

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:	Shannon Toronitz, STA CUPE Sean Kenny, SAA COPACS
Other Attendees:	

**Tuesday, February 3, 2026  
1:00 pm**

**A. PRESENTATIONS AND QUESTIONS**

No Items.

**B. ITEMS FOR DISCUSSION**

1. Policy 22 – Disposal of Land & Improvements
2. Policy 23 – School Closures

**C. ITEMS FOR RECOMMENDATION**

1. Policy 14 (Appendix) – Superintendent Evaluation Process

**Staff Recommendation:**

That the Board confirm its consideration of the proposed amendments to Policy 14 (Appendix) – Superintendent Evaluation Process.

**Notice of Motion:**

I, Trustee VanWell provide notice at the April 22, 2026 public meeting of the Board of Education, I will move the following motion:

That revisions to Policy 14 (Appendix) – Superintendent Evaluation Process be approved.

**D. ITEMS FOR INFORMATION**

No Items.

**E. FUTURE AGENDA ITEMS**

Policies 24, 25, 26 – Mar 2026  
Policies 18 – Apr 2026  
Policies 19 – May 2026  
Policies 27, 29 – June 2026

## **POLICY 22 - DISPOSAL OF SCHOOL BOARD LAND &/OR IMPROVEMENTS**

The Board recognizes the need for long term planning and the imperative to retain any currently surplus properties for future educational uses.

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.

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, lease, easement, or right of way.

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. 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.

### **Guiding Principles**

1. 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.
2. Consideration will be given to the current and future educational needs of the district and possible alternative uses of the facility.
3. Community use and community partnerships will be considered.
4. 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, the Board shall dispose of the facility.
5. For disposal by a sale of the land or improvements or by a lease of 10 years or more, the Board will engage in broad consultation with the community and local government to determine preferred uses of the site after disposal.
6. 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:
  1. To a partner not-for-profit organization;
  2. To a public authority;
  3. To a person who, as part of the consideration for disposition, will exchange land for an improvement with the Board; or

4. To an owner of adjoining land for the purpose of consolidating lands.
7. 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.

## **POLICY 23 - SCHOOL CLOSURES**

The Board recognizes that declining and shifting student populations may necessitate the closure of schools from time to time. The Board will publicly communicate its proposed plans on school closures to provide ample lead time before closing any school, and to support a process that provides an opportunity for those who will be affected to participate in a consultation process about the proposed school closure.

The Board recognizes that the number and location of schools must be balanced with education program needs, operational efficiency and must be considered within available resources. When school closures are considered, a public consultation process will be undertaken.

In discussing school closures, the Board will consider:

1. Overall program diversity and educational experience for students;
2. Safety of access for students being relocated;
3. Reasonable class sizes in those schools receiving students from a closed facility;
4. Program offerings in nearby schools.
5. The Board will engage in discussion and consultation with parents, staff and the community. The public consultation process will include:
  1. a fair consideration of the community's input and adequate opportunity for the community to respond to a Board's proposal to close the school permanently;
  2. consideration of future enrolment growth in the district of persons of school age, persons of less than school age and adults; and
  3. consideration of possible alternative community use for all or part of the school.
6. The Board will examine the possible impact of school closures on other Board policies, such as attendance areas and personnel assignment.

## POLICY 14 – APPENDIX: SUPERINTENDENT EVALUATION PROCESS

### Preamble

The Superintendent performance review is intended to provide for both accountability and growth, as well as the strengthening of the relationship between the Board and the Superintendent. The written evaluation report will affirm specific accomplishments and identify areas of growth where applicable. Some goals may address areas of weakness while others may identify areas where greater emphasis is required due to changes in the school district's environment.

### Structure of the Evaluation

The performance review shall be reasonably related to the goals and objectives established by the Board and to the duties assigned to the Superintendent. The procedures for the performance review ~~shall follow the guidelines set out in the BCSTA's Resource Guide to Performance Planning and Review of School Superintendents, which~~ shall be mutually agreed upon by the Board and the Superintendent, and established in writing prior to the commencement of the performance review and assessment. In the event there is no agreement on the procedures, the Board may proceed with an evaluation and assessment based on acceptable management principles.

### Guiding Principles

1. Provides for a written evaluation of the Superintendent's performance ~~twice at least once~~ in a four-year term, with the timing to be mutually agreed to by the Board Chair and Superintendent.
2. Highlights the key role of the Superintendent as the educational leader of the district, to enhance student learning and success for all children.
3. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators ~~(e.g. fiscal management).~~
4. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or ~~weaknesses~~areas for improvement.
5. Is aligned with and based upon the Superintendent's roles and responsibilities.
6. Is linked to the District's Board's Strategic Plan and the key results contained therein.
7. Is a performance-based assessment system. Such an evaluation focuses on improvement over time. ~~The second and s~~Subsequent evaluations in a later term may include an assessment of the Superintendent's success in addressing growth areas as indicated in the annual growth plan.
8. Uses multiple data sources. Objective data such as audit reports, accountability reports, and student achievement data are augmented with data that is more subjective.
9. Elicits evidence to support subjective assessments. ~~This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.~~
10. Ensures Board feedback ~~is provided at least twice in a four-year term of office. Such feedback will be~~ is timely, supported by specific examples and will focus on areas over which the Superintendent has authority. The Superintendent cannot be held accountable for areas over which they have not been given authority.