




Public Notice – Board of Education Online Public Meeting

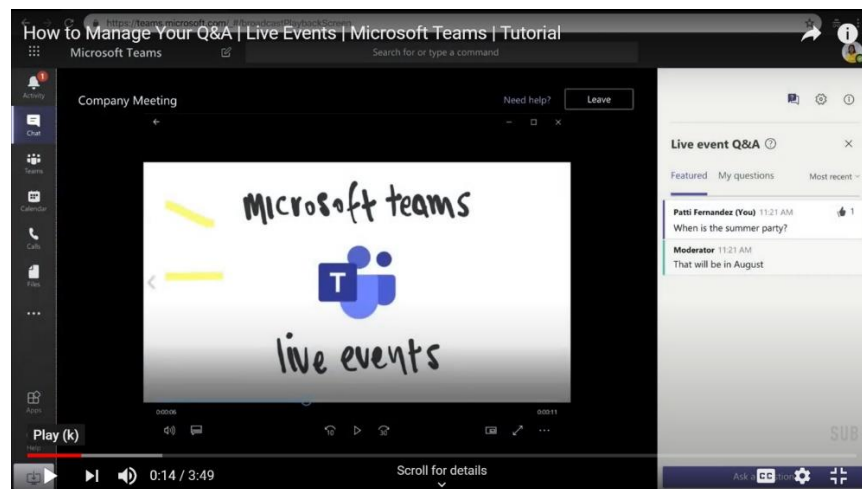
A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on Dec. 5, 2023 at 6:00 pm.**

Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Dec-5-2023>

<https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84>

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
 - Select the **Q&A**  function on the right side of the screen.
 - When asking a question using the Q&A function, please identify yourself. **Anonymous questions will not be responded to.**
 - A reminder for Stakeholder groups to use the **Q&A** function.
 - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.



If you have questions regarding the meeting and how to access it that aren't answered in the link above please email info@sd62.bc.ca.



EDUCATION-POLICY COMMITTEE

School Board Office
Via MS Teams
December 5, 2023 – 6:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.
2. **Opening Remarks from Chair, Allison Watson**
3.
 - a. **COMMITTEE REPORT** of Nov. 7, 2023 Education-Policy Committee meeting (attached) **Pg. 3**
 - b. **Presentation** - Research Project Approval Follow-Up – Berenyi, Cynthia – “Investigating Social- Emotional and Mindfulness Techniques to Enhance Learning, Development and Well-Being for Children” (20 min.) **Pg. 5**
4. **BAA COURSE PROPOSALS**
There are no BAA course proposals for this meeting.
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
 - a. Draft Revised Policy and Regulations E-158 “Public Interest Disclosure – Whistleblower Protection” – Fred Hibbs **Pg. 17**
 - b. Draft New Policy and Regulations E-205 “Recruitment and Selection of Administrative Personnel” – Scott Stinson **Pg. 29**
6. **NEW BUSINESS** (attached)
 - a. Bakau Report Summary – Monica Braniff **Pg. 36**
7. **FOR INFORMATION**
 - a. Research Project Approval – Roden, Keely – “Investigating Literacy Intervention Strategies for Primary Students, Including Those With Autism: An Action Research Study” **Pg. 38**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** Jan.11, 2023 at 6 p.m.



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
November 7, 2023 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
Cendra Beaton, Trustee (Committee Member)
Christina Kempenaar, STA
Betty-Lou Leslie, CUPE
Georgette Walker, SPVPA
Scott Stinson, Superintendent/CEO
Paul Block, Deputy Superintendent
Dave Strange, Associate Superintendent
Monica Braniff, Associate Superintendent

Regrets: Russ Chipps, Trustee (Committee Member)

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**

We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

2. **Opening Remarks from Chair, Allison Watson**

Chair Watson spoke to the recent celebration of the signing of the Local Education Agreement (LEA) for the T'Sou-ke Nation. Chair Watson asked Deputy Superintendent Block to share some comments on the content, process and purpose of LEA's in the district.

Committee members introduced themselves and shared experiences, commentary and feelings about their experiences with Indigenous culture, languages and peoples and Indigenous Education in SD62.

3. **COMMITTEE REPORT** of October 3, 2023 Education-Policy Committee meeting

The committee report for the October 3, 2023 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

5. **REVIEW OF POLICIES/REGULATIONS**

a. Draft Revised Regulations B-132 "Career Education" – Paul Block

Deputy Superintendent Block shared the highlights of the changes to the Work Experience documentation and processes that came from the Ministry of Education and Child Care over the

summer for implementation for the 23/24 school year. The district team will now work with school-based staff to ensure they are aware and feel confident in accessing and using the new materials.

6. **NEW BUSINESS**

a. Q1 Strategic Plan Report – Scott Stinson

Superintendent Stinson introduced the report by clarifying the timeline for Quarter 1 and a quick review of the Strategic Plan goals as a pre-cursor to highlighting progress towards the Goals and Objectives from the Strategic Plan. Mr. Stinson shared evidence of progress towards goals and acknowledged the work of staff towards many initiatives that took place in the first three months of the school year.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the Quarter 1 Report as presented at the Education-Policy Committee meeting of November 7, 2023.

b. Feeding Futures Update – Dave Strange

Associate Superintendent Dave Strange shared a summary of SD62's progress and actions to implement the Feeding Futures program. Mr. Strange was reporting from Vancouver (online) where he was preparing to present the next day at a conference hosted by the Ministry of Education and Child Care. Presenting with Flourish team lead, Matthew Kemshaw, Mr. Strange spoke to the benefits and highlights of the SD62 program that will be shared with the provincial conference attendees.

7. **FOR INFORMATION**

- a. Research Project Approval – Sadownik, Stephanie – “Exploring Primary Educator Use of BioBlitz to Develop Capacity”
- b. Research Project Approval – McNulty, Cheymus – “Na'tsa'maht – Co-constructing Our Cultural 'Lellum”
- c. Research Project Approval – Beaudoin, Emily – “Learning Disability and Anxiety: Interventions and Teachers' Perspectives”

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** Dec. 5, 2023

RESEARCH INQUIRY:
 INVESTIGATING SOCIAL-EMOTIONAL AND
 MINDFULNESS TECHNIQUES TO ENHANCE
 LEARNING, DEVELOPMENT AND WELL-BEING
 FOR CHILDREN

CYNTHIA BERENYI

YORKVILLE UNIVERSITY
 MASTER OF EDUCATION IN EDUCATIONAL
 LEADERSHIP

1

INTRODUCTION

As a teacher for about 15 years, within the last 10 years, I have seen an increase in student dysregulation. The pandemic highlighted what I have observed to be the growing social-emotional needs of children. During the pandemic, students missed out on key social learning opportunities such as assemblies and community gatherings, which I believed impacted their social-emotional growth. Watching students academically suffer because they cannot regulate their emotions prompted me to research effective strategies and tools that can support students in their learning and well-being.

With my capstone inquiry, I investigated the potential impacts of social-emotional and mindfulness techniques in improving academic performance, social development, emotional awareness, and overall well-being among school children in Grades 2-3 in a local public elementary school. This capstone inquiry aligns with The B.C. Ministry of Education's Physical and Health Education curriculum, which focuses on well-being and the connection between physical, mental, intellectual and social health in children.

Mindfulness means paying attention on purpose, in the present moment and without judgment (Buggy, 2018).

As a trained yoga instructor, a teacher with Social-emotional Heart-Mind online training, and a teacher who has been a part of a Mindfulness for Educators' program for over four years, I have learned effective strategies of mindfulness and social-emotional learning for myself and have been trained in skills to teach and support others. These strategies have been essential in regulating my own emotions, especially during challenging times, such as the passing of my father and surviving a car accident. Some of the effective strategies I have learned include body awareness, breathing techniques, and mindful awareness.

2

RESEARCH QUESTIONS

With my research, I concentrated on finding ways to bridge social and academic gaps in school children by examining the following questions:

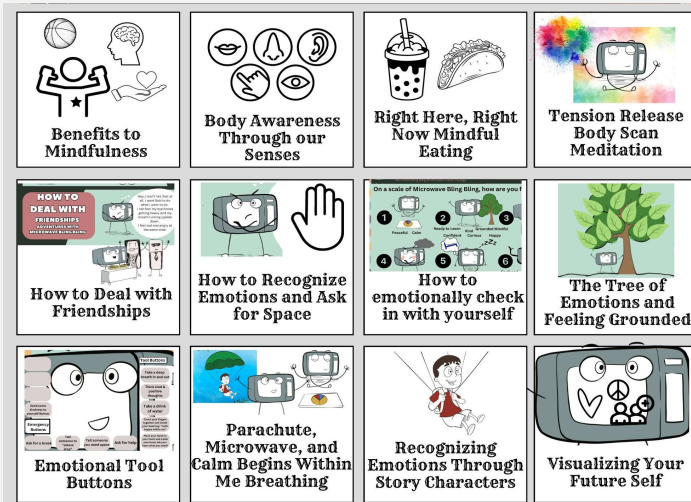
What is the impact of integrating social-emotional and mindfulness techniques on students' academic performance?

How does social-emotional and mindfulness techniques influence students' social skills, emotional regulation and overall well-being?

What are effective strategies for implementing social-emotional learning and mindfulness practices in the classroom?

3

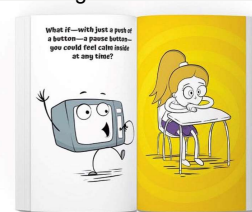
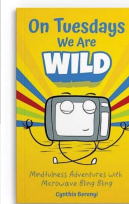
METHODOLOGY



Book: On Tuesdays We Are Wild – Mindfulness Adventures with Microwave Bling Bling

To investigate mindfulness and social-emotional techniques for school children, I used action research as my methodology.

During school hours, beginning mid-September and ending mid-October, I went into a Grade 2-3 classroom and taught a 20/30-minute mindfulness/social emotional learning practices daily for three consecutive weeks. Students learned a variety of tools and techniques through stories, character voice recordings, discussions, activities, and lessons about mindfulness and social-emotional learning.



4

METHODS

From an integral theory and social development theory lens, I focused on creating safe places to understand diverse perspectives and spaces for collaborative learning to occur.

I used the qualitative mixed-method of descriptive surveys before and after the application of mindfulness and social-emotional learning techniques and offered an interview option.

Surveys were conducted with all Grade 2/3 students participating in mindfulness and social-emotional learning activities; and, data utilized for this research was exclusively from the 18 participants who gave assent and whose parent's consent was obtained.

Both surveys before and after mindfulness and social-emotional learning techniques, were read out loud by myself, a guest teacher in the 2/3 classroom, to disrupt potential power dynamics by facilitating distance from participants and their regular teacher.

Also, there were interviews with the Grade 2/3 teacher before and after mindfulness and social-emotional learning activities.

5

PRE AND POST COMFORT LEVEL WITH SOCIAL-EMOTIONAL AND MINDFULNESS LEARNING

Before and after social-emotional/mindfulness learning, students were asked the question: How comfortable do you feel about social-emotional and mindfulness learning?

A) Stressed and anxious	B) Indifferent or unsure	C) Happy and excited
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PRE COMFORT LEVEL WITH SOCIAL-EMOTIONAL AND MINDFULNESS LEARNING

Before the social-emotional/mindfulness sessions, from descriptive surveys, in regards to comfort level of social-emotional and mindfulness learning, a minority of students (1 out of 18) reported feeling stressed and anxious, while a notable portion (4 out of 18) felt unsure, and a majority of students (13 out of 18) expressed feelings of happiness and excitement, as can be seen in Figure 1.

It is important to note that the high number (13 out of 18) students that felt happiness and excitement before social-emotional and mindfulness learning, may have felt this way because these students had a mindfulness/social-emotional lesson with me in the previous year, which could have contributed to an already established trust and comfort with me teaching them this subject.

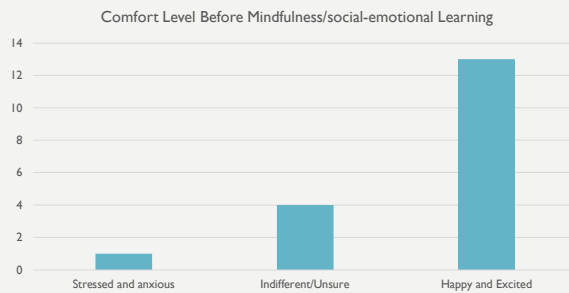


Figure 1 Comfort Level Before Social-emotional/Mindfulness Learning

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POST COMFORT LEVEL WITH SOCIAL-EMOTIONAL AND MINDFULNESS LEARNING

After the social-emotional/mindfulness sessions, a slight shift was observed in the comfort level of social-emotional and mindfulness learning. The number of students who felt stressed and anxious feelings became eliminated (0 out of 18), the number of students feeling unsure increased (5 out of 18) and those feeling happy and excited remained consistent (13 out of 18), as can be seen in Figure 2.

Throughout the three weeks, in my own observations, which were also congruent with the regular Grade 2/3 teacher's observations, students developed more confidence, comfort, and a willingness to share in class or to ask for help when needed. The majority of students developed more awareness of emotions in general and their own emotions. Students who did not share at the beginning of the class, even if called upon, began raising their hand to share, and at the end of the mindfulness/social-emotional lessons, everyone in the class was able to share about what they learned.

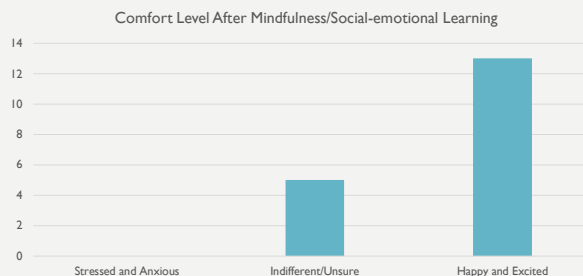


Figure 2 Comfort Level After Social-emotional/Mindfulness Learning

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ACADEMIC PERFORMANCE AND FOCUS

School – Academic Focus	Rarely	Sometime s	Ofte n
I pay attention in class and listen to the teacher.			
I complete my homework and assignments on time.			
I ask for help when I don't understand something.			
I try my best in all my schoolwork.			
I am organized and keep my materials tidy.			

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ACADEMIC PERFORMANCE AND FOCUS

Question: After participating in social-emotional and mindfulness activities, have you noticed any changes in your ability to focus and pay attention in class? (School/Academic Focus)

A) No, noticed changes.	B) I noticed some improvements.	C) Focus is better now
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AFTER SOCIAL-EMOTIONAL AND MINDFULNESS LEARNING ACADEMIC PERFORMANCE AND FOCUS

After mindfulness/social emotional lessons, students indicated that regarding academic performance, focus/paying attention, there was a substantial positive change. None of the students (0 out of 18) reported no changes, some (4 out of 18) noted some improvements, and a majority (14 out of 18) noted a noticeable improvement in their ability to focus on tasks, as can be seen in Figure 3.

Pre-intervention, some students seemed unaware of their actual listening abilities, marking themselves as "often listening," yet in my observations and in connecting with the Grade 2/3 teacher, some of these students were actually either "rarely" or "sometimes" listening. Post-intervention, a noticeable shift occurred in students' self-awareness. Students displayed greater recognition that they did not always listen, marking themselves more honestly and accurately in alignment with their newfound awareness. The Grade 2/3 teacher indicated that after mindfulness/social-emotional learning, most slightly improved on their focus level in class and those that did not had more awareness of their focus level.

Academic Performance - Focus and Paying Attention After Mindfulness/Social-emotional Learning

Response Category	Number of Students
No, noticed changes in focus	0
Noticed some improvements in focus	4
Focus is better now	14

Figure 3 After Social-emotional/Mindfulness Learning – Academic Performance and Focus

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SOCIAL SKILLS AND RELATIONSHIPS

Social Skills and Relationships	Rarely	Sometime s	Often
I share and take turns with my classmates.			
I include others and make new friends.			
I use polite words like "please" and "thank you".			
I listen to others when they are speaking.			
I follow the classroom rules and instructions.			

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SOCIAL SKILLS AND RELATIONSHIPS

Question: After participating in social-emotional and mindfulness activities, how have the social-emotional and mindfulness activities affected your relationships with others and classmates? (Social Skills)

A) No, noticed changes in my relationships with others.	B) Sometimes, I feel more connected to my classmates and others	C) I feel closer to my classmates and others, and I have made new friends
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AFTER SOCIAL-EMOTIONAL AND MINDFULNESS LEARNING SOCIAL SKILLS AND RELATIONSHIPS

After mindfulness/social emotional lessons, in terms of social skills and relationships, none of the students (0 out of 18) reported no changes, few students (2 out of 18), and an overwhelming majority (16 out of 18) reported feeling closer to their classmates and making new friends, as can be seen in Figure 4.

The Grade 2/3 teacher indicated that most felt closer to their peers and new friendships were formed. It is important to note that students may have felt this closeness as the year progressed with or without mindfulness/social-emotional lessons, and that new friendships and a connection to others may have also naturally formed.

There was a focus during mindfulness social-emotional lessons on understanding one's self in correlation to others, which most students expressed they found relevant and beneficial into helping them navigate friendships. Most students also indicated friendships were very important to them.

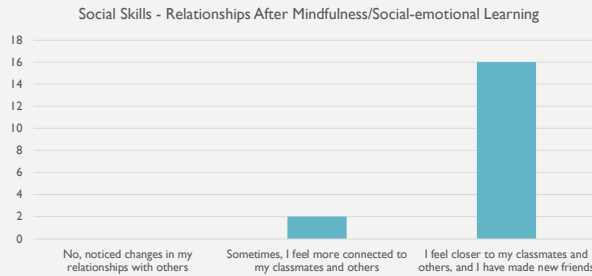


Figure 4 After Social-emotional/Mindfulness Learning – Social Skills and Relationships

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EMOTIONAL AWARENESS/ HANDLING EMOTIONS

Handling My Emotions	Rarely	Sometimes	Oftens
I can calm myself down when I feel upset.			
I understand and express my feelings in a healthy way.			
I take deep breaths and or use other strategies to calm myself.			
I can handle conflicts and disagreements peacefully.			
I know when to ask for help with my emotions.			

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EMOTIONAL AWARENESS/ HANDLING EMOTIONS

Questions: After social-emotional and mindfulness learning, have you noticed any changes in understanding your emotions and ability to manage your emotions.

A) No, noticed changes in understanding and managing my emotions	b) Sometimes, I notice improvements in understanding and managing my emotions	C) I understand my emotions better now and how to manage them
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AFTER SOCIAL-EMOTIONAL AND MINDFULNESS LEARNING EMOTIONAL AWARENESS – HANDLING EMOTIONS

After mindfulness/social-emotional mindfulness lessons, similar positive trends were observed in students understanding and managing emotions. None of the students reported no changes, while a minority (2 out of 18) indicated occasional improvements, and a significant majority (16 out of 18) reported a better understanding and enhanced ability to manage their emotions, as can be seen in Figure 5.

The Grade 2/3 teacher agreed with the student reflections, and indicated that the students demonstrated a better understanding of their emotions. Throughout the progression of weeks, I also saw more emotional awareness. Students were taught emotional regulation tools, such as breathing techniques. Many students expressed that the breathing was their favourite part about learning about mindfulness/social-emotional learning.

Emotional Awareness After Mindfulness/Social-emotional Learning)

Response Category	Number of Students
No, noticed changes in understanding and managing my emotions	0
Sometimes, I notice improvements in understanding and managing my emotions	2
I understand my emotions better now and how to manage them	16

Figure 5 After Social-emotional/Mindfulness Learning Emotional Awareness – Handling Emotions

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OVERALL WELL-BEING

Overall Well-Being	Rarely	Sometimes	Often
I feel happy and content at school.			
I have a positive attitude towards learning.			
I am confident in my abilities.			
I feel safe and supported by my teachers and classmates.			
I enjoy coming to school every day.			

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OVERALL WELL-BEING

Question: After social-emotional and mindfulness learning, do you think the social-emotional and mindfulness activities have made a positive impact on your overall well-being? (Overall Well-Being)

A) No, noticed changes in my overall well-being	b) Sometimes, I notice I am happier and more peaceful	C) I notice I am happier and peaceful
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AFTER SOCIAL-EMOTIONAL AND MINDFULNESS LEARNING OVERALL WELL-BEING

After mindfulness/social-emotional learning, in terms of overall well-being, again, none of the students reported no changes, while a small fraction (2 out of 18) noticed occasional improvements, and the majority (16 out of 18) reported feeling happier and more peaceful, as can be seen in Figure 6.

The Grade 2/3 teacher indicated that most of the students seemed happier over all and more confident in themselves. Throughout the three weeks, as the lessons and weeks progressed, the students were able to share more vulnerably about themselves.

Students began to share and feel confident in their abilities, such as feeling smart, confident and beautiful. Many students indicated that feeling confident was important to them, as well as feeling happy overall. With the new knowledge about recognizing emotions and accepting emotions, students demonstrated more acceptance of themselves and a greater sense of overall well-being.

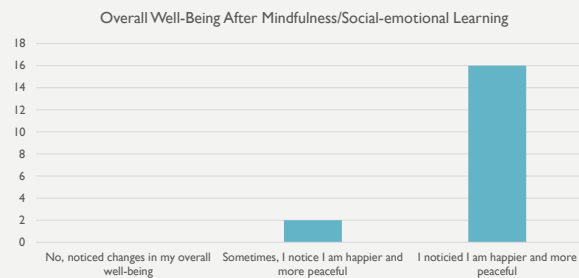


Figure 6 After Social-emotional/Mindfulness Learning Overall Well-being

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NEW DISCOVERIES

Self-Awareness

An interesting discovery that emerged was the mindfulness/social-emotional intervention appeared to contribute significantly to the students' increased self-awareness, especially regarding their listening capabilities. Prior to the intervention, a discrepancy existed between their perceived and actual listening behavior. However, after engaging in mindfulness practices, students demonstrated a heightened sense of introspection, acknowledging and marking their listening skills more authentically.

This discovery demonstrates the importance of awareness, as without awareness, an individual cannot create a new outcome. This discovery also demonstrates the importance for an educator to meet students where they are at and to promote student self-awareness and acceptance.

After learning about mindfulness and social-emotional techniques, students let go of the need to have the "best" or "perfect" answer, and realized the value of mindfulness, being present and aware without judgment within their own lives.

After mindfulness/social-emotional learning, students not only developed more awareness about things that may have been challenging for them, but also more awareness about things they are proud of, developing a deeper sense of acceptance and confidence.

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GAPS IN RESEARCH AND LIMITATIONS

After reviewing numerous related studies to my own, the literature all points to students having social-emotional needs that are not always met.

This is a crucial time in education where implementation of useful tools, practices, and interventions are highly needed.

Although mindfulness and social-emotional learning are popular in the education field, there are still limitations to research in this area. Small sample sizes, such as this one, have limited representation when it comes to observations made of the broader population.

What this capstone inquiry offers is a snapshot into one classroom experience at a particular school and location. Further investigations using larger sample sizes or longer lengths of investigation from multiple locations would allow researchers to investigate more diverse populations, therefore addressing one of the gaps in this field of study.

Research also indicated that teachers don't always feel comfortable teaching mindfulness or social-emotional learning, and some teachers are overwhelmed with the additional responsibility placed on them.

A lack of training and comfort in teaching social-emotional and mindfulness techniques created additional gaps in the research and also create additional gaps in incorporating social-emotional/mindfulness learning within the education system.

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CONCLUSION

Returning back to this study's research questions, the findings suggest that the integration of mindfulness and social-emotional learning within the classroom positively impacted various areas of the students' lives. Teaching students about awareness through self-reflection and through multiple characters and stories, are effective strategies.

This emphasis on self-awareness aligns with the foundational principles of mindfulness, fostering a deeper understanding of oneself and providing a platform for personal development and growth, which also aligns with the focus of the school district's core competencies.

This research demonstrates that mindfulness and social-emotional learning notably enhanced students' academic focus, social interactions, emotional regulation, and overall well-being. These results emphasize the importance and effectiveness of incorporating such practices in early education.

The findings from this study have the potential to foster ideas that school boards can add to their current curriculum to enhance holistic student development.

As a teacher, this research has the potential to create new insights as to what techniques can enhance student learning, development, and well-being.

This research is significant, as it might prompt further teacher-led studies in finding effective training programs for educators, which in turn can create a positive impact onto the lives of children, as well as the adults within a school.

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Committee Info Note
Education-Policy Committee Meeting
December 5, 2023
Agenda Item 5a: Draft Revised Policy and Regulations E-158 –
“Public Interest Disclosure – Whistleblower Protection”

Background:

1. The [Public Interest Disclosure Act](#) (PIDA) is whistleblower legislation. Its purpose is to provide a mechanism for current and former employees in the BC public sector, including school districts, to raise serious or systemic issues of wrongdoing without risk of retaliation.
2. PIDA originally came into force on December 1, 2019 for employees in the BC public sector. PIDA comes into effect for school districts on December 1, 2023.
3. Although SD62 already has a policy regarding public interest disclosure (E-158), the policy and corresponding regulations need to be updated in order to remain compliant with new PIDA requirements.

Current Context:

1. The British Columbia Public School Employers Association (BCPSEA) has provided a toolkit to school districts to assist in the revision of PIDA policies and regulations across the BC K-12 Sector.
2. The revised policy outlines the Board’s overall vision, principles and direction in the handling of PIDA investigations. The corresponding revised procedural regulation outlines the processes to be used by stakeholders when raising / resolving PIDA concerns.
3. District staff have thoroughly reviewed the new PIDA legislation and the BCPSEA toolkit to inform the creation of a new version of Policy E-158 and corresponding procedural regulations (see attached).
4. Also, a related [training video](#), prepared by BCPSEA, has been shared with all staff. It is recommended that Trustees review the video to acquaint themselves with PIDA requirements.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Procedural Regulations E-158 “Public Interest Disclosure – Whistleblower Protection”.

Respectfully submitted,

Fred Hibbs BPA, MIR
 Executive Director, Human Resources

School District #62 (Sooke)

PUBLIC INTEREST DISCLOSURE - WHISTLEBLOWER PROTECTION	No.: E-158
	Effective: Jan. 26/21 Revised: Reviewed: Nov 3/20; Nov. 24/20; Jan. 26/21; Dec. 5/23

School Board Policy

The Board of Education of School District No. 62 (Sooke) is committed to the highest standards of ethical conduct, integrity and accountability **in its operations, programs and services, and to promoting a culture of openness and transparency.**

The Board of Education has a responsibility for the stewardship of the District. In order to ensure compliance with the *Public Interest Disclosure Act (PIDA)* the Board encourages and supports employees to report, while acting in good faith, and consistent with their applicable Code of Ethics, in any situation that they reasonably believe to be substantive improper activity **or unlawful conduct without fear of retaliation or reprisal.** Where it is alleged that an improper activity by District officers or employees has occurred, the principles and processes outlined in this Regulation shall govern.

This Policy applies to alleged wrongdoing related to the School District's operations or personnel. This Policy does not displace other mechanisms set out in School District Policy for addressing and enforcing standards of conduct, disputes, complaints, or grievances, including issues of discrimination, bullying and harassment, occupational health and safety, or disputes over employment matters or under collective agreements.

All activities undertaken within this Policy will be in compliance with the requirements of the Freedom of Information and Protection of Privacy Act (FOIPPA) – see [Board Policy D-330](#).

School District #62 (Sooke)

PUBLIC INTEREST DISCLOSURE - WHISTLEBLOWER PROTECTION	No.: E-158
	Effective: Jan. 26/21 Revised: Reviewed: Nov. 3/20; Nov. 24/20; Jan. 26/21; Dec. 5/23

PROCEDURAL REGULATIONS1.0 Authority

- 1.1 **As the Designated Officer for PIDA**, the responsibility for the day-to-day administration and enforcement of this policy rests with the Superintendent and CEO as authorized by the Board of Education. **The Superintendent may delegate their authority in writing to other members of the School District's Executive Team to act as a Designated Officer.**
- 1.2 The provisions of this policy are independent of and supplemental to the provisions of collective agreements between the Board of Education and its Unions relative to the grievance procedures, and to any other terms and conditions of employment.

2.0 Definitions

- 2.1 Board – is the Board of Education of School District No. 62 (Sooke).
- 2.2 **Designated Officer - the Superintendent and any other member of the School District's Executive Team designated under this policy by the Superintendent from time to time.**
- 2.3 Disclosure - a report of Wrongdoing made under this policy and includes allegations of Wrongdoing received by the School District from the Ombudsperson or another government institution for investigation in accordance with PIDA.**
- 2.4 Employee - ~~applies to all~~ **past and present** trustees, officers, directors and employees of the District ~~as well as to other stakeholders having an interest in the District including suppliers, consultants, and contractors.~~
- 2.5 Good Faith - is evident when a report is made without malice or consideration to personal benefit and the employee has a reasonable basis to believe that the report is true.
- 2.6 Employer – ~~applies to~~ the Board of Education of School District 62 (Sooke).
- 2.7 Ombudsperson - the [Ombudsperson of British Columbia](#).**

2.8 Protection Official means:

- a. in respect of a health-related matter, the provincial health officer,
 - b. in respect of an environmental matter, the agency responsible for the Emergency Program Act, or
- in any other case, a police force in British Columbia.

2.9 Reprisal - the imposition of, and any threat to impose, discipline, demotion, termination or any other act that adversely affects employment or working condition of an Employee because they made a Disclosure, sought advice, made a complaint about a Reprisal or participated in an investigation related to PIDA.

2.10 Respondent - a person against whom allegations of Wrongdoing or a complaint of Reprisal is made.

2.11 Supervisor – A person who supervises a person or activity.

2.12 Urgent Risk - arises when there is a reasonable belief that a matter constitutes an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment.

2.13 Wrongdoing refers to:

- a. a serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;
- b. an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee's duties or functions;
- c. a serious misuse of public funds or public assets;
- d. gross or systematic mismanagement;
- e. knowingly directing or counselling a person to commit any act or omission described in paragraphs (a) to (d) above.

3.0 Reportable Activities

~~3.1 Reportable Activities~~ **A wrongdoing** may include, but are **is** not limited to:

- f. an unlawful act, civil or criminal.
- g. abuse or an imbalance of power.
- h. action detrimental to students or staff of the District.
- i. questionable accounting practices.
- j. falsifying District records.
- k. theft of cash, goods, services, time or fraud.
- l. inappropriate use of Board funds or assets.
- m. decision making for personal gain.
- n. dangerous practices likely to cause physical harm, or damage to District property.
- o. retaliation, repercussion or reprisal for reporting under the **this** policy.

4.0 Duty to Disclose

4.1 The Board of Education encourages any Employee who is aware of or witness to any improper activity **a Wrongdoing to make a Disclosure to any of the**

following:

- a. that person's Supervisor;**
- b. the Superintendent;**
- c. a Designated Officer other than the Superintendent; or**
- d. The Ombudsperson.**

to bring the matter to their direct Supervisor. If the matter involves the Employee's direct Supervisor it should be reported to the Superintendent and CEO. The District will investigate the matter and take actions appropriate to the circumstances. Employees can expect that matter will be treated in confidence, unless disclosure of the information is authorized or required by law [for example under the Freedom of Information and Protection of Privacy Act (**FOIPPA**) or Court subpoena].

4.2 Reports received from members of the public or from Employees who were not employed by or held office with the School District at the time that the alleged Wrongdoing occurred or was discovered are outside the scope of the policy and the associated procedural regulation.

5.0 Protection of Employee and Employer

Employee

- 5.1 Any Employee shall not be subject to discipline or Reprisal for bringing forward a complaint **Disclosure** to a Supervisor if they:
 - a. believe it to be substantively true.
 - b. provides information in Good Faith.
 - c. does not act maliciously or make false allegations.
 - d. does not seek any personal or financial gain.
- 5.2 All reports under this policy will be handled with strict confidentiality and personally identifiable information from the report will only be shared to the extent necessary to conduct a complete and fair investigation according to the law.
- 5.3 If an investigation reveals that the report was frivolously made or undertaken for improper motives or made in bad faith or without reasonable and probable basis, disciplinary action may be taken.

Employer

- 5.4 Nothing in this policy shall be deemed to diminish or impair the rights of the District to manage its employees under any policy or collective agreement; or to prohibit any personnel action which otherwise would have been taken regardless of the reporting of the information.

6.0 Reporting **Making** a Complaint **Disclosure**

- 6.1** ~~Employees and stakeholders may submit a complaint about any Reportable Activities to their Direct Supervisor or the Superintendent at the School Board Office, in writing via email or by written letter submitted in confidence.~~ **A Disclosure must be submitted in writing using the Disclosure Form (see Appendix A) and include the following information, if known:**
 - a. a description of the Wrongdoing;**

- b. the name of the person(s) alleged to be responsible for or to have participated in the Wrongdoing;**
- c. the date or expected date of the Wrongdoing;**
- d. if the Wrongdoing relates to an obligation under a statute or enactment, the name of that statute or enactment; and**
- e. whether the Wrongdoing has already been reported, and if so, to whom and a description of the response received.**

- 6.2 ~~Per Section 11.1 of the *Public Interest Disclosure Act*~~ An Employee who is considering making a Disclosure may request advice from:
- a. the Employee's union representative or employee association representative, as applicable,
 - b. a lawyer,
 - c. the Employee's Supervisor,
 - d. a Designated Officer of the relevant ministry, government body or office in respect of the employee, or
 - e. the Ombudsperson.

- 6.3 **A Disclosure may be submitted to the School District on an anonymous basis but must contain sufficient information to permit the School District to conduct a full and fair investigation into the alleged Wrongdoing. If a Disclosure does not contain sufficient detail to permit an investigation, the School District may take no action with respect to the Disclosure. Any notices required to be given to an Employee under this policy or PIDA will not be provided to an anonymous person, except at the discretion of the Superintendent or Designated Officer and where the person has provided contact information.** It is important for employees or stakeholders making a complaint **Disclosure** to understand that the investigation of a complaint **Disclosure** will be most effective if they have provided their name and contact information, ~~when submitting a complaint.~~

- 6.4 PIDA permits Employees to make public disclosures if the Employee reasonably believes that a matter poses an Urgent Risk. An Urgent Risk only arises if there is reasonable and credible evidence of an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment. Before making a public disclosure of an Urgent Risk the Employee must:**
- a. consult with the relevant Protection Official;**
 - b. receive and follow the direction of that Protection Official, including if the Protection Official directs the Employee not to make the public disclosure;**
 - c. refrain from disclosing, publishing or otherwise sharing personal information except as necessary to address the Urgent Risk;**
 - d. refrain from disclosing any information that is privileged or subject to a restriction on disclosure under PIDA or any other enactment of British Columbia or Canada, including legal advice privilege, litigation privilege or another ground of common law privilege; and**

- e. seek appropriate advice if uncertain about what personal information, privileged or other information may be disclosed as part of a public disclosure.
- f. notify the Superintendent or other Designated Officer.

6.5 If the Employee decides not to make a public disclosure or is directed by a Protection Official not to do so, the Employee is nevertheless expected to report Urgent Risks without delay to the Superintendent or a Designated Officer.

7 Investigation

7.1 Every person who receives a Disclosure under this policy must promptly refer it, including all Disclosures Forms and other materials supplied, to the Superintendent or appropriate Designated Officer as follows:

- a. Unless the allegations concern alleged Wrongdoing by the Superintendent, the Disclosure shall first be referred to the Superintendent who may delegate their duties under the policy and this Procedure to any other Designated Officer;
- b. If the allegations concern alleged Wrongdoing by the Superintendent, then the Disclosure should be referred to Office of the Ombudsperson.

7.2 Every person involved in receiving, reviewing and investigating Disclosures must carry out those functions in an expeditious, fair and proportionate manner as appropriate in the circumstances and as required under PIDA.

7.3 The School District shall seek to complete all investigations within ninety (90) calendar days of receipt of a Disclosure, but the Superintendent or Designated Officer may shorten or extend this time period depending on the nature and complexity of the allegations.

7.4 Upon receiving a ~~complaint~~ **Disclosure**, the Superintendent **or Designated Officer** will record the receipt of the ~~complaint~~ **Disclosure** and determine whether the matter is, in fact, a **Wrongdoing** Reportable Activity under this policy. If the Superintendent **or Designated Officer** determines that the ~~complaint~~ **Disclosure** is a legitimate ~~Wrongdoing~~ Reportable Activity, the Superintendent or delegate **Designated Officer** will open a file and commence an investigation.

7.5 The investigation generally will include, but will not be limited to, discussions with the reporting Employee, the party against whom the allegations have been made and witnesses, as appropriate. Employees shall not obstruct or impede any investigation. Reasonable actions will be taken to prevent **Reprisal** retaliation against anyone making a **Disclosure in** Good Faith report or participating in an investigation.

7.6 The Superintendent or Designated Officer may expand the scope of any investigation beyond the allegations set out in the Disclosure to ensure that any potential Wrongdoing discovered during an investigation is

investigated.

- 7.7 The Superintendent or delegate **Designated Officer** may enlist Senior Management and/or legal, accounting or other advisors, as appropriate, to assist in conducting any investigation. All investigators shall be independent and unbiased both in fact and appearance. Investigators have a duty of fairness, objectivity, thoroughness and observance of legal and professional standards.
- 7.8 The Superintendent or Designated Officer may consult with the Ombudsperson regarding a Disclosure or refer allegations of Wrongdoing in whole or in part to the Ombudsperson, provided that notice of the referral is provided to the Employee who made the Disclosure.**
- 7.9 The Superintendent or Designated Officer may refuse to investigate or postpone or stop an investigation if the Superintendent or Designated Officer reasonably believes that:**
- a. the Disclosure does not provide adequate particulars of the Wrongdoing;**
 - b. the Disclosure is frivolous or vexatious, has not been made in Good Faith, has not been made by a person entitled to make a Disclosure under this policy or PIDA, or does not deal with Wrongdoing;**
 - c. the investigation would serve no useful purpose or could not reasonably be conducted due to the passage or length of time between the date of the alleged Wrongdoing and the date of the Disclosure;**
 - d. the investigation of the Disclosure would serve no useful purpose because the subject matter of the Disclosure is being, or has been, appropriately dealt with;**
 - e. the Disclosure relates solely to a public policy decision;**
 - f. the allegations are already being or have been appropriately investigated by the Ombudsperson, the School District or other appropriate authority;**
 - g. the investigation may compromise another investigation; or**
 - h. PIDA otherwise requires or permits the School District to suspend or stop the investigation.**
- 7.10 Subject to the School District's obligations under FOIPPA and this procedure, the Employee making a Disclosure and the Respondent(s) will be provided with a summary of the School District's findings, including:**
- a. notice of any finding of Wrongdoing;**
 - b. a summary of the reasons supporting any finding of Wrongdoing;**
 - c. any recommendations to address findings of Wrongdoing.**
- 7.11 It is the obligation of all Employees to cooperate in any investigation. Those responsible for the investigation will maintain confidentiality of the allegations and the identity of the person involved, subject to the need to conduct a full and impartial investigation and review any violations of the law or the Board's policies.
- 7.12 If an investigation establishes that an Employee has engaged in improper ~~activity~~ **Wrongdoing** ~~Reportable Activity~~, the Board will take immediate and appropriate corrective action.

8 Annual Report

- 8.1 The Superintendent shall submit to the Board, in an in-camera meeting, an annual summary of actions taken under this Policy. **Each year, the Superintendent shall prepare, in accordance with the requirements of PIDA, and make available, a report concerning any Disclosures received, investigations undertaken and findings of Wrongdoing. All reporting under this policy will be in compliance with the requirements of FOIPPA.** The summary will include reports received and acted upon during the school year, July 1st to June 30th.

DRAFT

Appendix A

E-158 Public Interest Disclosure Policy - Disclosure Form

INSTRUCTIONS

Before filling out this Public Interest Disclosure Form, please review the School District's Public Interest Disclosure Policy and Procedures <insert link>. Please also ensure that you provide all required details and attach copies of any documents you wish to submit as part of your report. The completed form (together with all attachments) may be submitted by:

email to: pida@sd62.bc.ca

or

mail to:

Attn: Superintendent
School District #62 (Sooke)
3143 Jacklin Road
Langford, BC V9B 5R1

PRIVACY STATEMENT

The personal information submitted in this Public Interest Disclosure Form is collected by the School District under sections 26(a) and (c) of the Freedom of Information and Protection of Privacy Act, and will be used to assess, review, investigate and respond to allegations of wrongdoing made under the Public Interest Disclosure Act. If you have any questions about the collection, use or disclosure of your personal information in connection with your disclosure, please contact the Superintendent at pida@sd62.bc.ca or (250) 474-9811.

CONFIDENTIALITY

Reports made under the Public Interest Disclosure Act are received and held in confidence by the School District. The reports and information received will be used and shared only to the extent reasonable and necessary to assess, investigate and respond to your disclosure and will not be used or disclosed for other purposes except as permitted or required under the Freedom of Information and Protection of Privacy Act and the Public Interest Disclosure Act or other applicable laws.

COMPLETING THE DISCLOSURE FORM

The purpose of this Public Interest Disclosure Form is to assist you in making a disclosure under the Public Interest Disclosure Act. The requested information is to ensure we have sufficient information to carefully review, investigate and respond to your disclosure. If you are unable to provide all requested details at the time you make your initial disclosure, you may ask to submit additional details at a later time.

PUBLIC INTEREST DISCLOSURE REPORT

1. Are you a current employee of School District #62 (Sooke)?

Yes No

2. Were you an employee of School District #62 (Sooke) when the alleged wrongdoing occurred or was discovered?

Yes No

3. Please enter your contact information below so that we can communicate with you about your disclosure. Your identity and contact information may be shared with investigators to allow them to communicate with you.

While anonymous disclosures may be accepted under the Public Interest Disclosure Act, we may not be able to investigate if we are unable to contact you to confirm you are a current or former employee or to obtain further details, evidence or clarification about your disclosure.

NAME	HOME ADDRESS
EMAIL	PHONE
ADDITIONAL INSTRUCTIONS e.g. How would you prefer to be contacted? May we leave messages for you?	

4. A report may be made under the Public Interest Disclosure Act for any of the following categories of wrongdoing. Please check any that apply:

- serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;
- an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee's duties or functions;
- a serious misuse of public funds or public assets;
- gross or systemic mismanagement;
- knowingly directing or counselling a person to commit a wrongdoing described above.

If your report does not fall within one of these categories, you may wish to consider whether your report falls under another policy or procedure of School District #62 (Sooke). <Insert Link to District Policies>.

5. In the space below, please describe the alleged wrongdoing and the person(s) alleged to have committed the wrongdoing. Please provide as much detail as you are able, including:

- A description of the wrongdoing and any relevant background,
- The names of those responsible,
- When and where the wrongdoing occurred,
- Names of people who witnessed the wrongdoing, if available,
- Any law or legislation that has been breached.

DESCRIPTION OF ALLEGED WRONGDOING

6. Have you previously reported the wrongdoing to School District #62 (Sooke)?

Yes No

If yes, please indicate who the report was made to and any actions taken.

REPORT DATE AND PERSON REPORTED TO

7. Please describe any other steps or actions that you or others have taken to address, report or prevent the reported wrongdoing.

OTHER ACTIONS TAKEN

8. Do you know of any other organizations that are investigating the reported wrongdoing or whether other complaints or claims about the wrongdoing have been filed (e.g. court filings, grievance, human rights complaint, privacy complaint, police investigation, etc.). Please explain.

OTHER INVESTIGATIONS



Committee Info Note
Education-Policy Committee Meeting
November 7, 2023
Agenda Item 5b: Draft New Policy and Regulations E-205 –
“Recruitment and Selection of Administrative Personnel”

Background:

- In the Fall of 2022, the Board of Education began discussions about its appropriate role in hiring for administrative positions.
- In June 2023, staff brought forward examples of hiring policies in other BC school districts for the Board’s Governance Committee to consider.
- Through this work, the Board clarified its position on items such as, recruitment procedures and approval for positions, selection processes, including committee compositions, and language connected to Board’s desire for equitable hiring practices.

Current Context:

- A draft policy and accompanying administrative regulations were created for Board feedback.
- Feedback was considered by the Governance Committee and incorporated into the accompanying draft policy and regulations.
- The policy provides for clarity on the following aspects of hiring administrative personnel:
 - Clear articulation of the Board’s role and level of involvement in hiring.
 - Delineation of the role of the superintendent in the hiring process.
 - A clear link to the Board’s commitment to hiring that is reflective of the community and equity for traditionally excluded groups.
 - Clear process descriptors for various administrative positions within the school district.
 - Articulation of the process for principal/vice-principal positions that includes mobility, hiring pools, and posted competitions.
 - Clear process of recruitment for positions and the reporting mechanism for selected candidates.
 - A process that is representative of system stakeholders and their role in providing advice to selection committees.

For Recommendation:

- With the support of feedback from the Board and the work of the Governance Committee, the attached drafts are now ready to be circulated for broader feedback prior to the Board’s consideration of adoption.
- **Proposed motion:**
“That the Board of Education for School District #62 (Sooke) provide notice of motion for draft new Policy and Regulations E-205 “Recruitment and Selection of Administrative Personnel.”

Submitted with Respect,

Scott Stinson,
 Superintendent/CEO

School District #62 (Sooke)

Recruitment and Selection of Administrative Personnel	No.: E-205
	Effective: Revised: Reviewed: Dec. 5/23

SCHOOL BOARD POLICY

The Board of Education believes strong leadership and administration at the district and school levels are essential to the effective and efficient operation of the school system. The Board of Education and superintendent seek to recruit and hire highly qualified employees to provide exceptional leadership, educational services, and inclusive services that align to the Board's Strategic Plan and legislated responsibilities.

The Board of Education is committed to hiring individuals that are representative of the broad community served by the school district and will participate in a Human Rights Special Program that aims to improve the lives of disadvantaged individuals or groups in the province. The School District will not permit any discriminatory processes or practices to influence the recruitment and hiring process and will use processes that provide for the fair and equitable treatments of all candidates.

The Board of Education serves a governance role in the selection of Principals and Vice-Principals and non-school based positions, and is responsible for setting policy and providing oversight to the process.

The Superintendent is responsible for developing specific recruitment and selection procedures for all Executive Staff, Principals, Vice-Principals and other management exempt positions.

The Board of Education is responsible for the recruitment and selection of the Superintendent, subject to the requirements outlined in the *School Act*.

The Superintendent is further responsible for the process to recruit and select all other positions for the School District, in accordance with any collective agreements with the School District.

Statutory Requirements:

British Columbia School Act: Sect. 22 Responsibilities of the Superintendent

Policy:

E-110: Job Descriptions

School District #62 (Sooke)

Recruitment and Selection of Administrative Personnel	No.: E-205
	Effective: Revised: Reviewed: Dec. 5/23

ADMINISTRATIVE REGULATIONS1. Superintendent

- 1.1. The Board has the sole authority to recruit and select an individual for the position of Superintendent and anyone expected to act in the place of the Superintendent for a period in excess of thirty (30) days.
- 1.2. The Board may choose to engage an external consultant to provide executive search services.
- 1.3. The Board shall have sole responsibility for initiating the advertising process and shall make reasonable effort to ensure that all current district employees are made aware of the vacancy.
- 1.4. The Board shall constitute the selection committee.
- 1.5. The Board will invite representatives from Executive Staff and district stakeholder groups (CUPE, STA, SPVPA, and SPEAC) to advise the selection committee during the interview process.

2. Executive Staff

The following process shall be used for executive staff positions, specifically, Deputy Superintendent, Associate Superintendent, Secretary-Treasurer, Executive Director of Human Resources and the Executive Director of Digital Solutions.

- 2.1. The Superintendent is delegated authority to recruit and establish shortlisting and interview processes, within the limitations of legislation, budget allocations and collective agreements.
- 2.2. Prior to commencing a search for an Executive Staff position a current, written role description shall be prepared.
- 2.3. Input to the recruitment criteria shall be provided by the Board and may be sought from district stakeholder groups prior to the recruitment being initiated.
- 2.4. The Personnel Committee of the Board, Superintendent, and Executive Team Representatives appointed by the Superintendent shall constitute the short listing and selection committees for these positions.
- 2.5. The selection committee shall seek representation from other members of the Executive Staff and stakeholder groups to participate as an advisory committee to the selection committee during the interview process. Feedback and recommendations from the advisory committee will be recorded as reference material for the selection committee. Advisory committee members, comprised of stakeholder representative, shall withdraw at the conclusion of this feedback process.

2.6. Recommendations by the selection committee shall be brought forward to the Board of Education for ratification.

3. Principals and Vice-Principals

At the discretion of the Superintendent and within the constraints of this policy, principal or vice-principal vacancies shall be filled through either: Principal or Vice-Principal mobility, selection from the Principal/Vice-Principal hiring pool; or through competition for a posted vacancy.

Principals and Vice-Principals are hired to the district and placed in assignments.

3.1. Principal and Vice-Principal Mobility:

3.1.1. The Board believes that changes in Principal and Vice-Principal assignments can be positive for professional growth and the strengthening of system leadership.

3.1.2. The Superintendent is delegated authority for determining such changes in assignment.

3.1.3. Consideration for mobility transfers may be initiated at the request of either the Principal/Vice-Principal or the Superintendent. Normally, such consideration shall be given after the Principal/Vice-Principal has held an appointment for a reasonable period of time and there is value to be gained by a transfer.

3.1.4. Once mobility transfers have been completed the Superintendent shall inform the Board of the new assignments.

3.2. Principal/Vice-Principal Hiring Pool:

3.2.1. The District shall maintain an eligible administrator pool for the positions of elementary principal, elementary, middle and secondary vice-principal.

3.2.2. The Superintendent or designate may call for a competition of candidates who may be assigned to a district hiring pool for up to two (2) years.

3.2.3. Candidates are accepted into the eligible administrator pool pending the outcome of the recruitment and interview process.

3.2.4. Applicants may remain in the pool for two (2) years. After two (2) years, candidates are reviewed and references are checked. Positive references may allow candidates to remain in the eligibility pool for one (1) more year.

3.2.5. Information regarding successful pool candidates will be communicated to the Board.

3.3. Competition for a Posted Vacancy for Principal or Vice-Principal Positions:

3.3.1. The Superintendent is delegated full authority for all aspects of the selection processes for the positions of Principal and Vice-Principal, except as may otherwise be provided in this policy.

3.3.2. This delegated authority includes, but is not restricted to, establishing and carrying out a consultation process, recruitment, advertising, reviewing applications, short-listing, developing interview processes, communications with candidates, chairing the interview process, determining the preferred candidate, making the appointment, and ensuring appropriate contractual arrangements.

3.3.3. The Superintendent shall inform the Board of Principal/Vice-Principal appointments, including to the eligible administrator pool.

4. Non-School Based Positions

The following process shall be followed for senior district management positions including Director and Manager.

4.1. The Superintendent is delegated authority to recruit and select senior staff and district management positions within the limitations of legislation, budget allocations and collective agreements.

4.2. These positions shall have a written job description and shall be compensated within the BCPSEA compensation guidelines.

5. Recruitment and Reporting Process

5.1. All Administrative Personnel positions captured within this policy, shall be approved by the Board, for the Superintendent and Executive Staff ,or the Superintendent for all other positions.

5.2. The Superintendent shall establish a recruitment process for all positions that provide an unbiased and objective process.

5.3. The Superintendent shall ensure that practices designed to improve the lives of disadvantaged individuals or groups as defined in the BC Human Rights Code are utilized as expressly permitted under a special program application to the BC Human Rights Commissioner.

5.4. Input into selection criteria:

5.4.1. The Superintendent shall, in collaboration with Executive Staff and others as appropriate, develop recruitment criteria for vacant positions.

5.4.2. The criteria shall reference duties and responsibilities, education and experience, and district leadership competencies.

5.5. Shortlisting

5.5.1. The Superintendent or designate will convene a selection panel comprised of three (3) representatives of the Superintendent's Office and one (1) representative of the Human Resources Department to determine shortlisted candidates for any posted, excluded position.

5.5.2. At the time of shortlisting, the committee will review the qualifications for the position, the approximate number of openings, the number of individuals to be interviewed, the process to be followed in examining the supporting material submitted by candidates, and the interviewing procedures.

5.5.3. The Superintendent or designate will contact shortlisted candidates and will arrange for interview times. Candidates will be briefed on the process prior to the interview. The shortlist of candidates will be kept confidential.

5.6. Interview Panels:

- 5.6.1. Where the Superintendent or designate determines that a single vacancy or hiring pool vacancy exists, an application process will be done with selection committee consisting of three (3) representatives of the Superintendent's Office and one (1) representative of the Human Resources Department.
- 5.6.2. Prior to the interview being held, the selection committee will agree on a presentation and questions that they will ask the candidates. Each candidate will be asked the same questions to ensure consistency and equity.
- 5.6.3. The Superintendent or designate will invite representatives from district stakeholder groups (CUPE, STA, SPVPA, and SPEAC) to advise the selection committee during the interview process.

5.7. Role of the Human Resources Department with Administrative Personnel

- 5.7.1. Appropriate representatives from the Human Resources Department will assist and support the work of filling administrative vacancies.
- 5.7.2. The Human Resources Department will facilitate completion of recruitment, interview and completion of offer and acceptance of employment processes.

- 5.8. The Superintendent will provide a report to the Board providing information on the appointment of successful candidates for all principal and vice-principal, and non-school based positions, outlining the skills, experience and relevant information of the selected candidate.

6. Hiring Matrix and Stakeholder Participation:

Position Recruited	Recruitment Criteria Input	Shortlisting	Interview	Hiring Approval	Reporting
Superintendent	Board May request from: Executive Staff, SPVPA, STA, CUPE, SPEAC, Indigenous Rights Holders	Board	Board, supported by the Executive Team	Board	Board informs community
Executive Staff	Board and Superintendent May request from: Executive Staff, SPVPA, CUPE, STA, SPEAC, Indigenous Rights Holders	Personnel Committee of the Board, Superintendent, and Executive Team Members appointed by the Superintendent	Personnel Committee of the Board, Superintendent, and Executive Team Members appointed by the Superintendent	Board and Superintendent	Board and Superintendent inform community
Principals, Vice-Principals	Superintendent May request from: Executive Staff, SPVPA, CUPE, STA, SPEAC, Indigenous Rights Holders	Superintendent and selection committee	Superintendent and established panel	Superintendent	Superintendent informs Board
Non-School Based Staff	Executive Staff and Direct Reports	Executive Staff and selection committee	Executive Staff and established panel		Executive Staff Member informs Superintendent and Board
Other Exempt Staff	Directors, Manager May request from: direct reports	Director, Manager	Director, Manager, supervisor	Director or Manager	Director or Manager informs Executive lead



Committee Info Note
Education-Policy Committee Meeting
December 5, 2023
Agenda Item 6a: Bakau Report Summary

Background:

The Sooke School District engaged Bakau Consulting to complete a Diversity, Equity, and Inclusion (DEI) analysis in 2023. Bakau looked to identify areas of growth within the school district through exploring whether people felt safe, valued, and a sense of belonging. The analysis reviewed how decisions are made, whose voices are missing, and what barriers continue to prevent equitable access. Through their analysis, Bakau was able to gain insight into organizational structure, demographics, and people's feelings of belonging, inclusion, and trust. Final recommendations come from this thorough analysis to create meaningful and lasting change within the school district.

In April-May 2023, Bakau completed surveys with all partner groups and facilitated staff and parent focus groups. The team completed student focus groups in the fall of 2023. On November 10, 2023, Bakau presented their initial findings and recommendations to the Sooke School district executive team. Bakau is now in progress of creating an executive summary emphasizing their research findings and recommendations. This Information Note provides a high-level overview of the initial findings and what will be contained within the Executive Summary Report.

Current Context:

The team at Bakau Consulting gathered and analyzed both qualitative and quantitative data from:

STUDENTS	A survey with approximately 200 respondents, 4 Focus Groups with students from 4 high schools in the Sooke School District.
STAFF	A survey with 350 respondents, 3 Focus Groups with Teaching Staff, CUPE Staff, and Non-Teaching and Non-CUPE Staff.
CAREGIVERS	A survey with 1,490 respondents, 1 focus group with 6 participants.
COMMUNITY	A survey with less than 30 respondents, no focus groups were conducted for community members.

Bakau notes that limitations to the data collection and methodology may impact results; it is important to not take data at face value but rather use it for further investigation.

Data Analysis and Results:

Data was collected from interactions with students, staff, caregivers, and the community within the Sooke School District. Each analysis contains a breakdown of the demographic data, offering a snapshot of the district's diversity. Beyond the demographic data, Bakau delved into assessing the level of inclusion experienced by individuals. This provides insights into challenging issues, such as bullying, discrimination, and harassment within the district. The data will be shared with district partners when the Executive Report has been completed.

Recommendation Themes:

The following four areas outline suggested recommendations based on Bakau's engagement.

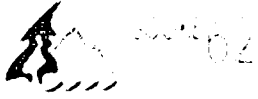
LEADING & LISTENING	<ul style="list-style-type: none"> • Hire a DEI Strategist <ul style="list-style-type: none"> ○ Lead for internal DEI efforts • Create Committees <ul style="list-style-type: none"> ○ Ensure all voices are heard, valued, and integrated into DEI efforts. • Dealing with Resistance <ul style="list-style-type: none"> ○ Caregiver community's response: raise awareness, clarity around values, explanation of purpose, training & supports to deal with resistance.
PROCESSES & POLICIES	<ul style="list-style-type: none"> • Discrimination, Bullying and Harassment <ul style="list-style-type: none"> ○ Establish reporting process, bystander training, restorative practices. • Call Ins and Call Outs <ul style="list-style-type: none"> ○ Train staff, consider policies. • Decolonization, Race, Ethnicity, and Culture <ul style="list-style-type: none"> ○ Cultural competency, cultural sensitivity & anti-oppression training
STAFF SUPPORT & EDUCATION	<ul style="list-style-type: none"> • Disability, Neurodivergence and Accessibility <ul style="list-style-type: none"> ○ Elevate advocacy, engagement & accessibility. • Gender Identity, Romantic and Sexual Orientation <ul style="list-style-type: none"> ○ Gender & sexuality training, online safety, education & awareness • Hiring, Promotions and Staff Support <ul style="list-style-type: none"> ○ Diverse hiring, prioritize staff well-being and support.
STUDENT SUPPORT & EDUCATION	<ul style="list-style-type: none"> • Inclusivity in Activities & Curriculum <ul style="list-style-type: none"> ○ Activities for all bodies, diverse curriculum • Naloxone Education <ul style="list-style-type: none"> ○ Training for students

Next Steps:

Next steps will be to receive the report, review the final recommendations with a DEI committee, determine our district direction, and create an implementation plan that may then have budget implications for the 2024/25 school year.

Respectfully submitted,

Monica Braniff
Associate Superintendent



Permission to Conduct Non-Board-Initiated Research

Date of application	Nov 17, 2023
Applicant's Name	Keely Roden
Address	
Phone Number(s)	
E-Mail Address	: krodensd62@sd62.bc.ca
Present Position	Literacy Intervention and Inclusion Support Teacher, Lakewood Elementary
SD62 Employee?	Yes
Affiliated institution or organization	Vancouver Island University
Name of facility supervisor (if applicable)	Dr. Ana Vieira, VIU Faculty
Title of study	Investigating literacy intervention strategies for primary students, including those with autism: An action research study
Type of study	Action research
Requested date to start and anticipated end date	Jan 8 to Feb 9, 2024
Type of participants (i.e. student, parent, teacher, support staff)	Teacher-research Students
Any specific cohort focus	Literacy intervention
Plan for recruitment to study	Parent information/recruitment letter
Specific location(s) of study	Existing literacy intervention sessions, resource room, Lakewood
Data collection tools	Existing universal screening and progress monitoring measures (DIBELS, CORE, UFLI)
Ethics approval, date and organization	VIU Research Ethics Board Approval granted as of Nov 16, 2023
Anticipated research completion date	Intervention term completed by Feb 9-16 2024, thesis completed by April 30, 2024.
Once completed would you like to present your research to the Education-Policy Committee (15 min.)?	Yes ___X___ No _____
Would you prefer to present virtually or in-person?	Virtual _____ In-Person ___X___

E-mail to: Superintendent of Sooke School District: stinson@sd62.bc.ca
 or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1

Research Approval Application – SD 62*Applicant: Keely Roden**Study: Investigating literacy intervention strategies for primary students, including those with autism: An action research study*

An overview of the study.	<p>This action research study aims to answer the following question:</p> <p>“How can I improve my understanding of the literacy development of primary students, particularly those with autism, and my implementation of individualized strategies to support their literacy skill development?”</p> <p>Within the teacher-researcher’s Grade 1-3 literacy intervention sessions in an SD62 elementary school, a selection of strategies will be implemented, in accordance with regular and pre-existing intervention practices. Observations and reflections of the strategies will be recorded in a research journal, interpreted, and acted upon by the teacher-researcher. These intervention sessions are a part of the regular practice at the school, and students will be selected for intervention based on the universal screening process already in place at the school. Semi-formal student interviews will be conducted as part of the usual intervention practice, to gather student voice and perspective around their literacy learning. Student assessment data will be collected as part of regular screening, diagnostic and progress monitoring practices and will only be included in the research study if parent/guardians provide informed consent.</p>
The organization providing funding (if applicable).	N/A
Relevant literature.	See attached Literature Review (Appendix A).
The research question or problem being investigated.	<p>This action research study aims to deepen my own understanding of effective literacy interventions, specifically for primary students with autism.</p> <p>Research Question:</p>

	<p>“How can I improve my understanding of the literacy development of primary students, including those with autism, and my implementation of individualized strategies to support their literacy skill development?”</p>
<p>Significance of study (why now; why here; why age group, if under 18).</p>	<p>Many primary students, including those with autism, experience difficulties in their literacy learning. In fact, there is substantial evidence that students with autism are at an increased risk of reading difficulties, which can have considerable impact in all areas of their lives. While there is a consensus on evidence-based practices for early literacy instruction of typically developing students, the same body of research does not yet exist for students with autism. As a result, teachers and parent/guardians are often left to wonder how best to support students with autism, and to engage in a trial and error process of determining which strategies will be successful for the students with whom they work. As a literacy intervention teacher, I work with the primary students in my school that are struggling the most to develop proficient reading and writing skills. Many of these students do have autism diagnoses, and quite often they do not seem to have the same response to intervention that their typically developing peers have. As a result, I do not always feel confident in my intervention strategies for these students. Ensuring that my instruction provides the best possible opportunity for the learning of all students is extremely important to me. This research aims to deepen my understanding of literacy development in primary students, particularly students with autism, and explore how adaptations to existing evidence-based interventions can further the development of foundational literacy skills for all students.</p>
<p>The age of participants and why age group relevant to study.</p>	<p>Participants are in Grades 1-3, as this study focuses on primary literacy intervention strategies.</p>
<p>Whether the research materials have been piloted or used elsewhere.</p>	<p>The resources most frequently used in my intervention practice are all research-based (DIBELS, UFLI, PRESS). However, there may be adaptations to these materials throughout this study in response to student need. Please see Appendix I for a copy of data collections instruments likely to be used in this study.</p>
<p>Any links to BC curriculum.</p>	<p>This study most closely relates to the BC ELA Curricular Competencies of:</p> <ul style="list-style-type: none"> - Reads fluently at grade level
	<ul style="list-style-type: none"> - Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation