist decision-makers in making an informed decision.

Practical tips for recording personal and other information related to incidents are as follows:

- Record factual information – what you observed or heard.
- Use professional language and observations or comments as students involved in the incident or their parents may request access to records and information about the incident.

**Policy Name:** Collection, Retention and Security  
of Student Records under Freedom of  
Information & Protection of Privacy Act

**No:** 1210

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**Administrative Procedures** (cont'd)

- Where possible or appropriate, separate the personal information of different individuals involved in the incident. For example, in an altercation between two students, create a separate record or report from each student's perspective.
- Unless necessary, do not identify other individuals (third parties) in a report that focuses on a particular student. Instead you could refer to the "other student," "student's father" or "homeowner."
- At all times, limit access to records about the incident to those employees who have a "need-to-know" what happened or are involved in making a decision related to an appropriate response to, or discipline or sanctions arising from, the incident.
- Store personal and other information related to the incident separately from other less sensitive information in a student's file or store the incident information in a different location.
- Under FOIPPA, personal information used in making a decision that directly affects the individual must be retained by the school district for at least one year so that the student, parents or others may request access to the information.
- The school district's records management policy requires that information about (serious, critical) incidents must be kept for two years or until the after student withdraws from the system so that teachers or administrators, on a "need-to-know" basis, in the school, other schools or other school districts would still have access to the information.

Requests for documents under the Freedom of Information and Protection of Privacy Act:

- a) The Secretary-Treasurer is responsible for ensuring that the District complies with the provisions of the Act.
- b) All persons making requests for the release of information shall be notified as to appeal provisions under the Act.

**Date of Initial Board Approval:** September 2004

**Amendments:** January 2012  
November 2015

School District No. 63 (Saanich)

**Policy Name:** Parental Access to Student Records and Student Information

**No:** 1220

**Preamble**

The Board of Education recognizes that positive communications between home and school contribute to student success and that parents are entitled to student records pursuant to the School Act. Students have rights of access to their own records under the School Act and the Freedom of Information and Protection of Privacy Act. Guardians with parental responsibilities may exercise these rights on behalf of children too young to exercise them for themselves. The School Act also recognizes a “joint” right of students and parents to inspect student records, as defined in the School Act.

**Policy Statement**

The Board will endeavor to facilitate access to student records guardians with parental responsibilities to the extent legally appropriate and reasonable in all the circumstances. In making decisions regarding the disclosure of student records to a student's parents/guardians, the Board will be guided by the School Act, the Freedom of Information and Protection of Privacy Act, the Family Law Act and other relevant legal considerations, and the best interests of students.

**Statutory Reference:**

School Act, Section 9: Examination of School Records  
Freedom of Information and Protection of Privacy Act (RSBC 1996) Chapter 165  
Family Law Act (SBC 2011) Chapter 25

**Contractual Reference:**

**Policy Reference:**

Policy 1210 (Collection, Retention and Security of Student Records under Freedom of Information & Protection of Privacy Act)

**Date of Initial Board Approval:** July 1989

**Amendments:** November 2004  
October 2008  
November 2015

**Policy Name:** Parental Access to Student Records and Student Information

**No:** 1220

**Guiding Principles**

1. In accordance with the School Act, a parent/guardian (or student) is entitled, on request, in a timely manner, and while accompanied by the principal or designate, to access and examine all student records pertaining to that student and receive a copy, at no charge, of any such record.
2. In order for a person to be entitled to exercise the rights of a parent as defined in the School Act, including accessing student records, the person must either be:
  - a) the guardian\* of the student;
  - b) the person legally entitled to custody of the student [parental responsibilities]; or
  - c) the person who usually has the care and control of the student.
    - \*Section 39 of the Family Law Act defines "Guardian" as:
      1. While a child's parents are living together and after the child's parents separate, each parent of the child is the child's guardian.
      2. Despite subsection (1), an agreement or order made after separation or when the parents are about to separate may provide that a parent is not the child's guardian.
      3. A parent who has never resided with his or her child is not the child's guardian unless one of the following applies:
        - (a) section 30 [parentage if other arrangement] applies and the person is a parent under that section;
        - (b) the parent and all of the child's guardians make an agreement providing that the parent is also a guardian;
      4. If a child's guardian and a person who is not the child's guardian marry or enter into a marriage-like relationship, the person does not become a guardian of that child by reason only of the marriage or marriage-like relationship.
3. In accordance with the Family Law Act, a guardian is a person who is responsible for caring for and making decisions for a child. Guardianship constitutes parental responsibilities and parenting time. "Parenting Arrangements" is the term used to describe the parts of an agreement or order that deal with parental responsibilities and parenting time. Only a guardian may have parental responsibilities and parenting time.
4. Persons who have access rights under a Court Order or Separation Agreement are entitled to access and examine student records in accordance with that Order or Agreement. If not specified, that right would normally include the right for a parent or guardian to receive report cards and attendance information.

**Policy Name:** Parental Access to Student Records and Student Information

**No:** 1220

**Guiding Principles (cont'd)**

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5. As a practical matter, the primary contact with the school shall be the person who has parental responsibilities for a child. Where school administrators require information or direction regarding the disclosure of student records and information, the contact should be with the guardian who has parental responsibility.
6. School administrators should not become engaged in disputes between guardians about the disclosure of student records. If there is no governing Court Order and the guardians disagree about the disclosure of student records, direction should be taken from the guardian with parental responsibilities until the matter is clarified by a Court Order or subsequent agreement between the parents. Disputes of this nature that cannot be resolved at the school level should be referred by school administrators to the Superintendent or designate.
7. It is the responsibility of guardians to provide the school with copies of any legal documentation, usually in the form of a Court Order or Separation Agreement, which stipulates relevant parenting arrangements, including details of any protection orders against a parent. A guardian with no apparent parental responsibility seeking access to student records shall be required to provide the school principal with legal documentation confirming that he/she is entitled to those records. If there is a change in the legal status of the parents, it is up to the parents to bring it to the attention of the school. The school should request a copy of the changed order or agreement.
8. Both guardians may attend a parent-teacher conference, provided that such participation is not prohibited by Court Order or Separation Agreement, and that it is reasonable for such joint participation. Typically, the school will only schedule one parent conference per child. If both guardians wishes to attend a parent-teacher interview at school and one guardian objects to the other's attendance, if the guardian in question has no apparent right under the School Act, Court Order or Separation Agreement to attend such a meeting, then the school administrator should abide by the direction of the order or agreement.
9. If school administrators have any questions concerning the validity or meaning of a Court Order or Separation Agreement, or any concerns relating to parenting arrangements, they should seek advice from the Superintendent or designate.

School District No. 63 (Saanich)

**Policy Name:** Parental Access to Student Records and Student Information

**No:** 1220

**Guiding Principles** (cont'd)

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10. School administrators and staff should not give the appearance of support for one parent or the other in the event of a dispute. Requests for cooperation on evidence and subpoenas should be directed to the Superintendent or designate prior to the school staff providing any information.
  
11. The Freedom of Information and Protection of Privacy Act strictly guards the confidentiality of student personal information. Disclosure to third parties is only allowed as specifically provided for in that Act or required by another enactment.

**Date of Initial Board Approval:** July 1989

**Amendments:** November 2004  
October 2008  
November 2015

School District No. 63 (Saanich)

**Policy Name:** Parental Access to Student Records and Student Information

**No:** 1220

**Administrative Procedures**

1. The following procedure shall be used with regard to requests from parent/guardians for access to student records and information.
  - (a) Parent/Guardians shall make their request to the school principal or designated.
  - (b) The principal or designate will ensure that the parent/guardian making the request has parental responsibilities under the Family Law Act.
  - (c) If a guardian objects to the disclosure of student records to the other guardian, the school principal shall not disclose such records unless and until the matter has been clarified by Court Order or the agreement of the parents/guardians.
  - (d) If the guardian referred to in (c) above has provided legal verification concerning his/her guardianship of a student, but the other guardian does not agree to the school's disclosure of student records, the matter should be referred by the school administrator to the Superintendent or designate for assistance in resolving this dispute.

**Date of Initial Board Approval:** July 1989

**Amendments:** April 1990  
October 2008  
November 2015



**Policy Name:** Distribution of Information Through Schools

**No.** 1230

**Preamble:**

The Board recognizes that regular school/home communication through newsletter and through the facilitation of distribution by students may invite undue pressure in the amount and nature of information to be delivered to the homes.

The Board also understands the difficulty of central decision-making regarding the choices of both inclusion and exclusion of information to be sent home.

The Board has adopted a philosophy of decentralization in many of its operations, leaving decision-making closest to the individual workplace.

**Policy Statement:**

The Board encourages school administrators to optimize school/home communication. The Board further believes that the decision, as to the manner, format style and content of school/home communication, is the responsibility of the Principal of each school.

**Statutory and Contractual References:**

**Date of Initial Board Approval:** March 1988

**Amendments:** June 1992  
November 1995  
February 2007

**Policy Name:** Distribution of Information Through Schools

**No.** 1230

**Guiding Principles**

1. Each school shall have written guidelines regarding the distribution of information from school to home.
2. School-based guidelines for decision-making regarding type of information to be sent home must be clearly articulated and well communicated to staff and parents.
3. School-based guidelines must also include the following:
  - All information which is not school initiated but permitted to be distributed through the school must clearly indicate the author and/or organization being represented.
  - All information of a commercial, political or religious nature shall require the addition of the school PAC President in the decision making process if such information is intended to be distributed by the school.
  - The Principal of each school has the power of veto as to what information may be distributed to homes from his/her assigned school.

**Date of Initial Board Approval:** March 1988

**Amendments:** June 1992  
November 1995

School District No. 63 (Saanich)

**Policy Name:** BCSTA Membership

**No:** 1300

**Preamble**

Saanich trustees have long recognized the value to the district resulting from their annual involvement as active members of the BC School Trustees Association. Trustees appreciate and the district benefits from the networking and support provided through the district's regular involvement with this provincial association.

**Policy Statement**

The Board supports annual membership in the BC School Trustees Association.

**Statutory Reference**

**Contractual Reference**

**Policy Reference**

**Date of Initial Board Approval:** July 1966

**Amendments:** November 2008

School District No. 63 (Saanich)

**Policy Name:** BCSTA Membership

**No:** 1300

**Guiding Principles**

1. Staff will arrange annually for the district to pay its BCSTA annual membership fees.
2. Staff will include the annual fees for BCSTA membership in their annual budget document preparation for the Board's consideration and approval.
3. Staff will regularly apprise the Board of opportunities available to the district and trustees through events planned by the BCSTA
4. Staff will ensure the Board is appropriately aware of initiatives and issues the BCSTA is explaining and responding to on behalf of all member Boards.
5. Staff will include in trustee in-district mail packages in a timely manner any publications and communications distributed by the BCSTA
6. The Board will ensure that a trustee is designated to represent the district at all BCSTA Provincial Council meetings.
7. Staff, where appropriate, will utilize BCSTA professional services included in the annual membership fee.

**Date of Initial Board Approval:** July 1966

**Amendments:** November 2008

School District No. 63 (Saanich)

**Policy Name:** Delegation of Principal Authority

**No:** 1310

**Preamble**

The Board recognizes that, in order to maintain the security and safety of students, staff and Board property, it is essential that the delegation of authority in the absence of the Principal be clearly understood by employees, parents and community agencies. It is also essential that the ongoing delegation of authority in the absence of the others named in this policy be equally understood.

**Policy Statement**

The Board believes that in the absence of the Principal, Vice-Principal or other staff, the order of authority in the school must be clearly identified to ensure the security and safety of students, staff and Board property. This chain of delegation needs to be communicated to all of those who are involved in the school: students (where appropriate), teaching and support staff, parents and associated community agencies.

**Statutory and Contractual References:**

**Date of Initial Board Approval:** January, 1979

**Amendments:** July, 1980  
September, 1985  
October, 2001

**Policy Name:** Delegation of Principal Authority

**No:** 1310

**Guiding Principles for Administrative Procedures**

1. Pursuant to this policy, the Board establishes the order of authority in District schools as follows:
  - The Principal, and in the event of absence,
  - A Vice-Principal, and in the event of absence,
  - A teacher who has been designated as a “Teacher-in-Charge,” and in the event of absence,
  - Any teacher in the school, and in the event of absence,
  - Any other School Board employee in the school, and in the event of absence,
  - Any police officer in the execution of his/her duties.
2. The flow of delegation of Principal authority shall be conveyed each year to members of the school community and to community agencies which have regular and/or emergency contact with district schools.

**Policy Name:** Delegation of Principal Authority

**No:** 1310

**Administrative Procedures for the Delegation of Principal Authority**

1. At the start of each school year, Principals will inform students (where appropriate), teaching and support staff and parents of the order of the delegation of the authority of the Principal in his/her absence or in the absence of other staff named in this policy.
2. When informing the school community of the order of delegation of authority in the school, Principals will use Guiding Principle #1 which is part of this policy.
3. At the start of each school year, District Administrative Staff will inform the appropriate community agencies of the order of authority the Board has determined for its schools. The agencies requiring such information are: municipal councils, Provincial and local emergency agencies, police, fire departments, hospitals and the Peninsula Community Services.
4. In addition, District Administrative Staff will inform the COPACS executive of the order of authority in District schools.
5. When informing the community agencies and COPACS of the order of delegation of authority in District schools, District Administrative Staff will use the Appendix document attached to this policy.

School District No. 63 (Saanich)

**Policy Name:** District Grade Organization

**No:** 1320

**Preamble**

The Board recognizes that school systems are designed to meet the needs of students and acknowledges that students' needs change as they pass through different stages of development.

**Policy Statement**

The District will be organized as follows: Kindergarten to Grade 5 (Elementary Schools); Grades 6 to 8 (Middle Schools); Grades 9 to 12 (Secondary Schools).

**Statutory Reference**

**Contractual Reference**

**Policy Reference**

**Date of Initial Board Approval:** March 1984

**Amendments:** December 1990  
January 1994  
May 2007



## School District 63 (Saanich)

**Policy Name:** School and District Planning for Student Achievement      **No:** 1330

### **Preamble**

Saanich schools focus on the development of each student in an environment of respect, safety and appropriate challenge. The Board recognizes that the years from K-12 are a continuum of learning for students. The District works to ensure that local and provincial practices and requirements increase the focus of school goals on student achievement. School Plans, District Achievement Contract and W'SANEC, other First Nations, Metis and Inuit Education Enhancement Agreement are all intended to facilitate the identification of priorities and the development of plans to increase success for all students.

### **Policy Statement**

In each school community, there will be collaborative processes developed to draft the School Plan for consideration and approval by the School Planning Council for recommendation to the Board. Each School Plan will focus on supporting student achievement and will be submitted to the Board of Education for approval and for the Board's consideration in development of the District Achievement Contract. The Board will receive the School Plans by May 15 of each year.

**Statutory Reference**      School Act Section 8 – Parents' Advisory Councils  
School Act Section 79 – Student Records

### **Contractual Reference**

**Policy Reference**      1120 – School Planning Councils

**Date of Initial Board Approval:** January, 2003

**Amendments:** February 2009

School District No. 63 (Saanich)

**Policy Name:** School and District Planning for Student Achievement      **No.** 1330

**Guiding Principles**

1. School Plans will be developed in an open and collaborative manner in order to support student achievement.
2. School Plans will be subject to regular review and updating upon receipt and consideration of key data.
3. The Board will provide support and feedback to the development of the School Plans in order to ensure that schools focus on student achievement.
4. The District Achievement Contract will be developed following an examination of the School Plans.
5. The School Plan will serve as a key reference to guide school and district decisions regarding allocation of resources in support of student achievement.

**Date of Initial Board Approval:** January, 2003

**Amendments:** February 2009  
May 2012

School District No. 63 (Saanich)

**Policy Name:** School and District Planning for Student Achievement      **No.** 1330

**Administrative Procedures**

1. School Planning Councils shall develop and oversee the processes for the drafting of the School Plan or update.
2. A full School Plan will be created on a three year cycle. In intervening years a School Plan update will be submitted to the Board, including a report on student achievement to date in relation to goals in the current School Plan.
3. The School Plan or update will be submitted by the School Planning Council to the Board for its consideration no later than May 15.
4. Upon receipt of the School Plans, the Board may:
  - accept the School Plan
  - return the School Plan for modification
  - reject the Plan and direct the principal to develop an alternate plan
5. The District Achievement Contract will be presented to the Board at the June meeting of the Board each year.
6. The approved District Achievement Contract will be submitted to the Ministry of Education by the date required by legislation.
7. All School Plans are available to the public on the school website.

**Date of Initial Board Approval:** January, 2003

**Amendments:** February 2009  
May 2012  
February 2013

School District No. 63 (Saanich)

**Policy Name:** Freedom of Information

**No:** 1340

**Preamble**

The Freedom of Information and Protection of Privacy Act, S.B.C. 1992 C61 requires school districts to designate a person or groups of persons as head of the local public body for the purposes of this Act.

**Policy Statement**

As required under Section 77 of the Freedom of Information and Protection of Privacy Act, the Board designates the Secretary-Treasurer as the official head of the District for the purposes of the Act.

**Statutory Reference**

**Contractual Reference**

**Policy Reference**

**Date of Initial Board Approval:** May 2007

**Amendments:**

School District No. 63 (Saanich)

**Policy Name:** Freedom of Information

**No:** 1340

**Guiding Principles**

1. As permitted under Section 76.1(b) of the Act, the Board authorizes the Secretary-Treasurer to be the Freedom of Information Coordinator responsible for the administration of the Act and to make related operational decisions.
2. The Secretary-Treasurer is authorized to implement any procedures required to support the District's administration of the Act.
3. As permitted under Section 76.1(c) of the Act, the Board adopts the schedule of fees as set out in Freedom of Information and Privacy Regulation, B.C. Regulation 323/3 dated September 22, 1993.
4. Under the direction of the Superintendent of Schools the Freedom of Information Coordinator is responsible for:
  - (a) developing and implementing effective policies and procedures to manage the district's compliance with the Freedom of Information and Protection of Privacy Act (the Act);
  - (b) conducting orientation and training sessions on the legislation and related district practices;
  - (c) establishing standards for administrative, technical and physical safeguards to ensure the confidentiality of records and personal information under district control;
  - (d) administering all requests and reports under the Act.

**Date of Initial Board Approval:** May 2007

**Amendments:**

School District No. 63 (Saanich)

**Policy Name:** Human Rights and Discrimination

**No:** 1350

**Preamble**

The Board supports and endorses the values and objectives contained in the Canadian Multiculturalism Act, the BC Multiculturalism Act, the Charter of Rights and Freedoms and the BC Human Rights Code. In recognizing the importance of these values, the school district shall prohibit discriminatory conduct which violates the BC Human Rights Code.

**Policy Statement**

The Board affirms its commitment to the principles and values contained in the BC Human Rights Code. The Board believes that safe school environments are necessary for students to learn and achieve. Discrimination is not part of such an environment and the Board does not, and will not, tolerate any conduct of discrimination toward any individual or group. The Board is committed to creating and maintaining an environment free from all forms of discrimination.

**Statutory Reference:** Human Rights Code

**Contractual Reference**

**Policy Reference**

**Date of Initial Board Approval:** September 2007

**Amendments:**

**Policy Name:** Human Rights and Discrimination

**No:** 1350

**Guiding Principles**

1. The Board supports the development and implementation of policies, practices and programs that support the rights and freedoms enshrined in the BC Human Rights Code, and which promote and foster a learning environment in the school district which emphasizes tolerance, equality, and non-discrimination.
2. The Board is committed to:
  - (a) creating an environment in the school district which promotes non-discrimination consistent with the Human Rights Code
  - (b) hiring employees on the basis of merit consistent with human rights laws
  - (c) providing students with educational programs that will assist them in participating in and contributing to a diverse society
  - (d) reducing language and cultural barriers
  - (e) communicating effectively with all students, parents, employees and other partner groups in our diverse community
3. For purposes of this policy, discrimination means the subordination of groups or individuals resulting from a distinction, preference or exclusion based on the grounds of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age, or any other difference or perceived difference.
4. Discrimination includes harassment, negative or adverse conduct, comment, gesture or contact, and systemic barriers based on the above grounds. This conduct is harmful and can create a working or learning environment that is intimidating, humiliating, or uncomfortable. It includes any behaviour that is known, or reasonably should be known, to be offensive.

As students learn by example, all members of the school community should model respectful conduct regardless of perceived differences and should refuse to tolerate any form of discrimination. This policy applies to all members of the school community including students, employees, trustees, parents, guardians and volunteers.

**Date of Initial Board Approval:** September 2007      **Amendments:** January 24, 2017

School District 63 (Saanich)

**Policy Name:** Complaints regarding Personnel, Programs  
or Procedures

**No:** 1360

**Preamble**

The Board recognizes that from time to time students or parents (or guardians) may have concerns regarding the operation of the School District.

**Policy Statement**

Student or parent (or guardian) complaints concerning schools, personnel, programs or procedures will be dealt with in a fair, respectful and timely way.

**Statutory Reference**

**Contractual Reference**

**Policy Reference:** No. 1110 "Parent/Student Appeals Bylaw"  
No. 3120 "Challenge of Learning Resources"  
No. 5520 "Complaints related to a Member of the Management  
Team"  
No. 6000 "Child Abuse"

**Date of Initial Board Approval:** May 2008

**Amendments:**



School District No. 63 (Saanich)

**Policy Name:** Complaints regarding Personnel, Programs  
or Procedures

**No:** 1360

**Guiding Principles**

1. Complaints, questions, or expressions of concern shall be dealt with in confidence and in a manner that reflects mutual respect and fair process.
2. The Board believes that the best solutions are found as near to the source of the complaint as possible and should be investigated and resolved as soon as possible.
3. Complaints will be dealt with in a courteous and constructive manner focusing on resolving the issue and supporting positive relationships.
4. Complaints related to personnel will be dealt with in ways described in a collective agreement or contract of employment if applicable.
5. Any complaint not resolved through the processes outlined in this policy may be addressed through Policy 1110 "Parent Student Appeals Bylaw" if it relates to a decision made by an employee and it significantly affects the health, education or safety of a student.
6. Complaints specific to child abuse, learning resources or a member of the management team should be dealt with in accordance with Policies 6000, 3120 and 5520 respectively.

**Date of Initial Board Approval:** May 2008

**Amendments:**

School District No. 63 (Saanich)

**Policy Name:** Complaints regarding Personnel, Programs  
or Procedures

**No:** 1360

**Administrative Procedures**

1. The Student and/or Parent Handbook for each school and the annual Information Booklet for Parents and Students shall contain a brief description of the Complaints Policy and Appeals Bylaw and shall inform parents of where they can be found.
2. Annually, at the first parent assembly at each school, the principal shall provide a brief description of the Complaints Policy and Appeals Bylaw.
3. Copies of the Appeals Bylaw, including the Notice of Appeal, and the Complaints Policy shall be readily available at each school office, at the School Board Office and on district and school websites.
4. Specific complaint policies in regard to alleged child abuse can be found in Board Policy 6000 "Child Abuse"; in regard to complaints regarding the appropriateness of locally evaluated learning materials in Board Policy 3120 "Challenge of Learning Resources"; and in regard to a member of the management team in Board Policy 5520 "Complaints related to a Member of the Management Team."
5. Complaints not covered by Administrative Procedure 4 will be handled in the following manner:
  - (a) Should the concern be the result of an action or decision of an employee, the complainant is encouraged to discuss the issue with that employee;
  - (b) If not resolved by the employee the complainant should involve the appropriate principal or supervisor;
  - (c) Should the principal or supervisor not resolve the concern then the complainant should involve either the Assistant Superintendent (Student Services), the Assistant Superintendent (Instructional Services) or the Secretary-Treasurer;
  - (d) Should the concern remain unresolved, the Superintendent of Schools may be contacted for assistance with process;
  - (e) At any time the complainant may contact a trustee by phone or direct a letter to the Board Chair for assistance with process;
  - (f) If concerns are still not addressed satisfactorily, a complainant may formally appeal a decision to the Board according to the Administrative Procedures outlined in Policy 1110 – Parent/Student Appeals Bylaw (see Guiding Principle 5).
6. A complainant has a right to be supported by a person of his or her choosing throughout a process of complaint resolution.

**Policy Name:** Complaints regarding Personnel, Programs  
or Procedures

**No:** 1360

**Administrative Procedures**

7. Personnel against whom complaints are made will be informed of the complaint when appropriate and will have an opportunity to respond.

**Date of Initial Board Approval:** May 2008

**Amendments:**

School District 63 (Saanich)

**Policy Name:** Environmental Learning and Sustainability

**No:** 1370

**Preamble**

The Board of Education is committed to building a culture of environmental learning and sustainability and aims to demonstrate its responsibility as a caring leader in the field of environmental stewardship.

This policy is intended to support the education of ecologically literate individuals with the knowledge, skills, attitudes, experiences and motivation to take personal responsibility and leadership for innovative local and global solutions.

The policy is also intended to reduce the local and global impact of district activities to a practical minimum through actions based on an increased awareness of human caused environmental impact. This includes planning for mitigation and adaptation within our district in the context of a changing world to protect and improve our community for future generations.

**Policy Statement**

The Board is committed to the highest possible standard of environmental stewardship and supports sustainability in all district operations along with the integration of environmental and sustainability education into classroom learning.

**Statutory Reference**      BC Climate Action Charter  
BC Energy Plan  
Greenhouse Gas Reductions Targets Act and Regulations (GGRTA, 2007)  
CRD Solid Waste Management Plan

**Contractual Reference**    **Powersmart Partners Agreement**

**Policy Reference**            Policy 2450 – Site Development  
Policy 2500 – Purchasing  
Policy 3040 – Field Trip Policy  
Policy 3100 – Selection of Learning Resources  
Policy 3130 – Use of Technology & Information Systems

**Date of Initial Board Approval:** September 2009

**Amendments:** April 2011

**Policy Name:** Environmental Learning and Sustainability

**No:** 1370

**Guiding Principles**

1. The Board believes that students must be active in building a society that is socially responsible and environmentally sustainable. The Board supports staff, students and parents being involved in local or global projects that will serve as ongoing reminders of this commitment.
2. The Board supports traditional ecological knowledge (TEK) which draws connections between the land and traditional aboriginal ways of knowing and being. Aboriginal peoples have a long history of sustainability through their cultures and have traditionally been inextricably connected to the land. Support for curricular integration of TEK recognizes culturally influenced, alternate views about ecology and the environment.
3. The Board expects that initiatives undertaken as part of this policy will be consistent with the principles of inclusive schools.
4. The Board expects that every function from office to grounds to educational delivery to community connections will be managed in ways that enhance environmental stewardship and sustainability.
5. The Board encourages community engagement and partnerships in all district environmental learning and sustainability activities.
6. Through this policy the Board affirms its commitment to the principles of teaching and learning contained in the BC Ministry of Education (2008) *Sustainability Education Framework, and Environmental Learning and Experience: An Interdisciplinary Guide for Teachers* as well as Environment Canada's (2007) document *Framework for Environmental Learning and Sustainability in Canada*.
7. The Board is committed to assessing progress, setting targets, creating action plans and communicating results of energy and sustainability practices.
8. The Board is committed to an overall reduction of 33 percent of greenhouse gases and 50 percent of total energy by 2020, based on normalized 2007 levels (excluding buses). This represents an average reduction of 5% total energy per year through from 2007 to 2020. The Board will seek capital and outside funding programs to assist in meeting these targets and will endeavour to allocate savings into further sustainability measures.
9. The Board is committed to having a long-term energy, water, waste and greenhouse gas reduction plan and to annually approving reduction targets and implementation plans that will support this long-term plan. In addition, the Board will receive reports on an annual basis which outline progress in relation to processes and targets described in the plan.

**Date of Initial Board Approval:** September 2009

**Amendments:** April 2011

**Policy Name:** Environmental Learning and Sustainability

**No:** 1370

**Administrative Procedures**

A. Leadership teams in each school will:

1. Form a school-based Environmental Learning and Sustainability Committee (Green Team) involving staff, students, parents and community members where practicable.
  - a. The committee's role is to determine priorities and promote initiatives related to environmental learning and sustainable practices.
  - b. The committee will report its progress and initiatives annually to the district Green Team.
2. Support school-wide recycling and ecologically sustainable practices including reducing the use of paper and other products, reducing utility use, reducing water use, re-using items as possible, and exploring other ways to increase efficiencies and/or reduce environmental impact.
3. Encourage contributions to websites or other forms of communication related to environmental projects.
4. Support implementation of *Environmental Learning and Experience: An Interdisciplinary Guide for Teachers*, including learning about the natural environment using outdoor learning spaces of school sites as accessible learning resources (refer to Policy 2450).
5. Encourage awareness of and adherence to traditional ecological knowledge (TEK).

B. Leaders at the district level will:

1. Form a district-based Environmental Learning and Sustainability Committee (Green Team) involving staff, students, parents and community members where practicable.
  - a. The district's role is to determine priorities and promote initiatives related to environmental learning and sustainable practices.
  - b. The district Green Team will report its progress and initiatives annually to the Board.
  - c. The committee will be involved in the development of district plans as described in Administrative Procedures B.6.
  - d. The committee will serve as a clearinghouse of information in regard to environmental learning and sustainability.

**Policy Name:** Environmental Learning and Sustainability

**No:** 1370

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**Administrative Procedures** (cont'd)

2. Encourage all district employees to act as environmental stewards, including in district operations.
  3. Actively seek and recommend environmentally sensitive procedures, materials, and equipment.
  4. Periodically review and update practices as funds, knowledge and improved technology permit.
  5. Facilitate professional development opportunities for district employees to further their understanding and knowledge of environmental principles and traditional ecological knowledge (TEK).
  6. Establish annual energy, water, waste, and greenhouse gas reduction targets and provide a report to the Board on operational or capital projects and other outside funding sources or partnerships in support of those targets.
- C. Leaders in Physical Plant Services/Transportation will:
1. Consider environmental impact when purchasing goods or services.
  2. Promote best practices in efficient equipment operation and reduced idling through SmartDriver programs.
  3. Consider environmentally friendly technologies and practices for improved equipment or facilities operation.
  4. Consider lower carbon heating and energy efficient building systems or passive additions for building heat or electrical systems where practicable and financially feasible.
  5. Promote building design or operations practices that are consistent with the guidelines of the Canada Green Building Council and the Leadership in Energy and Environmental Design.
  6. Work to reduce active landscaping needs through native drought resistant species plantings and the creation of natural vegetation zones.
  7. Work with staff and suppliers to reduce waste and assist with recycling needs.

**Date of Initial Board Approval:** September 2009

**Amendments:** April 2011

## School District 63 (Saanich)

**Policy Name:** Research in Schools and by the School District

**No:** 1380

### **Preamble**

The Board of Education supports evidence-based practice and values the generation of new knowledge to improve teaching and learning through application of lessons garnered from rigorous and methodologically sound formal research. One way to advance knowledge and practice is to have research undertaken directly in the school district when that research can be of direct benefit to students. Another way is to utilize the resources of the school district to solicit feedback in ways that will inform Board decisions and professional practices. This policy addresses both of those priorities.

For the purposes of this policy, research will be defined as data-based investigation using rigorous, systematic and objective methodologies to obtain reliable and valid knowledge. Feedback will be defined as information gathered through surveys, interviews and interactions with schools and the broader community.

### **Policy Statement**

The Board supports formal research being undertaken in the school district when that research is affiliated with a bona fide post-secondary institute, the research has been granted ethics approval by that institute, the research activities themselves will have little or no impact on teaching and learning and the outcomes of the research hold promise for direct benefit to teaching and learning in School District 63. The Board also supports feedback being solicited from school and community partners in ways that capture a wide range of diverse perspectives and enhance decision-making by the Board and administrative staff.

### **Statutory References**

### **Contractual References**

### **Policy References**

Policy 1040 (Public Involvement in Decision Making)  
Policy 1100 (Parent Involvement)

**Date of Initial Board Approval:**

**Amendments:**



## School District 63 (Saanich)

**Policy Name:** Research in Schools and by the School District

**No:** 1380

### Guiding Principles

#### Formal Research

1. The Board supports formal research that is connected to post-secondary institutions and that will benefit students and the school district, either directly or indirectly.
2. Research undertaken in the school district will be supported when it includes: (1) formal support from a post-secondary institution, (2) systematic design and process, (3) freedom from bias, (4) methods appropriate to the question posed, (5) ethics approval and (6) interpretation consistent with findings.
3. Acceptable research activities will include the use of surveys, interviews, questionnaires and observations that do not interfere with teaching and learning.
4. In addition to having been addressed as part of an ethics review, participation by adults must be with their informed consent, and participation by students must be with their and their parents'/guardians' informed consent.
5. Any research undertaken in the school district must have been approved by the Superintendent of Schools or designate in keeping with the Administrative Procedures.
6. The Board expects that results of research completed in the school district will be made available to the district, and to participants upon request.
7. Preference will be given to research initiatives requested by district personnel. These may include individual, school-based or district priorities.

#### Solicitation and Use of Feedback for Decision Making

8. The Board believes that effective solicitation and use of feedback is an important element of decision making. Feedback will be solicited at opportune times as determined by the Board or executive staff, or as required by policy or statute.
9. The Board's expectation is that feedback will be gathered based on: (1) well considered questions or options being shared, (2) clear explanations of what is being asked and why, (3) a wide range of people with diverse perspectives being asked to respond and (4) a thorough and effective methodology being employed to summarize responses.
10. The Board supports feedback being gathered through means that include but are not limited to surveys, interviews, community forum events and on-line response tools.
11. The Board expects that when feedback is solicited and gathered a wide range of diverse perspectives will be sought and consolidated, with particular efforts made to solicit responses from people not normally engaged with the everyday life of schools. Where appropriate, that includes people not directly connected to the school system.

School District 63 (Saanich)

**Policy Name:** Research in Schools and by the School District

**No:** 1380

**Guiding Principles cont'd**

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12. Notice of the Board's request for feedback will be provided through normal means including website notices, and efforts will be made to reach people through non-electronic means such as paper notices or personal contact.
13. Where electronic feedback is requested, provision will be made for non-electronic responses including via paper response or personal contact.

**Date of Initial Board Approval:** January 2017

**Amendments:**

## **Administrative Procedures**

### Formal Research

1. All requests to conduct research will be directed to the office of the Superintendent of Schools or designate. When a request is received the proponent will be required to complete a “Request for Research” as attached (Appendix 1).
2. All research approvals will be in keeping with the Guiding Principles of this policy.
3. Consideration for approvals will be based on satisfactory adherence to:
  - a. The proposal meeting all ethical standards established by the post-secondary institution.
  - b. The results being of potential benefit to the school district.
  - c. Participation by subjects being voluntary and with informed consent, including informed consent of parents where students are involved.
  - d. Privacy and confidentiality considerations being addressed, including anonymity of participants and protection, storage and disposal of research material as it relates to privacy.
  - e. The proposal having the approval of the principal of any involved school.
  - f. There being acceptable time requirements for involvement of staff and students.
  - g. If the researcher is a school district employee, the research being conducted without affecting the employee carrying out his or her duties.
4. Informed consent for participating staff members or parents on behalf of children will be by signature on a form (see Appendix 2 for details) that describes the research proposal in full, including the purpose and plan for the research as well as an explanation of any implications that the proposed research would have on the learning environment and the well-being of any children who will be involved whether directly or peripherally.
5. The Superintendent or designate will ensure that approved research projects are carried out in keeping with the proposal. Changes to the research must be with approval.
6. Results of research carried out in the school district will be provided in a timely manner to the Superintendent or designate, will be shared with the Board as appropriate and will be shared with participants upon request. Privacy and confidentiality will be of paramount concern in the sharing of results.
7. Any researcher, or individual associated with the research, who is expected to be in direct contact with children must have completed a satisfactory criminal record check (at his or her own expense) prior to having access to children. Such access must be in the company of a staff member, parent or guardian.

**Administrative Procedures cont'd**

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Solicitation and Use of Feedback for Decision Making

8. Solicitation of feedback will be undertaken as determined by the Board or senior staff, or when required by policy or statute. The Superintendent of Schools will have overall responsibility for solicitation and analysis of feedback, but it is understood that that responsibility will be shared as appropriate.
9. Feedback may be gathered by way of surveys, response forms, interviews, community forum events or any other means suitable for the issue in question. In every case, questions or response items will be developed in ways that make the issue and the options clear to the respondents.
10. Where surveys or response forms are posted electronically, paper copies will be available upon request.
11. Where feedback is being solicited, efforts will be made to reach out to people not normally connected to schools, including parents and families as well as members of the community that may have an interest in the issue in question.
12. In solicitation of feedback, efforts will be made to involve a wide range and diversity of respondents. Where possible, analysis of responses will include delineation among types of respondents (for example, students, parents, staff).
13. Where choice-response surveys are used, attention will be paid to the nature of the response form in regard to:
  - a. The stem, example "*To what extent do you agree with the statement?*" or "*Indicate how important the item is to you.*" or "*Do you agree or disagree?*"
  - b. Clarity of the items listed.
  - c. The appropriate use of Likert scale responses.
  - d. Whether or not to use a forced choice response scale.
  - e. Appropriate use of demographic identifiers for respondents.
  - f. Inclusion of opportunity for respondents to add comments.
  - g. Provision for privacy, including not being able to identify respondents based on their demographic profile as provided.
14. Where open-ended response surveys or interviews are used, the instrument will make clear the issue for which feedback is being solicited, and how the results of the survey or interview will be used. The same privacy provisions will apply as with choice-response surveys.

**Policy Name:** Research in Schools and by the School District

**No:** 1380

**Administrative Procedures cont'd**

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15. From time to time, community forum events will be held in order to gather feedback for important decisions to be made by the Board or senior staff. Forum events will be planned and hosted by senior staff or, in cases of school-based initiatives, school administration. Every effort will be made to involve a wide range of perspectives through involvement of a diverse group of participants. It is expected that the forum will be well organized and hosted with clarity of purpose and process, and that data will be gathered in ways that will allow for effective generation of themes and answers.
16. Regardless of the mechanism used to solicit and gather feedback, it is expected that analyses of information will be thorough and in keeping with data as received. It is further expected that analysis will be triangulated through review by others with a range of different perspectives.
17. Results of surveys, interviews, forum events or other feedback mechanisms will be collated for and shared with the Board in ways that will support evidence-based decision making.

**Date of Initial Board Approval:** January 2017

**Amendments:**

## **Appendix 2**

### School District 63 External Research

#### Requirements for Informed Consent Letter

External research being conducted in School District 63 Saanich must be undertaken in keeping with the provisions of *Board Policy 1380 – Research in Schools and by the School District*. In regard to informed consent of participants, Administrative Procedure 4 says as follows:

Informed consent for participating staff members or parents on behalf of children will be by signature on a form (see Appendix 2 for details) that describes the research proposal in full, including the purpose and plan for the research as well as an explanation of any implications that the proposed research would have on the learning environment and the well-being of any children who will be involved whether directly or peripherally.

The form that parents and/or staff are asked to review and sign, whether the form is from a university, a researcher or the school, must include an overview of at least:

1. Names of the researcher, university and university supervisor.
2. An overview of the research and why it is of interest or importance.
3. A statement that participation is voluntary and that participation can be withdrawn at any time without consequence.
4. A statement that participants will not be judged or evaluated in regard to their response and that at no time will they be at risk of harm.
5. An indication of the time commitment that is being requested of participants.
6. Notice that participants will need to consent to interviews or observations being recorded and/or transcribed, and that participants will be able to withdraw that consent at any time during the research.
7. Confirmation that only the researcher and supervisor will have access to the data as collected prior to findings being ascertained.
8. Confirmation that if results are published or shared there will be no identification of participants.
9. An offer to share final research findings with participants and how to access those findings.
10. The names and contact information of the research and the university supervisor.
11. An overview of the data being collected and how the data will be stored, secured and eventually disposed of.

School District No. 63 (Saanich)

**Policy Name:** Employment Equity and Diversity in the Workplace

**No:** 1390

**Preamble**

The Board of Education (the “Board”) is committed to fairness and equity in its employment practices. The Board believes that the demographic make-up of its employees should reflect the demographic make-up of the communities served by the School District.

Amongst other things, this Policy is designed to increase the employment representation of under-represented “designated groups”, which may include, but is not limited to: women, aboriginal peoples, persons with disabilities and members of visible minorities.

**Policy Statement**

The Board is committed to:

1. Promoting and implementing employment practices that advance employment equity and workplace diversity.
2. Ensuring that the principles of employment equity and diversity are incorporated into all aspects of recruitment, hiring, employee development, retention, succession planning, and employee advancement.
3. Enhancing the opportunities for employment for designated groups by identifying and removing barriers.
4. Establishing and maintaining a diverse workforce in keeping with the demographic make-up of the communities served by the School District.

**Statutory References:** *BC Human Rights Code, Employment Equity Act of Canada, Freedom of Information and Protection of Privacy Act*

**Contractual Reference:**

**Policy Reference:** Policy 1350 (Human Rights & Discrimination)  
Policy 6150 (Sexual Orientation & Gender Identity)

**Date of Initial Board Approval:** April 2018

**Amendments:**

School District No. 63 (Saanich)

**Policy Name:** Employment Equity and Diversity in the Workplace

**No:** 1390

**Guiding Principles**

1. This policy is intended to foster a culture that continuously aims to achieve greater employment equity as well as the increased representation, of groups in the School District's community that are under-represented in their employment with the School District.
2. Recruitment, hiring, retention and succession practices should respond to, and demonstrate an awareness and understanding of, the diverse population served by the School District.
3. The Board understands and recognizes that:
  - a. As a result of equitable hiring practices, a broader array of people have the opportunity to participate in job competitions;
  - b. The removal of employment barriers for some employees or potential employees will benefit the entire workforce;
  - c. An active search for employment barriers can be effective in exposing the difficulties and challenges confronted by employees;
  - d. Greater employment equity results in increased employee retention;
  - e. Employment equity and diversity contribute to creativity, productivity, and innovation; and
  - f. Employment equity and diversity enhance the opportunities to learn about differences and fosters a stronger sense of community.
4. The Board will endeavour to promote employment equity by:
  - Identifying and, where possible, eliminating employment barriers for people in designated groups; and
  - Instituting policies and practices to ensure people in designated groups are properly represented in the workplace.
5. While the Board is committed to improving employment equity in the workplace, this commitment does not extend to the following:
  - The implementation of any measure that would cause the Board or the School District undue hardship;
  - The hiring or promotion of any person who fails to meet the qualifications of a position; or
  - The creation of new positions without an organizational rationale.



**Policy Name:** Employment Equity and Diversity in the Workplace

**No:** 1390

**Guiding Principles** cont'd

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6. The Board's hiring, succession and promotion practices will remain compliant with its labour relations and human rights obligations. Employment equity and diversity will be achieved through measures such as outreach, training and reasonable accommodation, rather than through affirmative action or quota-based advertising and hiring.
7. In seeking to redress the under-representation of designated groups in the workplace, the Board will endeavour to collect information about its current and prospective employees. Some individuals may regard this information as highly personal. Consequently, the Board will undertake the collection of this information in accordance with the *Freedom of Information and Protection of Privacy Act* and with the utmost sensitivity and confidentiality.

**Date of Initial Board Approval:** April 2018

**Amendments:**

**Policy Name:** Employment Equity and Diversity in the Workplace

**No:** 1390

**Administrative Procedures**

1. The Board will:
  - Communicate to all employees the Board’s commitment to achieving employment equity and diversity as well as the measures that will be undertaken to achieve this goal;
  - Develop a mechanism for consulting and collaborating with employees on an ongoing basis with respect to any barriers that exist in the workplace or as part of the hiring process;
  - Appoint the Superintendent or a designate to be responsible for overseeing and assisting in the implementation of its employment equity and diversity initiatives;
  - Collect and maintain data with respect to the workforce, with an emphasis on the number of employees that self-identify as a member of a designated group (the “Employment Data”); and
  - Undertake a review of the School District’s policies and practices to ensure that they do not constitute a barrier to the full participation of designated group members (the “Review”).
2. The Employment Data and the Review are to be utilized to develop and implement an employment equity plan to address any barriers or shortcomings identified through the Review.
3. In particular, the employment equity plan will:
  - i) Specify the policies and/or practices, including reasonable accommodation practices, that will be instituted to contribute to the hiring and promotion of persons in designated groups who are under-represented in the School District’s workforce;
  - ii) Specify the measures that are to be instituted to eliminate the employment barriers identified in the Review.
4. The Superintendent or designate appointed to oversee the employment equity and diversity initiatives will:
  - i) Monitor, and report to the Board from time to time, an implementation of the employment equity plan, including an assessment of whether reasonable progress towards implementing employment equity and diversity is being made;
  - ii) Make any changes to the employment equity plan that are considered necessary as a result of the above monitoring and assessment.

**Date of Initial Board Approval:** April 2018

**Amendments:**