

SCHOOL DISTRICT NO. 63 (SAANICH)

POLICY DEVELOPMENT COMMITTEE AGENDA

Committee Members: Trustee McMurphy, Chair
Trustee Dunford
Trustee Stelck

Dave Eberwein, Superintendent of Schools
Jason Reid, Secretary Treasurer

Tuesday, October 8, 2019
12:00 pm, Board Room

A. PRESENTATIONS AND QUESTIONS

No Items.

B. ITEMS FOR DISCUSSION

No Items.

C. ITEMS FOR RECOMMENDATION

1. Policy Review

Staff Recommendation:

That Policy 10 (Policy Making and Review) be approved in principle.

Staff Recommendation:

That Policy 12 (Appeals Bylaw) be approved in principle.

Staff Recommendation:

That Policy 14 (School Closures) be approved in principle.

Staff Recommendation:

That Policy 15 (Recruitment and Selection) be approved in principle.

D. ITEMS FOR INFORMATION

No Items.

E. FUTURE AGENDA ITEMS

No Items.

Policy 10

POLICY MAKING AND REVIEW

Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the District will be operated and communicate the Board's values, beliefs and expectations. Policies provide direction and guidelines for the action of the Board, Superintendent, staff and students. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the District. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the School Act and provincial as well as federal legislation, **and the Board's commitment to broad district and community consultation.**

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the District and the opportunity for the Superintendent to exercise professional judgment in the administration of the District.

The Board will utilize the Policy Committee in carrying out its policy role.

The Board believes in the establishment and review of policy which reflects the values and perspectives **outlined in Policy 1 – Foundational Statements.**

The Board shall adhere to the following stages in its approach to policy making:

1. Planning

The Board, in cooperation with the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.

2. Development

The Board may develop the policy itself or delegate the responsibility for its development to the Superintendent.

3. Implementation

The Board is responsible for the implementation of policies governing its own processes. The Board and Superintendent share the responsibility for implementation of policies relating to the Board-Superintendent relationship. The Superintendent is responsible for the implementation of the other policies.

4. Evaluation

The Board, in cooperation with the Superintendent, shall evaluate each policy in a timely manner in order to determine if it is meeting its intended purpose. The Board shall review its

policies following a schedule that results in all policies in the Board Policy Manual being reviewed at least once in a Board term of office.

Specifically

1. Any trustee, employee, parent, student or other community member may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter by presenting a proposal for a policy or revisions, in writing, to the Superintendent. The proposal shall contain a brief statement of purpose or rationale.
2. The Superintendent will inform the Board of the request for policy development/revision. The Board will determine the action to be taken.
3. Policy drafts shall be brought by the Superintendent to the policy committee **for consideration by the committee and partner group representatives**, and possible recommendation to the Board ~~including the option of referring the matter to the Policy Committee~~
- ~~3. When appropriate, the Superintendent shall seek legal advice on any policy matter.~~
4. The Board **or Policy Committee** will determine whether further information or consultation is required, but in general invites consultations with and feedback from partner groups on any proposed policy.
5. **When the Board is considering adding, modifying or deleting a policy, a trustee will serve notice of motion at a regular public meeting of the Board of their intention to move the policy motion at a regular public meeting of the Board scheduled for a date that will normally allow for approximately two months of consultation. As necessary, attached to each notice of motion will be an impact statement indicating the significance of the change proposed. Groups representing all parties affected by the proposed change in policy will be advised directly and provided with a copy of the draft policy. This notice provides the public and all interested parties approximately two months for reflection, representation or for proposed revisions.**
6. Once comments have been considered and any information needs satisfied (if so determined), the policy will be recommended to the Board for approval.
7. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
8. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management and operation of the District. Such decisions carry the weight of policy until such time as specific written policy is developed.
9. If the Board adopts a motion which has continuing applicability the Board shall seek means to include the direction of such motion as part of an existing policy or to develop a free-standing policy to reflect the direction contained in the motion.

10. The Board may request the Superintendent to change an administrative procedure to a draft Board policy.
- ~~12. The Superintendent shall develop administrative procedures as specified in Policy 11— Board Delegation of Authority and may develop such other procedures as deemed necessary for the effective operation of the District.~~
- ~~13. The Board may also delete a policy and subsequently delegate the Superintendent authority over this area. The Superintendent may choose to then develop an administrative procedure relative to this matter.~~
11. The Superintendent must inform the Board of any new administrative procedure or substantive changes to administrative procedures as an information item in a Board agenda.
12. The Superintendent shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the District's website, in a timely manner, for staff and public access.
13. The Board shall review and revise its policies on a rotational basis which provides for all policies being reviewed at least once per term of office.

School District 63 (Saanich)

APPEALS BYLAW

POLICY No. 12

Policy:

Employee decisions relating to individual students should be carried out in accordance with principles of fairness. The appeal process should encourage all parties to disputes to understand the concerns of the other parties and make good faith efforts to resolve disputes to mutual satisfaction.

The Board of Education generally encourages complaints and disputes to be dealt with at the point closest to where the dispute first arises, ~~pursuant to the Board's dispute resolution (or complaint) process. (see Board policy ###).~~

If an employee's decision is disputed or a complaint is made about an employee's decision, the dispute or complaint is not resolved to the satisfaction of the student or the parent of the student affected, and the decision significantly affects the education, health or safety of the student, the Board of Education recognizes the right of a student and/or his or her parents (including guardians and persons acting in place of parents) to appeal to the Board.

The Board also recognizes that employee decisions that do not significantly affect the education, health or safety of a student are within the final authority of the Superintendent as the Board's chief educational executive officer.

"Decision" includes a failure to make a decision.

"Parent" is as defined in the *School Act*, and includes a guardian.

Appeals to the Board of Education are to be carried out in accordance with principles of fairness, including:

1. The appeal process should be accessible to parents and students. Information about the appeal process and relevant policies should be readily accessible to all, including employees, students and parents. Reasonable accommodation should be provided where necessary to allow parents or students to make use of the appeal process.
2. Appellants are entitled to receive the same written and oral information to be used in the appeal as is provided to the Board by administration and to have an opportunity to respond to it.
3. The Board accepts its responsibility to exercise its independent judgment when hearing appeals. In particular, a board officer who has participated in making the decision being

appealed, who has attempted to mediate it or who has investigated it shall not assist the Board of Education with its deliberations on the appeal.

4. A student or parent shall not be subjected to retribution by the Board, its officers or employees because an appeal has been made.

Appeal procedures shall be established by bylaw and shall be applied in accordance with the above principles.

The Board recognizes that whether a decision significantly affects a student's education, health, or safety is a matter for individual consideration. The following will normally be considered to be matters that significantly affect a student's education, health or safety: ~~*{Boards may have existing lists that they prefer to use; this list is a composite of a number of board appeal policies.}*~~

- suspension or exclusion of a student from a school for a period in excess of 10 ~~*{or five}*~~ consecutive school days, or that could prevent the student from fulfilling graduation requirements in a timely way;
- decisions regarding placement in an educational program other than access to a specific course or class; ~~*{Note: It would still be open to an appellant to show that in the student's specific circumstances, denial of access to a class or course would significantly affect the student's education, health or safety.}*~~
- decisions regarding whether a student has met the requirements for promotion from one grade or course to the next, or has met the requirements for secondary school graduation;
- denial of a request for an individual education plan program;
- failure to consult with regard to a student's individual education plan program.

Commented [DE1]: Saanich School District does not have a list in its current policy

Decisions made on appeals are not precedential and are not binding on future decision-makers. In considering appeals of employee decisions, the Board shall consider

- whether the decision appealed is in accordance with legislation, board policies and procedures;
- whether the decision appealed was reached through a process that was fair to the student and after consideration of relevant information;
- whether the evidence presented to the Board supports the decision or calls it into question;
- whether the decision is reasonable in the circumstances; and
- whether there are special circumstances that would warrant making an exception to a board policy.

Appeal Procedures (Bylaw):

Procedures for hearing appeals shall be applied in accordance with the guiding principles in the board's appeal policy.

1. PRE-APPEAL DISPUTE RESOLUTION PROCESS

- 1.1. Before filing an appeal, the student and/or parent/guardian shall take the dispute resolution steps as outlined in the applicable Administrative Procedure (AP ____). It is the Board's expectation that the student and/or parent/guardian will discuss the issue in dispute in a constructive manner with those responsible at the school or district level before an appeal will be considered. In this regard, at a minimum, the Board expects the following steps will be taken:

STEP 1

The person(s) will share their concern(s) to the individual involved in an attempt to resolve the concern(s).

STEP 2

The person(s) will meet with the principal/supervisor or designate to carry out an appropriate review in an attempt to resolve the concern(s).

STEP 3

The person(s) will submit to the Superintendent a written statement which outlines the concern(s) with their recommendation for resolution. The Superintendent, or designate, will review all information relevant including contacting the concerned person(s) in an attempt to resolve the concern(s). The Superintendent, or designate, will include in writing any proposed action meant to resolve the concern.

If the applicable dispute resolution process does not resolve the concern, an appeal is normally based upon the decision of the highest supervisory officer who dealt with the matter in the dispute resolution process.

2. STARTING AN APPEAL

- 2.1. If the steps in Section 1 are not successful, a parent and/or student begins the board appeal process by presenting a written Notice of Appeal to the Secretary Treasurer within ~~fifteen (15)~~ **forty (40)** school days after being informed of the decision that is being appealed, or from the date of completion of the dispute resolution steps referred to in 1.1, whichever is later. ~~[Note: "School days" means that this time period does not run during a school break. Under 4.6 below, the board may waive this 15-day time limit.]~~

Commented [DE2]: Saanich School District does currently not have a time limit. 40 school days is approximately 2 months.

2.2. The Notice of Appeal must include:

- 2.2.1. The name, address and school placement of the student (including, where appropriate, grade level and home room teacher);
- 2.2.2. The name and address of the person(s) making the appeal;
- 2.2.3. The decision that is being appealed;
- 2.2.4. The date on which the student and/or parent/guardian bringing the appeal were informed of the decision;
- 2.2.5. The name of the Board employee(s) who made the decision being appealed;
- 2.2.6. Particulars of the effect on the student's education, health or safety;
- 2.2.7. The grounds for the appeal and the action requested or relief sought;
- 2.2.8. A summary of the steps taken by the student and/or parent/guardian to resolve the matter;
- 2.2.9. Whether the person making an appeal is requesting an oral hearing;
- 2.2.10. Whether the person making an appeal requires any special accommodation in order to proceed with the appeal (such as interpretation services at the hearing of the appeal.).

Commented [DE3]: Current policy assumes a hearing but does not explicitly state this

2.3. The Secretary Treasurer is responsible on behalf of the Board for:

- 2.3.1. receiving Notices of Appeal;
- 2.3.2. reviewing Notices of Appeal for completeness and timeliness;
- 2.3.3. giving any notices required under collective agreements;
- 2.3.4. receiving and distributing documents relevant to an appeal;
- 2.3.5. communicating with the appellants and others on matters relating to an appeal hearing;
- 2.3.6. arranging for any accommodation required, and;
- 2.3.7. scheduling hearings.

Commented [DE4]: Current policy has the Superintendent receiving the appeal application. It seems to make more sense for the ST to receive it if the Supt was the last one dealing with the concern.

The Secretary Treasurer may designate another staff member to carry out these responsibilities. If the Secretary Treasurer has participated in the dispute resolution steps or is the employee whose decision is being appealed, another staff member shall be designated.

2.4. If the Secretary Treasurer is of the opinion that:

- 2.4.1. an appeal is not timely;
- 2.4.2. an appellant has refused to participate in the dispute resolution steps;
- 2.4.3. an appeal is not an appeal of a decision of a board employee or the decision does not significantly affect the student's education, health or safety; or
- 2.4.4. there is any other preliminary matter that should be settled before a hearing of an appeal on its merits;

the Secretary Treasurer may schedule a preliminary hearing before the Board for purposes of a decision on that matter, without first complying with all requirements of section 3. (~~Any applicable collective agreement requirements are not negated by this policy.~~)

Commented [DE5]: CA reference is made below in 3.4 and not necessary here.

2.5. Appellants are notified of a preliminary hearing and provided with the opportunity to make written submissions on the preliminary issue to be determined.

3. PRE-HEARING RESPONSIBILITIES

3.1. Upon receipt of the Notice of Appeal, the Superintendent shall be notified. The Superintendent, or a person designated by the Superintendent to be responsible for investigation and presentation on the appeal, will prepare a report for the Board concerning the matter under appeal and is responsible for gathering the information to be presented to the Board, other than the information to be presented by the appellant.

3.2. If the appellant is a student under the age of 19 and no parent is named as an appellant, a parent will be notified.

3.3. If the appellant has not met with the Superintendent during the dispute resolution process, at the Superintendent's request, the appellant is required to meet with the Superintendent or a person designated by the Superintendent. A report of this meeting shall be included in the report prepared under 3.1. The report may include the Superintendent's recommendations as to whether the dispute should be referred to an outside mediator.

3.4. Any notices required under relevant collective agreements are given.

3.5. Instead of an oral hearing, the Board may determine that an appeal will be decided on the basis of written submissions only.

3.6. The appellant is notified of the date, time and place for hearing of the appeal and of the requirement to provide any documents in advance.

3.7. A copy of the report prepared under 3.1 will be provided to the appellant no later than 48 hours before the time set for hearing.

3.8. The appellant is required to provide copies of any documents on which he or she intends to rely, or copies of written submissions, no later than ~~24~~ 48 hours before the date set for hearing.

Commented [DE6]: Current policy provides 48 hour notice.

4. HEARING AND DECISION

- 4.1. The Board will decide the appeal based on the oral and/or written submissions presented to it and, for an oral hearing, will determine the order of, and time allotted for, submissions.
- 4.2. At any time the Board may request further information from the appellant or the Superintendent or designate and may adjourn in order that such information may be obtained.
- 4.3. The Board may make any interim decision it considers necessary pending the disposition of the appeal.
- 4.4. The Board may invite submissions from any person whose interests may be affected by the Board's decision on the appeal.
- 4.5. The Board may refuse to hear an appeal where
 - 4.5.1. the appeal has not been commenced within the time set out under 2.1;
 - 4.5.2. the student and/or parent or guardian has refused or neglected to discuss the decision under appeal with the person(s) specified in the applicable dispute resolution process or the Superintendent or delegate, or such other person as directed by the Board; or
 - 4.5.3. the decision does not, in the Board's opinion, significantly affect the education, health or safety of the student.
- 4.6. The Board may hear an appeal despite any defects in form or technical irregularities and may relieve against time limits.
- 4.7. Appeals and decisions on appeals will be held in closed session.
- 4.8. The Board will ensure that each party has received all documentation provided by the other party prior to the hearing.
- 4.9. At the end of each party's submission, trustees may ask questions.
- 4.10. When questioning by trustees is complete, the parties leave and the Board meets to decide how it will dispose of the appeal.
- 4.11. The Board must make a decision within 45 days ~~{or, as soon as practicable and within 45 days}~~ from receiving the Notice of Appeal.

4.12. The Board's decision is final, subject to any rights to appeal under the *School Act*.

The Board may reconsider its decision only

4.12.1. if it is satisfied that new evidence or information would have a material effect on the decision and the failure to present that evidence or information at the original hearing is satisfactorily explained;

4.12.2. the decision contravenes law; or

4.12.3. a reconsideration is directed or requested in connection with an appeal of the board's decision under School Act s.11.1.

4.13. The parties will be promptly notified of the Board's decision. Written reasons will be provided as soon as practicable.

4.14. Appellants who have appeal rights under *School Act* s.11.1 will be advised of those rights when or before they are notified of the board's reasons for decision.

PARENT/STUDENT APPEALS BY-LAW

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

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

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

SECTION I. PREAMBLE

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

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

SECTION II. POLICY STATEMENT

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

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

SECTION III. GUIDING PRINCIPLES

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

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

SECTION IV: ADMINISTRATIVE PROCEDURES

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

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

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

Other Information

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

SECTION V: APPENDICES

APPENDIX A

School District 63 (Saanich)

NOTICE OF APPEAL

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

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

Name of Student: (first) _____ (last) _____

Name of School: _____

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

Student birth date: (year) _____ (month) _____ (day) _____ Student grade: _____

Parent/Guardian name: (first) _____ (last) _____

Parent address: (street) _____
(postal code) _____ (phone) _____

Parent/Guardian name: (first) _____ (last) _____

Parent address: (street) _____
(postal code) _____ (phone) _____

2. PLEASE COMPLETE (a) OR (b)

(a) Information about the decision being appealed

Date you were informed of the decision: _____

Name of employee whose decision is being appealed: _____

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

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

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

Name of employee who is declining to make a decision: _____

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

3. Other Information About the Appeal

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

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

Suggest a solution to the problem which would satisfy you:

4. Levels of Consultation

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

Employee name: _____

Employee position/job: _____

Date of Meeting: _____

Name of employee's immediate supervisor: _____

Date of meeting: _____

Name of District Supervisor: _____

Date of Meeting: _____

5. Signatures

Signature of Student

Date of Appeal

Signature of Parent/Guardian

Date of Appeal

Signature of Parent/Guardian

Date of Appeal

Received by the Chair of the Board:

Name: _____

Signature: _____

Date: _____

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

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

Appeals to Superintendent of Achievement

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

Powers and duties of Superintendent of Achievement on appeal

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

Board decision may be suspended

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

Adjudication of appeals

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

Reconsideration by Board

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

Decision final

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

Application of the *Administrative Tribunals Act*

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

Immunity protection for Superintendent of Achievement, mediator or adjudicator

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

APPENDIX C**APPEALS REGULATION****Authority:** *School Act*, section 175(2)B.C. Reg. 24/08Effective March 3, 2008
Lieutenant Governor in Council Regulation**Definitions**

1. In this regulation

“Act” means the School Act;**“individual education plan”** has the same meaning as **“IEP”** in the Individual Education Plan Order;**“Individual Education Plan Order”** means Ministerial Order 638/95;**“Special Needs Students Order”** means Ministerial Order 150/89;**“student with special needs”** has the same meaning as in the Special Needs Students Order.**Grounds for appeal**

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

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

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

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

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

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

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

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

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

Limitation - allocation of resources

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

School District 63 (Saanich)

Policy Name: Complaints regarding Personnel, Programs
or Procedures

No: 1360

Preamble

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

Policy Statement

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

Statutory Reference

Contractual Reference

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

Date of Initial Board Approval: May 2008

Amendments:

School District No. 63 (Saanich)

Policy Name: Complaints regarding Personnel, Programs
or Procedures

No: 1360

Guiding Principles

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

Date of Initial Board Approval: May 2008

Amendments:

School District No. 63 (Saanich)

Policy Name: Complaints regarding Personnel, Programs
or Procedures

No: 1360

Administrative Procedures

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

School District No. 63 (Saanich)

- 2 -

Policy Name: Complaints regarding Personnel, Programs
or Procedures

No: 1360

Administrative Procedures

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

Date of Initial Board Approval: May 2008

Amendments:

Preamble

The Board recognizes that declining and shifting student populations may necessitate the ~~consolidation and/or~~ closure of schools from time to time. The Board will ~~publicly communicate~~ make its proposed plans on ~~consolidation or~~ school closures ~~clear to all concerned~~, to provide ample lead time before closing any school, and to support a process that provides an opportunity for those who will be affected to ~~participate in a consultation process about the proposed school closure~~ be involved before any decision is made.

Policy Statement

~~The Board of School Trustees will provide appropriate facilities for all students.~~ The Board recognizes that the number and location of schools must be balanced with education program needs, operational efficiency and must be considered within available resources. When school closures are considered, a ~~full and comprehensive~~ public consultation process will be undertaken.

Guiding Principles

In discussing school closures, the Board will consider:

1. Overall program diversity and educational experience for students;
2. Safety of access for students being relocated;
3. Reasonable class sizes in those schools receiving students from a closed facility;
4. Program offerings in nearby schools.

The Board will:

- ~~1. The Board will e~~Engage in discussion and consultation with parents, staff and the community ~~, to ensure that all points of view and viable options are considered. The public consultation process will include:~~
 - a. a fair consideration of the community's input and adequate opportunity for the community to respond to a board's proposal to close the school permanently;
 - b. consideration of future enrolment growth in the district of persons of school age, persons of less than school age and adults; and
 - 2.c. consideration of possible alternative community use for all or part of the school.
- ~~3.2. The Board will E~~xamine the possible impact of school closures on other Board policies, such as attendance areas and personnel assignment.

Commented [AA1]: This is an excerpt from section 5 of the School Opening and Closure Ministerial Order. If you would prefer not to include this excerpt in the policy, another option would be to note that the board will consider the requirements of the School Opening and Closure Order.

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Policy 15

RECRUITMENT AND SELECTION OF PERSONNEL

The Board reserves the sole authority to recruit and select an individual for the position of Superintendent. Further the Board has designated the Superintendent of Schools as Chief Executive Officer for the District. The Superintendent of Schools/CEO has sole authority for recruiting and selecting all other staff within existing legislation, budget allocations and collective agreements and within the following parameters, except for the Secretary Treasurer, Assistant Superintendent and Directors of Instruction.

Specifically

1. Selection and Appointment of Senior Executive Staff

- 1.1. The Superintendent shall make a recommendation to the Board regarding the filling of any senior executive position. The recommendation shall be accompanied by a formal role description. Where the Board approves the filling of such a position, the Superintendent shall develop: (1) an ideal candidate profile after soliciting input from partner groups and school administrators, (2) an advertisement for the position and (3) a recommended recruitment plan. The recruitment plan shall include ~~(1)~~ provision for Board involvement in the interview and selection processes. Upon approval of the plan, the Superintendent shall facilitate the execution of the recruitment process.
- 1.2. Subsequent to hiring, the Superintendent shall ensure current job descriptions are in place for each member of the senior administrative team and that appropriate performance evaluations are completed in a timely manner.

2. ~~Assignment and~~ Selection and Appointment of Principals

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, any remaining vacant principalships shall be advertised. If the particular school location is known, the Superintendent will solicit with appropriate input from representatives of school staff and, school PAC / parent representativess, students and the community during the selection process. Principals report to and are directly accountable to the Superintendent.

2.1. Principals report to and are directly accountable to the Superintendent.

~~2.1.1.1. The principal shall function as part of a District administrative team and play a leadership role in District initiatives as assigned by the Superintendent. Principals shall be appointed to the district and shall be assigned or reassigned to specific school assignments by Board motion.~~

2.2. The principal shall function as part of a District administrative team and play a leadership role in District initiatives as assigned by the Superintendent. Principals shall be appointed

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to the district and shall be assigned or reassigned to specific school assignments by Board motion.

~~2.2. Where a principal position becomes vacant, the Superintendent shall develop an ideal candidate profile after soliciting input from partner groups, school staff and parent representatives.~~

~~2.3. Reassignments of principals shall be completed before vacancies are filled through competition.~~

~~2.4.2.3. The Superintendent shall annually review principal assignments and make recommendations for reassignments where deemed warranted.~~

~~2.5.2.4. Where the Board approves the filling of a principal position by competition, the shortlisting/interview panel will determine the short-list, determine interview questions and 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.~~

~~2.6.2.5. The selection committee made up of the Superintendent, two senior staff selected by the 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 may be called to consider the recommendation. The Superintendent shall facilitate the recruitment process as per the above.~~

~~2.7.2.6. Criteria for Principals as contained in Appendix A shall be utilized-considered as a guide by the shortlisting/interview panel.~~

~~2.8.2.7. Due to time constraints or emergent factors, the Board-Superintendent may from time to time create appoint an acting term vice-principalship of a specified duration, but in all cases no more than one year in length. The Superintendent will select the person to fill this temporary position and inform the Board as soon as practicable, and appoint the person the Board determines to be best suited to the role pending the full processes contemplated by this policy.~~

3. Assignment and Selection and Appointment of Vice-Principals

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. Vice-principals report to and are directly accountable to the principal.

3.1. Vice-principals report to and are directly accountable to the principal,

~~3.1.3.2. The vice-principal shall function as part of a District administrative team and play a leadership role in District initiatives as assigned by the Superintendent. Vice-principals shall be appointed to the district and shall be assigned or reassigned to specific school assignments by Board motion.~~

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~~3.2.3.3. Vice-principals are can to be viewed as potential principals in training and are to avail themselves of opportunities for training and experience so as to become a strong candidate for future principal appointments.~~

~~3.3.3.4. The Superintendent shall annually review vice-principal assignments and make recommendations to the Board for reassignments where deemed warranted. Such review shall include discussions with or input from vice-principals regarding career plans and desires.~~

~~3.4. Where a vice-principal position becomes vacant, the Superintendent shall develop an ideal candidate profile after soliciting input from partner groups, school staff and parent representatives.~~

3.5. Where the Board approves the filling of a vice-principal position by competition, the shortlisting/interview panel will determine the short-list, determine interview questions and 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.

3.6. Criteria for vice-principals as contained in Appendix B shall be utilized-considered as a guide by the shortlisting/interview panel.

3.7. The selection committee made up of the Superintendent, two senior staff selected by the 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.

~~3.8. 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 may be called to consider the recommendation.~~

~~3.8. The Superintendent shall facilitate the recruitment process as per the above.~~

~~3.9. Due to time constraints or emergent factors, the Superintendent may from time to time appoint an acting vice-principalship of a specified duration, but in all cases no more than one year in length. The Superintendent will select the person to fill this temporary position and inform the Board as soon as practicable.~~

~~3.9. 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.~~

4. Selection and Appointment of District Management Staff

4.1. The Board of Education delegates to the Superintendent of Schools the authority for procedures and decisions related to the appointment of district management staff.

4.2. The Board encourages appropriate input and involvement in the selection processes from school administrators and partner group representatives as appropriate.

4.3. 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.

4.4. 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.

5. Employment Selection and Appointment of Non-Teaching Staff

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

- 5.1. The Superintendent shall provide for the recruitment and selection of non-teaching staff in accordance with applicable legislation, and collective agreements.
- 5.2. All offers of employment shall be conditional on the successful applicant providing a criminal records check through the Criminal Records Review Program (Ministry of Public Safety and ~~Solicitor General~~ [Emergency Services](#)).

Legal Reference: Sections 15, 19, 20, 21, 22, 23, 24, 65, 85 School Act

CRITERIA FOR PRINCIPALS

Educational Leadership

The Saanich School District requires that principals have knowledge and experience appropriate to their school assignment including an understanding of the major components of the educational programs offered in the school to which they are assigned. The Board requires its principals to have a Master's Degree in an appropriate educational field.

Further, a principal must will have demonstrated during her/his/their career in eEducation:

- commitment to supporting the interests of the Board and District;
- proven examples of a collaborative, consensus seeking leadership style;
- highly effective and respectful interpersonal, communication and conflict resolution skills;
- attributes that demonstrate friendliness, good humour, flexibility, enthusiasm, accessibility, forthrightness, openness and honesty;
- proven record of positive working relationships with students, parents, employee groups and the broader community;
- demonstrated understanding and respect for Indigenous learning and learners as well as knowledge of the WSÁNEĆ First Nations;
- demonstrated excellence as a teacher and as an instructional leader at the school and district level;
- evidenced leadership in the supervision of learning;
- leadership promoting curriculum and current teaching pedagogy including the use of appropriate educational technology;
- creation of innovative practices within an inquiry-based teaching and learning environment;
- have knowledge of and experience with leading initiatives in support of students with special needs;
- thorough understanding of effective assessment and evaluation practices;

- 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

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- 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/their career in eEducation:

- successful experience in an administrative capacity, preferably as a principal or vice-principal;
- successful experience in implementing innovative strategies to meet the needs of all learners
- 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

Management Skills

A principal must will have demonstrated during her/his/their career in eEducation:

- strong organizational and management skills, including financial planning and control;
- skill in dealing with human resource issues and labour management including an understanding and implementation of collective agreement language;
- 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
- attributes that demonstrate good judgement in assessing the strengths and needs of a school's organization and operation;
- effective leadership during critical incidents and other stressful conditions;

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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~~

CRITERIA FOR VICE-PRINCIPALS

Administrative Experience

The Board-Saanich School District normally requires its vice-principals to have ~~or be actively working toward a~~ Master's degree ~~in an appropriate educational field~~. However, for short-term assignments ~~(less than one year) (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/their~~ career in Education:

- ~~commitment to supporting the interests of the Board and District;~~
 - ~~proven examples of a collaborative, consensus seeking leadership style;~~
 - ~~highly effective and respectful interpersonal, communication and conflict resolution skills;~~
 - ~~attributes that demonstrate friendliness, good humour, flexibility, enthusiasm, accessibility, forthrightness, openness and honesty;~~
 - ~~proven record of positive working relationships with students, parents, employee groups and the broader community;~~
 - ~~demonstrated understanding and respect for Indigenous learning and learners as well as knowledge of the WSÁNEĆ First Nations;~~
 - ~~demonstrated excellence as a teacher and as an instructional leader at the school or district level;~~
 - ~~evidenced leadership in the supervision of learning;~~
 - ~~leadership promoting curriculum and current teaching pedagogy including the use of appropriate educational technology;~~
 - ~~creation of innovative practices within an inquiry-based teaching and learning environment;~~
 - ~~successful support of students with special needs within their classroom or program;~~
 - ~~thorough understanding of effective assessment and evaluation practices~~
-
- ~~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~~

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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

Management Skills

A vice-principal must will have demonstrated during their career in education:

- strong organizational skills including any operational or financial issues dealing with their classroom or program;
- skill in dealing with personnel issues including an understanding of collective agreement language;
- attributes that demonstrate good judgement in assessing the strengths and needs of a school's organization and operation;
- effective leadership during critical incidents and other stressful conditions;
- 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

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Notes

Selection and appointment of senior executive staff—5040, Policy, Guiding Principles, and Administrative Procedures.

References to the Board directing other than the Superintendent have been removed.