

Administrative Procedure 4006

Assignment and Selection of Vice-Principals

Preamble

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

Policy Statement

The board believes that the first consideration in the assignment of vice-principals must be for the educational leadership 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.

Guiding Principles

1. Vice-principalships are considered to be district appointments with assignments to a school as determined by the board. Vice-principals are considered key educational leaders in the schools and within the district. The vice-principalship is also considered a position “in training” for a principalship.
2. As vacancies occur, processes will be in place to allow the board to make any change in assignments the board feels is appropriate prior to determining that a competition is to be held.
3. In addition to the opportunities provided through vacancies, the board will consider other options for vice-principals to gain experience in other schools. To this end, a review of assignment and career plans will take place with vice-principals annually or more frequently at the request of the vice-principal or the superintendent.
4. The board will consider the impact of more than one administrative change from schools with an administrative team of two or more members. The board recognizes that it may not be beneficial to the school community for the entire administrative team to be transferred out of the school in the same school year.
5. Staff and parent representatives will be involved in providing feedback which will assist the board in the selection processes for vice-principal positions.
6. Whenever possible, filling of vacant vice-principalships will follow the step by step approach outlined in this policy. The board may waive the stipulations of some or all steps of this policy should it deem such action appropriate to the circumstance.

Administrative Procedures for the Assignment of Vice-Principals

1. The board will use the document “District Criteria for Vice-Principals” (see Appendix 1) and other criteria information provided by the schools in the processes for assigning and selecting vice-principals.
2. Each year as part of their Annual Growth Plan review, vice-principals will submit a Career Plans Form indicating their interests for possible administrative placement in the following year. This may include requests for assignment to different schools, levels, or an indication of interest in opportunities in a different district. In addition, vice-principals will be asked to share retirement plans for the subsequent year with the Superintendent by January 31, or as soon as possible, to insure a timely selection of another administrator to fill their position. Reassignment date may either be mid-year or year-end as determined by the superintendent.
3. In addition to the annual requirement to indicate a preference for administrative placement, vice-principals may meet with the superintendent and other senior district staff at any time during the year to discuss career aspirations or to elaborate on information provided in their Career Plans Form. Vice-principals may normally be considered for a reassignment based on

operational needs of the district or a specific school and/or if they have been in their current assignment for more than 5 years.

4. As part of the district's preparation for the coming year, vice-principals who are being considered for a change in assignment will be consulted as early as possible in the planning cycle. It is important to note that this consultation can occur at any time during the year but all consideration will be given to appropriate and early consultation. This consultation will occur prior to a decision being made by the Superintendent.
5. The board will be provided with information by the superintendent as a result of consultation with vice-principals and information received via the Career Plans Form. All vice-principals moving into a new assignment will be provided with a written rationale for the change and may request to meet with the board and the superintendent to discuss the proposed change in assignment.
6. Due to time constraints or emergent factors, the board may from time to time create a term vice-principalship of specified duration, and appoint a person the Board determines to be best suited to the role pending the full processes contemplated by this policy. Such process will take place within 6 months of the beginning of the term appointment.
7. After the process outlined in Steps 1 to 5 has been completed and in the absence of the need for Step 6, a vice-principal vacancy will exist in a school. The superintendent and/or other senior district staff, and the principal will normally request input from staff (CUPE, CDTA, CVSAA) and PAC at the school and about any specific concerns or priorities that the staff or PAC may have in regard to the vacant vice-principal position. For vacancies at senior secondary, students may also be involved in the consultation.
8. Once any reassignment of current vice-principals has taken place, the remaining vacancies will be advertised. These positions will be district appointments but with initial assignment indicated (e.g., School District No. 71 (Comox Valley) is searching for a secondary school vice-principal with the initial assignment being the XYZ Secondary School.)
9. Selection process timeline will be included in the posting information to inform applicants of approximate dates for short- listing, interviews and final decision.
10. After the cut-off date for applications, the school principal, one representative from the DPAC, one representative from the CVSAA (a current principal), a representative from the CDTA and one representative from CUPE will be invited to participate in a selection committee process with trustees, the director of human resources and other senior district staff.

Note: The director of human resources will coordinate the process and provide guidelines to the selection committee members regarding such issues as confidentiality, conflict of interest, thoroughness, and objectivity.

11. Selection committee members will attend a meeting where they will be asked to confidentially review materials from qualified applicants in order to develop a long list and short-list of appropriate candidates. The superintendent or designate will determine a shortlist of candidates following a review of feedback from the selection committee and the results of reference checks completed by senior district staff.

Note: The long-listing and short-listing process will be conducted as thoroughly and as efficiently as possible. The process may require as long as three to four weeks.

12. Shortlisted candidates will be notified by the HR department in a timely manner regarding the interview time and processes.
13. Prior to the interviews, shortlisted candidates may be invited to meet with the superintendent and/or other senior district staff and tour the district and school(s). This process will be coordinated by the HR department.
14. Interview questions for the informal interviews with employee/parent groups will be developed by those group representatives and provided to the director of human resources prior to the interview. Interview questions for the panel interviews will be developed by the director of human resources and senior district staff with input from the selection committee.
15. On interview day, candidates will be interviewed informally with a small number of employee/parent group representatives prior to the panel interview process. The director of human resources will coordinate and attend the informal interviews.

Following the informal interviews, candidate will go through a formal panel interview. The selection committee will act as the Interview Panel and each panel member will be involved in the asking of interview questions. The director of human resources will coordinate the proceedings. At the end of the interviews, the representatives from DPAC, CVSAA, CDTA and CUPE will provide feedback (observations, strengths, challenges, and the most important thing to consider in the final decision making process from their perspective) to the Principal, Trustees and senior district staff, and then will leave the meeting.

The Principal will then provide feedback to the trustees and senior district staff, and then will leave the meeting.

Trustees and senior district staff will consider the feedback provided by the principal, parent/employee groups and all available information on each candidate, and make a decision on the successful applicant to be recommended to the board for final approval at the next in-camera meeting of the board.

16. The successful candidate will be offered the vice-principalship as advertised. All other candidates will then be informed of the board decision and provided the opportunity to receive feedback on their application from the superintendent or other senior district staff.

17. The director of human resources will inform the principal and then the selection committee of the Board decision on the successful applicant in the competition and then will send an email announcement to all staff in the district with a copy to the president/chair of CVSAA, CDTA, CUPE and DPAC on the result of the competition.

APPENDIX

CRITERIA FOR VICE-PRINCIPAL

Educational Leadership

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

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

Administrative Experience

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

- friendliness, good humour, flexibility, enthusiasm, accessibility, forthrightness, openness and honesty
 - respect for children and others and generate respect in return
 - problem solving skills in relations with all members of the school community
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APPENDIX

CRITERIA FOR VICE-PRINCIPAL

Skills

A vice-principal must have:

- organizational and management skills
- excellent interpersonal, communication and listening skills
- skill in dealing with crisis situations
- skills in establishing and maintaining a close working relationship with all members of the school community
- facility in the use of information technology as an educational and a management tool
- an understanding of the major components of the educational programs offered in the school to which they are to be assigned
- an understanding of educational processes appropriate to the stage of development of the students in the schools to which they are to be assigned

LEARNING COMMUNITY

Students

Inclusive schools support the diverse needs of all learners. Students share responsibility for learning by:

- Participating actively
- Setting goals
- Evaluating work
- Celebrating success

Learning

We are guided by the Principles of Learning:

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

Relationships

Healthy school culture is enhanced by:

- Respecting roles, rights and responsibilities
- Effective communication
- Working collaboratively

PRINCIPLES OF INCLUSIVE SCHOOLS

"Diversity is the one true thing we all have in common."

Source Unknown

Inclusive schools acknowledge the uniqueness and enhance the dignity and self-respect of all students.

- The inclusive environment is flexible, providing for age-appropriate placement in neighbourhood schools.
- In inclusive schools, educators seek to understand and support the diverse learning needs of all students.
- The practice of inclusion transcends the idea of physical location and supports student learning in a variety of settings.
Inclusion requires a flexible learning environment wherein curriculum adaptations and modifications are assumed, thus ensuring curriculum relevance and accessibility for all students.
- Inclusive schools promote collaborative consultation with parents and all educational partners.
- Inclusive schools honour and celebrate the diversity that exists in the school community.