

SCHOOL DISTRICT 63 (SAANICH)
POLICY DEVELOPMENT COMMITTEE
Agenda

Committee Members:	Trustee VanWell, Chair Trustee Elder Trustee McMurphy
Staff Support:	Dave Eberwein, Superintendent of Schools Jason Reid, Secretary Treasurer
Partner Representatives:	Shannon Toronitz, STA CUPE Sean Kenny, SAA COPACS
Other Attendees:	

**Tuesday, April 14, 2026
1:00 pm**

A. PRESENTATIONS AND QUESTIONS

No Items.

B. ITEMS FOR DISCUSSION

1. Policy 18 – Recruitment & Selection of Personnel
2. Policy 11 – Indemnification

C. ITEMS FOR RECOMMENDATION

1. Policy 14 (Appendix) – Superintendent Evaluation Process

Staff Recommendation:

As the required Notice of Motion was provided on February 11, 2026, I, Trustee VanWell will move that the revisions to Policy 14 (Appendix) – Superintendent Evaluation Process be approved.

D. ITEMS FOR INFORMATION

No Items.

E. FUTURE AGENDA ITEMS

Policies 19 – May 2026
Policies 27, 29 – June 2026

POLICY 18 – RECRUITMENT & 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 Senior Executive Staff (Secretary Treasurer, Assistant Superintendent and Directors of Instruction).

Specifically

1. Selection and Appointment of Senior Executive Staff (Secretary Treasurer, Assistant Superintendent and Directors of Instruction)

1.1 The Superintendent shall make a recommendation to the Board regarding the creation or 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, (2) an advertisement for the position and (3) a recommended recruitment plan. The recruitment plan shall include provision for Board and partner group involvement, as appropriate, in the interview and selection processes. The Board shall retain authority for procedures and decisions related to the appointment of senior executive staff. 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. 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 appropriate input from school staff and school PAC / parent representatives during the selection process.

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

- 2.1.1 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.
- 2.1.2 The Superintendent shall annually review principal assignments and make recommendations for reassignments where deemed warranted.
- 2.1.3 Where the Board approves the filling of a principal position by competition, the shortlisting/interview panel will determine the shortlist and conduct the interviews. The panel will consist of the Superintendent, two senior staff selected by the Superintendent, three Trustees and invited representatives from the SAA, COPACS, STA, CUPE and W̱SÁNEĆ School Board. At the end of the interviews the representatives of COPACS, STA, CUPE 441 and W̱SÁNEĆ School Board will be asked to provide oral feedback and depart. The representative of the SAA will then do the same.
- 2.1.4 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. A special meeting of the Board may be called, if necessary to consider the recommendation.
- 2.1.5 Criteria for Principals as contained in Appendix A shall be considered as a guide by the shortlisting/interview panel.
- 2.1.6 Due to time constraints or emergent factors, the Superintendent may from time to time appoint an acting 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. 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.

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

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

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

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.

3.5 Where the Board approves the filling of a vice-principal position by competition, the shortlisting/interview panel will determine the shortlist and conduct the interviews. The panel will consist of the Superintendent, two senior staff selected by the Superintendent, three Trustees and invited representatives from the SAA, COPACS, STA, CUPE 441 and the WSÁNEĆ School Board. At the end of which the representatives of COPACS, STA, CUPE 441 and the WSÁNEĆ School Board 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 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. A special meeting of the Board may be called, if necessary to consider the recommendation.

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.

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 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. Selection and Appointment of Non-Teaching Staff

The Board and its administration subscribe to the provisions and principles of the BC Employment Standards Act and the BC Human Rights Code.

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 record check through the Criminal Records Review Program (Ministry of Public Safety and Emergency Services).

APPENDIX A – 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 District requires its principals to have a Master's degree in an appropriate educational field.

Further, a principal will have demonstrated during 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, PACs, 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
- evidenced leadership of commitment to the value of inclusive schools; and,
- demonstrated strong parent engagement and community building.

Administrative History

A principal must have demonstrated during their career in education:

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

Management Skills

A principal will have demonstrated during their career in education:

- strong organizational and management skills, including financial planning and control;
- skill in dealing with human resource issues including an understanding and implementation of collective agreement language; and,
- 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.

APPENDIX B – CRITERIA FOR VICE-PRINCIPALS

Educational Leadership

The Saanich School District normally requires its vice-principals to have a Master's degree in an appropriate educational field. 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 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, PACs, 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
- evidenced leadership of commitment to the value of inclusive schools; and,
- demonstrated strong parent engagement and community building.

Management Skills

A vice-principal 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; and,
- effective leadership during critical incidents and other stressful conditions.

BYLAW 11: INDEMNIFICATION

It is in the interest of a responsive and efficient public service that trustees, officers and employees be protected against a claim of damages arising out of the performance of their duties. None of these individuals should be placed in a position of personal liability for the performance of responsibilities vested in them by the School Act or assigned to them by the Board. The provisions below do not apply to employees who have an indemnification agreement in their Collective Agreement or Contract of Employment.

ByLaw:

1. The Board will indemnify a trustee, an officer or an employee of the Board, or a member of an Indigenous Education Council.
 - 1.1 Against a claim for damages against the trustee, officer, employee, or member of an Indigenous Education Council arising out of performance of their duties; or,
 - 1.2 Where an inquiry under the Public Inquiry Act or other proceeding involves the administration and conduct of the business of the School District and, in addition, the Board may pay legal costs incurred in proceedings arising out of the claim, inquiry or other proceeding.
2. The Board may, by affirmative vote of a majority of not less than 2/3 of all its members, pay:
 - 2.1 Any sum required to indemnify a trustee, an officer, an employee of the Board, or member of an Indigenous Education Council where a prosecution arises out of the performance of their duties with the Board; and,
 - 2.2 Costs necessarily incurred; but the Board shall not pay a fine imposed on a trustee, an officer, an employee or a member of an Indigenous Education Council, as a result of their conviction.
3. The Board's obligation to indemnify a trustee, an officer, an employee, or member of an Indigenous Education Council, in respect of matters occurring during their term of office, employment or membership on an Indigenous Education Council shall continue, notwithstanding that the term of office, employment or membership, as the case may be, has ended.

~~3 — The Board shall not seek indemnity against a trustee, an officer, an employee of the Board, or member of an Indigenous Education Council in respect of any action by the trustee, officer or employee or member of an Indigenous Education Council that results in a claim for damages against the Board except:~~

~~3.1-Where the claim for damages arises out of the gross negligence of the trustee, officer, employee, or member of an Indigenous Education Council; or~~

~~3.2-Where, in relation to the action that gave rise to a claim for damages against an officer or employee, the officer or employee willfully acted contrary to:~~

~~3.2.1—The terms of their employment, or~~

~~3.2.2—An order of a superior~~

4. Where the Board decides to pay legal costs incurred in proceedings out of a claim, inquiry under the Public Inquiry Act or other proceedings, the Board has the right to conduct the defense of the matter and, in its discretion, to compromise and/or settle the claim.

5. The Board shall not indemnify a trustee, officer, employee, or member of an Indigenous Education Council against:
 - 5.1 Liability and legal fees incurred as a result of an action or other proceeding taken by the Board against the trustee, officer, employee, or member of an Indigenous Education Council, or as a result of an action or proceeding taken by the trustee, officer, employee or member or employee against the Board;
 - 5.2 Legal fees incurred in responding to a complaint under the Trustee Code of Conduct;
 - 5.3 Legal fees incurred in responding to a complaint under Administrative Procedure 403 (Intimidation and Harassment) or a complaint under the bullying and harassment provisions of a collective agreement;
 - 5.4 Legal fees incurred in response to a complaint to the Teacher Regulation Branch or an investigation or hearing conducted by the Teacher Regulation Branch;
 - 5.5 Liability to pay a fine, penalty or order imposed as a result of the conviction for an offence;
 - 5.6 Legal fees incurred as a result of a prosecution where the trustee, officer, employee, or member of an Indigenous Education Council is convicted of an offence or obtains a conditional discharge;
 - 5.7 Legal fees incurred in an appeal of any conviction, sentence, judgment or order;
 - 5.8 Liability and legal fees incurred by a trustee where the Court determines that the trustee knowingly contravened the School Act;
 - 5.9 Liability incurred by a trustee, officer, employee, or member of an Indigenous Education Council, where the Court determined that the trustee, officer, employee, or member of an Indigenous Education Council knowingly permitted or authorized an expenditure not authorized by an enactment;
 - 5.10 Liability incurred by a trustee as a result of any restitution ordered pursuant to Section 62 of the School Act; and,
 - 5.11 Those matters for which the Board may seek indemnity from an employee pursuant to its authority under Section 95 of the School Act, unless the Board at the request of a trustee, officer, employee or member of an Indigenous Education Council or at its own instance, by majority or other legally required majority established by the School Act expressly determines otherwise and any such indemnity is not otherwise precluded by law.
6. The Board shall not seek indemnity against a trustee, an officer, an employee of the Board, or member of an Indigenous Education Council in respect of any action by the trustee, officer or employee or member of an Indigenous Education Council that results in a claim for damages against the Board except:
 - 3.3 Where the claim for damages arises out of the gross negligence of the trustee, officer, employee, or member of an Indigenous Education Council; or
 - 3.4 Where, in relation to the action that gave rise to a claim for damages against an officer or employee, the officer or employee willfully acted contrary to:
 - 3.4.1 The terms of their employment, or
 - 3.4.2 An order of a superior
7. The Board may enter into individual indemnity agreements with its officers and employees not inconsistent with provisions of the School Act.

POLICY 14 – APPENDIX: SUPERINTENDENT EVALUATION PROCESS

Preamble

The Superintendent performance review is intended to provide for both accountability and growth, as well as the strengthening of the relationship between the Board and the Superintendent. The written evaluation report will affirm specific accomplishments and identify areas of growth where applicable, some goals of which may address areas of weakness while others may identify be areas where greater emphasis is required due to changes in the school district's environment.

Structure of the Evaluation

The performance review shall be reasonably related to the goals and objectives established by the Board and to the duties assigned to the Superintendent. The procedures and criteria for the performance review ~~shall follow the guidelines set out in the BCSTA's Resource Guide to Performance Planning and Review of School Superintendents, which~~ shall be mutually agreed upon by the Board and the Superintendent, and established in writing prior to the commencement of the performance review and assessment. In the event there is no agreement on the procedures and criteria, the Board may proceed with an evaluation and assessment based on acceptable management principles.

Guiding Principles

The performance review will:

1. Provides for a written evaluation of the Superintendent's performance ~~twice at least once~~ in a four-year term, with the timing to be mutually agreed to by the Board Chair and Superintendent.
2. Highlights the key role of the Superintendent as the educational leader of the district, to enhance student learning and success for all children.
3. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators ~~(e.g. fiscal management).~~
4. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or ~~weaknesses~~ areas for improvement.
5. Be is aligned with and based upon the Superintendent's roles and responsibilities.
6. Be is linked to the ~~District's Board's~~ Strategic Plan and the key results contained therein within the Enhancing Student Learning Report.
7. Be is a performance-based assessment system. Such an evaluation focuses on improvement over time. ~~The second and s~~ Subsequent evaluations in a later term may include an assessment of the Superintendent's success in addressing growth areas as indicated in the Superintendent's Annual Growth Plan.
8. Uses multiple data sources. Objective data such as audit reports, accountability reports, and student achievement data are augmented with data that is more subjective.
9. Elicits evidence to support subjective assessments. ~~This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.~~

10. Ensure^s Board feedback ~~is provided at least twice in a four-year term of office. Such feedback will be~~ is timely, supported by specific examples and will focus on areas over which the Superintendent has authority. The Superintendent cannot be held accountable for areas over which they have not been given authority.