

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, June 10, 2025
1:00 pm**

A. PRESENTATIONS AND QUESTIONS

No Items.

B. ITEMS FOR DISCUSSION

1. Policy 1 – Foundational Statements
2. Policy 6 – Policy Making & Review
3. Policy 8 – Board Representatives

C. ITEMS FOR RECOMMENDATION

No Items.

D. ITEMS FOR INFORMATION

No Items.

E. FUTURE AGENDA ITEMS

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

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 W̱SÁNEĆ Nation and the broader community, is committed to acting on the following beliefs:

- Aligning with the Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples and is central to the work we do and the decisions we make.
- 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 a shared responsibility with the whole community. Decisions made locally by elected Boards of Education and by the Provincial Government must reflect the values and aspirations of a democratic society.
- Healthy relationships are the foundation of a successful public education system.
- We share responsibility for the health of our planet. Our schools, in the way they function and in the many ways learning occurs, must highlight environmental stewardship.

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
- Learning environments that reflect the values of our community, inclusive of the WSÁNEĆ Nation, their culture and their traditions, including the teaching of SENĆOTEN which has been spoken on this land since time immemorial.

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. LITERACY – To improve student literacy across the curriculum for all students with a particular focus on early learning
2. INDIGENOUS LEARNER SUCCESS – To engage in practices that support culturally responsive and barrier-free learning environments for Indigenous students
3. MENTAL HEALTH AND WELLNESS – To promote mental health and well-being through social emotional learning and trauma-informed practice
4. GLOBAL CITIZENSHIP – To provide opportunities and experiences that inspire learners to be knowledgeable, curious and active global citizens who support the well-being of oneself, family, community and our environment

POLICY 6 - POLICY MAKING AND REVIEW

Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the District will be operated and communicate the Board's values, beliefs and expectations. Policies provide direction and guidelines for the action of the Board, Superintendent, staff and students. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the District. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the School Act and provincial as well as federal legislation, and the Board's commitment to broad district and community consultation.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the District and the opportunity for the Superintendent to exercise professional judgment in the administration of the District.

The Board will utilize the Policy Committee in carrying out its policy role.

The Board believes in the establishment and review of policy which reflects the values and perspectives outlined in Policy 1 – Foundational Statements.

The Board shall adhere to the following stages in its approach to policy making:

1. Planning
The Board, in cooperation with the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.
2. Development
The Board may develop the policy itself or delegate the responsibility for its development to the Superintendent.
3. Implementation
The Board is responsible for the implementation of policies governing its own processes. The Board and Superintendent share the responsibility for implementation of policies relating to the Board-Superintendent relationship. The Superintendent is responsible for the implementation of the other policies.
4. Evaluation
The Board, in cooperation with the Superintendent, shall evaluate each policy in a timely manner in order to determine if it is meeting its intended purpose. The Board shall review its policies following a schedule that results in all policies in the Board Policy Manual being reviewed at least once in a Board term of office.

Specifically

1. Any trustee, employee, parent, student or other community member may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter by presenting a proposal for a policy or revisions, in writing, to the Superintendent. The proposal shall contain a brief statement of purpose or rationale.
2. The Superintendent will inform the Board of the request for policy development/revision. The Board will determine the action to be taken.
3. Policy drafts shall be brought by the Superintendent to the Policy Committee for consideration by the committee and partner group representatives, and possible recommendation to the Board.
4. The Board or Policy Committee will determine whether further information or consultation is required, but in general invites consultations with and feedback from partner groups on any proposed policy.
5. When the Board is considering adding, modifying or deleting a policy, a trustee will serve notice of motion at a regular public meeting of the Board of their intention to move the policy motion at a regular public meeting of the Board scheduled for a date that will normally allow for approximately two months of consultation. As necessary, attached to each notice of motion will be an impact statement indicating the significance of the change proposed. Groups representing all parties affected by the proposed change in policy will be advised directly and provided with a copy of the draft policy. This notice provides the public and all interested parties approximately two months for reflection, representation or for proposed revisions.
6. Once the Policy Committee has considered any information or proposed revisions the policy may be recommended to the Board for approval.
7. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
8. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management and operation of the District. Such decisions carry the weight of policy until such time as specific written policy is developed.
9. If the Board adopts a motion which has continuing applicability the Board shall seek means to include the direction of such motion as part of an existing policy or to develop a free-standing policy to reflect the direction contained in the motion.
10. The Board may request the Superintendent to change an administrative procedure to a draft Board policy.
11. The Superintendent must inform the Board as soon as practicable of any new administrative procedure or substantive changes to administrative procedures as an information item in a Board agenda.

12. The Superintendent shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the District's website, in a timely manner, for staff and public access.

POLICY 8 - BOARD REPRESENTATIVES

In response to requests from external organizations or agencies, the Board will give consideration to naming representatives to various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the District and other organizations.

The Board will determine the terms of reference for each representative. The Board shall be guided by the following principles when naming representatives to other organizations:

- The Board's decision-making role can be exercised only by the Board as a whole, not by an individual trustee or committee.
- The Board's function is governance, rather than administration.
- Responsibilities placed on trustees are to be closely related to the Board's central role as per Policy 2.

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

The following organizations/committees will have Board representation as identified normally at the annual Inaugural Meeting or alternatively at a subsequent meeting of the Board.

External Committees as described below

1. BC School Trustees' Association (BCSTA) Provincial Council. The purpose of the Provincial Council is to:
 - Act as a forum for discussion of relevant, timely and emerging issues identified from individual Boards, BCSTA Board of Directors, Ministry of Education and other sources.
 - Discuss, and/or develop, policy issues for submission at the Annual General Meeting.
 - Establish interim policies of the Association between general meetings.
 - Address matters as outlined in BCSTA bylaws, including Association budget approval.
 - Act on action requests from BCSTA Board of Directors
6. Powers and Duties of the Board Representative
 - Attend Provincial Council meetings.
 - Represent the Board's positions and interests at the provincial level.
 - Communicate to the Board the work of the Provincial Council.
 - Bring recommendations to the Board as and when necessary.
 - Build positive relationships.
7. Membership
 - One (1) trustee; one (1) alternate; elected by the Board.

8. Meetings
 - As called by Provincial Council. (Usually 4 per year, one at the AGM)
2. BC Public School Employers' Association (BCPSEA). The purpose of BCPSEA is to:
 - Act as the accredited bargaining agent for the BCSTA's members.
 - Assist in carrying out any objectives and strategic directions established by the Public Sector Employers' Council.
 - Coordinate collective bargaining objectives, benefit administration, human resource practices and out-of-scope compensation matters amongst members.
1. Powers and Duties of the Board Representative
 - Attend the BCPSEA meetings as required.
 - Represent the Board's positions and interests at BCPSEA meetings.
 - Communicate to the Board the work of BCPSEA.
 - Bring recommendations to the Board as and when necessary.
 - Build positive relationships.
2. Membership
 - One (1) trustee; one (1) alternate elected by the Board.
3. Meetings
 - As called by BCPSEA.
3. Vancouver Island School Trustees' Association (VISTA). The purpose of VISTA is to:
 - Receive reports from the BCSTA Board of Directors.
 - Discuss and/or develop policy issues for submission at the Annual General Meeting.
 - Act as a forum for discussion of VISTA issues.
 - To provide trustee learning and development.
1. Powers and Duties of the Board Representatives
 - Attend VISTA Committee meeting, Branch Chairs Committee Meeting, Aboriginal Education Representatives Meeting, Resolutions Committee Meeting, and Professional Learning Committee Meeting.
 - Represent the Board's positions and interests at VISTA meetings.
 - Communicate to the Board the work of the VISTA branch.
 - Bring recommendations to the Board as and when necessary.

- Build positive working relationships with other Boards.
2. Membership
 - Any trustee may attend the VISTA meeting; however, one (1) trustee elected by the Board as representative to VISTA.
 3. Meetings
 - Four (4) meetings per year or as called by VISTA as scheduled.
 4. Municipal Authorities and External Organizations

The Board seeks to have a mutually beneficial relationship with municipal authorities and other external organizations when common purpose can be identified. To that end the Board welcomes invitations to have District representation on such agencies.

If such agencies deal only with administrative matters the Board of Education shall be represented by administrative staff selected by and reporting to the Superintendent. Where trustee representation is required, the terms of reference for the representative shall be as follows:

1. Purpose
 - Represent the Board's positions and interests to the agency.
2. Powers and Duties
 - Communicate to the Board the work of the agency.
 - Bring recommendations to the Board as and when necessary, including any need for the Board to establish positions on specific issues.
 - Build productive relationships which advance the interests of the Board.
3. Membership
 - One trustee as determined by the Board or Board Chair as required.
4. Meetings
 - At the call of the external committee chair.