

Chapter 2

Personnel Policy

Templates



CORE QUALITY STANDARDS

- ◆ Program Mission
- ◆ Access and Equity
- ◆ Practitioner Training
- ◆ Administrative Accountability
- ◆ Program Evaluation

Applicable Service Quality Management Requirement

“A process for recruiting, hiring, training, and evaluating staff”

LBS Program Guidelines June 1998: Part 2, Section 1, Page 9

This requirement deals with policy items that would commonly fall under the heading of “Personnel Policies”. The templates found in this section focus on areas identified by the core quality standards and are by no means an exhaustive collection of personnel policies.

In addition to the full text templates of policy with accompanying procedure that are cross referenced to the core quality standards, the last part of this chapter, entitled “Further Policies to Consider”, gives you an additional checklist of several policy statements standing alone.

ADDITIONAL RESOURCES:

By Definition: Policies for Volunteer Programs

By Linda Graff, Published by Graff and Associates, Second Edition

“A manual for Executive Directors, Board Members and Managers of Volunteers. It provides samples of policies in over 70 different topic areas and step by step how to directions on developing policies for volunteer programs.”

Can be ordered on this web site:

www.volontario.org/BookStore/Bookstore.html/201.html

Policy Development for Volunteer Services

Audio Workshop

By Linda Graff, ©1996

A 90 minute audio tape plus a 16 page workbook giving you step by step guidance on the rules of policy writing.

Can be ordered on this web site:

<http://energizeinc.com.total/pol.html>

A Guide for the Development of Policies and Procedures in Ontario's Community Literacy Agencies

By Fiona Huebner

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Chapter 4 of this manual is entitled “Operational Policies: Human Resources” and is an excellent reference tool for drafting personnel policies.

- ❑ **STAFF QUALIFICATIONS:** All staff hired to work for the agency have minimum qualifications.

WHY?

To ensure that all staff members are competent to work with adult learners in the literacy field.

Procedures:

1. *[Insert the minimum hiring requirements for your agency here. For example you may have a minimum requirement of Grade 12, an undergraduate university degree, or relevant experience. You may want to be careful not to make it definitive. You might want to have some flexibility in who you can hire. The Core quality standard features listed below are very helpful reference points when drafting procedures.]*
2. *All positions of employment within the agency are dependent on funding from MET [this may or may not apply to your agency].*

Key Core Quality Standard:

12. Practitioner Training: A quality literacy program has practitioners trained in adult education with a focus on basic education. They have initial and ongoing training.

Features:

Practitioners, including staff and volunteers, are competent to provide literacy training.

- ◆ The program has a policy for defining the minimum qualifications of its practitioners.
- ◆ The program policy specifies if practitioners are expected to have previous education, training and experience, or if the program will provide training, such as for volunteer tutors, to enable them to acquire the necessary skills.
- ◆ Qualifications include the ability to assist adults in acquiring skills in literacy and numeracy, as well as an understanding of the program's philosophy and policies.
- ◆ The program assesses the competence of practitioners before they begin, taking into account prior learning and practical experience.

- ☐ **STAFF ORIENTATION:** Every new agency staff member shall be provided with an orientation prior to the assignment of duties. At the completion of the orientation each agency staff member shall sign a form stating that the orientation is completed and that all of the policies and procedures have been understood. This form shall be retained in the agency member's personnel file.

WHY?

The orientation process enables new employees to get their bearings in a new situation, to adapt to the agency. It familiarizes new people with the philosophy and the policies of the agency. It instills the agency's attitude in a new staff so that when they face an unfamiliar situation, they can make the decision that contributes to the organizational objectives and that remains within the agency's policy.

Procedures:

1. *Contents*
 - a) *an overview of the agency's mission statement*
 - b) *a review of written policies and procedures*
 - c) *instruction regarding agency rules and daily routines*
 - d) *emergency procedures and a list of emergency telephone numbers*
 - e) *code of ethics*
 - f) *hours of work and schedules*
 - g) *review of the job description*
 - h) *introduction to other staff and program participants*
2. *Prior to the commencement of work and annually thereafter, each staff member shall be instructed in all emergency procedures of the agency*
3. *Each staff member should be trained in and have an up to date certification in CPR and First Aid.*
4. *Staff meetings, for all agency staff, should be held on a regular basis to facilitate a common understanding of purpose and to provide a forum for sharing ideas.*
5. *Supervision Sessions*
Individual supervision should be held on a semi-annual basis to:
 - a) *Provide an opportunity to discuss the staff member's personal concerns in relation to their role with the agency.*
 - b) *Allow for personal growth and development in their work.*

Key Core Quality Standard:

1. Program Mission: A quality literacy program has a clearly written statement of mission and objectives which it follows and shares with the people involved in the program and with other stakeholders in the community.

Features:

People involved in the program and other stakeholders are familiar with the mission and objectives.

- ◆ A mission statement is referenced in written materials (for example, pamphlets, newsletters), included in training for staff and volunteers, mentioned in orientation to new learners.

Key Core Quality Standard:

12. Practitioner Training: A quality literacy program has practitioners trained in adult education with a focus on basic education. They have initial and ongoing training.

Features:

The program provides initial training of some form to all new practitioners.

- ◆ Initial training is provided to all new practitioners in the program. This may range from extensive training for volunteer tutors with no previous experience to orientation for practitioners with previous training and experience in adult literacy.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

AGENCY NAME HERE

ACKNOWLEDGEMENT OF PERSONNEL POLICIES AND PROCEDURES

EMPLOYEE NAME: _____

POSITION: _____

I HAVE READ, UNDERSTAND AND AGREE TO ABIDE BY THE PERSONNEL
POLICIES AND PROCEDURES OF *AGENCY NAME HERE*

DATE

EMPLOYEE SIGNATURE

ANNUAL AND/OR PERIODIC REVIEW OF PERSONNEL POLICIES AND
PROCEDURES:

DATE

EMPLOYEE SIGNATURE

DATE

EMPLOYEE SIGNATURE

DATE

EMPLOYEE SIGNATURE

DATE

EMPLOYEE SIGNATURE

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DATE

EMPLOYEE SIGNATURE

- ❑ **STAFF REVIEW OF MISSION STATEMENT:** All new staff members receive a copy of the agencies mission statement upon hire. The employee must understand the goals and objectives of the agency prior to commencing work.

WHY?

It is imperative that all staff members understand the mission of the agency for which they are working in order that the goals and objectives of the agency are being accurately portrayed to all stakeholders.

Procedures:

1. *When a new staff member is hired, they are given a copy of the mission statement.*
2. *The mission statement is discussed to ensure that the new employee understands the goals and objectives of the agency.*
3. *The mission statement is reviewed at least once per year at a staff meeting or annual staff review.*

Key Core Quality Standard:

1. Program Mission: A quality literacy program has a clearly written statement of mission and objectives which it follows and shares with the people involved in the program and with other stakeholders in the community.

Features:

People involved in the program and other stakeholders are familiar with the mission and objectives.

- ◆ The mission statement is given to and discussed with all new learners, staff and volunteers.
- ◆ The mission statement is referenced in written materials (for example, pamphlets, newsletters), included in training for staff and volunteers, mentioned in orientation to new learners.
- ◆ A questionnaire, interview or group discussion (learners, tutors/instructors/staff/faculty/, and volunteers) is conducted to review familiarity with mission and goals.

- ☐ **STAFF ACCESS:** The program sites are accessible to staff members with physical disabilities.

WHY?

The sites should be accessible to allow for equal employment opportunities for people with physical disabilities.

Procedures:

1. *When an access issue arises the agency will make a bona fide effort to accommodate the employee.*

Key Core Quality Standard:

7. Access and Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equity outcomes to help learners from all backgrounds reach their goals.

Features:

All components of the program are accessible to people with disabilities.

- ◆ The program sites, including interior spaces, equipment and materials, are accessible to people with disabilities.

- ☐ **EMPLOYMENT EQUITY:** The program is committed to applying the principles of equity in its recruiting/hiring practices.

WHY?

Employers must apply equity principles when hiring new employees. It imperative that employment laws are followed and that employees are treated fairly.

Procedures:

1. *The agency is committed to dealing fairly and justly with all employees to provide reasonable benefits and to function within the laws governing employment and labour in Ontario.*

Key Core Quality Standard:

7. Access and Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equity outcomes to help learners from all backgrounds reach their goals.

Features:

The program is committed to serving people from all equity groups.

- ◆ The program has a policy of employment equity for all staff and volunteers.

- ❑ **TUTOR TRAINING FOR STAFF:** All staff, regardless of position, complete a 15 hour Laubach tutor training workshop *(or other training that your agency offers)*.

WHY?

Having all staff trained in the tutoring/teaching method ensures that they are familiar with programming that is being offered by the agency.

Procedure:

1. *Once a staff member is hired they will be expected to attend the first available Laubach tutor training workshop (or other training that your agency offers). If the workshop is conducted outside of normal working hours, the staff may apply to take time off in lieu of the time spent at the workshop. (See example form below "Application for Lieu Time")*

Key Core Quality Standard:

12. Practitioner Training: A quality literacy program has practitioners trained in adult education with a focus on basic education. They have initial and ongoing training.

Features:

The program provides initial training of some form to all new practitioners.

- ◆ Initial training is provided to all new practitioners in the program. This may range from extensive training for volunteer tutors with no previous experience to orientation for practitioners with previous training and experience in adult literacy.
- ◆ Training provided by the program covers all aspects of the required qualifications for practitioners in some way.
- ◆ All practitioners must participate in initial training before beginning.

APPLICATION FOR LIEU TIME

Date: _____

Employee: _____

Employee No. _____

I would like to apply to take lieu time from: _____
(State start date/time)

to: _____
(State finish date/time)

Total number of hours to be taken: _____

Reason for request: _____

Signature: _____

OFFICE USE ONLY

Lieu time granted ☐Yes ☐No

If no, state reason: _____

- ❑ STAFF TRAINING AND PROFESSIONAL DEVELOPMENT ADMINISTRATION:** The executive director of the agency makes training and professional development activities readily available to all staff members.

WHY?

To ensure all staff members keep up to date on the latest developments in the field. To provide staff with an opportunity to make valuable contacts outside of the agency with other practitioners in the field.

Procedures:

1. *The executive director is responsible for informing the board and staff about upcoming training opportunities.*
2. *Staff training needs and opportunities will be formally addressed at each board meeting as a regular agenda item.*
3. *A reasonable amount shall be budgeted each year to support staff training. [A maximum and a minimum range could be inserted if you desire]*
4. *Staff shall be formally surveyed each year regarding training opportunities they have attended during the year preceding. This information will inform the evaluation process of the staff training administration policies.*
5. *It is the responsibility of the executive director to keep a record of all training received by staff. In addition, staff will be asked to submit a list of training needs they see for the upcoming year. This information should be recorded in the employee's personnel file.*

Key Core Quality Standard:

12. Practitioner Training: A quality literacy program has practitioners trained in adult education with a focus on basic education. They have initial and ongoing training.

Features:

All practitioners participate in ongoing training to update their skills

- ◆ The program has a policy regarding requirements for ongoing training and the forms and frequency this should take
- ◆ Ongoing training can include training such as workshops, provided directly by the program as well as support for outside professional development.
- ◆ The program provides ongoing, formal and informal training such as on-the-job support.
- ◆ The program has a budget to pay for the training of practitioners.
- ◆ The program keeps track of the training received by all practitioners.

The program regularly assesses its staff/practitioner training and development needs and uses this information to refine its training policies and practices.

- ◆ Staff/practitioner development and training needs are determined in part on a review of the accomplishments, shortcomings, and future needs of the overall program, which are identified through program evaluation.
- ◆ The program assesses appropriateness and effectiveness of its current training policies and approaches.
- ◆ Peers/practitioners are involved in a review of the effectiveness and future needs for training.
- ◆ Learners are involved in the review of the effectiveness and future needs for practitioner training.

Key Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features:

The program has a human resources system to maintain information about both its paid staff and volunteers.

- ◆ The program keeps records of the training and professional development undertaken by its staff and volunteers.

Key Core Quality Standard:

18. Program Evaluation: A quality literacy program evaluates its effectiveness annually. Evaluation of the program is a participatory and continuous process.

Features:

Evaluation takes place on a continuous basis.

- ◆ The program collects, maintains and reviews data on an ongoing basis as specified in its evaluation plan.
- ◆ The program seeks informal feedback, on an ongoing basis, from its staff, practitioners, and learners, and reviews this information to continuously improve the program.

- ❑ **STAFF TRAINING AND PROFESSIONAL DEVELOPMENT ACCESS:** The professional development of each staff is a joint responsibility of the employee and employer. Staff must have access to training opportunities on a regular basis.

WHY?

Service provision is supported and enhanced by up-to-date training of all staff and the agency must be committed to supporting staff to increase their expertise and knowledge in relevant areas. Staff should be encouraged to pursue training opportunities that are available.

Procedures:

1. *There will be continuous training of staff members including:*
 - *A program of staff in-service training planned and adapted for various staff members. Particular attention will be paid to maintaining a comprehensive orientation for new staff.*
 - *Workshops and other training opportunities offered to the program by outside sources will be made available to staff on a regular basis.*
 - *A current professional library will be maintained by the agency. Staff will be encouraged to use these materials and to provide input on particular needs.*
2. *There are two classifications of staff development:*
 - a) *Staff Training: This pertains to courses that are essential in order for a staff member to fulfill his/her job responsibilities. Staff will be reimbursed to a maximum of 100% of the cost of the course/workshop. Where the training takes place outside of regular working hours the employee can make an "Application for Lieu Time."*
 - b) *Professional Development: This terms reflects a staff member's desire to develop his/her own present position but would assist with the overall growth of the individual. If funds have not been exhausted in the staff training budget, remaining funds may be used for professional development. Additional time off will not be considered for time involved in taking the course outside of work hours.*

3. *The executive director will ensure that allotted training funds are spent appropriately and fairly.*
4. *All training requests involving time and/or money will require approval by the executive director prior to registration.*
5. *A recommendation of approval for all training assistance requests will involve consideration of the relevance to the program and job description, cost versus perceived benefits, and program needs.*
6. *All program staff are encouraged to participate in and to hold office in related professional organizations (i.e.: CLO , LLO, OLC, regional networks, LCPP's).*

Key Core Quality Standard:

12. Practitioner Training: A quality literacy program has practitioners trained in adult education with a focus on basic education. They have initial and ongoing training.

Features:

All practitioners participate in ongoing training to update their skills

- ◆ The program has a policy regarding requirements for ongoing training and the forms and frequency this should take.
- ◆ Ongoing training can include training such as workshops, provided directly by the program as well as support for outside professional development.

- ❑ **COMPENSATION TIME:** At the discretion of the personnel committee/executive director hours in excess of designated working hours may be accumulated as compensation time.

WHY?

If an employee puts in time over and above normal working hours that ultimately benefits the agency, the employee should be compensated for this time.

Procedures:

1. *A schedule of the days off must be approved and calendared by the personnel committee/executive director.*
2. *A record of the compensation time accrued and taken off shall be submitted to the president or designate on a monthly basis.*
3. *Compensation time is to be taken off as straight time.*

Source: Adapted from the Literacy Council of Brantford and District

- ☐ **JOB DESCRIPTIONS:** The agency has written job descriptions for all staff positions that are reviewed on an annual basis. The criteria for staff qualification conforms to the training accreditation and credentials required for any professional discipline that the agency wishes to retain.

WHY?

In order to ensure that staff have the necessary training and experience to provide the best possible service for our clients, written criteria for each position regarding qualifications shall be maintained and followed.

Procedures:

1. *The written job description shall include but is not limited to:*
 - *The position title*
 - *The purpose of the position*
 - *Reporting relationships and accountability*
 - *Responsibilities*
 - *Qualifications and skills required*
2. *The written criteria for each position regarding the qualifications required of staff to perform the respective duties and responsibilities of the assigned position shall include:*
 - *Minimum educational requirements*
 - *Minimum related work or experience*

Key Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features:

The program has a human resources system to maintain information about both its paid staff and volunteers.

- ◆ The program maintains and regularly reviews job descriptions for all positions, including volunteer positions (such as tutors).

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ☐ **PERFORMANCE APPRAISALS:** All employees of the agency receive a performance appraisal evaluation annually.

WHY?

The agency has a commitment and obligation to ensure that the clients receive the best possible training, guidance and support from staff. Staff members have a right to participate in and be appraised of their assessment so that they can progress and receive additional training relative to their career goals.

Procedures:

General Guidelines:

1. *The annual performance appraisal shall be:*
 - *Recorded in writing*
 - *Provided with and discussed with the employee in confidence with opportunity for his/her review and response*
 - *Signed by the executive director and/or program coordinator*
 - *Kept and maintained in the employee's personnel file*
2. *The executive director will give the staff member two weeks notice of the evaluation.*
3. *All relevant areas of the job description will be discussed.*
4. *A summary content will be included that identifies recurring issues or problems, strengths and special skills and a summary of the previous year's activities.*
5. *If necessary, goals will be reviewed and/or set. The executive director and the staff member will mutually agree upon these goals.*
6. *The employee will date and sign the evaluation. The employee should have a designated place to agree or disagree with the contents of the evaluation.*
7. *The employee will be given a copy of the evaluation and a copy will be kept in the employee's personnel file. This information is confidential.*

Timelines:

- 1. The first probationary evaluation of an employee will take place within two months of the hiring date. It is essential that the executive director be clear about any potential problems in order that the employee may rectify them before the final probationary evaluation.*
- 2. The final probationary evaluation will occur within three months of the hiring date. The recommendation made will be to offer permanent employment, to extend the probationary period or to discharge the probationary employee.*
- 3. The annual evaluation will occur either in conjunction with the program's contract date or by the anniversary date of the employee's hiring.*

Performance Problems:

- 1. If there are ongoing problems with the employee's performance between evaluation periods, the problem(s) will be identified to the employee and the executive director will encourage and support the employee's self-improvement in these areas.*
- 2. If the problem(s) persists, the executive director will place a note in the employee's file and a copy will be given to the employee. The note will outline the nature of the problem(s) and a description of corrective steps to be taken. As part of this process, the executive director and the employee will negotiate performance goals to be reviewed in three months. This information is confidential. If, at the end of three months, the employee's performance has improved to an acceptable level, normal supervision and evaluation will commence. If, at the end of three months, the employee's performance still needs improvement, the employee will be placed on probation for six months.*
- 3. If, at the end of the six-month probationary period, the employee's performance has improved to the acceptable level, normal supervision and evaluation will recommence. If, at the end of the six-month probationary period, there is still no improvement, the employee will be terminated.*

Key Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features:

The program has a human resources system to maintain information about both its paid staff and volunteers.

- ◆ The program carries out reviews of its paid and volunteer practitioners on at least an annual basis.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ❑ **PERSONNEL FILE:** All relevant information pertaining to the hiring, payment, evaluation and discipline of an employee is kept in the employee's "Personnel File" and the file is kept confidential. An employee is entitled to review his/her own personnel file, without removing it from the office within which it is kept.

WHY? A record must be kept and maintained of each employee's work history for management purposes. However, the sensitive and personalized nature of the information requires that it be kept secure from unauthorized access and remain confidential.

Procedures:

1. *The personnel file will contain the following types of information:*
 - *Hiring application/resume*
 - *Reference checks*
 - *Criminal record check*
 - *Letter of acceptance*
 - *Emergency contacts*
 - *Current TD1 form*
 - *Current job description*
 - *Training certificates*
 - *Signed acknowledgements (i.e. of Policies and Procedures, MET documents)*
 - *Performance Appraisals*
 - *Disciplinary actions*
2. *Personnel files will be kept in a locked cabinet to ensure against loss, destruction or unauthorized access. An employee requiring access to their personnel file will make a written request to the program coordinator to review it at least three days in advance of the review date.*
3. *The program coordinator will be responsible for keeping the contents of the personnel file up-to-date.*

Key Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features:

The program has a human resources system to maintain information about both its paid staff and volunteers.

- ◆ The program maintains personnel files and keeps these confidential.

- ☐ **EMPLOYEE CONFIDENTIALITY:** All personal information disclosed by an employee is held confidential within the agency unless otherwise authorized by the employee.

WHY?

To prevent unwanted access to and disclosure of information deemed confidential by an employee.

Procedures:

1. *Information about any employee will not be released outside the agency without their written authorization.*
2. *A "Release of Information" form should be filled out.*

Key Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features

The program has a human resources system to maintain information about its paid staff and volunteers.

- ♦ The program maintains personnel files and keeps these confidential.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ☐ **STATEMENT OF CONFIDENTIALITY:** Each employee of the agency signs a statement of confidentiality. Breach of confidence is a serious matter and grounds for dismissal.

WHY?

It is imperative that staff members keep information about clients confidential.

Procedures:

1. *Employees shall not disclose confidential or classified information to any unauthorized person at any time.*
2. *If an employee is asked for confidential information, they should refer the questioner to the executive director.*

Source: Adapted from the Literacy Council of Brantford and District

SAMPLE STATEMENT OF CONFIDENTIALITY

- ◆ You will be given confidential information concerning learners
- ◆ You are expected to keep any information about learners, the business of the Agency *[insert actual agency name here]*, personnel and personal matters confidential, unless given written permission by the student or anyone with the authority to do so.
- ◆ Breach of confidentiality is understood as giving identifying information to anyone who is not legally authorized to have that information.
- ◆ All employees, Board members and volunteers of the Agency *[insert actual agency name here]*, must sign this statement of confidentiality upon joining this agency.

FOR TUTORS

If my learner and I decide to meet outside the Agency *[insert actual agency name here]*, I will not hold the agency responsible for anything that happens.

- ☐ I have read and understood the above Statement of Confidentiality
- ☐ I have read the job description associated with my role at the agency

NAME: _____

SIGNATURE: _____

TITLE: _____
(Board member, staff, tutor)

DATE: _____

Source: Literacy Council of Brantford and District

FURTHER PERSONNEL POLICIES TO CONSIDER

HIRING POLICIES

- ☐ **JOB POSTING:** All agency job postings are posted internally for a minimum of 7 days before they are filled or advertised externally. Internal applicants will be granted an interview.*
- ☐ **EMPLOYEE HIRING:** A process of advertising, interviewing and contract signing is used to fill all vacancies for positions within the agency. All hiring by the agency is conducted in a manner consistent with fair hiring practices, while ensuring that the best candidate is awarded the position.*

Possible procedure items to address:

- *Advertisement drafted by the Executive Director*
 - *Internal Posting for two weeks*
 - *External Posting*
 - *Short list derived by the Executive Director*
 - *Reference Checks*
 - *Interview*
 - *Criminal records check*
 - *Hiring on probation (i.e.: 3 months)*
- ☐ **CRIMINAL RECORDS CHECK:** All prospective employees of the agency undergo a criminal records check. All records will be returned to, and retained by, the executive director. A copy of the criminal records will be given to the employee upon request.*
 - ☐ **PROBATIONARY PERIOD:** All new and transferred employees are on probation for a period of 3 months.* *[see further discussion under timelines in the policy entitled "Performance Appraisals on page 2-15]*

ONGOING EMPLOYMENT RELATED POLICIES

- ☐ **STAFF SUPERVISION:** Employee supervision is based upon the principle of “mutual determination”, where both the Supervisor and the Supervisee are responsible to decide:
 - ◆ What should occur in the area of tasks to be undertaken
 - ◆ The standards to be met
 - ◆ The results expected
 - ◆ The goals to be achieved, including indicators that will be acceptable as evidence of meeting them*
- ☐ **HOURS OF WORK:** Staff have flexible/fixed hours of work *[depending on what the agency preference is]*. The agency is staffed as necessary to facilitate the ongoing programs and activities.
- ☐ **CLASSIFICATION OF EMPLOYEES:** There are X *[insert the correct number of classifications that your agency has]* classifications of employees hired by the Agency. *They are: Full-time, Part-time, Casual Full-time, Casual/auxiliary and Contract. (Each type should be described as a procedure)**
- ☐ **SALARY DETERMINATION AND ADMINISTRATION:** The agency will endeavour to provide compensation competitive with similar agencies in similar circumstances, and to attract, retain and motivate staff within the bounds of pay market anomalies and cost considerations. The agency will endeavour to establish and maintain salaries that are internally equitable according to an established classification plan. The agency will endeavour to maintain proportionate differentials in salary range between jobs of differing responsibility within the organization. The agency will recognize meaningful differentials in actual salaries between employees performing at different degrees of ability and contribution to the organization in jobs of the same relative value. The agency will communicate to employees the compensation of policy of the organization and methods of achieving the policy.*
- ☐ **ANNIVERSARY INCREASES/SALARY ADVANCEMENT:** The salary ranges are based on the diversity and complexity of the tasks performed, the amount of responsibility and judgment exercised, and the level of authority within the agency.*
- ☐ **PAID HOLIDAYS:** All full-time and contract employees are entitled to pay for Statutory Holidays, whether they work that day or not.*
- ☐ **VACATIONS:** Staff shall be entitled to annual paid vacation leave. Vacation entitlements are stated in terms of working days with five (5) working days equaling one week. The length of vacation with pay is determined by length of service as of January 1 of any given year and by the entitlements applicable to the particular classification into which the employee falls.*

- ☐ **SENIORITY:** All employees shall be entitled to seniority for their service time with the agency.*
- ☐ **ILLNESS:** An employee is allowed ½ of a day per month over a 12-month period. Sick days over and above the allotted time must be noted on the attendance form, another day may be required to be worked in lieu, or the employee may be deducted pay subject to the discretion of the personnel committee.
- ☐ **REPORTING ABSENCE:** All staff must notify their supervisor if they are unable to report to work.*

TRANSFERS/LEAVES/LAY-OFF/TERMINATION POLICIES

- ☐ **TRANSFERS:** Agency staff are eligible to transfer to a different agency program after completing one year in the program they were first hired into.*
- ☐ **LEAVES:** The agency honours all legislated leaves and will give full consideration for personal leaves for compassionate and other reasons.*
 - ☐ **BEREAVEMENT LEAVE:** In the event of a death within the immediate family, the agency grants bereavement leave with pay for up to 3 days, if requested. The immediate family is interpreted to mean: spouse, significant other, son, daughter, brother, sister, father, mother, mother-in-law, father-in-law, grandparent, grandchild or guardian.*
 - ☐ **COURT LEAVE:** An employee subpoenaed to appear in court as a witness shall be entitled to pay for time necessarily lost from work.*
 - ☐ **SUPOENA TO SERVE JURY DUTY:** An employee subpoenaed to serve jury duty shall be entitled to pay for time necessarily lost from work.*
 - ☐ **EDUCATION LEAVE:** An employee may be granted an education leave for a period of up to one year.*
 - ☐ **ADOPTION LEAVE:** Employees are entitled to up to sixteen (16) weeks of Adoptive Leave without pay.*
 - ☐ **MATERNITY LEAVE:** The agency will grant the employee a maternity leave upon request.*
 - ☐ **PATERNITY LEAVE:** The agency will grant the employee a paternity leave upon request. *
 - ☐ **PERSONAL LEAVES OF ABSENCE:** The agency will consider Personal Leaves of Absence upon request on a case by case basis. All personal leaves of absence are without pay.*
 - ☐ **SICK LEAVE:** Absence caused through illness or injury cause understandable hardships for both staff involved and program continuity. Allowance without loss of pay will be granted to employees for occasional

absences associated with illness or injury.*

- ☐ **LAY-OFF AND RECALL:** Employees are entitled to notice of lay-off and possible recall.*
- ☐ **TERMINATION OF EMPLOYMENT:** Termination of employment may take a number of forms: Release during probationary period; Voluntary resignation; Retirement; Dismissal; and Lay-off due to staff reduction. *(Each should be described as a procedure)**
- ☐ **SEPARATION PAY:** Employees leaving the service of the Agency are entitled to pay on separation. *This is a statutory requirement.**
- ☐ **VACATION PAY ON TERMINATION:** Employees leaving the service of the agency shall be entitled to appropriate termination vacation pay from January 1 of that year to the day of leaving.*

MISCELLANEOUS POLICIES

- ☐ **PERSONAL APPEARANCE:** Employees shall be neat and suitably dressed for their position.
- ☐ **RELATIONSHIPS WITH CLIENTS:** All relations between agency employees and clients, is considered professional and will be maintained as such.*
- ☐ **CODE OF CONDUCT:** Staff behaviour to program participants, other staff , and the community at large must be exemplary. *Possible areas of concern to address in a Code of Conduct:**
 - *Abusive Behaviour*
 - *Complaint against Staff*
 - *Non-Program Activities*
 - *Sexuality Issues*
 - *Socializing*
 - *Physical Contact*
 - *Lending/Borrowing of Money/Property*
 - *Language*
 - *Consulting with Program Manager*
 - *Modeling re: Substance Abuse Behaviours*
 - *Dress Code*
- ☐ **GRIEVANCES:** All grievances between employees must be dealt with by the executive director.*

- ☐ **DISCIPLINARY ACTION:** Discipline may be used to make clear the agency's expectations and employee's responsibilities.*
- ☐ **GIFTS OF ACCEPTANCE:** Program staff will not accept gifts, that are inappropriate or of any significant value, in connection with their employment.*
- ☐ **OUTSIDE EMPLOYMENT:** Employee's of the agency may undertake employment outside of the agency provided that it does not interfere in the employee's performance of their work with the agency.*
- ☐ **GARNISHEES:** It is expected that an employee will manage his/her financial affairs in such a manner that the agency does not become involved. However, the employer, by law, may not take any form of action which would in any way jeopardize an employee's employment solely on the grounds of a garnishee.*

*Source of "Further Policies to Consider" marked with an *: Boys and Girls Clubs of Greater Victoria*