

SCHOOL DISTRICT 63 (SAANICH)
POLICY DEVELOPMENT COMMITTEE
Agenda

Committee Members: Trustee Stelck
Trustee Holman
Trustee McMurphy

Staff Support: Dave Eberwein, Superintendent of Schools
Jason Reid, Secretary Treasurer
Leigh Glancie, Sr. Exec Admin Assistant

Partner Representatives: Michael MacEwan, STA
Nola Welsh, CUPE
Pete Westhaver, SAA
Monique Hiltz, COPACS

Other Attendees:

**Tuesday, March 8, 2022
1:00 pm**

A. PRESENTATIONS AND QUESTIONS

No Items.

B. ITEMS FOR DISCUSSION

1. Policy 1 (Foundational Statements)
2. Committee Agendas

C. ITEMS FOR RECOMMENDATION

1. Policy 18 (Recruitment & Selection of Personnel)

Staff Recommendation:

As the required Notice of Motion has been provided, I, Trustee Stelck move the following motion:
That Policy 18 (Recruitment & Selection of Personnel) be approved.

D. ITEMS FOR INFORMATION

No Items.

E. FUTURE AGENDA ITEMS

That the following remain as policies pending a review by the Board about what portions of these programs the Board wishes to retain as policy:

- Core French
- SENCOTEN Language (in conjunction with Strategic Plan)
- Evaluation Process for Secretary Treasurer
- Diversity & Inclusion
- Terminology for Referencing Consultation with First Nations

Policy 1

FOUNDATIONAL STATEMENTS

The Board of Education, in its role as governor and advocate for public education in our community, has developed the district's core values and beliefs, vision, philosophy and mission to ensure students achieve their fullest potential. The guiding principles are meant to serve as lenses which will guide the decisions and actions of every person in our district.

Our Core Values

The Saanich School District has five interrelated core values that provide the foundation for our actions and decisions:

- Compassion: Being empathetic and helpful
- Fairness: Being just and equitable
- Honesty: Being truthful, open and sincere
- Responsibility: Being transparent, answerable and accountable
- Respect: Being considerate and receptive

Our Beliefs

The Board of Education, on behalf of and based on consultation with the broader community, is committed to acting on the following beliefs:

- Public education is fundamental to our democratic society and provides equity and equality of opportunity for all children
- Public schools have the responsibility to prepare young people to be active, participatory members of the community who contribute to a healthy, diverse, socially responsible and environmentally sustainable society
- Public education is the responsibility of the whole community. Policy decisions made locally by elected boards of education and provincially by government must reflect the values and aspirations of a democratic society
- Healthy relationships are the foundation of a successful public education system

Vision

Our vision is one of:

- A society that is inclusive, honouring and respectful
- A public education system that is responsive, relevant and resourced
- Education and society that operate in a pervasive partnership
- Learning experiences that create success for each child and constant learning for all
- Learning environments that are innovative, and that are built from strength

Philosophy

Public education is fundamental to our democratic society and is a key institution which provides for the equality of opportunity for all citizens. Public education shares responsibility with parents for preparing our young people as citizens contributing to a cohesive, socially responsible society.

Mission

We are committed to:

- Preparing of our young people to realize their potential as educated, responsible citizens prepared to make quality choices and positive contributions in a democratic society;
- Helping students develop skill at learning, confidence in their ability to learn and attitudes that encourage life-long learning;
- Supporting the achievements of all students.

Strategic Plan Themes

1. Strategic Plan Theme 1 (Focus): Student Success
 - Goal 1.1: Academic Achievement and Social Responsibility
 - Goal 1.2: Engagement and Personalization
 - Goal 1.3: Modern Practices, Ingenuity and Innovation
 - Goal 1.4: Equity for Students
2. Strategic Plan Theme 2 (Support): Diversity and Inclusion
 - Goal 2.1: Support for Indigenous Learners
 - Goal 2.2: Support for Vulnerable or Unique Learners
 - Goal 2.3: Culture of Diversity and Inclusion
3. Strategic Plan Theme 3 (Support): Relationships and Partnerships
 - Goal 3.1: Parent Involvement
 - Goal 3.2: Partnerships
 - Goal 3.3: Community Engagement
 - Goal 3.4: Relationships and Culture
4. Strategic Plan Theme 4 (Support): Operational Excellence
 - Goal 4.1: Human Resources
 - Goal 4.2: Facilities
 - Goal 4.3: Finance
 - Goal 4.4: Technology
 - Goal 4.5: Board of Education

Board of Education Goals

Public education is fundamental to a democratic society and is key to providing equality of opportunity for all children. Educational decision-making in School District 63 (Saanich) is guided by the principles of active learning and the values of compassion, fairness, honesty, responsibility and respect.

The Board of Education's goals are:

- To build broad community support for public education and to advocate for adequate funding and decision making by elected public representatives.
- To prepare learners to be active citizens in building a society that is cohesive, socially responsible and environmentally sustainable.

- To recognize the importance of learners' achievements in a wide range of intellectual, aesthetic and physical domains, and to support their growth in emotional and physical well-being, and social responsibility.
- To support flexible and relevant learning experiences.
- To improve opportunities for early learners and to improve adult literacy.
- To demonstrate and foster strong, positive relationships among adults and with learners and to ensure that their voices are heard and respected.
- To ensure that the school district's capital assets are used to support educational needs and/or for public community uses.

The Logo Design and Use



Description

The logo is the property of the Saanich School District and shall only be used by external organizations with prior approval of the Superintendent.

Legal Name

Board of Education of School District No. 63 (Saanich)

Operational Name

Saanich School District or Saanich Schools

Legal Reference: Sections 65, 75, 85 School Act

To: Policy Committee

Prepared By: Jason Reid
Secretary Treasurer

Subject: Process for Committee Agendas

Date : March 3, 2022

Purpose

The purpose of this briefing note is to respond to the following Board motion that was carried at the February 16, 2022 Board meeting:

That the matter of how committee agendas are established be referred to staff for a report back to the Policy Committee.

Board Policy and Practice

[Board Policy 7 \(Board Committees\)](#) establishes four standing committees and provides for the creation of Ad Hoc and Advisory Committees.

Policy 7 establishes the scope of each standing committee and that the committee will consist of three trustees that are appointed by the Chair. Policy 7 also states that *“Trustees not appointed to a committee may attend meetings of any committee of the Board and may be allowed to take part in any discussion or debate, after committee members have spoken, but may not vote.”*

Therefore, it is the three trustee members of each committee that vote on the work of the committee including the adoption or revision of committee agendas.

Per policy 7, *“The Superintendent shall appoint resource personnel to work with committees and the Superintendent shall determine the roles, responsibilities, and reporting requirements of the resource personnel.”* In practice, the Superintendent and assigned resource personnel prepare a draft committee agenda that, following review by the Committee Chair, is distributed to the committee. At the committee meeting, committee members review and may amend the agenda before proceeding with the meeting.

The origin of draft committee agenda items prepared by staff are as follows:

- Items from the Board’s annual work plan
 - examples: approval of amended budget (FFT – February 2022), and Energy Plan Presentation (FFT – October 2021).
- Items that are responsive to a new legislative or regulatory requirements

- example: amendments to Policy 2 (Role of the Board) to incorporate new requirements in Ministerial Order M326 (Childcare order) (Policy – January 2021)
- Items that are responsive to a Board decision
 - example: this briefing note (and related agenda item) are responsive to a Board decision made at the February 16, 2022 Board meeting.
- A future agenda item approved by the committee
 - example: future agenda items on the policy committee agenda were added by committee decision (Policy – February 2022).
- Emerging matters necessitating either a decision by the Board, or that additional information be provided to the committee and Board
 - Examples: item for recommendation related to road dedication at CDC (FFT – February 2022), and updates (items for information) on developments related to the Parkland Track project (FFT – February 2022), and Prospect Lake Traffic Management (FFT – January 2022)
- Reports (Items of Information) to the committee and Board on progress in relation to implementing priorities
 - Examples: The recent presentations on the Comprehensive Approach to Early Literacy (Ed Directions – February 2022), and on the Information Technology RefreshEd Update (FFT – January 2022)

With respect,



Jason Reid
Secretary Treasurer

JR/klg

Policy 8

BOARD COMMITTEES

As much as possible, the Board's business of governance will be conducted by the full Board of Trustees. The Board may establish committees of the Board when necessary to assist it with governance functions. Committees of the Board shall never interfere with delegation of authority from Board to Superintendent. The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the *School Act*.

The primary purpose of all committees of the Board shall be to act in an advisory capacity to the Board. Unless specific powers have been delegated by the Board the power of all committees shall be limited to making recommendations to the Board and shall not include that of acting on behalf of the Board unless specifically authorized for individual issues. The Chair of the committee shall place all recommendations before the Board at a regular business meeting of the Board in the form of a proper motion.

Trustees not appointed to a committee may attend meetings of any committee of the Board and may be allowed to take part in any discussion or debate by permission of a majority of the committee, but may not vote. The Chair of a committee may make motions and speak to any question during committee meetings without leaving the chair. The rules applying to regular or special meetings of the Board shall be observed in Board Education and Business Committee, ad-hoc and in standing committees so far as they are applicable and not altered by the provisions of this bylaw.

General Requirements

1. The Board may appoint Standing Committees and Ad Hoc Committees and shall prescribe their purpose, powers and duties and meetings.
2. The Chair shall be an ex-officio non-voting member of all Board committees to which the Chair has not been appointed.
3. The Chair shall appoint the Chair and members of any standing or ad hoc committee.

Standing Committees

Standing committees are established to assist the Board with work of an ongoing or recurring nature. Trustees shall be appointed to Standing Committees at the annual Inaugural Meeting and subsequent Annual Meeting to serve at the pleasure of the Board, and thereafter, at any time determined by the Board.

Standing committees are usually established or confirmed annually at the Inaugural Meeting or subsequent Annual Meeting. The appointed member shall serve on the committee until s/he is unable to perform the duties assigned or until replaced by a subsequent appointment.

The number of trustees appointed to a committee other than the Board Education and Business Committee shall not constitute a quorum of the Board.

1. Advisory Committee

1.1 Purpose

To provide perspective and advice to trustees on matters referred to it by the Board or by a partner group. These matters may be related to any area of the District's operation.

1.2 Powers and Duties

To receive the perspective and advice of the partner group representatives in attendance and to ask for clarification.

1.3 Membership

All trustees are members of the committee and the Chair of the Board shall appoint the chair of the committee.

1.4 Meetings

1.4.1 Meetings of this committee will be open to the public.

1.4.2 Meetings to be held on the 3rd Tuesday of the month from 4:30 – 6:00 pm

1.4.3 The Superintendent and Secretary-Treasurer will be in attendance at meetings of the committee to assist with process and to be a resource to the committee.

1.4.4 Each of the following partner groups will be invited to send two representatives to attend the advisory committee: District Student Advisory Committee, District Parent Advisory Committee, Cowichan Valley Teachers' Federation, United Steel Workers Local 1-1937, Canadian Union of Public Employees Local 5101, Cowichan Valley Principals and Vice Principals Association.

1.4.5 Partner group representatives are encouraged to provide perspective and advice from the vantage point of the group they represent.

1.4.6 Partner groups referring a matter to the committee are asked to provide sufficient detail for trustees and other partner groups to understand the scope of the matter being referred. Such items will be considered in the creation of the agenda.

1.4.7 The agendas and notice of meetings will be prepared by the Secretary-Treasurer, under direction of the Chair of the Advisory Committee who shall consult with the Chair of the Board and the Superintendent. The agenda will be circulated to the committee members and partner group representatives in advance of the meeting.

1.4.8 The Secretary-Treasurer will produce a written summary of the perspectives and advice received by the committee and will circulate it to all partner groups and will present it to the Board.

2. Board Education and Business Committee

2.1 Purpose

- 2.1.1 The purpose of the Board Education and Business Committee is to provide a forum for in-depth discussion of issues referred to it by the Board, the Chair or the Superintendent and to make recommendations to the Board as the Board Education and Business Committee deems appropriate. The Board Education and Business Committee is also a forum to receive presentations and reports and for trustees to hear perspectives of senior staff, partner groups and other community representatives on matters being considered by the Board Education and Business Committee.

2.2 Powers and Duties

- 2.2.1 The agenda for a Board Education and Business Committee meeting shall be prepared by the Superintendent, in consultation with the Chair of the Board and the Chair of the Board Education and Business Committee. The agenda will be circulated to the committee members and partner group representatives in advance of the meeting.
- 2.2.2 The Chair of the Board is the Chair of the Board Education and Business Committee unless he or she delegates this responsibility to another trustee.
- 2.2.3 Motions in Board Education and Business Committee must be seconded and trustees are not limited as to the times of speaking.

2.3 Membership

- 2.3.1 Membership of the Board Education and Business Committee is all trustees and a quorum is the majority of trustees in office.

2.4 Meetings

- 2.4.1 Board Education and Business Committee meetings generally shall be held at 4:00 p.m. on the third Tuesday of each month except for July and August.

3. Human Resources Committee

3.1 Purpose

- 3.1.1 To review the Human Resources report and any Human Resources issues referred to the committee by the Board.

3.2 Powers and Duties

- 3.2.1 Make recommendations to the Board where deemed appropriate.
- 3.2.2 Duties as prescribed in collective agreements relative to the Human Resources committee and the grievance procedure.

3.3 Membership

- 3.3.1 Three trustees as appointed by the Board Chair. The Chair of the Committee is determined by the Board Chair.

3.4 Meetings

3.4.1 Once per year or at the call of the Chair.

4. Audit Committee

4.1 Purpose

4.1.1 To monitor, evaluate, advise or make recommendations on matters affecting the financial and operational control policies and practices relating to the District.

4.2 Powers and Duties

4.2.1 Powers:

4.2.1.1 To review and recommend the terms of engagement for the external auditor

4.2.1.2 To review progress relative to the remediation of any deficiencies identified in the external audit report or management letter.

4.2.2 Primary Duties:

The primary duties of the Committee include, but are not limited to the following:

4.2.2.1 Assessing the processes related to identification of the District's risks and effectiveness of its control environment;

4.2.2.2 Overseeing financial reporting;

4.2.2.3 Evaluating the District's internal control systems for financial reporting;

4.2.2.4 Evaluating the internal and external, and any special audit processes;

4.2.2.5 Providing an avenue of communication amongst the external auditor, management, and the Board, and

4.2.2.6 Making recommendations to the Board as to potential policy or procedural changes arising out of audit recommendations.

4.2.2.7 The Committee has the authority to retain, at the expense of the District, outside advisors and consultants within the District's reasonable availability of financial resources.

4.2.3 Specific Duties:

4.2.3.1 Audit committee responsibilities

4.2.3.1.1 Review and assess the adequacy of these terms of reference annually in May and submit any recommended changes to the terms of reference to the Board of Trustees for approval.

4.2.3.1.2 Review the District's annual audited financial statements before such statements are submitted to the Board of Education for approval.

4.2.3.1.3 Review shall include discussion with management and the external auditors of significant issues regarding accounting principles, practices and judgements.

- 4.2.3.1.4 Consideration shall also be given as to whether they are complete and consistent with information known to Committee members.
- 4.2.3.1.5 In consultation with management and the external auditors consider the integrity of the District's financial reporting processes and controls including information technology security and control.
- 4.2.3.1.6 Discuss significant financial risk exposures and the steps management has taken to identify, monitor, control and report such exposures. Review significant findings prepared by the external auditors together with management responses.
- 4.2.3.1.7 Review the financial consent and completeness of information of the District's public disclosure documents of a financial nature which require approval by the Board, before release.
- 4.2.3.1.8 Review with management, the external auditors, and, if necessary, legal counsel any material litigation claim or other contingency that could have a material effect upon the financial situation or operation results of the District and the manner in which these will be disclosed in the financial statements.
- 4.2.3.1.9 Monitor the appropriateness of accounting policies especially critical accounting policies and financial reporting used by the District to review any actual and perspective changes in financial reporting and accounting policies and practices to be adopted by the District and to review and assess any new or proposed developments in accounting and reporting standards that may affect or impact on the District.
- 4.2.3.1.10 Review other direct or indirect external audit reports (e.g. Office of the Auditor General) toward making recommendations to the Board for policy or procedural changes for the school District.

4.2.3.2 Risk Management Oversight

Risk Management Oversight means identifying and analyzing and managing risks that may prevent the District from achieving its objectives. The Committee's oversight responsibilities for risk management is primarily concerned with financial risks that may affect financial reporting.

- 4.2.3.2.1 Assess whether management has implemented policies ensuring that the District's financial risks are identified and that controls are adequate, in place and functioning properly.
- 4.2.3.2.2 Assess whether management has implemented polices and controls to prevent, detect, and deter fraud.

- 4.2.3.2.3 Review all reports concerning any significant fraud or non-compliance that occurs in the District. This review shall include consideration of the internal controls that are to be strengthened to reduce the risk of a similar event in the future.
- 4.2.3.2.4 Assess compliance with specific regulations pertaining to the District.
- 4.2.3.2.5 After Committee assessment, appropriate recommendations will be made to the Board if required.
- 4.2.3.3 Legal Compliance – The auditors do this as part of the audit. Review the responses to the auditors on legal matters.
 - 4.2.3.3.1 On at least an annual basis, review with the District’s appointed legal counsel any legal matters that could have a significant impact on the District’s financial statements, the Districts compliance with applicable laws and regulations, and inquiries received from the regulators or government agencies.
- 4.2.3.4 External Audit Responsibilities
 - 4.2.3.4.1 Role of the Audit Committee with the External Auditor
 - 4.2.3.4.1.1 Review the appointment of the external auditor, for recommendation to the Board for approval giving consideration to matters such as:
 - 4.2.3.4.1.1.1 Independence and whether to retain such auditor after consultation with appropriate management.
 - 4.2.3.4.1.1.2 The fees paid to the external auditor on an annual basis and any non-auditing services performed by the external auditor.
 - 4.2.3.4.1.2 On an annual basis, review and discuss with the external auditor all significant relationships with the District that could impair such auditor’s independence.
 - 4.2.3.4.1.3 Review the planning and results of the external audit, including:
 - 4.2.3.4.1.3.1 The auditor’s engagement letter.
 - 4.2.3.4.1.3.2 The reasonableness of the estimated audit fees.
 - 4.2.3.4.1.3.3 The scope of the audit, including materiality, audit

reports required, areas of audit risk, deadlines and coordination with internal audit staff.

4.2.3.4.1.3.4 The post audit management letter together with management's responses.

4.2.3.4.1.3.5 Any other matters the external auditor brings to the attention of the Committee.

4.2.3.4.1.4 Meet with the external auditor at least annually, or as requested by the auditor without management representatives present.

4.2.3.4.1.5 Receive and review all follow up action or status reports relating to the recommendations of the external auditor.

4.2.3.4.2 Financial Reporting

4.2.3.4.2.1 Review the Board's annual financial statements, and all other financial monitoring reports required by the Board, Ministry of Education, or other agencies.

4.2.3.4.2.2 Recommend to the Board, if the Audit Committee considers it appropriate to do so, that the Board approve the annual audited financial statements and any other financial monitoring report.

4.2.3.4.3 External Audit Process

4.2.3.4.3.1 Recommend to the Board the appointment of the external auditor for a term not exceeding four years. The selection process must also be in accordance with Board procurement procedures.

4.2.3.4.3.2 Review the external auditor's audit plan and audit findings, including:

4.2.3.4.3.2.1 The external auditor's engagement letter and independence letter.

4.2.3.4.3.2.2 Any management representations made to the external auditor and those representations not obtained from management, if any.

4.2.3.4.3.3 Meet on a regular basis with the external auditor to discuss any matters that the audit

committee or the external auditor believes are important to be discussed.

4.2.3.4.3.4 Review, at least once in every fiscal year, the performance of the external auditor and make recommendations to the Board on the appointment, replacement or dismissal of the external auditor, and on the fee and fee adjustment for the external auditor.

4.2.3.4.3.5 Work to resolve any disagreements between management and the external auditor about financial reporting.

4.2.3.4.3.6 Recommend to the Board the pre-approval of all audit and non-audit services to be performed by the external auditor.

4.2.3.4.3.7 Review other direct or indirect external audit reports (e.g. Office of the Auditor General) toward making recommendations to the Board for policy or procedural changes for the school District.

4.2.3.4.4 Compliance Matters

4.2.3.4.4.1 Review the effectiveness of the Board's system for monitoring compliance with legislative requirements and with the Board's policies and procedures, and where there have been instances of non-compliance, to review any investigation or action taken by management to address the non-compliance.

4.2.3.4.4.2 Review any significant findings of regulatory entities, and any observations of the external auditor related to those findings.

4.2.3.4.4.3 Obtain regular updates from management and legal counsel regarding compliance matters.

4.2.3.4.4.4 Obtain confirmation by management that all statutory requirements have been met.

4.2.3.4.5 Reporting and Communication

4.2.3.4.5.1 The Audit Committee is accountable to the Board of Education representing the interests of all stakeholders.

4.2.3.4.5.2 Maintain an effective communications policy, including disclosure of the Audit Committee's Terms of Reference.

4.2.3.5 Other

4.2.3.5.1 Periodically perform a self-assessment of committee performance.

- 4.2.3.5.2 Review financial and accounting succession planning within the District.
- 4.2.3.5.3 Perform any other activities consistent with these terms of reference, the District's bylaws and governing policies as committee or the Board of Education deems necessary or appropriate.
- 4.2.3.5.4 Establish procedures for receiving, retaining and responding to complaints relating to accounting or auditing matters, on a basis that protects the confidentiality of the complainer.

4.3 Membership

- 4.3.1 The Chair of the Board shall appoint three trustees and designate the Chair of the Committee. (Note: resource personnel shall be assigned by the Superintendent as required and shall normally include the Secretary-Treasurer and a recording secretary).

4.4 Meetings

- 4.4.1 The Audit Committee will meet at least three times per year. Additional meetings may be scheduled at the call of the Chairperson if deemed necessary to carry out its responsibilities effectively and efficiently. The Committee chair shall prepare an agenda in consultation with the Secretary-Treasurer, Superintendent and Chair of the Board.
- 4.4.2 Minutes will be taken at each meeting and will be presented to the Board of Trustees as part of the closed agenda.
- 4.4.3 Audit committee meetings shall not be held unless there are two trustee representatives present in addition to any staff support. At least one staff member shall be present for each meeting.
- 4.4.4 The Committee shall meet at least three times per year and may call special meetings as required.
- 4.4.5 The minutes of the Committee meetings shall be confidential. The most senior staff member assigned by the Superintendent shall keep minutes of the proceedings of all meetings of the Committee. The minutes shall be included in the next Closed Board Agenda and forwarded to the external auditor after approval by the Board.
- 4.4.6 Deliberations and information received from the attendance at an audit committee meeting will be treated as private and confidential information, and shall not be published, released or disclosed in any manner to any persons other than to trustees of the Board, the Superintendent, or, as determined by the Committee, or in pursuance of specified duties under the *School Act*, the District's Organizational Bylaw or the *Freedom of Information and Protection of Privacy Act*.

5. Early Learning and Child Care Committee

5.1 Purpose

- 5.1.2 To improve overall readiness for school and to increase student success in primary school years. The Committee will also focus on issues related to existing and future childcare spaces within School District facilities.

5.2 Powers and Duties

5.2.1 Powers

Make recommendations to the Board where deemed appropriate.

5.2.2 Duties:

To ensure all students have opportunities for early success by:

1. Working to provide space, based on community need, for pre-school, childcare and/or before and after school care programs in schools. These resources must be licensed and follow the Early Learning Framework. Where possible, preference for provision of child care services should be given to not-for-profit providers.
2. Supporting the growth of family literacy programs within the schools and community and increasing skills as measured by a variety of assessment tools.
3. Tracking and providing appropriate interventions for Kindergarten/Grade 1 students.
4. Developing and maintaining community connections and partnerships.
5. Promoting reading and learning as presented in the Early Learning Framework.
6. Supporting developmentally appropriate learning opportunities that support "school readiness".
7. Providing ongoing opportunities for parents to receive quality information on early childhood education.
8. Promoting and supporting literacy and lifelong learning.

5.3 Membership

- 5.3.1 Three trustees as appointed by the Board Chair. The Chair of the Committee is determined by the Board Chair. Three senior staff members. Resource personnel as needed.

5.4 Meetings

- 5.4.2 Every two months or at the call of the Chair.

6. Climate Change Committee

6.1 Purpose

- 6.1.1 Recognizing that climate change is a World issue affecting current and future generations, the Climate Change Committee will develop recommendations to mitigate the environmental impact of the School District's operations.

6.2 Powers and Duties

6.2.1 Powers

Make recommendations to the Board where deemed appropriate.

6.2.2 Duties:

To ensure that the School District takes actions to mitigate its environmental impact by:

1. Focusing on energy efficiency and renewable energy;
2. Exploring options for water conservation;
3. Minimizing waste at School District facilities through the implementation of recycling and composting programs;
4. Promoting clean transportation options;
5. Examining opportunities to plant trees at School District facilities;
6. Developing opportunities for learning and student engagement on climate issues.

6.3 Membership

- 6.3.1 The Committee size will not exceed ten members. The Chair of the Committee is determined by the Board Chair. Membership of the Committee will be assigned by the Board Chair and will include three Trustees and three senior staff members. The following groups may receive an invitation to participate in the Committee:

- Students
- DPAC
- CVTF
- CVPVPA
- CUPE
- USW
- Local Governments
- Local First Nations and Metis Nation
- Community Experts

6.4 Meetings

- 6.4.1 Two times a year or at the call of the Chair.

Ad Hoc Committees

Ad hoc committees may be established to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established by Board motion at the time of the formation. Such ad hoc committees shall cease to exist when the purpose has been achieved. The Chair of the Board shall appoint membership and the Chair of the ad hoc committee.

Resource Personnel

The Superintendent shall appoint resource personnel to work with committees and the Superintendent shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

Legal Reference: School Act *Sections* 50, 56, 57, 58, 59, 65, 66, 67, 68, 69, 70, 71, 72, 85 School Act
Financial Disclosure Act
Income Tax Act

School District #62 (Sooke)

BOARD MEETING AGENDA PLANNING	No.: A-401
	Effective: Apr. 12/83 Revised: Dec. 8/98; Jan. 19/15; Apr. 27/21 Reviewed: Jan. 19/15; Apr. 27/21

PROCEDURAL REGULATIONS

1. The Chairperson of the Board of Education shall chair an Agenda Planning Committee, which shall meet on a regular basis, approximately one week before each Board Meeting. In addition to the Chairperson of the Board, the membership of the committee shall include the Superintendent of Schools, Vice-Chairperson and Secretary-Treasurer, or their designates.
2. The purpose of the Agenda Planning Committee is to identify items to be placed on the agendas of regular meetings of the Board of School Trustees, and to determine the background material which should be provided for each item.
 - Items requested by individual Trustees for inclusion on a Board Meeting agenda shall be done in writing, with sufficient background information and any proposed motion(s), in order for the Board of Education to give the matter full and informed consideration.
3. The Secretary-Treasurer shall prepare for each meeting of the committee a draft agenda for the committee to consider.

BYLAW 9360.2

MEETINGS OF THE STANDING COMMITTEES

A. Regular Meetings

1. There shall be a regularly-scheduled meeting of each standing committee of the Board to be held within the first three weeks of each month of the school year, the date to be determined by the committee, save and except for the first meeting of each committee in December, which meeting shall be fixed by the Chair of the Board. Standing committees may meet in the month of August each year at the call of the Committee Chair, upon the recommendation of the Superintendent or Secretary-Treasurer.
2. At the first meeting of each standing committee the members of the committee shall select a Chair.
3. The Chair of each committee shall have the right to call additional meetings of the committee, to deal with such matters as may not be concluded at the regularly-scheduled meeting of the committee, but, save by unanimous consent of the committee, such meetings shall not take place less than five days prior to the next regularly-scheduled meeting of the Board in general session.
4. Each regularly-scheduled meeting of the standing committee shall be on the same day and at the same time as is fixed annually by the committee at its first meeting, save upon unanimous agreement of the committee.

B. Agenda

1. There shall be an agenda circulated to committee members not less than forty-eight hours prior to the meeting of the committee, together with all supporting material then available.

2. The agenda shall be prepared by the Chair of the standing committee together with the assigned school district senior administrator.
3. The format of the agenda for the Operations Policy and Planning Committee shall be as follows:

BOARD OF EDUCATION
 OF SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
 OPERATIONS POLICY AND PLANNING COMMITTEE
 REGULAR AGENDA - (Date) (Time)

Board Room, Administration Offices - Tolmie Building

1. APPROVAL OF THE AGENDA
2. APPROVAL OF THE MINUTES - Meeting of (date)
3. BUSINESS ARISING FROM THE MINUTES
4. PRESENTATIONS TO THE COMMITTEE
5. SUPERINTENDENT'S REPORT
6. PERSONNEL ITEMS Presenter Attachment
7. FINANCE AND LEGAL AFFAIRS
8. FACILITIES PLANNING
9. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS
10. NEW BUSINESS
11. NOTICE OF MOTION
12. GENERAL ANNOUNCEMENTS
13. ADJOURNMENT

The order of the Agenda may be varied at the meeting by majority vote.

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

4. The format of the agenda for the Education Policy and Directions Committee shall be as follows:

BOARD OF EDUCATION
OF SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)

EDUCATION POLICY AND DIRECTIONS COMMITTEE

REGULAR AGENDA - (Date) (Time)
LOCATION

1. APPROVAL OF THE AGENDA
2. APPROVAL OF THE MINUTES - Meeting of (date)
3. BUSINESS ARISING FROM THE MINUTES
4. PRESENTATIONS TO THE COMMITTEE
5. NEW BUSINESS Presenter Attachment
6. NOTICE OF MOTION
7. GENERAL ANNOUNCEMENTS
8. ADJOURNMENT

The order of the Agenda may be varied at the meeting by majority vote.

5. The agenda of each standing committee shall be circulated to each trustee of the Board.
6. The administrative representative to the committee shall provide to the press a copy of the agenda of each standing committee, but not supporting material, after circulation to the trustees. The agenda package will be available on the school district website.

C. In-Camera Meetings (see Bylaw 9360.1, In-Camera Meetings: General Sessions)

D. Standing Committee Reports

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1. The business of the committee shall be recorded, including recommended motions for consideration by the Board, and reported to the next regularly-scheduled meeting of the Board in general session, or in-camera, as may be appropriate.
2. The Committee Chair may reschedule any regularly scheduled meeting of the committee, whether general session or in camera, to a different time and date in order to meet the business requirements of the committee. The committee may, by ordinary resolution, cancel a regularly-scheduled meeting of the committee.

Greater Victoria School District

Approved: April 27, 1981
Revised: January 1997
Revised: March 28, 2011
Revised: December 14, 2015

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, determine interview questions 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 **WSANEC School Board**. At the end of the interviews the representatives of COPACS, STA, CUPE 441 and **WSANEC 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 short-list 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 WSANEC School Board.** At the end of which the interviews the representatives of COPACS, STA, CUPE 441 and **WSANEC 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).

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 WŚÁNEĆ 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;
- 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;

- 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;
- 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;

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 W̱SÁNEĆ 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;
- 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;
- effective leadership during critical incidents and other stressful conditions;