

School District 63 (Saanich)

Policy Name: Employment Of Non-Teaching Staff

No: 5000

Preamble

The Board of School Trustees believes that quality of the educational environment is dependent on the staff it recruits. Consequently, the board and administration will work to attract and retain personnel with suitable credentials, skills and attitudes to work in support of student success in an effective and efficient school district operation.

The Board of School Trustees and its administration subscribe to the provisions and principles of the Industrial Relations Act of British Columbia (Part 1, Sections 2 and 3) and the Human Rights Code of British Columbia and the Board commits to maintaining an employment environment that is free from discrimination against any potential employee.

Policy Statement

Recruitment and hiring of non-teaching personnel is the responsibility of the Human Resources Department in consultation with the immediate management supervisor. The District will ensure that its recruitment and hiring practices are fair and equitable.

Date of Initial Board Approval: July 1971

Amendments: September 2004

School District 63 (Saanich)

Policy Name: Employment Of Non-Teaching Staff

No: 5000

Guiding Principles

- a) The Board will have processes in place to ensure that employment issues are dealt with in a respectful and consistent manner and that when vacancies occur, all eligible applicants receive fair and equitable consideration.
- b) The employment of non-teaching staff covered by a Collective Agreement will be in accordance with that Collective Agreement.
- c) Every effort will be made to avoid any perceived or real conflict of interest related to employment of staff. A potential conflict of interest must be declared and resolved prior to any decisions regarding appointments to positions of employment.
- d) When the advertised position is not within a Collective Bargaining Unit, preference will be given to the most suitable candidate.

Date of Initial Board Approval: July 1971

Amendments: September 2004

School District 63 (Saanich)

Policy Name: Employment Of Non-Teaching Staff

No: 5000

Administrative Procedures

1. For positions covered by a Collective Agreement, appointments shall be made by promotion, transfer, recall, or new employment and are subject to the processes outlined in the Collective Agreement.
2. For positions not covered by a Collective Agreement or in cases where there has been no successful applicant from within the Bargaining Group all vacancies will be filled by appointments made from applications received as a result of the advertised vacancies on the district website, on posting bulletin boards throughout the district and in local newspapers as necessary.
3. a) When a vacancy occurs, the posting shall be prepared indicating the classification of the position, duties, qualifications, wages, and date of appointment.

b) A copy of the posting shall be sent immediately to:
 - (i) All School District #63 sites, and;
 - (ii) The Secretary of C.U.P.E. Local #441.
4. A posting template shall be used.
5. Interested applicants will be asked to complete a standard application form which is consistent with provincial and federal regulations.
6. All applications will be treated confidentially.
7. The Secretary-Treasurer shall be responsible to the Board for the effective and efficient implementation of these procedures.

Date of Initial Board Approval: July 1971

Amendments: September 2004

School District No. 63 (Saanich)

Policy Name: Assignment and Selection of Principals

No: 5010

Preamble

The Board recognizes that one of its most important functions in support of student achievement is the assignment and selection of principals. Principals are appointed to the district and can be assigned by the Board to the position that the Board feels is an appropriate match to the needs of schools and of the district. The Board also recognizes the benefits of changing the assignment of principals over time in order to expand their experience as well as to provide schools with the expertise and leadership provided by the principals of other schools in the district. In the case of a principalship vacancy, the Board will determine if it will assign a principal from a different school or advertise for the principalship and then assign the selected candidate to the school.

Policy Statement

The Board believes that the first consideration in the assignment of principals must be for the administrative needs of the district and its schools in support of student achievement. The Board also believes that consideration must be given to the benefits that a change in assignment will provide individual principals in the district and of the expertise and leadership that such principals will bring with them. In the assignment of a principal to a school, therefore, the Board will consider principals who are currently in the district. Once assignments of current principals have been finalized, the Board believes that remaining vacant principalships should be advertised with appropriate input from representatives of staff, parents, students and the community during the selection process.

Date of Initial Board Approval: March 1976

Amendments: April 1985
October 1996
February 1998
March 2000
June 2001
October 2002
November 2004

Policy Name: Assignment and Selection of Principals

No: 5010

Guiding Principles

1. Principalships are considered to be district appointments with assignments to a school as determined by the Board. Principals are key educational leaders in the school and in the district's management team.
2. As vacancies occur, processes will be in place which allow the Board the opportunity to make any change in assignment the Board feels is appropriate prior to determining that a competition is to be held.
3. In addition to the opportunities provided through vacancies, the Board will consider other options for principals to gain experience in other schools. To this end, a review of assignment and career plans will take place with principals completing the fifth year or longer in a school. Such reviews may take place more frequently at the request of the principal or the Superintendent and may be part of the annual discussion between the principal and the Superintendent in the Annual Growth Plan review.
4. The Board will consider the impact of more than one administrative change from schools with an administrative team of two or more members. The Board recognizes that it may not be beneficial to the school community for the entire administrative team to be transferred out of the school in the same school year.
5. Advertising for principalships will be on a provincial basis except when the Board specifically directs that the competition be restricted to local candidates.
6. Appropriate involvement of representatives of staff, parents, students and community will be included when a local or provincial competition for a principalship takes place.

Date of Initial Board Approval: March 1976

Amendments: April 1985
October 1996
February 1998
March 2000
June 2001
October 2002
November 2004

Policy Name: Assignment and Selection of Principals

No: 5010

Administrative Procedures for the Assignment of Principals

- Step 1:** The Board will use the document “District Criteria for Principals” (see Appendix 1) and other criteria provided by the schools in implementing the processes for assigning and selecting principals.
- Step 2:** Each year as part of their Annual Growth Plan review, principals will discuss their current assignment and future career plans with the Superintendent and other members of the Executive Team as appropriate.
- Step 3:** Each year, all principals will submit an indication of possible interests for administrative placement in the following year. This may include requests for assignment to different schools, levels, or an indication of interest in opportunities in a different district. In addition to indications of career plan options, there is an expectation that retirement plans for the subsequent year will be shared with the Superintendent by January 31.
- Step 4:** At any time during the year, principals may request a meeting with the Superintendent and other members of the Executive Team to discuss career aspirations or to elaborate on information provided in their Career Plans Form.
- Step 5:** As part of the District’s preparation for administrative changes in the coming year, principals who are being considered for a change in assignment will be consulted as early as possible in the planning cycle. It is important to note that this consultation can occur at any time during the year but all consideration will be given to appropriate and early consultation. This consultation will occur prior to the Superintendent bringing any recommendations for changes in assignment to the Board.
- Step 6:** The Board will consider information provided by the Superintendent as a result of consultation with principals regarding information received via the Career Plans Form. Those principals recommended for reassignment will be so informed prior to a decision being made by the Board. A principal may request a meeting with the Board prior to a final assignment decision being made. All principals moving into a new assignment will be provided with the rationale for change.
- Step 7:** Due to time constraints or emergent factors, the Board may from time to time create a term principalship of specified duration, and appoint the person the Board determines to be best suited to the role pending the full processes contemplated by this policy.

Policy Name Assignment and Selection of Principals

No: 5010

Administrative Procedures for the Selection of Principals (cont'd)

- Step 8:** After the process outlined in Steps 1 to 6 has been completed and in the absence of the need for Step 7, a principal vacancy will exist in a school. The Superintendent and/or other members of senior District staff will meet, as possible, with the staff, and with the PAC of the school to review the criteria for the principalship and to discuss any specific concerns or priorities that the staff or PAC may have in regard to the vacant principal position. Depending on the age of the children at the school, students may also be involved in the consultation.
- Step 9:** Once any reassignment of current principals has taken place, the remaining vacancies will be advertised. Principalship competitions will be normally open to internal and external candidates. Principal appointments will be to the district with initial assignment indicated (e.g., the Saanich School District is searching for a secondary school principal with the initial assignment being the XYZ Secondary School).
- Step 10:** Vice-principals in the district will be invited to consider these postings and make application.
- Step 11:** After the cut-off date for applications, the Executive Team, supported by the Director of Human Resources, will review the applications and remove any candidates who are not qualified. The remaining applications will be prepared for the shortlisting process.
- Step 12:** The shortlisting/interview panel will consist of the Superintendent, both Assistant Superintendents, three Trustees, and representatives of the SAA, COPACS, STA and CUPE 441. This panel will review the materials from all qualified candidates and determine a shortlist of up to five people to be interviewed. Reference checking will be done prior to the development of a shortlist as necessary, then more thoroughly afterward. This reference checking will be coordinated by the Director of Human Resources who will prepare a summary report for consideration by the selection committee.
- Step 13:** Shortlisted candidates will be notified in a timely manner regarding the interview timelines and process. The order of interviews will be determined by random draw, with consideration being given to unique circumstances such as travel arrangements.
- Step 14:** Interview questions will be developed by the selection committee (see Step 17).

Policy Name Assignment and Selection of Principals

No: 5010

Administrative Procedures for the Selection of Principals (cont'd)

Step 15: Candidates will be invited to spend time prior to the interview visiting the district and the school to become familiar with programs, services, the current administrative team and the culture of the school and district.

Step 16: The shortlisting/interview panel will conduct the interviews, at the end of which the representatives of COPACS, STA and CUPE 441 will be asked to provide oral feedback and depart. The representative of the SAA will then do the same.

Step 17: The selection committee made up of the Superintendent, both Assistant Superintendents and three Trustees will review all available information and make a consensus recommendation which will then be sent to the Board for a decision. Should consensus not be achieved the recommendation will be determined by majority vote of the committee, within which a majority of trustees must be in agreement. Should a meeting of the Board not be scheduled to occur within two days, a special meeting of the Board will be called to consider the recommendation.

Step 18: The successful candidate will be offered the principalship as advertised. All other candidates will then be informed of the decision and provided the opportunity to receive feedback on their application from the Superintendent or designate.

Note: The entire process will be supported by the Director of Human Resources and is expected to take place within a three week period.

Date of Initial Board Approval: March 1976

Amendments: June 2001
October 2002
November 2004
March 2006
February 2016

Policy Name: Assignment and Selection of Principals

No: 5010

APPENDIX

CRITERIA FOR PRINCIPALS

Educational Leadership

The Board requires its principals to have a Master's Degree. Further, a principal must have demonstrated during her/his career in Education:

- a commitment to the Principles of Learning and to the Principles of Inclusive Schools
- a commitment to a consultative, collaborative, teamwork approach involving students, parents, school staff and the community
- a commitment to supporting the interests of the Board and the District
- a recent record of teaching excellence and leadership
- an understanding of the important role a full range of educational programs play in the growth and development of students
- a strong advocacy for students with special needs
- a commitment to the concept of a "healthy school"
- ability as a motivator of staff and an advocate for staff development based on school needs
- a commitment to ongoing personal and professional development
- strong support for a healthy and effective Parent Advisory Council and School Planning Council
- ability to implement a strong community communications program for a school
- ability to establish and maintain a positive, cooperative, caring environment in a school
- ability to implement and maintain an environment that supports positive student behaviour
- patterns of successful experience in different educational settings

Administrative History

A principal must have demonstrated during her/his career in Education:

- attributes that demonstrate effective problem-solving, conflict management and mediation in relations with all members of the school community
- attributes that demonstrate friendliness, good humour, flexibility, enthusiasm, accessibility, forthrightness, openness and honesty
- attributes that demonstrate respect for children and others and generate respect in return
- attributes that demonstrate good judgement in assessing the strengths and needs of a school's organization and operation

Policy Name: Assignment and Selection of Principals

No: 5010

APPENDIX

CRITERIA FOR PRINCIPALS

Skills

A principal must have demonstrated during her/his career in Education:

- strong organizational and management skills, including financial planning and control
- skill in dealing with human resources and labour management
- excellent interpersonal, communication and listening skills
- skill in dealing with crisis situations
- skills in establishing and maintaining a close working relationship with all members of the school community
- essential skills in technological literacy

Special Requirements

The Saanich School District requires that principals have knowledge and experience appropriate to their school assignment. Therefore, the principal must possess:

- an understanding of the major components of the educational programs offered in the school to which they are assigned
- an understanding of educational processes appropriate to the stage of development of the students in the schools to which they are assigned

School District No. 63 (Saanich)

Policy Name: Assignment and Selection of Vice-Principals

No: 5020

Preamble

The Board recognizes that the assignment and selection of vice-principals is an important function. Vice-principals are appointed to the district and can be assigned by the Board to the position that the Board feels is an appropriate match to the needs of schools and of the district. Vice-principals are considered to be working with the principal of a school in support of student achievement. Vice-principals may also be considered “principals in training” and as such should have opportunities for professional growth and a number of different administrative experiences. There are benefits to assigning vice-principals to different schools. New assignments can expand experiences and provide schools with the expertise and leadership offered by the vice-principals from other schools in the district. In making vice-principal appointments, the Board must determine the qualities and the potential that a person would bring to the position.

Policy Statement

The Board believes that the first consideration in the assignment of vice-principals must be for the administrative needs of the district and its schools in support of student achievement. The Board also believes that consideration must be given to the benefits that a change in assignment will provide individual vice-principals as well as the expertise and leadership that such vice-principals will bring with them to new assignments. In the assignment of a vice-principal to a school, the Board will consider vice-principals who are currently in the district. After any reassignment of current vice-principals, further vacancies will be posted.

Date of Initial Board Approval: October 1996

Amendments: February 1998
June 2001
October 2002
November 2004

Policy Name: Assignment and Selection of Vice-Principals

No: 5020

Guiding Principles

1. Vice-principalships are considered as district appointments with assignments to a school as determined by the Board. Vice-principals should be considered to be key leaders in the school and in the district's management team. The vice-principalship may also be considered to be a position "in training" for a principalship.
2. As vacancies occur, processes will be in place that allow the Board to make any change in assignments the Board feels is appropriate prior to determining that a competition will be held.
3. In addition to the opportunities provided through vacancies, the Board will consider other options for vice-principals to gain experience in other schools. To this end, a review of assignment and career plans will take place with vice-principals who will be completing the fifth year or longer in a school. Such reviews may take place more frequently at the request of the principal or the Superintendent.
4. The Board will consider the impact of more than one administrative change from schools with an administrative team of two or more members. The Board recognizes that it may not be beneficial to the school community for the entire administrative team to be transferred out of the school in the same school year.
5. Staff and parent representatives may be involved in providing feedback which will assist the Board in the selection processes for vice-principal positions.

Date of Initial Board Approval: October 1996

Amendments: February 1998
June 2001
October 2002
November 2004

Policy Name: Assignment and Selection of Vice-Principals

No: 5020

Administrative Procedures for the Assignment of Vice-Principals

- Step 1:** The Board will use the document “District Criteria for Vice-Principals” (see Appendix 1) and other criteria information provided by the schools in the processes for assigning and selecting vice-principals.
- Step 2:** Each year as part of their Annual Growth Plan review, vice-principals are required to submit a Career Plans Form. They may discuss their current assignment and future career plans with their principal and/or with the Superintendent.
- Step 3:** Each year, all vice-principals will submit an indication of possible interests for administrative placement in the following year. This may include requests to remain in their current school or for assignment to different schools or levels or an indication of interest in opportunities in a different district. In addition to career plan options, there is an expectation that retirement plans for the subsequent year will be shared with the Superintendent by January 31.
- Step 4:** In addition to the annual requirement to indicate a preference for administrative placement, vice-principals may meet with the Superintendent and other members of the Executive Team at any time during the year to discuss career aspirations or to elaborate on information provided in their Career Plans Form.
- Step 5:** As part of the District’s preparation for the coming year, vice-principals who are being considered for a change in assignment will be consulted as early as possible in the March/April period. This consultation will occur prior to the Superintendent bringing any recommendations for changes in assignment to the Board.
- Step 6:** The Board will consider information provided by the Superintendent as a result of consultation with vice-principals regarding information received via the Career Plans Form. Those vice-principals recommended for reassignment will be so informed prior to a decision being made by the Board. A vice-principal may request a meeting with the Board prior to a final assignment decision being made. All vice-principals moving into a new assignment will be provided with the rationale for change.
- Step 7:** Due to time constraints or emergent factors, the Board may from time to time create a term vice-principalship of specified duration, and appoint the person the Board determines to be best suited to the role pending the full processes contemplated by this policy.

Policy Name: Assignment and Selection of Vice-Principals

No: 5020

Administrative Procedures for the Assignment of Vice-Principals (cont'd)

- Step 8:** After the process outlined in Steps 1 to 5 has been completed and when a vice-principal vacancy exists in a school, the Superintendent and/or other members of senior District staff will meet, if possible, with the staff, and with the PAC of the school to review the criteria for the vice-principalship and to discuss any specific concerns or priorities that the staff or PAC may have in regard to the vacant vice-principal position. Depending on the age of the children at the school, students may also be involved in the consultation.
- Step 9:** Once any reassignment of current vice-principals has taken place, the remaining vacancies will be advertised. These positions will be district appointments but with initial assignment indicated (e.g., the Saanich School District is searching for a secondary school vice-principal with the initial assignment being the XYZ Secondary School.)
- Step 10:** Eligible candidates will be invited to make application for any vacant vice-principal positions through a posting process.
- Step 11:** After the cut-off date for applications, the Executive Team, supported by the Director of Human Resources, will review the applications and remove any candidates who are not qualified. The remaining applications will be prepared for the shortlisting process.
- Step 12:** The shortlisting/interview panel will consist of the Superintendent, the level Assistant Superintendent, three Trustees, and representatives of the SAA, COPACS, STA and CUPE 441. This panel will review the materials from all qualified candidates and determine a shortlist of up to five people to be interviewed. Reference checking will be done prior to the development of a shortlist as necessary, then more thoroughly afterward. This reference checking will be coordinated by the Director of Human Resources who will prepare a summary report for consideration by the selection committee.
- Step 13:** Shortlisted candidates will be notified in a timely manner regarding the interview timelines and process. The order of interviews will be determined by random draw, with consideration being given to unique circumstances such as travel arrangements.
- Step 14:** Interview questions will be developed by the selection committee (see Step 16).

Policy Name: Assignment and Selection of Vice-Principals

No: 5020

Administrative Procedures for the Assignment of Vice-Principals (cont'd)

Step 15: The shortlisting/interview panel will conduct the interviews, at the end of which the representatives of COPACS, STA and CUPE 441 will be asked to provide oral feedback and depart. The representative of the SAA will then do the same.

Step 16: The selection committee made up of the Superintendent, the level Assistant Superintendent and three Trustees will review all available information and make a consensus recommendation which will then be sent to the Board for a decision. Should consensus not be achieved the recommendation will be determined by majority vote of the committee, within which a majority of trustees must be in agreement. Should a meeting of the Board not be scheduled to occur within two days, a special meeting of the Board will be called to consider the recommendation.

Step 17: The successful candidate will be offered the vice-principalship as advertised. All other candidates will then be informed of the decision and provided the opportunity to receive feedback on their application from the Superintendent or designate.

Note: The entire process will be supported by the Director of Human Resources and is expected to take place within a three week period.

Date of Initial Board Approval: October 1996

Amendments: June 2001
October 2002
November 2004
March 2006
April 2013
February 2016

APPENDIX

CRITERIA FOR VICE-PRINCIPAL

Administrative Experience

The Board normally requires its vice-principals to have or be actively working toward a Master's degree. However, for short-term assignments (less than one year), postings for vice-principal positions will include a preference rather than a requirement for a Master's degree or progress toward a Master's degree. A vice-principal will have demonstrated during her/his career in Education:

- a commitment to the Principles of Learning and to the Principles of Inclusive Schools
- a commitment to a consultative, collaborative, teamwork approach, both in the school and at the district level
- a recent record of teaching excellence and leadership
- an understanding of the important role a full range of educational programs play in the growth and development of students
- a strong advocacy for students with special needs
- a commitment to the concept of a "healthy school"
- a commitment to ongoing personal and professional development
- strong support for a healthy and effective Parent Advisory Council and School Planning Council
- ability to support a positive, cooperative, caring environment in a school
- ability to support and maintain relationships that encourage positive student behaviour

A vice-principal must have demonstrated during her/his career in Education:

- attributes that demonstrate friendliness, good humour, flexibility, enthusiasm, accessibility, forthrightness, openness and honesty
- attributes that show respect for children and others and generate respect in return

Skills

A vice-principal must have:

- organizational and management skills
- excellent interpersonal, communication and listening skills
- skill in dealing with crisis situations
- skills in establishing and maintaining a close working relationship with all members of the school community
- facility in the use of information technology as an educational and a management tool

School District No. 63 (Saanich)

Policy Name: Selection and Appointment of Senior Executive

No: 5040

Preamble

Saanich School District is a highly effective learning organization with a strong focus on success for all students. The Board recognizes the importance of selecting and retaining highly effective senior executive staff. The overall operation of the District relies on the leadership and management skills demonstrated by these key leaders on a daily basis.

Policy Statement

The Board of School Trustees will engage in the necessary processes including planning to ensure that recruitment to senior executive positions attracts highly qualified individuals.

Date of Initial Board Approval: January 1983

Amendments: March 2005

Policy Name: Selection and Appointment of Senior Executive

No: 5040

Guiding Principles

1. The Board shall retain authority for procedures and decisions related to the appointment of senior executive staff.
2. The Board may choose to conduct a provincial or national search, or decide to limit applications to internal candidates or to directly appoint an individual as appropriate.
3. In addition to advice and overall process management and operational expertise provided to the Board by executive staff, the Board shall encourage appropriate input and involvement in the selection processes from school administrators and partner group representatives.
4. Recruitment for pending vacancies of senior executive positions will, when possible, occur early enough to allow for a comprehensive selection process and an opportunity for the newly appointed person to have some transition time with the incumbent.

Date of Initial Board Approval: January 1983

Amendments: March 2005

Policy Name: Selection and Appointment of Senior Executive

No: 5040

Administrative Procedures

- 1) As vacancies occur, processes will be in place to allow the Board the opportunity to review the assignment and qualifications before any competition is held.
- 2) Any senior executive vacancies identified for external competition will be recruited through postings at each Saanich School District facility as well as locally and provincially/nationally using a variety of resources and strategies.
- 3) Any senior executive vacancies identified for local competition will be posted at each Saanich School District facility and on the district email and website.
- 4) The Board will invite representatives of school administration, partner groups and personnel with whom the executive staff will be working to participate in the selection process as appropriate.
- 5) When a competition occurs, the Superintendent or designate will coordinate the advertising, shortlisting and selection process except when the Superintendent's position is being recruited. In that case, the Board may designate another member of the senior executive to coordinate the process or the Board may engage an external resource person.
- 6) Prior to interviews, shortlisted candidates will be invited to meet with the Board and executive staff, tour the district office and other facilities as appropriate and have an opportunity to meet key members of the school district community.
- 7) Interviews for senior executive positions will be conducted by the Board, assisted by the executive staff. Representatives from school administration, partner groups and staff in the department(s) under the supervision of the position will, as appropriate, be invited to observe and to provide feedback following the interviews.
- 8) The successful candidate will have met essential criteria related to the posting including:
 - Training and professional qualifications and certification
 - Proven experience and a high degree of previous success
 - Demonstrated excellence in managing and leading in public education
 - Effective public relations, employee relations and interpersonal skills
 - Initiative, loyalty to the organization and potential for further growth and development

Date of Initial Board Approval: January 1983

Amendments: March 2005

School District No. 63 (Saanich)

Policy Name: Selection and Appointment of
District Management Staff

No: 5050

Preamble

The Board recognizes the importance of selecting and retaining highly effective district leaders. The overall operation of the district relies on the leadership and management skills demonstrated by these employees on a daily basis.

Policy Statement

The Board of Education will engage in the necessary processes to ensure that recruitment to management positions attracts highly qualified individuals.

Date of Initial Board Approval: March 2005

Amendments: April 2016

Policy Name: Selection and Appointment of
District Management Staff

No: 5050

Guiding Principles

1. The Board of Education delegates to the Superintendent of Schools the authority for procedures and decisions related to the appointment of district management staff.
2. The Board encourages appropriate input and involvement in the selection processes from school administrators and partner group representatives as appropriate.
3. Recruitment for pending vacancies of district management positions will provide for a comprehensive selection process and an opportunity for the newly appointed person to have transition time with the incumbent. From time to time and when necessary, the Superintendent may appoint an individual to an interim position pending the outcome of a recruitment and selection process, which will be undertaken in accordance with the Administrative Procedures at the earliest opportunity.

Date of Initial Board Approval: March 2005

Amendments: April 2016

Policy Name: Selection and Appointment of
District Management Staff

No: 5050

Administrative Procedures

1. As vacancies occur, the Board will be informed of the vacancy and may make any change in the position or the assignment the Board feels is appropriate before commencement of a competition.
2. When district management vacancies are advertised, the postings will be distributed to each Saanich School District facility as well as locally, provincially and nationally using a variety of resources including but not limited to BCPSEA, Make a Future website, newspapers and other professional organization websites.
3. The Superintendent will invite representatives of school administration, the STA, CUPE Local 441 and COPACS and personnel with whom the manager will be working to participate in the selection process as appropriate.
4. The Superintendent or Secretary-Treasurer will work with the Director of Human Resources to coordinate the advertising, shortlisting and selection.
5. Prior to interviews, shortlisted candidates will be invited to meet with the appropriate district staff, tour the district office and other facilities and have an opportunity to meet members of the department which they would be leading, and representatives of partner groups as appropriate.
6. Interviews for district management positions will be conducted by a committee comprised of representatives of the executive and district management staff and, for Director positions, one trustee. Representatives from school administration, partner groups and staff in the department(s) under the supervision of the position will be invited to observe and to provide oral feedback following the interviews as appropriate.
7. Following interviews and after completion of reference checks, the committee will make a decision and inform the Board.

Policy Name: Selection and Appointment of
District Management Staff

No: 5050

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Administrative Procedures

8. The successful candidate will have met essential criteria including:
 - Training and professional qualifications and certification
 - Proven experience and a high degree of previous success
 - Demonstrated competence in leadership
 - Effective public relations, employee relations and interpersonal skills
 - Initiative, loyalty and potential for further growth and development
 - Demonstrated commitment to public service and public education
 - Continued commitment to professional growth

Date of Initial Board Approval: March 2005

Amendments: April 2016

Policy Name: Written Reports on Teachers

No: 5110

Preamble

It is recognized that striving for educational excellence in the inclusive classroom must involve an ongoing process for instructional improvement. To foster this, a broad view of evaluation and assistance must be created.

Policy Statement

The Board of School Trustees believes that students are best served when a high quality of classroom instruction and teacher performance is provided and maintained. Therefore, the Board requires that a system of regular evaluation is in place to ensure that:

- quality instruction takes place;
- a process for commendation and improvement of teacher performance is followed; and
- information is collected on which decisions regarding rehiring, retention, promotion, remediation, or dismissal may be made.

Statutory References:

Contractual References:

Policy References:

Date of Initial Board Approval: May, 1982

Amendments: September, 2003

Policy Name: Written Reports on Teachers

No: 5110

Guiding Principles

1. Both formative and summative evaluation practices will be conducted in an atmosphere of professional respect.
2. Administrators will ensure that the procedures associated with teacher evaluation are in compliance with the collective agreement and are well known to the teacher.
3. There will be a clear differentiation between the teacher evaluation process which results in a summative report and supervision of instruction carried out by administrators as part of their regular duties.

Date of Initial Board Approval: September, 2003 **Amendments:**

Policy Name: Written Reports on Teachers

No: 5110

Administrative Procedures

Criteria

1. Criteria to be evaluated shall be discussed by the report writer and teacher and those selected shall be indicated by a checkmark.
2. It is the intent of the formal evaluation process that the report writer and the teacher discuss and resolve the operational interpretation and application of the criteria to be used. Both the teacher and report writer are entitled to consult with a colleague prior to accepting or finalizing the interpretation of any criteria.
3. Criteria used in the evaluation of teachers who hold positions of special responsibility and who are not teaching in a classroom on a regular basis shall be of a competence-based nature and shall be determined by the teacher and the evaluator, comparable in principle to those below.
4. Clause D.21.5 of the Collective Agreement is drawn to the attention of teachers and report writers: "Extra-curricular activities shall not form any part of the job description, posting, hiring, or evaluation of any teacher. However, a teacher may request a comment in his/her evaluation report on any additional voluntary activities in which the teacher is involved with students, staff, or professional organizations."

Instruction Procedures

- (a) Shows evidence of daily planning;
- (b) Shows evidence of long-term planning;
- (c) Demonstrates knowledge of subject matter;
- (d) Presents subject matter in a non-discriminatory and unbiased manner;
- (e) Clearly communicates lesson content;
- (f) Conveys and meets the lesson objectives;
- (g) Provides individual instruction, where possible, after considering students' interests, abilities, and needs, working with appropriate resource personnel where necessary;
- (h) Effectively uses a variety of instructional techniques;

Policy Name: Written Reports on Teachers

No: 5110

Administrative Procedures (cont'd)

Instruction Procedures (cont'd)

- (i) Provides appropriate pacing of instruction;
- (j) Demonstrates skills in developing student interest and in motivating students;
- (k) Communicates enthusiasm and the importance of learning;
- (l) Provides opportunity for questioning, speculation, and originality;
- (m) Asks questions which promote a higher order of thinking skills;
- (n) Assigns activities which utilize and reinforce or expand on the content of the lessons;
- (o) Develops and uses appropriate and effective evaluation and reporting procedures.

Teacher/Student Relations

- (a) Establishes mutually respectful relationships with all students;
- (b) Enhances the development of the social behaviour of the classroom group; Encourages individuals to assume responsibility for their own actions and practice self-discipline;
- (c) Maintains harmonious and constructive relations in the class by demonstrating such traits as consistency, respect and fairness;
- (d) Encourages the contribution of all students;
- (e) Encourages such traits as active and enthusiastic classroom participation;
- (f) Encourages student on-task activity;
- (g) Encourages all students to achieve to their fullest potential;
- (h) Deals with students in a non-discriminatory manner (such as sexism and racism).

Policy Name: Written Reports on Teachers

No: 5110

Administrative Procedures (cont'd)

Classroom Organization and Management

- (a) Uses appropriate classroom management techniques to create a classroom environment conducive to learning;
- (b) Communicates and reinforces expectations for student behaviour;
- (c) Creates a physical environment which is within the teacher's control and is favourable to learning;
- (d) Maintains accurate documentation on student attendance, and where required, student behaviour.

Communications

- (a) Communicates effectively with students;
- (b) Participates in staff decision-making, where applicable, as it pertains to her/his student;
- (c) Encourages communication and cooperative problem solving with parents and colleagues;
- (d) Displays appropriate interpersonal skills with students, staff, and parents.

Professional Development/Involvement

- (a) Evaluates, revises, and improves where necessary, personal program materials and teaching methods on a continuing basis;
- (b) Endeavors to participate in professional and curriculum development activities;
- (c) Works towards the implementation of staff determined school goals.

Date of Initial Board Approval: November, 1989 **Amendments:** September, 2003

School District 63 (Saanich)

Policy Name: Professional Growth & Evaluation of
Principals & Vice-Principals

No. 5120

Preamble

It is commonly recognized, and reinforced by research, that a structured professional growth program with ongoing feedback is an important part of professional growth for a Principal or Vice-Principal. It is also clear that a summative evaluation process, when requested by the Principal or Vice-Principal or invoked by the Board, serves as a means of determining the extent to which professional standards are being met. Professional growth planning is best when it is done in collaboration with colleagues and supervisors, and should be designed to facilitate sensible risk-taking on the part of the Principal and Vice-Principal. As such, a professional growth plan should not be used to inform evaluation unless at the request of the Principal or Vice-Principal, although the outcomes of an evaluation can inform subsequent growth planning.

Policy Statement

The Board believes that it is desirable and beneficial for Principals and Vice-Principals to participate in ongoing professional growth and to be evaluated either by request of the Principal or Vice-Principal or at the direction of the Board. The Board therefore supports and requires that Principals and Vice-Principals engage in annual professional growth planning and as-requested or as-needed summative evaluation overseen by the superintendent.

Statutory Reference Principal/Vice-Principal Contract – Articles 6 and 7

Contractual Reference

Policy Reference:

Date of Initial Board Approval: January 2003

Amendments: February 2009
March 2014

Policy Name: Professional Growth & Evaluation
of Principals & Vice-Principals

No. 5120

Guiding Principles

1. Professional growth planning and evaluation will be conducted in an atmosphere of professional respect and commitment to modern, research-based practices in management and leadership.
2. Professional growth planning will occur annually. Principals' plans will be developed with executive staff and Vice-Principals plans will be developed with principals and executive staff as appropriate.
3. Professional growth planning and evaluation will be conducted in accordance with the provisions of the contracts of employment for Principals and Vice-Principals.
4. The Board is committed to supporting Principals and Vice-Principals through provision of in-service opportunities and professional development in ways that support annual professional growth planning.
5. Principals and Vice-Principals will consider school, district and provincial priorities when developing annual growth plans.
6. Summative evaluations of Principals will be conducted by the Superintendent in the second year of an assignment to a school. The process of evaluations is determined in agreement with the principal and may include surveys, elements of the professional growth plan and/or executive staff observations. The evaluation will incorporate interviews with staff, parents and students. The Leadership Standards for Principals and Vice-Principals in BC will be utilized as a framework for the evaluation. See Appendix.
7. The Board supports summative evaluations being undertaken at the request of the Principal or Vice-Principal.
8. When the Board determines that summative evaluation is necessary, every effort will be made to support growth in any areas of deficiency identified through the evaluation.
9. The BCPVPA Standards of Leadership Practice will be used as criteria for professional growth planning and evaluation.

Date of Initial Board Approval: January 2003

Amendments: February 2009
March 2014

Policy Name: Professional Growth & Evaluation
of Principals & Vice-Principals

No. 5120

Administrative Procedures

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1. The Superintendent will work with representatives of the Saanich Administrators' Association on an annual basis to develop and maintain a strong professional growth planning model that is grounded in research and best practice and that provides a balance of rigorous process and a manageable amount of work on the part of Principals and Vice-Principals.
2. Each Principal will work with the Superintendent, and with colleagues if the planning model calls for collaboration, in the development of an annual professional growth plan. The plan will be submitted to the Superintendent between May 15 and October 15 based on the principal's assignment and the school or district setting. Based on feedback, the Principal will have the opportunity to review and revise the plan before final submission.
3. Each Vice-Principal will work with his or her principal and/or a member of executive staff, as well as with colleagues if the planning model calls for collaboration, in the development of an annual professional growth plan. The plan will be submitted to the Superintendent between May 15 and October 15 based on the Vice-Principal's assignment and school or district setting. Based on feedback, the Vice-Principal will have the opportunity to review and revise the plan before final submission.
4. The Superintendent will be responsible for ensuring that all professional growth planning is done in accordance with the Principal's/Vice-Principal's contract of employment.
5. Each growth plan will be the subject of ongoing discussion between the principal or vice-principal and his or her supervisor. One formal review session will be scheduled each year prior to development of the subsequent year's plan.
6. Professional growth plans will be kept on file for each principal and vice-principal in the office of the Superintendent of Schools. The plans will be viewable by the Board upon request.
7. When the Board determines that an evaluation needs to be done for a Principal or a Vice-Principal, or upon request of the Principal or Vice-Principal, the Superintendent will be responsible for effecting that evaluation under the terms of the Principal's or Vice-Principal's contract of employment.

Date of Initial Board Approval: January 2003

Amendments: February 2009
March 2014

School District No. 63 (Saanich)

Policy Name: Teacher Leaves of Absence requiring Board Approval

No: 5220

Preamble

There are several Collective Agreement articles and Board policies where leaves of absence are granted automatically. The Board has established guidelines for its consideration of requests from teachers for personal leaves of absence in those cases where the Board can exercise its discretion.

Policy Statement

The Board recognizes the significant role that teachers play in the lives of students. The ongoing regular and consistent relationship between teacher and student is a critical part of the education of our students, and this relationship must be nurtured and protected as much as is possible.

The Board wishes to minimize disruptions in the continuity of programs as a result of teacher absences, while at the same time acknowledging that there are special circumstances that require a teacher to be absent from class during instructional time. It is for this reason that the Board has developed guidelines for personal short-term leaves. These guidelines are intended to be helpful to teachers as they consider making requests for leaves of absence from their teaching duties. The guidelines indicate the factors the Board will consider in determining whether to approve or not approve a specific request.

Requests by teachers for leaves of absence not covered by the Collective Agreement or other School District No. 63 policies or requests for extensions to leaves beyond the timelines provided in the Collective Agreement or School District No. 63 policies will be judged by the Board on their individual merits. The prime concern will be to provide for the quality and continuity of service to students.

Date of Initial Board Approval: March, 1979

Amendments: November 2004

School District No. 63 (Saanich)

Policy Name: Teacher Leaves of Absence requiring Board Approval

No: 5220

Guiding Principles

1. The Board's primary consideration is the quality and continuity of service to students;
2. The Board recognizes that there are special circumstances that may make it necessary for a teacher to request a leave of absence other than those provided for in the Collective Agreement or in district policies. Such requests will be given due consideration;
3. The Board acknowledges that there are many circumstances that result in teacher absence from classes over which the Board has no direct influence. Therefore, the Board considers very seriously any request for absences which are discretionary in nature or which constitute an extension to the amount of leave time provided for in the contract or policy;
4. A request for a leave of absence requiring Board approval will be considered based on several factors, including:
 - i) length of employment in the district
 - ii) attendance record of the employee
 - iii) nature of the request
 - iv) time of year
 - v) length of the leave request
 - vi) availability of a replacement teacher who can maintain quality and continuity of service to students
 - vii) any costs to the district
5. Each request for leave of absence requiring Board approval will be treated as a confidential matter by District Office staff and by the Human Resources Committee of the Board.

Date of Initial Board Approval: March, 1979

Amendments: November 2004

Policy Name: Teacher Leaves of Absence requiring Board Approval

No: 5220

Administrative Procedures

1. Requests for leaves of absence requiring Board approval must be made in writing to the attention of the Director of Human Resources. A fully completed leave request form (sample attached) must be submitted at least two weeks prior to the Board meeting preceding the dates for which the request is being made. An exception will be granted when there is a request for extension to Bereavement/Compassionate Leave (Article G3) or Emergency Leave (Article G15). In those cases, leave requests shall be made as soon as is practical;
2. As the Human Resources Committee of the Board considers the leave request, the following Guidelines will serve as reference to the Committee:
 - A. Leave requests may be recommended to the Board for approval when:
 - i) The leave requested does not contravene any policy or practice the District has implemented;
 - ii) The leave request, in combination with all other absences from teaching duties, does not place an unreasonable hardship on the classroom learning environment;
 - iii) A suitable replacement, where necessary, can easily be found to support the continuity of service to students. For example, if there is a teaching partner, it is preferable that the partner is prepared to replace the teacher requesting leave for the duration of the absence;
 - iv) The leave will cause no disruption of instruction for students;
 - v) The leave request has been received by the Human Resources Department in compliance with the timelines indicated in No. 1 above.

*Special consideration will be given to leave requests which are supported by documentation from a provincial, national or international body indicating that the leave, if granted, will allow the individual to participate in a provincial, national or international educational, cultural or athletic event or series of events.

- B. Leave requests may be recommended to the Board for denial when:
 - i) Granting the leave would detrimentally affect the instruction delivery to students;
 - ii) The leave request constitutes an extension to a break in school session and is for vacation purposes;
 - iii) The leave request would, if granted, add to a number of absences from the classroom that could negatively impact the learning environment;
 - iv) The leave would create an undesirable precedent for the district;
 - v) The leave request has not been submitted in compliance with the timelines indicated in No. 1 above.

Policy Name: Teacher Leaves of Absence requiring Board Approval

No: 5220

Administrative Procedures (cont'd)

3. Applicants for leave of absence requiring Board approval will be advised of the Board's decision as soon as is practical following the Board meeting at which the leave request has been considered.

Date of Initial Board Approval: March, 1979

Amendments: November 1979
March 1986
June 2001
August 2001
November 2004

School District No. 63 (Saanich)

Application for Leave of Absence Requiring Board Approval

Name of Teacher: _____ School: _____

Type of Leave: (Please see back of page for Leave Index): _____

Leave Dates: _____

First Day of Absence from School: _____

First Day of Return to School: _____

1. Reason for the request: *(Explain fully the reasons for requesting leave for the above dates and where appropriate, please attach supporting documentation)*

2. Please outline the steps you will take to support continuity for your students and for their educational program:

Signature of Teacher

Signature of Administrator to
indicate awareness of the request

Date

Date

Recommended Replacement:

Human Resources Department Use Only

Leave Type: _____ Years of Service to the District: _____

Attendance History: _____

Leave History: _____

Leave Approved/Denied: _____

School District No. 63 (Saanich) – Overview of Leaves of Absence Options

Article #	Article Name	Board Decision
		Shading indicates that Board Decision is <u>Not</u> Required
G.1	Sick Leave with Pay	
G.2	Time Lost through Injury/WCB	
G.3	Bereavement/Compassionate Leave	If extension required
G.4	Maternity and Parental Leave	
G.5	Supplemental EI Benefits on Maternity Leave	
G.6	Extended Maternity Leave	
G.7	Adoption Leave	If extension required
G.8	Paternity Leave	
G.9	Parenthood Leave	
G.10	Detached Educational Leave	
G.11	Leave for Education Related Activity	Yes
G.12	Leave for Elected Office and community Service	
G.13	Jury Duty and Appearance in Legal Proceedings	Yes for personal legal proceedings greater than 3 days
G.14	Discretionary Leave	
G. 15	Emergency Leave	If extension required
G.16	Deferred Salary Leave	
G.17	Long Term Personal Leave	If extension requested beyond 20 months
Policy 5220	LOA requiring Board Approval	Yes
Policy 5230	LOA to attend university summer courses	Yes

School District No. 63 (Saanich)

Policy Name: Teacher Leave of Absence to attend
University Summer School

No: 5230

Policy Statement

The Board will consider a written application from a teacher for leave of absence without pay to attend a university summer school course which begins prior to schools closing in June.

Statutory Reference

Contractual Reference

Policy Reference

Date of Initial Board Approval: May 1977

Amendments: January 1979
June 2007

School District No. 63 (Saanich)

Policy Name: Teacher Leave of Absence to attend
University Summer School

No: 5230

Administrative Procedures

1. Applications for leave under this policy must be received before March 31 and must include a brief supporting statement from the principal or supervisor.
2. Applications must contain the following information:
 - (a) An explanation of why the proposed courses are unique, e.g., they are offered only at a particular University;
 - (b) An explanation as to the value to the District;
 - (c) A brief description of the program.
3. The Board will consider applications not only in view of their educational merit and potential value to the District, but also the effect on the school situation.

Date of Initial Board Approval: May 1977

Amendments: January 1979
June 2007

School District No. 63 (Saanich)

Policy Name: Attendance at Court for Employees
not covered by a Collective Agreement

No: 5240

Policy Statement

The Board will grant leave to any employee not covered by a collective agreement should the employee be required to attend Court as a juror.

Any staff member not covered by a collective agreement subpoenaed to attend a Court of Law for jury duty or as a witness on a school working day shall receive regular pay and shall assign the jury pay to the Board. If required, the Board will pay the substitute.

Statutory Reference: Employment Standards Act (RSBC 1996) Chapter 113
Part 6 – Leaves and Jury Duty

Contractual Reference

Policy Reference

Date of Initial Board Approval: November 1969

Amendments: July 1990
June 2007

School District No. 63 (Saanich)

Policy Name: Attendance at Court for Employees
not covered by a Collective Agreement

No: 5240

Administrative Procedures

1. An employee who is required to attend Court as a juror must first inform his or her immediate supervisor of the requirement.
2. The employee should keep the supervisor aware during the absence as to the anticipated duration of the Court commitment.
3. The employee's supervisor will arrange to notify the necessary District staff of the required absence for Court duty and arrange coverage if necessary.
4. The services of the employee will be considered to be continuous as a regular employee by the Board while the employee is on leave for Court duty.

Date of Initial Board Approval: November 1969

Amendments: June 2007

Policy Name: Leaves of Absence for Exempt Employees

No. 5250

Policy Statement

The purpose of this policy is to provide employees with assurance of continued employment while granting time away from work for specific circumstances occurring in the employee's life.

Statutory Reference: BC Employment Standards Act, Part 6

Contractual Reference:

Policy Reference:

Date of Initial Board Approval: April 1977

Amendments: January 1977
July 1990
May 2015
November 2015

Administrative Procedures

Definitions

“Employee” refers to any employee who is not covered by a collective agreement.

1. Pregnancy/Parental Leave

Period of Leave

An employee who has provided medical proof of pregnancy shall be granted, upon request of a leave of absence without pay, for:

- a) a period of time as per the provisions of the BC Employment Standards Act; or
- b) a period of up to one school year.

Leave may be extended by the Board upon application. Every effort will be made by the Board to return an employee to the same or similar position upon return to work.

Application

1. Employees are required to provide thirty (30) calendar days’ notice prior to commencement of leave, preferably to coincide with the end of term or semester.
2. Employees are required to provide thirty (30) calendar days’ notice of intent prior to return from leave, which should coincide with the commencement of the following term or semester.
3. In emergency situations, the employee’s application for leave will be considered on shorter notice.

2. Use of Sick Leave

If at the end of the agreed-upon period of leave, the employee is unable to return to work due to ill health, the employee shall present the Board with an acceptable medical certificate in order to qualify for sick leave provisions.

3. Early Return

In the case of incomplete pregnancy, death of a child, or other special situations, a written application, accompanied by a medical certificate clearing the employee to return to work earlier than provided by the leave, may be submitted by the employee to the Board. In such cases, the employee shall be given the first available suitable placement by the Board.

Policy Name: Leaves of Absence for Exempt Employees

No. 5250

Administrative Procedures (cont'd)

4. Adoption

- a. In the case of adoption or legal guardianship of a child up to the age of three (3) years, pregnancy/parental leave shall be granted and shall commence from the date of arrival of the child in the employee's home. All provisions of this policy shall apply.
- b. In the event of adoption, the leave shall be granted without pay to either parent (or both if both are employees of the Board) for mandatory interviews or travel time (up to and including three (3) school days) to receive the child.

5. Medical and Insurance Benefits

An employee may maintain medical, dental, and life insurance benefits while on leave by arranging to pay both the employee's and the Board's share of the premiums.

6. Employment Insurance Benefits

An employee granted leave shall be issued a record of employment by the Board to qualify for employment insurance pregnancy/parental benefits.

7. Bereavement Leave

Leave With Pay

Any employee not covered by a collective agreement shall be granted three (3) days of leave with pay for bereavement caused by the death of a spouse (including common-law), child (including step-child and foster child), parent, step-parent, parent-in-law, sister, brother, grandparent, or step-grandparent.

Under extenuating circumstances, the Board may consider a request for additional leave with pay for bereavement or for serious illness in the immediate family, provided such circumstances are transmitted to the Board in writing within twenty-one (21) days of the commencement of such leave.

Leave Without Pay

Compassionate leave without pay shall be granted in the case of a gravely ill family member in accordance with the provisions of the BC Employment Standards Act.

8. Application for Leave

Application for any leave under this policy shall be submitted in writing to the Human Resource Department.

Date of Initial Board Approval: April 1977

Amendments: January 1977
July 1990
May 2015
November 2015

School District No. 63 (Saanich)

POLICY

MATERNITY LEAVE FOR EMPLOYEES NOT COVERED BY A COLLECTIVE AGREEMENT

(Note: Where the word employee appears, it refers to an employee not covered by a collective agreement.)

1. MATERNITY LEAVE:

The purpose of this leave is to afford a pregnant employee certain security of position on the staff while allowing suitable time free of duty.

2. PERIOD OF LEAVE:

An employee, who has provided medical proof of pregnancy, shall be granted upon request a leave of absence without pay for:

- i. a period of time as provided for in & sections 4, 5 and 6 of the Maternity Protection Act, 1966
- ii. or a period of up to one school year
- iii. leave may be extended by the Board upon application
- iv. every effort will be made by the Board to return an employee to the same or similar position

3. APPLICATION:

- i. An employee should give 30 calendar days notice prior to commencement of leave, preferably to coincide with the end of term or semester.
- ii. An employee should give 30 calendar days notice of intent prior to return from leave, which should coincide with the commencement of the following term or semester.
- iii. In emergency situations, the employee's application for leave will be considered on shorter notice.

4. USE OF SICK LEAVE:

If at the end of the agreed upon period of leave, the employee is unable to return to duty because of ill health, she shall present the Board with an acceptable medical certificate and shall qualify for her sick leave provisions.

**MATERNITY LEAVE FOR EMPLOYEES NOT
COVERED BY A COLLECTIVE AGREEMENT**

5. EARLY RETURN:

In the case of incomplete pregnancy, death of a child, or other special situations, a written application, accompanied by a medical clearance certificate to return to duty earlier than provided in the leave, may be submitted by the employee to the Board, in which case the employee shall be given the first available suitable placement by the Board.

6. ADOPTION:

- i. In the case of adoption or legal guardianship of children up to the age of three years, maternity leave shall be granted and shall commence from the date of arrival of the child in the home. All provisions of this policy shall apply.
- ii. In the event of adoption, leave shall be granted without pay to either parent (or both, if both are employees of the Board) for mandatory interviews or travelling time (up to and including three school days) to receive the child.

7. MEDICAL AND INSURANCE BENEFITS:

An employee may maintain medical, dental and life insurance benefits while on leave by arranging to pay both the employee's and the Board's share of the premiums.

8. UNEMPLOYMENT INSURANCE BENEFITS:

An employee granted leave shall be issued with a record of employment by the Board to qualify for U.I.C. Maternity benefits.

9. APPLICATION FOR LEAVE:

Application for any leave under this article shall be submitted in writing to the Secretary of the Board of School Trustees.

Board Approval: April, 1977
Amended: July 1990

School District 63 (Saanich)

Policy Name: Excluded Staff Time Reporting

No: 5270

Preamble

The Board is committed to transparent and accountable financial processes.

Policy Statement

The Board requires excluded staff timesheets to be appropriately substantiated and authorized.

Statutory Reference: Canadian Generally Accepted Accounting Principles
Canadian Generally Accepted Auditing Standards

Contractual Reference:

Policy Reference:

Date of Initial Board Approval: February 2013

Amendments:

School District No. 63 (Saanich)

Policy Name: Excluded Staff Time Reporting

No. 5270

Guiding Principles

1. The Board expects transparency and accountability for all financial transactions recorded in the district. It is imperative that these transactions are appropriately substantiated and meet the expectations of the yearly financial statement audit.
2. The Board requires weekly timesheets for non-union employees to be approved by the employee's supervisor for accuracy and to provide confirmation that any recorded leaves requiring prior approval have been obtained.

Date of Initial Board Approval: February 2013

Amendments:

School District No. 63 (Saanich)

Policy Name: Excluded Staff Time Reporting

No. 5270

Administrative Procedures

1. Weekly timesheets must be completed by the employee indicating the standard hours of work per day and whether the work was completed away from the employee's normal work location.
2. Any exceptions to the normal work day at the normal work location should be discussed between the employee and the supervisor prior to the date of the amended work schedule. This is necessary for the supervisor to approve the timesheet in accordance with guiding principle #2.
3. Any exceptions to the hours worked (i.e. sick days, medical appointments, work off location, etc.) must be recorded on the timesheet by the employee.
4. Timesheets must be submitted to the supervisor at the end of the week for approval.
5. Exceptions on the excluded staff timesheets will be recorded in the district payroll information system upon receipt of the authorized excluded staff timesheet.

Date of Initial Board Approval: February 2013

Amendments:

School District 63 (Saanich)

Policy Name: Expense Reimbursement and Request for Cheques **No:** 5280

Preamble

The Board is committed to transparent and accountable financial processes.

Policy Statement

The Board requires expense reimbursements to be appropriately substantiated and authorized.

Statutory Reference: Canadian Generally Accepted Accounting Principles
Canadian Generally Accepted Auditing Standards

Contractual Reference:

Policy Reference: Policy 2110 (Travel Expenses for Trustees and Personnel)

Date of Initial Board Approval: February 2013

Amendments:

School District No. 63 (Saanich)

Policy Name: Expense Reimbursement and Request for Cheques

No. 5280

Guiding Principles

1. The Board expects transparency and accountability for all financial transactions recorded in the district. It is imperative that these transactions are appropriately substantiated and meet the expectations of the yearly financial statement audit.
2. Before an expense reimbursement to an employee can be paid, the Board expects independent evidence to support the claim to be provided. Authorization of the supported claim by the employee's supervisor indicating the reimbursement is in accordance with all Board policy must also be obtained.

Date of Initial Board Approval: February 2013

Amendments:

School District No. 63 (Saanich)

Policy Name: Expense Reimbursement and Request for Cheques **No.** 5280

Administrative Procedures

A. Expense Reimbursement

1. For claims made on district Travel & Pro-D Expense Claim Forms as well as Miscellaneous Expense Claim Forms, original receipts must be provided unless specifically excluded in Policy 2110 Travel Expenses for Trustees and Personnel.

Detailed purchase receipts are required, and must indicate the date of purchase, the item purchased, the amount of the purchase and any applicable taxes.

Credit card or debit card slips are not sufficient. Credit card statements are also not sufficient.

The claimant's signature must be on the Expense Claim Form.

2. Approval for payment by the employee's supervisor (or supervisor's designate) is indication to the Board that an agreement for this reimbursement has previously been given to the employee and that this and any other policy relating to expense claims have been followed.

Supervisor (or designate) approval is required on the Claim Form and must be evidenced by an original signature.

3. It is the responsibility of the supervisor to ensure that the appropriate general ledger code is provided on the claim form.
4. In the extraordinary circumstance that an original receipt cannot be provided, alternative documentation detailing the purchase must be provided.

B. Request for Cheque

1. For cheque requests that are made on Request for Cheque forms, support documentation must be provided.

Support may include an invoice, or a summary of items purchased/ services provided, the date, and the cost.

School District No. 63 (Saanich)

Policy Name: Expense Reimbursement and Request for Cheques **No.** 5280

- 2 -

Administrative Procedures

If the cheque is to be written to an individual for services provided, a Social Insurance Number and address must be included for tax purposes.

2. Approval for payment by the Principal or designate is indication to the Board that an agreement for this payment has previously been given and that this and any other policy relating to payment has been followed.

Principal or designate approval is required on the Request for Cheque and must be evidenced by an original signature.

3. It is the responsibility of the Principal or designate to ensure that the appropriate general ledger code is provided on the Request for Cheque form.
4. In the extraordinary circumstance that original supporting documentation cannot be provided, alternative documentation detailing the request must be provided.

Date of Initial Board Approval: February 2013

Amendments:

School District 63 (Saanich)

Policy Name: Volunteer Coaches in Interschool Athletics

No: 5300

Preamble

The primary purpose of interschool athletic competition should be to develop positive attitudes and behaviours, fair play ideals, and game skills. The coach's role in this is paramount.

The Board encourages and supports student participation in interschool athletic competition in order to provide enriched competitive experiences for Saanich school students. The Board further believes that in order to continue to offer these activities as a component of the school's program, coaches become an important resource.

Policy Statement

The Board supports the authority of school-based administrators to appoint volunteer coaches, and to authorize volunteer coaches to both coach and supervise school teams without the necessity of a teacher or administrator being present. Volunteer coach appointments must follow the parameters outlined in the Administrative Procedures.

Statutory Reference

Contractual Reference

Policy Reference: #3040 "Field Trip Policy"

Date of Initial Board Approval: August 1996

Amendments: June 2007

School District 63 (Saanich)

Policy Name: Volunteer Coaches in Interschool Athletics

No: 5300

Administrative Procedures

1. Each volunteer must undergo a criminal record check prior to any involvement with students (school to assume financial responsibility).
2. Volunteers must sign a “Volunteer Agreement For School Athletic Programs.”
3. A school contact or designated supervising teacher must be assigned to provide consultation/advisement to the volunteer coach.
4. All volunteers and their coaching assignments must be approved by the school principal.
5. Each volunteer must be available for an interview with the school principal and athletic director/designate.
6. Each volunteer must also be asked to provide letters of reference as a part of the approval process.
7. Each volunteer must be provided with an orientation package that will include:
 - i) a clear outline of school expectations with respect to extra-curricular activities
 - ii) a copy of the rules and regulations that govern play within the athletic association
 - iii) information from BC School Sports Handbook.
8. Overnight trips or trips outside the Capital Regional District must be accompanied by a teacher/administrator from the school.
 - i) A teacher/administrator from another school within the same school district may be assigned to supervise on such trips provided that the principal from the originating school and the principal from the receiving school agree to transfer supervisory responsibilities.
9. Claims (other than for libel or slander) against volunteer coaches for damages or acts or omissions in providing services for the Board are barred by the School Act, except where the volunteer coach has been guilty of dishonesty, gross negligence and/or malicious or willful misconduct. The Board’s liability insurance coverage applies to volunteer coaches in the same way as it does to employees.

Policy Name: Volunteer Coaches in Interschool Athletics

No: 5300

Administrative Procedures (cont'd)

10. Where any incident or accident occurs that may conceivably give rise to a claim against a volunteer coach or the School Board, the volunteer coach must promptly provide all information to the school to enable the school to inform its insurers. Failure to do so may prejudice coverage.
11. Volunteer coaches are responsible for their own injury coverage, unless the District has provided coverage.
12. No honorarium or fee for services may be paid to volunteer coaches. However, volunteer coaches may be reimbursed for expenses approved by the principal.
13. A volunteer coach's services may be terminated at the discretion of a principal or the Superintendent.

Date of Initial Board Approval: August 1996

Amendments: June 2007

School District No. 63 (Saanich)

Policy Name: Normal Retirement Age for
School District Employees

No: 5400

Preamble

The Board values the commitment of its staff throughout the District, and acknowledges the choices they may make regarding retirement. The Board, while committed to ongoing renewal of the work force, is supportive of the decisions of some employees to continue working beyond the normal retirement age specified in the Teachers' Pension Plan and the Municipal Pension Plan as permitted by the January 2008 amendments to the Human Rights Code of British Columbia.

Policy Statement

The Board affirms its commitment to the principles and values contained in the Human Rights Code of British Columbia. The Board is committed to creating and maintaining an environment free from all forms of discrimination, including age discrimination as defined in the Code. Accordingly, School District employees can continue working beyond normal retirement age except in circumstances where the existence of a bona fide occupational requirement for a particular occupation or job class necessitates the retention of mandatory retirement at age 65 for such employees for reasons of student, employee or public safety.

Statutory Reference: Human Rights Act

Contractual Reference:

Policy Reference:

Date of Initial Board Approval: December 1995

Amendments: April 2005
June 2008

School District No. 63 (Saanich)

Policy Name: Normal Retirement Age for
School District Employees

No: 5400

Guiding Principles

1. The “normal retirement age” for members of the Teachers’ Pension Plan and the Municipal Pension Plan is 65 years. The retirement date for those affected by this policy will normally be the last day of June in the school year* in which the age of 65 is attained.
2. Procedures will be in place for employees who reach age 65 to notify the School Board Office regarding their intention to continue working beyond the normal retirement date.
3. Although employees may choose to work beyond age 65, some provisions of the School District’s employee benefits programs and pension plans restrict or deny the availability of some benefits to those over age 65. The Human Resources Department will be responsible for ensuring that those employees who continue to work or intend to continue to work beyond age 65 are fully informed of the restrictions on availability of such benefits.
4. If an employee wants to continue working beyond age 65, but is no longer able to fully perform all duties and functions of the position, the School District will attempt to accommodate the employee’s limitations within his/her current position or another position for which he/she is qualified. However, when reasonable accommodation is no longer possible, the employee will be required to retire.
5. Retirement prior to age 65 is not precluded by this policy.

(*School year as defined in the School Act commences July 1 and ends June 30)

Date of Initial Board Approval: December 1995

Amendments: April 2005
June 2008

School District No. 63 (Saanich)

Policy Name: Normal Retirement Age for
School District Employees

No: 5400

Administrative Procedures

1. Any employee wishing to work beyond the normal retirement age of 65 should submit written notification to the Human Resources Department at least three months prior to attaining age 65.
2. The Director of Human Resources will ensure that all employees planning to work beyond age 65 are informed in writing of any aspects of the employee benefits programs that will be unavailable or restricted as a result of provisions within the District's contracts with the underwriters of our employee benefits.

Date of Initial Board Approval: December 1995

Amendments: April 2005
June 2008

School District No. 63 (Saanich)

Policy Name: Recognition of Long Service at Time of Retirement

No: 5410

Policy Statement

In recognition of long service with the District, the Board will present an appropriate gift to all employees who retire after having served the Board in excess of fifteen years.

Statutory Reference

Contractual Reference

Policy Reference

Date of Initial Board Approval: May 1988

Amendments: June 2007

School District No. 63 (Saanich)

Policy Name: Recognition of Long Service at Time of Retirement

No: 5410

Administrative Procedures

1. In the spring of each school year the Human Resources Department will make the Superintendent aware of those employees who will have attained fifteen years service in the District by the end of June of that year.

Date of Initial Board Approval: May 1988

Amendments: June 2007

School District No. 63 (Saanich)

Policy Name: Teacher Exchange

No: 5500

Preamble

The Board recognizes the value of expanded educational work experiences. To facilitate this, the Board encourages the concept of teacher exchanges in Ministry of Education approved programs.

Policy Statement

At its discretion, the Board may approve each year a limited number of applications from its teaching and administrative ranks for exchange positions.

Statutory References:

Contractual References:

Policy References:

Date of Initial Board Approval: October, 1974 **Amendments:** September, 2003

School District No. 63 (Saanich)

Policy Name: Teacher Exchange

No: 5500

Guiding Principles

Teachers on continuing appointment may apply to the Board of School Trustees to participate in Teacher Exchange Programs and will have their application considered subject to the following conditions being met:

- the teacher exchange program has been recognized and approved by the Ministry of Education;
- exchanges shall take place within similar experience “bands,” and shall avoid the Grade 6 and 8 transition years;
- normally exchanges will be effective from September 1 to June 30 of the same school year;
- the teacher has received prior approval of the Principal of the school involved;
- the duration of the exchange does not exceed one year;
- there will be no cost to the Board whatsoever, related to this program.

Date of Initial Board Approval: September, 2003

Amendments: May 2008

School District No. 63 (Saanich)

Policy Name: Teacher Exchange

No: 5500

Administrative Procedures

1. Teachers wishing to apply for an exchange must have Board approval in principle. The request for this approval should be sent to the Board at least six months prior to the anticipated exchange.
2. Teachers participating in an exchange program must have a minimum of five years teaching experience with the Saanich School District.
3. No more than one school administrator from a single school shall be involved in an exchange program at any one time.
4. Persons participating in an exchange program will be guaranteed a position upon their return. Special requests concerning the position may be included in the application.
5. Applications will be approved at the discretion of the School Board.

Date of Initial Board Approval: September, 2003 **Amendments:**

School District No. 63 (Saanich)

Policy Name: School Bus Drivers – Medical Certificates

No: 5510

Policy Statement

The Board is committed to ensuring the well being of employees who provide safe transportation for students and staff.

Statutory Reference

Contractual Reference

Policy Reference

Date of Initial Board Approval: July 1966

Amendments: June 2007

School District No. 63 (Saanich)

Policy Name: School Bus Drivers – Medical Certificates

No: 5510

Administrative Procedures

1. All school bus drivers must provide their supervisor with an appropriate medical certificate prior to September 1 of each year.
2. The Board will pay the necessary doctor's fee.

Date of Initial Board Approval: July 1966

Amendments: June 2007

Policy Name: Complaints Related to a Member of the Management Team **No:** 5520

Preamble

From time to time complaints may be made about alleged inappropriate action by a member of the management team, including district officials and school-based administrators (Superintendent of Schools, Secretary-Treasurer, Assistant Superintendents, Directors, Managers, Principals, and Vice-Principals). Some forms of complaint are covered by procedures established through legislation, collective agreement, or other practices to which the Board and its employees are committed. In every case complaints of this type will be handled in accordance with those procedures. Complaints not covered by such procedures shall be handled in accordance with the procedures accompanying this policy.

Policy Statement

The Board expects that members of its management team will demonstrate exemplary behaviour so as to maintain and increase public confidence and respect for the public school system.

The Board expects that established procedures will be followed in respect of all complaints, including means of making judgments about the relative significance of those complaints. Any actions taken in relation to complaints shall be fully consistent with provincial legislation or regulation, with Board policy, and with collective agreements, where these are relevant to the issue at hand.

Date of Initial Board Approval: May 1998

Amendments: January 2006

School District No. 63 (Saanich)

Policy Name: Complaints Related to a Member of the Management Team **No:** 5520

Guiding Principles

Procedures connected with this policy will reflect all principles of natural justice, and will be undertaken in such a way as to reduce any tensions or emotional reactions that the complaint may generate.

Complaints related to a member of the management team will be dealt with as quickly as possible and the timelines shall be linked to the nature of any decision that might be made in connection with the complaints.

A parent or student complainant wishing to appeal any decision, or lack of decision, by a district official that is covered by the scope of the policy Parent/Student Appeals (No. 1110) shall utilize the procedure in that policy. Where the complaint is the proper subject for an investigation or grievance under a collective agreement with the Board the collective agreement provisions shall be used.

Any complaint made by an excluded employee against a member of the management team shall be considered using the procedure in this policy.

Students, parents and employees will be reminded of the existence of this policy on an annual basis.

The handling of complaints will be done so as to preclude the potential for retribution or reprisals against those making complaints.

Expectations for exemplary behaviour shall be those described in relevant documents of the B.C. Principals' and Vice-Principals' Association, the B.C. School Superintendents' Association, the B.C. Secretary-Treasurers' Association and other similar associations.

Date of Initial Board Approval: May 1998

Amendments:

Policy Name: Complaints Related to a Member of the Management Team **No:** 5520

Administrative Procedures

Initiating a Complaint

1. In order for these procedures to be activated, a complaint must be made in writing to, or in person at a meeting with the Superintendent of Schools, the Secretary-Treasurer, Assistant Superintendents, or the Director of Human Resources. Written complaints, or meeting notes signed by the complainant, received by the Board or an individual trustee, by another member of the management team, or by any other employee will be referred immediately to the Superintendent, unless the Superintendent is the subject of the complaint (in that case, see #2 below). Anonymous complaints will not be addressed under this procedure.
2. If the Superintendent is the subject of the complaint, the matter will be referred to the Chair of the Board, who will name another member of the Executive, in place of the Superintendent, to follow through the rest of these procedures.
3. When a complaint is received, the Superintendent of Schools will acknowledge receipt and inform the member of the management team that a complaint has been made, along with a general statement of the nature of the complaint.

Preliminary Inquiry

4. The Superintendent of Schools will undertake a preliminary inquiry to determine whether the facts of the complaint warrant further inquiry. If the Superintendent decides that the facts do not warrant further inquiry, the complainant will be so notified in writing. The Superintendent will then advise in writing the member of the management team that the facts of the complaint, notwithstanding the nature of the complaint, have been judged not to warrant further inquiry. Appeals from the decision of the Superintendent may be made, where deemed necessary, by the complainant through the Appeals Policy (No. 1110). Copies of correspondence referred to in this section will be kept in the Superintendent's Office file.

Inquiry Procedures

5. If the Superintendent determines that the facts of the complaint warrant further inquiry, he or she will give written notification to the:
 - ⇒ member of the management team who is the subject of the complaint that a complaint is to be inquired into, with a general statement as to the nature of the complaint, and the identity of the complainant, and invite the member to involve the Saanich Administrators' Association, should he or she choose to do so,

Policy Name: Complaints Related to a Member of the Management Team **No:** 5520

Administrative Procedures (cont'd)

⇒ Board, confidentially, that a complaint is to be inquired into, with a general statement as to the nature of the complaint, along with the source of the complaint, and the name of the management team member against whom the complaint has been made,

⇒ complainant that an inquiry into the complaint will be conducted.

6. The Superintendent will invite the management team member against whom the complaint has been made to provide his or her opinion as to the nature of the inquiry that should be conducted. The member of the management team against whom the complaint has been made is entitled to make a presentation to the Superintendent, assisted by an advocate, if he or she wishes. The Superintendent will then determine the nature of the inquiry that will be conducted, and may determine that the inquiry will be conducted through a process internal to the district, or through the services of an inquirer not connected to the district.

7. The decision of the Superintendent as to the nature of the inquiry will be communicated to the member of the management team against whom the complaint has been made.

8. The Superintendent will ensure that the inquiry is conducted as expeditiously and thoroughly as possible, given the particular nature of the complaint.

Report of the Inquiry

9. The report of the inquiry shall be a confidential document and will be shared with the member of the management team against whom the complaint was made. The only copy to be retained by the Board will remain in the Superintendent's Office file.

Potential Outcomes of the Inquiry

10. The Superintendent may refer portions of the report to legal advisors, members of the Executive, or the Director of Human Resources, and may consult confidentially with others (e.g., officers of associations) to assist in the determination of the appropriate action to be taken in respect of the complaint.

Policy Name: Complaints Related to a Member of the Management Team **No:** 5520

Administrative Procedures (cont'd)

11. In the event that the Superintendent determines that Board consideration and resolution is required, the Superintendent will refer the matter to an in-camera meeting of the Board. The member of the management team involved will be informed of the time and date of the meeting, and may attend to make a presentation to the Board. He or she may be accompanied by an advocate. In the event that the Superintendent determines that the matter can be resolved without the need for Board consideration and resolution, the Superintendent will notify the Board in writing when the matter has been resolved.
12. If the matter is referred to the Board as indicated in the previous section, the Board will then decide the disposition of the complaint, such decision of the Board to be final. The decisions of the Board will be communicated to the member of the management team in writing. Any decision that involves employment consequences for a member of the management team will be subject to the individual provisions of the applicable contract of employment and any recourse to the Courts or other adjudicative provisions in the employment contract.

Reporting Outcomes

13. Unless precluded by freedom of information and protection of privacy legislation, the Board will advise the complainant, in writing, of the general nature of its decision in regard to the complaint. The complainant shall be informed of his or her right to make use of the services of the Ombudsman's Office, if desired.

Date of Initial Board Approval: May 1998

Amendments: January 2006

School District No. 63 (Saanich)

Policy Name: Harassment and Bullying

No: 5530

Preamble

The School District believes healthy schools require that the relationships between the adults involved in the education of children (employees, parents and members of the public having contact with schools) are governed by courtesy, respect and consideration. It is the purpose of this policy and guiding principles to address the issue of bullying and harassment for all School District employees, parents and members of the public who have contact with the schools and the District.

Employees have the right to be free from bullying and harassment in the workplace. This right is established through legislation, jurisprudence, administrative law, and collective agreements (for personal and sexual harassment). Beyond the legal requirements placed upon employers, the Board of Education believes that the relationships and interactions between all employees--unionized and excluded--must be based upon courtesy and respect and should provide models for students in the District. It is in part through these considerate and respectful interactions of employees at all levels and in all circumstances that the schools can develop a positive and safe environment that supports student learning and positive relations with parents and the community. A failure to meet the standard of a harassment-free work environment seriously impacts upon the reputation of the School District and upon the ability of the District to carry out its educational mandate.

These same conditions need to exist between School District employees and all those with whom they deal. It is therefore important to the Board to ensure that interactions between its employees, parents and the public at large are marked on all sides by respect and consideration.

The Board recognizes that employees and all those who have access to this policy need to understand what does and does not constitute harassment and bullying and what processes are to be followed when an individual feels that they are being bullied or harassed in order to achieve a work environment free of bullying and harassment.

Policy Name: Harassment and Bullying

No: 5530

Policy Statement

The Board expects all employees to conduct themselves in the workplace in such a manner to ensure that no other employee experiences personal or sexual harassment or bullying. Behaviour which is identified as being bullying or harassing in nature is unacceptable and will not be tolerated. The Board believes that all employees and those who have access to this policy must be made aware of behaviour that constitutes bullying and harassment in order to ensure a safe, positive harassment-free work environment for all employees and for those with whom they have contact.

Parents and the public who have contact with the District share the same responsibilities and enjoy the same protections as employees in terms of their experiences in our schools. The Board therefore expects the relations between employees and all those they come in contact with to be free from any behaviour that can be identified as being personally or sexually harassing or bullying in nature. Such behaviour is also unacceptable and will not be tolerated.

The Occupational Health and Safety (OHS) regulations issued by WorkSafe BC in 2013 define bullying and harassment as a single term. For purposes of this policy, harassment shall be defined as follows:

Personal Harassment/Bullying:

- any improper behaviour that is directed at or offensive to another person, is unwelcome, and which the person knows or ought to reasonably know would be unwelcome
- objectionable conduct, comment or materials or display that demeans, belittles, intimidates, or humiliates another person
- the exercise of power or authority in a manner which serves no legitimate work purpose and which a person ought reasonably to know is inappropriate
- such misuses of power or authority as intimidation, threats, coercion and blackmail.
- This definition excludes any reasonable communication or action taken by a supervisor or employer representative relating to the management and direction of workers or the place of employment.

Sexual Harassment:

- any comment, look, suggestion, physical contact, or real or implied action of a sexual nature which creates an uncomfortable working environment for the recipient, made by a person who knows or who ought reasonably to know such behaviour is unwelcome

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- any circulation or display of visual material of a sexual nature that has the effect of creating an uncomfortable working environment
- an implied promise of reward for complying with a request of a sexual nature
- a sexual advance made by a person in authority over the recipient that implies a threat or an expressed or implied denial of an opportunity which would otherwise be granted or available, and may include a reprisal or a threat of reprisal made after a sexual advance is rejected.

Statutory Reference: Canadian Charter of Rights and Freedoms, BC
Human Rights Act
Workers Compensation Act and OHS Regulations

Contractual Reference: Article A.5, Teachers' Collective Agreement
Article 4.02, CUPE 441 Collective Agreement

Policy Reference: Policy 6110 – Prevention of Violence, Intimidation and Harassment
Policy 5520 – Complaints Related to a Member of the Management Team

Date of Initial Board Approval: May 1998

Amendments: January 2014
April 2015

Policy Name: Harassment and Bullying

No: 5530

Guiding Principles

1. In the implementation of this policy, administration will establish an awareness program to ensure that all employees understand what constitutes personal and/or sexual harassment and bullying. All employee groups will be involved in this awareness program. This awareness program is to be developed and implemented involving full consultation with employee groups.
2. In the application of this policy with reference to employees who are members of the Saanich Teachers' Association or the Canadian Union of Public Employees, Local 441, administration will observe the terms and conditions of the Collective Agreements which address harassment.
3. In the application of this policy with reference to excluded employees and all excluded management personnel and school-based administrators (Principals and Vice-Principals), administration will follow the procedures outlined in the Administrative Procedures and will conform with the requirements of any other relevant Board Policy or statutory requirement.
4. Administration will ensure that the District's obligations to individuals deriving from the Charter of Rights and Freedom, the British Columbia Human Rights Act and the Workers Compensation Act are met at all times when dealing with any matters being addressed through this Policy and the Administrative Procedures. Procedures in dealing with complaints of harassment or bullying will reflect all principles of natural justice.
5. Complaints will be dealt with as quickly as possible and will conform to any requirements contained within collective agreements, personal service contracts, or contracts of employment and WorkSafe BC regulations.
6. Employees and others should make reasonable effort to resolve concerns about bullying and harassment at the school or worksite level through discussion and open dialogue prior to making a formal complaint. The advice and support of supervisors, colleagues or advocates should be sought in this process.
7. Any action or discipline resulting from a complaint of bullying or harassment will follow procedures outlined in the OHS regulations, the appropriate collective agreement, personal service contract, contract of employment or, in the case of parents or the public, Board procedures. Where the behaviour of a person who is not an employee interferes with or interrupts the proceedings of a school, Section 191 of the School Act will be invoked.

Policy Name: Harassment and Bullying

No: 5530

Guiding Principles (cont'd)

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8. Any complaint of harassment or bullying about or from an excluded employee, a parent or a member of the public shall be addressed following the procedures attached to this policy.

Date of Initial Board Approval: May 1998

Amendments: January 2006
January 2014

Policy Name: Harassment and Bullying

No: 5530

Administrative Procedures

1. Awareness Program

- (1) All School District employees shall be required to attend the Harassment and Bullying Awareness sessions in order to ensure full awareness of the definitions of behaviours that constitute harassment and bullying and those that do not.
- (2) An information package about harassment and bullying will be published and made available to all new employees (support workers, teachers, teachers-on-call, administrators and excluded staff) in all schools and all other worksites. This package of information will include:
 - (a) the Preamble and Policy statements
 - (b) the purposes of the Policy
 - (c) a definition of personal and sexual harassment and bullying
 - (d) some examples of behaviours that are prohibited because they may constitute harassment
 - (e) procedures employees should follow when they feel that they are being subjected to or witness harassment or bullying.
- (3) Information will be given to all Executive Members, school-based administrators and any other excluded supervisory personnel with regard to special issues affecting the relationship between supervisors and employees being supervised.
- (4) A brochure explaining this policy and its procedures will be prepared and be available in schools and at the School Board Office for parents and the public.

2. Procedures for Responding to Harassment and Bullying Complaints

- (1) Any complaint made by a member of the Saanich Teachers' Association will be dealt with as prescribed in Article E.2 of the Provincial Teacher Collective Agreement.
- (2) Any complaint made by a member of the Canadian Union of Public Employees will be dealt with as prescribed by Article 4.02 of the CUPE Collective Agreement.

Policy Name: Harassment and Bullying

No: 5530

Administrative Procedures (cont'd)

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- (3) Any complaint made against an excluded employee, an excluded management employee or a school-based administrator by a person outside of any bargaining unit will be dealt with as prescribed by the procedures outlined in Board Policy No. 5520 *Complaints Related to a Member of the Management Team*.
- (4) Any complaint made by an excluded employee, an excluded management employee or a school-based administrator against an employee not covered by Policy No. 5520 *Complaints Related to a Member of the Management Team* or against a parent or member of the public will be dealt with as prescribed by the procedures outlined in this policy.
- (5) Any complaint made by a parent, including on behalf of a child, against an employee or by a member of the public against an employee will be dealt with as prescribed by the procedures outlined in this policy.

Complaint Procedures:

- 5.1 A complaint of personal or sexual harassment or bullying must be made in writing to the Director of Human Resources of the School District. If the complaint is against the Director of Human Resources, the complaint must be made in writing to the Superintendent of Schools who will follow the procedures outlined in this policy as far as is possible. If the complaint is made against the Superintendent of Schools, the matter shall be referred to the Board Chair to determine appropriate procedures.
- 5.2 On receipt of the complaint, the Director will undertake a preliminary investigation to make a determination as to whether the complaint falls within the definitions of harassment and bullying and warrants further investigation.

In the event that the Director determines that the complaint does not fall within the definition, the complainant will be so notified in writing. The person against whom the complaint of harassment or bullying has been made will also receive written notification of that determination. Appeals from a decision of the Director may be made, where deemed necessary, through the Appeals Policy (No. 1110) or through contractual or Board appeal processes.

Policy Name: Harassment and Bullying

No: 5530

Administrative Procedures (cont'd)

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- 5.3 If the Director determines that the complaint falls within the definition of bullying or harassment, he or she will:
- notify the Superintendent that a complaint is to be further investigated;
 - notify the complainant of his/her determination of the complaint;
 - notify the person against whom the complaint has been made, providing a general statement about the nature of the complaint;
 - where the complaint is made against a member of the STA or CUPE, advise the appropriate union that a complaint about a member has been made, with a general statement as to the nature of the complaint;
 - where appropriate, and where the complainant consents, arrange a meeting with the alleged harasser with a view to resolving the dispute on the basis of a resolution that is satisfactory to the complainant and alleged harasser;
 - conduct the investigation as expeditiously and thoroughly as possible;
 - share the results of the completed confidential report with the Superintendent and with those who need to know the result of the report.
- 5.4 The Superintendent may refer the report where appropriate to legal advisors, members of the Executive, or others, to assist in determination of appropriate action to be taken with respect to the complaint. Where the Superintendent determines that the matter should go to the Board for consideration and resolution, the Superintendent will refer the matter to an in-camera meeting of the Board.
- Where the complaint has been made against a CUPE or STA member, the discipline procedures outlined in the appropriate collective agreement will be followed.
 - Where the complaint has been made against an excluded management employee or a school administrator, the procedures outlined in Policy 5520 Complaints Related to a Member of the Management Team will be followed.
 - Where the complaint has been made against an excluded, non-management employee, that employee will be given adequate notice of the date and time of any meeting of the Board to discuss the complaint and/or take action and may attend any such meeting to make a presentation. The employee may be accompanied by an advocate.

Policy Name: Harassment and Bullying

No: 5530

Administrative Procedures (cont'd)

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- 5.5 The Board will then decide the disposition of the complaint and any discipline that might follow. Appeal of any decision of the Board will be governed by the procedures outlined in the appropriate collective agreement, personal services contract or contract of employment.

The Board may impose any of the following where it finds that harassment has occurred:

- education and training of individuals and/or groups;
 - monitoring the behaviour of individuals or groups in the workplace;
 - changes in the workplace including but not limited to transfers, reassignments and schedule changes;
 - corrective and/or disciplinary action ranging from warnings up to and including dismissal;
 - where necessary, banning non-employees from the premises;
 - other strategies designed to eliminate and/or prevent bullying or harassment; and
 - any other remedies or penalties appropriate to the particular circumstances of the situation.
- 5.6 At any time during the course of the investigation the parties may reach resolution or settlement of the matter. Where both parties agree, mediation may be used to facilitate resolution. Any resolution or settlement agreement reached shall be put in writing and signed by both parties. At this point, the process may be is discontinued.
- 5.7 Confidentiality shall be kept by all those involved at all stages of the complaint investigation and subsequent processes.
- 5.8 No one covered by this policy shall be subject to reprisal, threat of reprisal or discipline for making a complaint that the individual reasonably believed to be valid.

Date of Initial Board Approval: May 1998

Amendments: January 2006
February 2007
January 2014

Policy Name: Criminal Records Reviews

No. 5540

Guiding Principles

1. All employment with the school district will be conditional upon a satisfactory criminal record review.
2. Criminal record reviews will be completed for employees and practicum students in accordance with the Act.
3. All persons other than employees and practicum students who may have unsupervised access to students are for the purpose of this policy defined as non-employees. Non-employees as defined in this policy include but are not limited to volunteers, contractors, and homestay parents.
4. Review of non-employees will be required every three years.
5. Criminal record reviews are held in strict confidence.
6. The results of the review must be satisfactory to the Secretary-Treasurer or designate before the employee, practicum student or non-employee commences or continues an activity where unsupervised access to students may occur.

Date of Initial Board Approval:

Amendments: June 2011
May 2018

School District No. 63 (Saanich)

Policy Name: Criminal Records Reviews

No. 5540

Preamble

The Board of Education believes that students should be provided with a safe and secure environment in which to learn. In fulfilling its responsibilities, the district will meet the requirements of the Criminal Records Review Act (the “Act”).

Policy Statement

The Board of Education acknowledges and accepts its responsibility to ensure that criminal record reviews are conducted on all employees and any other person who may potentially have unsupervised access to students.

Statutory References: Criminal Records Review Act

Policy Reference:

Date of Initial Board Approval:

Amendments: June 2011
May 2018

Policy Name: Criminal Records Reviews

No. 5540

Guiding Principles

1. All employment with the school district will be conditional upon a satisfactory criminal record review.
2. Criminal record reviews will be completed for employees and practicum students in accordance with the Act.
3. All persons other than employees and practicum students who may have unsupervised access to students are for the purpose of this policy defined as non-employees. Non-employees as defined in this policy include but are not limited to volunteers, contractors, and homestay parents.
4. Review of non-employees will be required every three years.
5. Criminal record reviews are held in strict confidence.
6. The results of the review must be satisfactory to the Secretary-Treasurer or designate before the employee, practicum student or non-employee commences or continues an activity where unsupervised access to students may occur.

Date of Initial Board Approval:

Amendments: June 2011
May 2018