

SCHOOL DISTRICT 63 (SAANICH)
POLICY DEVELOPMENT COMMITTEE

Agenda

Committee Members: Trustee VanWell, Chair
Trustee Elder
Trustee McMurphy

Staff Support: Dave Eberwein, Superintendent of Schools
Jason Reid, Secretary Treasurer

Partner Representatives: Don Peterson, STA
Candice Whitney, CUPE
Suzanne Chisholm, SAA
COPACS

Other Attendees:

**Tuesday, January 9, 2024
1:00 pm**

A. PRESENTATIONS AND QUESTIONS

No Items.

B. ITEMS FOR DISCUSSION

No Items.

C. ITEMS FOR RECOMMENDATION

1. Policy 3 (Role of the Trustee)

Staff Recommendation:

As the required Notice of Motion has been provided on September 20, 2023, I Trustee VanWell move that revisions to Policy 3 (Role of the Trustee) be approved.

2. Policy 28 (Core French)

Staff Recommendation:

That the Board confirm its consideration of the proposed amendments to Policy 28 (Core French).

D. ITEMS FOR INFORMATION

No Items.

E. FUTURE AGENDA ITEMS

- Policy Review – November 2024

Policy 3

ROLE OF THE TRUSTEE

Trustees are elected in accordance with the Local Government Act.

The role of the trustee is to contribute to the Board of Education as it carries out its legislated mandate. The oath of office taken by each trustee when they assume office binds that person to work diligently and faithfully in the cause of public education. A trustee must first and foremost be concerned with the interests of the Board.

The Board of Education is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. The School Act gives no individual authority to trustees. As members of the corporate Board, trustees are accountable to the public for the collective decisions of the Board, and for the delivery and quality of educational services. A trustee must serve the community as an elected representative, but the trustee's primary task is to act as a member of a corporate Board. Board of Education trustees collectively and individually have a public duty to carry out their responsibilities and the work of the school Board in good faith and with reasonable diligence. Trustees have one overarching responsibility – a shared public duty to advance the work of the Board. A trustee's fiduciary duties are owed to the Board, not to themselves, their family or friends.

A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the District.

The Board shall indemnify a trustee in accordance with Policy 11 (Indemnification).

Specific Responsibilities of Individual Trustees

The trustee shall:

1. Become familiar with District policies and procedures, meeting agendas and reports in order to participate in Board business.
2. Support a majority vote of the Board to advance the work of the Board and monitor progress to ensure decisions are implemented.
3. Refer governance queries, issues and problems not covered by Board policy to the Board for corporate discussion and decision.
4. Refer administrative and operational matters to the Superintendent.

5. Upon receiving a complaint or an inquiry from a parent, staff member or community member about operations, will refer as appropriate the parent, staff member or community member back to the teacher, Principal, or District Office personnel and will inform the Superintendent or designate of this action.
6. Keep the Board and the Superintendent informed in a timely manner of all matters coming to their attention that might affect the District.
7. Provide the Superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
8. Attend meetings of the Board; participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the education of children within the District.
9. Attend committee meetings or meetings as a Board representative, as assigned, and report to the Board in a timely manner.
10. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
11. Participate in Board/trustee development sessions so that the quality of leadership and service in the District can be enhanced.
12. Strive to develop a positive and respectful learning and working culture both within the Board and the District.
13. Continue to carry out duties with integrity and responsibility during an election period.
14. Become familiar with, and adhere to, the Trustee Code of Conduct.
15. Ensure continuity and facilitate a smooth transition from one Board to the next following an election, by being adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and approved plans in an orientation session(s).
16. The District will provide financial support for trustees to attend BC School Trustees' Association, **Vancouver Island School Trustees' Association** and BC Public School Employers' Association sponsored ~~orientation~~ seminars, **and one trustee selected professional development opportunity subject to budgetary limitations.**

17. The Chair, Vice-Chair, Superintendent and Secretary Treasurer are responsible for ensuring the development and implementation of the District's orientation program for trustees. The Superintendent shall ensure each trustee has access to the Board Policy Handbook and Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.

Legal Reference: Sections 49, 50, 52, 65, 85 School Act
Local Government Act

Approved: November 2020

Amended:

To: Policy Development Committee

Prepared By: Carly Hunter
Director of Instruction
(Learning & Innovation)

Subject: Amendments to Policy 28 (Core French)

Date: December 18, 2023

Purpose

In Saanich, Indigenous Student Success is a goal in the District Strategic Plan. In collaboration with the W̱SÁNEĆ community, access to SENĆOŦEN language programs has been identified as critically important for Indigenous learners. It is also vital that students have access to language programs at an early age.

Background

The Truth and Reconciliation call to action number 14, addresses the “fundamental and valued” importance of preserving Indigenous languages.

Recommendation:

That the Board approve an amendment to Policy 28 to read:

2. Students who do not choose the French Immersion Program will be enrolled in the following programs:

- 2.1 All elementary schools will offer core French, SENĆOŦEN or both languages, with the main objective of developing basic verbal fluency;

Respectfully submitted,



Carly Hunter
Director of Instruction
(Learning & Innovation)

CORE FRENCH

The Board of Education believes that learning the French language, an official language of Canada, enriches students' lives, enhances their understanding of other cultures and celebrates diversity. The Board also recognizes the cognitive, social and career benefits of learning French.

The Board commits to offering a K-8 Core French program.

Guiding Principles

1. The Board believes that students who pursue French as an elective beyond Grade 8 may achieve a high standard of French that will enhance post-secondary opportunities.
2. Students who do not choose the French Immersion Program will be enrolled in the ~~K-8 Core French Program~~ in the following program:
 - 2.1 ~~For all Kindergarten to Grade 5 students at all district elementary schools, with the main objective of developing basic verbal fluency;~~
 - 2.1 All elementary schools will offer core French, SENĆOŦEN or both languages, with the main objective of developing basic verbal fluency.
 - 2.2 For all Grade 6-8 students at all district middle schools, to further develop verbal fluency and introduce written language;
 - 2.3 As an elective for Grade 9-12 students at all district secondary schools, to advance the skills area of listening, speaking, reading and writing in order to provide a sound working knowledge of French upon graduation; and,
 - 2.4 Some Grade 6-8 students may choose to study SENĆOŦEN in place of or in addition to French.
3. The Board supports the inclusion of all students in French language programs and expects that students with unique learning needs, including students with Ministry designations, will be supported.
4. There are a small number of students identified through their Individual Education Plan and/or school based team, who will participate in alternative learning activities designed to support their individualized specific long range goals.

Reference: Sections 17, 20, 22, 75, 85, 168 School Act
AP 201 - Basic Instructional Program
AP 214 - French Language Programs

Approved: November 2020
Amended: June 2022