

School District 63 (Saanich)

Policy Name: Public Involvement in Decision Making

No: 1040

Preamble

Public education needs the community's support and confidence to remain strong, successful and vibrant as a foundation of Canadian culture. The Saanich Board of Education is elected and guided by its communities to govern and make decisions in the best interests of all students in the district. The Board encourages students, parents, staff and community members to consult the district's website to learn about the ways they can be involved in the Board's consultation and decision-making processes.

Policy Statement

As the Board of Education is committed to involving the public in meaningful ways, the Board will facilitate public involvement, especially the involvement of people and groups potentially affected by a decision. The Board will consult, listen to and consider people's interests and concerns when making major decisions pertaining to the organization of the district, its budget and the education, health and welfare of students in its care.

Statutory Reference

Contractual Reference

Policy Reference

Date of Initial Board Approval: August 2002

Amendments: Sept 2014

School District 63 (Saanich)

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No: 1040

Guiding Principles

1. The Board believes that sharing information is the key to citizens' understanding of public education directions and governance and how the board makes decisions about school district priorities and budgets.
2. The Board is committed to undertaking public involvement processes that are timely, transparent, accessible, accountable, supported by factual information and inclusive of the diversity in the communities it serves.
3. The Board recognizes that facilitating public involvement includes a range of activities that may consist of providing information, gathering and sharing input, and/or including relevant parties at the appropriate times in discussions and the decision-making process.
4. The Board will decide on method and process of involving the public, endeavoring to identify the appropriate constituencies affected by its decisions and explaining the scope of the pending decision, the decision-making process and procedures and any constraints facing the Board.
5. Depending on the nature and/or complexity of the decision, the Board will use a variety of ways to provide information, gather feedback and report back to the community on how the public's views were considered in its deliberations.
6. The Board believes that all staff have a role in communicating with the public and that the public interest is best served when staff communicate openly and responsively about policies, programs, services and initiatives they help to administer, while treating private and sensitive information with the discretion it requires.

Date of Initial Board Approval: August 2002

Amendments: Sept 2014

School District 63 (Saanich)

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Administrative Procedures

1. The District supports the use of available technology (websites, email, call out system, other) in order to communicate out to the community and when seeking input from the community.
2. When the District seeks feedback from all parents, the opportunity to provide handwritten, hard copy responses will be made available. Similarly, schools will provide hard copy information notices to families who require them.
3. Surveys will be handled electronically, with some hard copies available in school offices.
4. The District website www.sd63.bc.ca will be the centre point for communication. Generally, school websites will also carry information where public feedback is sought.
5. Feedback collected will be received by the Executive Assistant to the Superintendent for collation and tabulation.
6. Results of feedbacks or surveys will be publicly available.
7. The Board will consider input or feedback gathered through these processes as part of its decision-making process.

Date of Initial Board Approval: August 2002

Amendments: Sept 2014

School District No. 63 (Saanich)

Policy Name: Parent Involvement

No: 1100

Preamble

The Board of Education believes that parents are partners in the education of their children. Parents have the right and responsibility to work with the school and the school district in support of children and learning and in the process of determining educational goals, policies and services provided for their children. The Board also believes that it is important to support parents in their primary responsibility of ensuring that children are provided with the healthy and supportive environment necessary for learning.

The Board recognizes that the most effective education for students occurs when parents are active partners in the learning process. Collaborative partnerships between school staff and parents provide an atmosphere of teamwork which motivates, supports and encourages children to become lifelong learners and valuable contributors to society. Continued parental involvement in the education of their children, throughout all grade levels, contributes to student achievement and to a positive school environment.

Policy Statement

The Board recognizes that student success is enhanced by positive working relationships among parents, teachers, support staff, administrators, district staff, trustees, and, as appropriate, community partners.

The Board acknowledges and respects the rights of parents to be involved in the education of their children and values parents' contributions to school communities. The Board supports and encourages parents' involvement by creating and maintaining a climate and structure which support meaningful parent involvement.

Note: For the purposes of this policy, the term "parent" shall be as defined in the School Act.

Date of Initial Board Approval: July 1982

Amendments: November 1989
February 2009

School District No. 63 (Saanich)

Policy Name: Parent Involvement

No: 1100

Statutory References: School Act Section 7 – Parents’ Entitlements and Responsibilities
School Act Section 8 – Parents’ Advisory Council
School Act Section 9 – Examination of Student Records
School Action Section 10 – Liability for Damage to Property
School Action Section 11 - Appeals
Statement of Education Policy Order OIC 1280/89 –
Mandate for the School System

Contractual References

Policy References: 1010 “Educational Philosophy”
1110 “Parent/Student Appeals Bylaw”
1120 “School Planning Councils”
1220 “Parental Access to Student Records and Student Information”
1350 “Human Rights and Discrimination”
1360 “Complaints regarding Personnel, Programs or Procedures”
3000 “Special Education”

Date of Initial Board Approval: July 1982

Amendments: November 1989
February 2009

School District No. 63 (Saanich)

Policy Name: Parent Involvement

No: 1100

Guiding Principles

1. Schools are learning communities within which students, educators, support staff and community members – respecting and supporting each others' roles – share responsibility for student learning.
2. Parents have the right and responsibility to be involved in their children's education. These rights co-exist with the rights and responsibilities of everyone who works in the school district, and with the broader community.
3. The Board is committed to creating an environment that values and respects the diversity of students and parents.
4. The Board commits to creating a positive climate designed to create parent partnerships that enrich students' learning experiences and that respects the needs, interests and perspectives expressed by parents.
5. The Board believes that parent involvement includes, but is not limited to, parents:
 - a. serving as advocates for their child's educational and cultural needs;
 - b. participating in classroom activities and school-related activities, functions and events;
 - c. participating in the activities of Parent Advisory Council, District Parents' Advisory Council and School Planning Council;
 - d. working cooperatively with the school to solve problems and create positive, productive learning environments both at home and at school;
 - e. supporting the school in instilling in their children an appreciation for the value of education and a sense of individual responsibility for learning and achievement;
 - f. preparing their child for school and monitoring and responding to school-related responsibilities;
 - g. being invited into and continually engaged in communication regarding their children and regarding the operation of the classroom, school and district; and,
 - h. being partners in education through participation in school and district processes including, where appropriate, the work of committees.

Date of Initial Board Approval: July 1982

Amendments: November 1989
February 2009

Administrative Procedures:

1. The Superintendent and all principals will ensure that statutory requirements are met as they relate to parents and parent involvement, including Parent Advisory Councils, School Planning Councils and the District Parents' Advisory Council (Confederation of Parent Advisory Council of Saanich - COPACS).
2. The Superintendent and all principals will ensure that the requirements and the overall intentions of this policy are met and communicated clearly to parents.
3. Prior to October 15 of each school year, the principal shall call a meeting of all parents within the school community to:
 - a. familiarize parents with the Board policy related to parent involvement;
 - b. provide the president (or designate) of the Parent Advisory Council the opportunity to explain their group's structure, function and membership;
 - c. provide the president (or designate) of the Parent Advisory Council the opportunity to explain the existence and function of the District Parents' Advisory Council (COPACS).
4. Prior to October 30 of each school year, the Superintendent of Schools or designate will work with the President of the District Parents' Advisory Council (COPACS) to convene an Annual Parent Involvement Meeting which is intended to bring together all Parents' Advisory Council executive members, school and district administrators and trustees. The purpose of this meeting shall be:
 - a. to provide the Superintendent the opportunity to give an overview of current educational issues at the District and Provincial level;
 - b. to familiarize parent executives of Board policy related to a District Parents' Advisory Council (COPACS);
 - c. to provide the President of the District Parents' Advisory Council (COPACS) the opportunity to explain their group's structure, function and membership.

Administrative Procedures cont'd:

5. The Board supports Parent Advisory Councils as follows:
 - a. Each parent of students enrolled in a school is entitled to be a voting member in the Parents' Advisory Council.
 - b. Each Parents' Advisory Council shall have a written constitution and bylaws. The constitution and bylaws shall include reference to:
 - (i) name of Parents' Advisory Council;
 - (ii) process for scheduling and appropriate notification of meetings;
 - (iii) election process;
 - (iv) executive officers (numbers and titles) including a representative to the District Parents' Advisory Council (COPACS);
 - (v) function: the constitution shall include reference to specific purposes consistent with this Policy;
 - (vi) process for constitutional review and dissolution;
 - (vii) the management of finances.
 - c. A copy of the Parents' Advisory Council constitution and bylaws shall be kept on file in the office of each school.
 - d. The Parents' Advisory Councils shall meet at the direction of its Executive. In special circumstances the principal may request a meeting of the Parents' Advisory Council. All meetings are open to, and should respect the involvement of all members including school staff members and student council representatives.
 - e. The schools will provide assistance to their Parents' Advisory Council in the form of secretarial time, stationery, copying, distribution of materials, use of interschool mail, postage and a meeting room on a reasonable "as needed" basis.
 - f. A Parents' Advisory Council may communicate directly with the Board of Education and/or its district administrative staff regarding school-based issues after consultation with the principal and, as needed, the District Parents' Advisory Council (COPACS).

Administrative Procedures cont'd:

6. The Board supports the District Parents' Advisory Councils (COPACS) as follows:
 - a. The District Parents' Advisory Council (COPACS) shall be a council composed of the elected delegates from each Parents' Advisory Council.
 - b. The District Parents' Advisory Council (COPACS) shall have a written constitution and bylaws. The constitution and bylaws shall include reference to:
 - (i) name of District Parents' Advisory Council (Confederation of Parents' Advisory Councils of Saanich - COPACS);
 - (ii) process for scheduling meetings;
 - (iii) election process;
 - (iv) executive officers (number and titles);
 - (v) representation from Parent Advisory Councils (elected executive officer);
 - (vi) function: the constitution shall include reference to specific purposes consistent with the Board's Parent Involvement Policy;
 - (vii) process for constitutional review and dissolution.
 - c. A copy of the District Parents' Advisory Council (COPACS) constitution and bylaws shall be kept on file in the office of the Secretary-Treasurer.
 - d. The District Parents' Advisory Council (COPACS) shall meet at the direction of its executive. In special circumstances the Superintendent of Schools may request a meeting of the District Parents' Advisory Council (COPACS). All meetings are open to all parents and should respect the involvement of staff and trustees.
 - e. The District will provide assistance to the District Parents' Advisory Council (COPACS) in the form of secretarial time, stationery, copying, distribution of materials, use of interschool mail, postage and a meeting room on a reasonable "as needed" basis.
 - f. Throughout the school year, there shall be regular meetings between the Superintendent of Schools and the executive of COPACS.

School District 63 (Saanich)

Policy Name: Environmental Learning and Sustainability

No: 1370

Preamble

The Board of Education is committed to building a culture of environmental learning and sustainability and aims to demonstrate its responsibility as a caring leader in the field of environmental stewardship.

This policy is intended to support the education of ecologically literate individuals with the knowledge, skills, attitudes, experiences and motivation to take personal responsibility and leadership for innovative local and global solutions.

The policy is also intended to reduce the local and global impact of district activities to a practical minimum through actions based on an increased awareness of human caused environmental impact. This includes planning for mitigation and adaptation within our district in the context of a changing world to protect and improve our community for future generations.

Policy Statement

The Board is committed to the highest possible standard of environmental stewardship and supports sustainability in all district operations along with the integration of environmental and sustainability education into classroom learning.

Statutory Reference BC Climate Action Charter
BC Energy Plan
Greenhouse Gas Reductions Targets Act and Regulations
(GGRTA, 2007)
CRD Solid Waste Management Plan

Contractual Reference **Powersmart Partners Agreement**

Policy Reference Policy 2450 – Site Development
Policy 2500 – Purchasing
Policy 3040 – Field Trip Policy
Policy 3100 – Selection of Learning Resources
Policy 3130 – Use of Technology & Information Systems

Date of Initial Board Approval: September 2009

Amendments: April 2011

Policy Name: Environmental Learning and Sustainability

No: 1370

Guiding Principles

1. The Board believes that students must be active in building a society that is socially responsible and environmentally sustainable. The Board supports staff, students and parents being involved in local or global projects that will serve as ongoing reminders of this commitment.
2. The Board supports traditional ecological knowledge (TEK) which draws connections between the land and traditional aboriginal ways of knowing and being. Aboriginal peoples have a long history of sustainability through their cultures and have traditionally been inextricably connected to the land. Support for curricular integration of TEK recognizes culturally influenced, alternate views about ecology and the environment.
3. The Board expects that initiatives undertaken as part of this policy will be consistent with the principles of inclusive schools.
4. The Board expects that every function from office to grounds to educational delivery to community connections will be managed in ways that enhance environmental stewardship and sustainability.
5. The Board encourages community engagement and partnerships in all district environmental learning and sustainability activities.
6. Through this policy the Board affirms its commitment to the principles of teaching and learning contained in the BC Ministry of Education (2008) *Sustainability Education Framework, and Environmental Learning and Experience: An Interdisciplinary Guide for Teachers* as well as Environment Canada's (2007) document *Framework for Environmental Learning and Sustainability in Canada*.
7. The Board is committed to assessing progress, setting targets, creating action plans and communicating results of energy and sustainability practices.
8. The Board is committed to an overall reduction of 33 percent of greenhouse gases and 50 percent of total energy by 2020, based on normalized 2007 levels (excluding buses). This represents an average reduction of 5% total energy per year through from 2007 to 2020. The Board will seek capital and outside funding programs to assist in meeting these targets and will endeavour to allocate savings into further sustainability measures.
9. The Board is committed to having a long-term energy, water, waste and greenhouse gas reduction plan and to annually approving reduction targets and implementation plans that will support this long-term plan. In addition, the Board will receive reports on an annual basis which outline progress in relation to processes and targets described in the plan.

Date of Initial Board Approval: September 2009

Amendments: April 2011

Policy Name: Environmental Learning and Sustainability

No: 1370

Administrative Procedures

A. Leadership teams in each school will:

1. Form a school-based Environmental Learning and Sustainability Committee (Green Team) involving staff, students, parents and community members where practicable.
 - a. The committee's role is to determine priorities and promote initiatives related to environmental learning and sustainable practices.
 - b. The committee will report its progress and initiatives annually to the district Green Team.
2. Support school-wide recycling and ecologically sustainable practices including reducing the use of paper and other products, reducing utility use, reducing water use, re-using items as possible, and exploring other ways to increase efficiencies and/or reduce environmental impact.
3. Encourage contributions to websites or other forms of communication related to environmental projects.
4. Support implementation of *Environmental Learning and Experience: An Interdisciplinary Guide for Teachers*, including learning about the natural environment using outdoor learning spaces of school sites as accessible learning resources (refer to Policy 2450).
5. Encourage awareness of and adherence to traditional ecological knowledge (TEK).

B. Leaders at the district level will:

1. Form a district-based Environmental Learning and Sustainability Committee (Green Team) involving staff, students, parents and community members where practicable.
 - a. The district's role is to determine priorities and promote initiatives related to environmental learning and sustainable practices.
 - b. The district Green Team will report its progress and initiatives annually to the Board.
 - c. The committee will be involved in the development of district plans as described in Administrative Procedures B.6.
 - d. The committee will serve as a clearinghouse of information in regard to environmental learning and sustainability.

Administrative Procedures (cont'd)

2. Encourage all district employees to act as environmental stewards, including in district operations.
3. Actively seek and recommend environmentally sensitive procedures, materials, and equipment.
4. Periodically review and update practices as funds, knowledge and improved technology permit.
5. Facilitate professional development opportunities for district employees to further their understanding and knowledge of environmental principles and traditional ecological knowledge (TEK).
6. Establish annual energy, water, waste, and greenhouse gas reduction targets and provide a report to the Board on operational or capital projects and other outside funding sources or partnerships in support of those targets.

C. Leaders in Physical Plant Services/Transportation will:

1. Consider environmental impact when purchasing goods or services.
2. Promote best practices in efficient equipment operation and reduced idling through SmartDriver programs.
3. Consider environmentally friendly technologies and practices for improved equipment or facilities operation.
4. Consider lower carbon heating and energy efficient building systems or passive additions for building heat or electrical systems where practicable and financially feasible.
5. Promote building design or operations practices that are consistent with the guidelines of the Canada Green Building Council and the Leadership in Energy and Environmental Design.
6. Work to reduce active landscaping needs through native drought resistant species plantings and the creation of natural vegetation zones.
7. Work with staff and suppliers to reduce waste and assist with recycling needs.

School District No. 63 (Saanich)

Policy Name: Disposal of School Board Land and/or Improvements **No.** 2480

Preamble

The Board recognizes that declining and shifting student populations and changing facility needs may result in the need to dispose of any unused Board land or improvements by lease, sale or land exchange, easement or right of way in whole or in part.

Definitions

In this policy facility means land and/or improvements. Improvements mean any building, fixture, structure or similar thing constructed or placed on the land. Disposal means sale or lease as defined in the Interpretation Act, easement or right of way.

Policy Statement

When disposing of land or improvements through either sale or lease, the Board will ensure that such disposal does not conflict with or detract from regular or extracurricular programming or the current or future needs of the school district. The disposal shall comply with the School Act and regulations. Disposals to the public shall be through a public tender or other competitive bidding process to ensure fair market value is obtained. The Board may dispose directly to a local government or community partner for an alternative community use and may consider disposal at less than fair market value.

Statutory References: School Act, Section 96 and Ministerial Order M193/08

Policy Reference: Policy 2470 (School Closures)

Date of Initial Board Approval: September 2004 **Amendments:** January 2011

Policy Name: Disposal of School Board Land and/or Improvements

No. 2480

Guiding Principles

1. Each facility will be considered on its own merit.
2. No part of a facility shall be made available for rent or lease during regular school hours if it is felt that to do so would interfere with the district's educational program being offered in the facility.
3. Consideration will be given to the current and future educational needs of the district and possible alternative uses of the facility.
4. For disposal by a lease of 10 years or more or a sale of the land or improvements, the Board will engage in broad consultation with the community and local government to determine preferred uses of the site after disposal.
5. Community use and community partnerships will be considered.
6. When the Board has decided that a facility is no longer required to serve the needs of the district and will not be required for future educational purposes, unless guiding principle No. 4 applies, the Board shall dispose of the facility through a public process as outlined in the administrative procedures.
7. The Board is not required to dispose of the facility through a public process if the Board proposes to dispose of the facility for an alternative community use:
 - a. to a partner not-for-profit organization;
 - b. to a public authority;
 - c. to a person who, as part of the consideration for disposition, will exchange land or an improvement with the Board;
 - d. to a person under a partnering or lease agreement that has been the subject of a process involving the solicitation of competitive proposals; or
 - e. to an owner of adjoining land for the purpose of consolidating the lands.
8. Any proposed transferee or lessee of a facility must satisfy the Board that it has the ability to meet its financial obligations to the Board and the Board must be satisfied that the disposition of the facility is at fair market value.
9. Any school closure will comply with Policy 2470.

Date of Initial Board Approval: September 2004

Amendments: January 2011

Policy Name: Disposal of School Board Land and/or Improvements

No. 2480

Administrative Procedures

1. Any school closure will follow administrative procedures contained in Policy 2470 prior to initiating these procedures.
2. The Board will determine any approval required by the Minister of Education under the School Act and Associated Orders prior to proceeding with the disposal.
3. The Board will seek approval of the Minister, if required, prior to offering the land and/or improvements for disposal.
4. For a sale or lease over 10 years, the Board will undertake consultation on the disposal:
 - a. A committee will be appointed for a period of consultation of not less than five months:
 - i. The committee may include:
 - the Superintendent or designate;
 - the Secretary-Treasurer or designate;
 - up to three members of the Board of **Education**;
 - council and staff representatives of the local municipality;
 - citizen/neighbour representatives;
 - others as appropriate.
 - ii. The committee's terms of reference will include:
 - analysis of information gathered and feedback from public meetings or surveys including neighbourhood and municipal input;
 - preparation of a final report that includes recommendations to the Board.
5. An independent appraisal or evaluation will be undertaken to determine the fair market value of the property for disposal.

Policy Name: Disposal of School Board Land and/or Improvements

No. 2480

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Administrative Procedures (cont'd)

6. The public process for the disposal of a facility will be as follows:
 - a. If the disposition is to a person referred to in no. 4 of the Guiding Principles, the Board may proceed with the disposal after it has passed approval at a public meeting of the Board, provided the Board has published, on its publicly accessible website or in some other public manner, notice of its agenda at least seven (7) days prior to the meeting and the notice includes:
 - i. a description of the land or improvements;
 - ii. the person or public authority who is to acquire the property under the proposed disposition;
 - iii. the nature, and if applicable, the term of the proposed disposition; and
 - iv. the consideration to be received by the Board for the disposition.
 - b. For all other dispositions, the Board shall post at the facility, a sign visible from a public street indicating the nature of the proposed disposition, and the Board shall publish the disposal terms and conditions on BC Bid and a notice in a local newspaper for at least two (2) consecutive weeks that includes:
 - i. a description of the land or improvements;
 - ii. the nature and, if applicable, the term of the proposed disposition;
 - iii. the process by which the land or improvements may be acquired or leased.
7. The Board will approve the disposal of the facility in a public meeting with the disposal by sale approved by bylaw.

Date of Initial Board Approval: September 2004

Amendments: January 2011