

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  
Candace Whitney, CUPE  
Suzanne Chisholm, SAA  
COPACS

Other Attendees:

**Tuesday, January 7, 2025  
1:00 pm**

**A. PRESENTATIONS AND QUESTIONS**

No Items.

**B. ITEMS FOR DISCUSSION**

1. Policy 28 (Languages)

**C. ITEMS FOR RECOMMENDATION**

No Items.

**D. ITEMS FOR INFORMATION**

No Items.

**E. FUTURE AGENDA ITEMS**

Policy 7 – Feb2025  
Policy 9 – Mar 2025  
Policy 16 – Apr 2025  
Policies 2, 3, 4, 5 – May 2025  
Policies 1, 6, 8 – June 2025  
Policies 10, 14 – Sept 2025  
Policies 11, 12, 13 – Oct 2025  
Policies 15, 17 – Nov 2025  
Policies 20, 21 – Jan 2026  
Policies 22, 23 – Feb 2026  
Policies 24, 25, 26 – Mar 2026  
Policies 18 – Apr 2026  
Policies 19 – May 2026  
Policies 27, 29 – June 2026

**To:** Policy Development Committee**Prepared By:** Carly Hunter  
Director of Instruction  
(Learning & Innovation)**Subject:** Amendments to Policy 28 (Core French)**Date:** November 12, 2024**Purpose:**

In Saanich Schools, Indigenous Learner Success is a cornerstone of the 2022-2027 Strategic Plan. In consultation and 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 Commission (TRC) call to action number 14, addresses the “fundamental and valued” importance of preserving Indigenous languages, and the urgency to do so. Consistent with Saanich’s Strategic Plan goals, it is desirable that Indigenous students in Saanich are offered an opportunity to learn SENĆOŦEN at school.

Saanich Schools has already demonstrated its commitment to languages by offering a robust Core French program from K-8. We would like to build upon the Saanich tradition of commitment to languages by considering the possibility of offering other languages.

By offering students the opportunity to be exposed to SENĆOŦEN beginning in elementary school, Saanich would elevate the importance of SENĆOŦEN to the level of French as a second language and would demonstrate to the W̱SÁNEĆ community a sincere commitment to preserving and promoting their language. Such an initiative would support not only the Indigenous Learner Success goal in the Strategic Plan, but also could promote the other three Strategic Plan pillars of Mental Health and Wellness, Literacy, and Global Citizenship.

**Recommendation:**

***That the Board approve the updated Policy 28 as presented by Director Hunter and indicated in the attached document.***

Respectfully submitted,



Carly Hunter  
Director of Instruction  
(Learning & Innovation)

# Languages

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

The Board commits to offering a K-8 Languages program, which will be primarily Core French, but may include SENĆOŦEN where available.

## Guiding Principles

1. Students who do not choose the French Immersion Program will be enrolled in the K-8 Languages program. The Languages program will be offered to:
  - 2.1 All Kindergarten to Grade 5 students at all district neighborhood elementary schools, with the main objective of developing basic verbal fluency;
  - 2.2 All Grade 6-8 students at all district neighborhood middle schools, to further develop verbal fluency and introduce written language.
2. The Board believes that students who pursue a language as an elective beyond Grade 8 may achieve a high standard that will enhance post-secondary opportunities.
3. The Board supports the inclusion of all students in language programs and expects that students with unique learning needs, including students with Ministry designations, will be supported appropriately. There is a small number of students identified through their Individual Education Plans and/or school-based team, who will participate in alternative learning activities designed to support their individualized specific long-range goals.