

### Public Notice – Education-Policy Committee Online Public Meeting


A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on October 6, 2020 at 6:00 pm.**

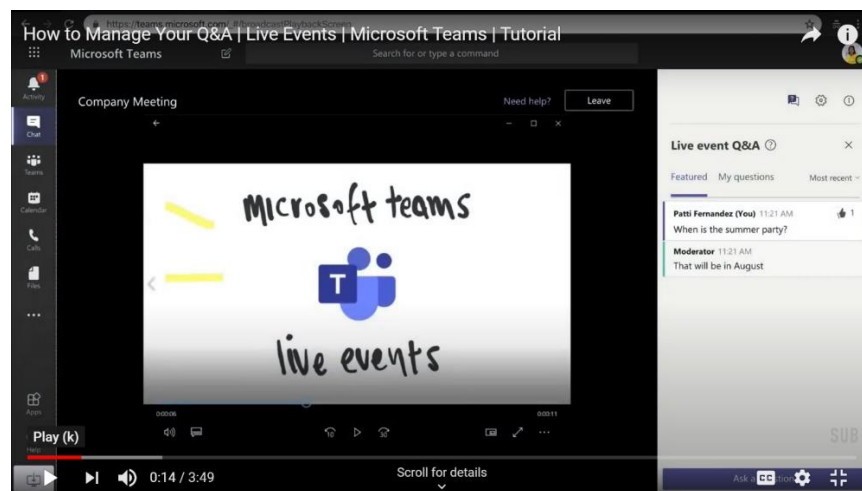
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

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

To guide you, the following is information on how to join a live event in MS Teams.

<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.**
  - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.



For those who are unable to join the meetings, they will be recorded and audio will be available upon request following the meeting by emailing [jfoulger@sd62.bc.ca](mailto:jfoulger@sd62.bc.ca).

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](mailto:info@sd62.bc.ca).



**EDUCATION-POLICY COMMITTEE**  
**School Board Office**  
**3143 Jacklin Road**  
**Oct. 6, 2020 – 6:00 p.m. via MS Teams**

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**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 Scia'new 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, Bob Phillips**
3. **COMMITTEE REPORT** of September 8, 2020 Education Standing Committee meeting (attached)
4. **BAA COURSE PROPOSALS** (attached)
  - a.
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
  - a. Appeals By-law 1-08 update – Scott Stinson
  - b. Policy C-350 “Appeals” update – Scott Stinson
  - c. Draft Revised Policy & Regulations C-432 “Maintenance of Order” – Scott Stinson
6. **NEW BUSINESS**
  - a. International Program Update – Laura Schwertfeger
  - b. Growing SD62 – School Gardens – Dave Strange
7. **FOR INFORMATION**
  - a. Research Project Approval – Ryan Davidson – “The Development of Collective Teacher Efficacy at the Middle School Level” – Scott Stinson
  - b. Research Project Approval – MediaSmarts – Lynn Huxtable – “Young Canadians in a Wireless World” – Scott Stinson
8. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**  
As per Policy Work Plan
9. **ADJOURNMENT AND NEXT MEETING DATE:** Nov. 3, 2020

**COMMITTEE REPORT OF THE  
EDUCATION-POLICY COMMITTEE via MS Teams  
Sept. 8, 2020 – 6:00 p.m. via MS Teams**

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**Present:** Bob Phillips, Trustee (Committee Chair)  
Dianna Seaton, Trustee (Committee Member)  
Margot Swinburnson, Trustee (Committee Member)  
Ravi Parmar, Trustee  
Allison Watson, Trustee  
Missy Haynes, STA  
Lisa Haug, CUPE  
Cendra Beaton, SPEAC  
Georgette Walker, SPVPA  
Scott Stinson, Superintendent/CEO  
Stephanie Hedley-Smith, Associate Superintendent  
Paul Block, Associate Superintendent  
Dave Strange, Associate Superintendent  
Farzaan Nusserwanji, Exec. Director of IT

**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 Scia'new 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, Bob Phillips**

**3. COMMITTEE REPORT** of August 25, 2020 Education Standing Committee meeting

The committee report for the August 25, 2020 Education Standing Committee meeting was reviewed by the committee members.

**4. BAA COURSE PROPOSALS**

No courses were brought forward for consideration at this meeting.

**5. REVIEW OF POLICIES/REGULATIONS**

a. Policy Work Plan – Scott Stinson

Superintendent Stinson gave an update on work done this past year to review current policies and develop a plan for reviewing, updating and/or developing new policies as required. A policy work plan including timelines has been developed with a timeline for presentation to the committee of updated policies and/or new policies. Discussion and questions followed.

6. **NEW BUSINESS**

a. Education Re-Start Update – Scott Stinson

Superintendent Stinson gave a status update on the Education Re-Start plan. Discussion and questions followed.

b. Expansion of Outdoor Learning Opportunities – Trustee Allison Watson

Trustee Watson presented a motion with regards to exploring expansion of outdoor learning, especially in the context of return to school during the global pandemic. Discussion and questions followed. The committee and stakeholders indicated strong support for this work.

**Recommendations:** The following recommendations were made by the committee.

1. The following motion be presented to the Board of Education for consideration:

That the Board of Education of School District No. 62 (Sooke) direct staff to explore the expansion of outdoor learning/education for all SD62 students with the intent to understand the resources required to support, develop and implement increased outdoor learning opportunities. The exploration of these opportunities would include: researching outdoor learning/education in other jurisdictions, conducting consultations/surveys with stakeholder groups including our First Nations partners, and student engagement at all grade levels. Furthermore, staff will provide their findings for discussion at future Education and Policy Committee meetings.

2. That the Board of Education work with staff to establish timelines for reporting on this work.

7. **FOR INFORMATION**

a. Research Project Approval – Lisa Spalding – “The British Columbian Alternative Education Administrator Perspective” – Scott Stinson

b. Research Project Approval – Coral Bowman – “Stakeholders Perceptions Regarding Yoga Practice for Children Ages 3 to 8 Years” – Scott Stinson

8. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**

As per Policy Work Plan

9. **ADJOURNMENT AND NEXT MEETING DATE:** Oct. 6, 2020

**School District #62 (Sooke)**  
**Parent/Student Appeals By-Law No. 1-08**

A by-law to establish procedures to be followed in the event of an appeal of an employee decision which significantly affects the education, health or safety of a student, pursuant to Section 11 of the *School Act*.

1. A student entitled to an educational program in the School District, or the parent/guardian of the student, may appeal a decision of an employee of the Board of Education which significantly affects the education, health, or safety of the student. The failure of an employee to make a decision shall be deemed to be a decision for the purpose of bringing an appeal.
2. Appeals to the Board of Education shall be conducted according to the procedures which follow. The Board will only hear an appeal if Sections 2.1, 2.2 and 2.3 have been followed.
  - 2.1 Appeal Initiation:  
An appeal must be initiated within 30 days of the date of the rendering of a decision by an employee.
  - 2.2 Levels of Consultation:  
The parent/student initiating the appeal must have discussed the decision in question with the following personnel:
    - 2.2.1 The employee(s) who made the decision.
    - 2.2.2 The employee's immediate supervisor (principal, manager of operations).
    - 2.2.3 The executive officer responsible (Superintendent, Secretary-Treasurer or designate).

Where a decision in question has been made by a Principal, Manager, Superintendent or Secretary-Treasurer, only the appropriate corresponding levels of consultation are required.

- 2.3 Written Notice of Appeal:
  - 2.3.1 Where discussions directed under Section 2.2 do not resolve the appeal, the executive officer or designate will advise the appellant of the procedure to request the Board to hear an appeal, including completion of the required Notice of Appeal. (See Appendix 1.) Forms are available at the Board Office and assistance will be provided to complete these, upon request.
  - 2.3.2 Except where the matter appealed is one which is specified in the Board's policy as normally considered to significantly affect a student's education, health or safety, upon receipt of a written Notice of Appeal, the executive officer or designate will prepare a report for the Board of Education dealing with the preliminary issue of whether the decision significantly affects the education, health or safety of the student and will provide copies to the appellant and the employee(s) whose decision is under appeal. Such a report may contain written information from other District personnel. The appellant shall be provided with an opportunity to respond in writing.

2.3.3 Where the Board of Education judges the written information from all parties to be sufficient, worthy and timely in supporting the belief that the decision under appeal may significantly affect the education, health or safety of the student, a meeting shall be granted. Where the Board of Education judges that the decision under appeal does not significantly affect the education, health, or safety of the student, no meeting will be granted. The parent/student initiating the appeal and any employee involved in the appeal process will be notified promptly in writing of this decision.

2.3.4 The Board of Education may make any interim decision it considers necessary pending the disposition of the appeal and appropriately communicate such a decision.

2.4 Meeting:

Following the Board of Education's adjudication that a meeting is warranted, the executive officer or designate will prepare a report for the Board on the matter under appeal and will provide copies at least 48 hours before the hearing to the appellant and the employee(s) whose decision is under appeal. Such a report may contain written information from other District personnel. The Board shall convene a meeting of the appellant(s) and personnel deemed necessary to assist the Board in its deliberations. A Board officer who has participated in making the decision being appealed, who has attempted to mediate it or who has investigated it shall not be present in the absence of the appellant during the deliberations of the Board of Education on the appeal.

2.5 Employee Notification and Submission:

An employee whose decision is the subject of an appeal to the Board of Education will be notified of the appeal and afforded the opportunity to present information to the Board prior to a Board decision. The appellant shall be provided with a copy of any such information or be present during its presentation and have an opportunity to respond.

2.6 Appeal Resolution:

2.6.1 The Board of Education may make any decision it deems appropriate in respect of the matter that is appealed to it under Section 11 **of the School Act** whether to uphold, alter or revoke the decision under appeal, and, where applicable, whether to uphold, alter or revoke any interim Board decision of the matter under appeal.

2.6.2 The Board of Education shall make its decision within 45 days from the date the appeal was filed.

2.6.3 The decision of the Board of Education shall be promptly communicated in writing to the appellant(s) and to any Board employees involved in the appeal process.

3. The Executive Officer or designate shall immediately inform the appellant(s) in writing of the right to appeal the Board's decision to a Superintendent of **Appeals** Achievement, subject to *School Act* Sec. 11.1 Appeals Regulation that includes:

- expulsion.
  - suspension.
  - failure to provide an educational program.
  - assigning distributed learning.
  - status as special needs.
  - consultation about IEP.
  - inaction on bullying.
  - exclusion under Section 91 of the *School Act*.
4. This By-law replaces School District #62 (Sooke) Policy and Regulations C-350, April 10, 1990.
5. This By-law may be cited for all purposes as "School District #62 (Sooke) Parent/Student Appeals By-law No. 1-08 and is in all respects in accordance with the provisions of the *School Act*."

Read a first time this 11<sup>th</sup> day of March, 2008.

Read a second time this 22<sup>nd</sup> day of April, 2008.

Read a third time, passed and adopted the 27<sup>th</sup> day of May, 2008.

Corporate Seal

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Board Chairperson

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Secretary-Treasurer

**Appendix 1**

**Notice of Appeal**

Attached is the School District #62 (Sooke) By-law regarding Parent/Student appeal procedures. Student and/or parents/guardians should read the information carefully before initiating a formal appeal. Assistance in completing the form is available from School District Office personnel.

**Part I**

When a concern regarding an employee decision is not resolved through discussions with the appropriate personnel (2.2), the preliminary question will be whether there is a significant affect on the student’s education, health or safety (2.3.2).

A. Information About the Person(s) Initiating the Appeal

Name of Student \_\_\_\_\_ Age/**Grade** \_\_\_\_\_

Name of School \_\_\_\_\_ Date \_\_\_\_\_

Parent’s/Guardian’s Names \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_

B. Information About the Decision(s) Being Appealed

Date you were informed of decision \_\_\_\_\_

Name of employee whose decision is being appealed \_\_\_\_\_

\_\_\_\_\_

What was the decision you wish to appeal? Please note that this should briefly state the actual decision. (Details regarding events and activities which lead to the decision may be provided in Part II.)

\_\_\_\_\_

\_\_\_\_\_

Have you discussed this decision with:

1. The employee \_\_\_\_\_ (Yes/No) Date \_\_\_\_\_

2. The Principal/Supervisor \_\_\_\_\_ (Yes/No) Date \_\_\_\_\_

3. The Superintendent/Secretary-Treasurer/



Designate \_\_\_\_\_

(Yes/No)

Date

C. How does the decision significantly affect your (child's) education, health or safety?

✓

\_\_\_ suspension or exclusion of the student from school for a period in excess of five days, or that could prevent the student from fulfilling graduation requirements in a timely way.

\_\_\_ decisions regarding placement in an educational program other than access to a specific course or class (unless denial of access to a class or course would significantly affect the student's education, health or safety).

\_\_\_ decisions regarding whether the student has met the requirements for promotion from one grade or course to the next, or has met the requirements for secondary school graduation.

\_\_\_ denial of a request for an individual education program.

\_\_\_ failure to consult with regarding to the student's individual education program.

\_\_\_ other (please attach an additional sheet for this section).

Signatures of Appellants

Student \_\_\_\_\_

Date of Appeal \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

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*Received by the School Board Office:*

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Part II**

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If the School Board decides to grant a meeting (2.3.3), this information will be attached to the executive officer's report for the Board (2.3.2). (Attach additional sheets if more space is required.)

D. Please provide any relevant information regarding the decision and events or activities which resulted in the decision:

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E. Please give your reasons for appealing the decision with particulars of the effect on the student's education, health or safety:

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F. Suggest a solution to the problem which would satisfy you:

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Signatures of Appellants:

Student \_\_\_\_\_

Date of Appeal \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

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*Received by the School Board Office*

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Date****Timeline**

- |             |  |
|-------------|--|
| _____       | 1. Within <u>30 days</u> of an employee decision, <u>after</u> levels of consultation.   |
| _____       | 2. Written notice.   |
| _____       | 3. Preliminary report by Executive Officer or designate.   |
| _____       | 4. Board considers EHS for Appeal Hearing: <ul style="list-style-type: none"> <li>a. No – parent/student notified promptly.</li> <li>b. Yes – <u>within 48 hours of receipt of Board report</u>, hearing set.</li> </ul> |
| _____       | 5. Board decision within 45 days of date the Appeal was filed.   |
| _____       | 6. a. Yes – and interim decisions.   |
| or<br>_____ | b. No – Superintendent/designate notify parent/student of Appeal Regulation to Superintendents of Achievement, <i>School Act</i> , Sec. 11.1.  |

**Committee Information Note**  
**Education-Policy Meeting**  
**October 6, 2020**  
**Agenda Item: 5b/c – Policy Update**

**Background:**

As part of our ongoing policy review, Policy C-350 “Appeals” and Policy and Regulations C-432 “Maintenance of Order” require some adjustments to keep them current.

**Adjustments:**

Policy C-350 “Appeals”:

- For Information
- Reference to statutory requirements under the *School Act* and links to existing district policy references to By-Law 1-08.

Policy and Regulations C-432 “Maintenance of Order”:

- For Board approval and Notice of Motion:
  - Policy revisions (draft attached) in order to align more closely to the *School Act* and authority provided to agents of the Board.
  - Removing the term “administrator” as this is no longer referenced in the *School Act* as a term for principals/vice-principals.
  - To provide the relevant reference to statutory requirements in the *School Act* and other district policies.
- For Information:
  - Additional clarity in the administrative regulations to align with the proposed policy revisions and *School Act* language (draft attached).

**For Recommendation:**

That the Board provide Notice of Motion for the proposed changes to Policy and Regulations C-432 “Maintenance of Order”.

Proposed Motion: That the Board of Education give **Notice of Motion** to draft revised Policy and Regulations C-432 “Maintenance of Order”.

Respectfully submitted,

Scott Stinson  
Superintendent of Schools

**School District #62 (Sooke)**

<b>APPEALS</b>	No.: C-350
	Effective: May 27/08 Revised:

**SCHOOL BOARD POLICY**

Employee decisions relating to individual students should be carried out in accordance with principles of fairness. The appeal process should encourage all parties to disputes to understand the concerns of the other parties and make good faith efforts to resolve disputes to mutual satisfaction.

The Board of Education generally encourages complaints and disputes to be dealt with at the point closest to where the dispute first arises.

If an employee’s decision is disputed or a complaint is made about an employee’s decision, the dispute or complaint is not resolved to the satisfaction of the student or the parent of the student affected, and the decision significantly affects the education, health or safety of the student, the Board of Education recognizes the right of a student and/or his or her parents (including guardians and persons acting in place of parents) to appeal to the Board.

The Board also recognizes that employee decisions that do not significantly affect the education, health or safety of a student are within the final authority of the Superintendent as the Board’s chief educational officer.

“Decision” includes a failure to make a decision.

“Parent” is as defined in the *School Act*, and includes a guardian.

Appeals to the Board of Education are to be carried out in accordance with principles of fairness, including:

1. The appeal process should be accessible to parents and students. Information about the appeal process and relevant policies should be readily accessible to all, including employees, students and parents. Reasonable accommodation should be provided where necessary to allow parents or students to make use of the appeal process.
2. Appellants are entitled to receive the same written and oral information to be used in the appeal as is provided to the Board by administration and to have an opportunity to respond to it.
3. The Board accepts its responsibility to exercise its independent judgment when hearing appeals. In particular, a Board officer who has participated in making the decision being appealed, who has attempted to mediate it or who has investigated it shall not be present in the absence of the appellant during the deliberations of the Board of Education on the appeal.

4. A student or parent shall not be subjected to retribution by the Board, its officers or employees because an appeal has been made.

Appeal procedures shall be established by By-law and shall be applied in accordance with the previous four principles.

The Board recognizes that whether a decision significantly affects a student's education, health or safety is a matter for individual consideration. The following will normally be considered to be matters that significantly affect a student's education, health or safety:

- suspension or exclusion of a student from a school for a period in excess of five days, or that could prevent the student from fulfilling graduation requirements in a timely way;
- decisions regarding placement in an educational program other than access to a specific course or class (unless denial of access to a class or course would significantly affect the student's education, health or safety);
- decisions regarding whether a student has met the requirements for promotion from one grade or course to the next, or has met the requirements for secondary school graduation;
- denial of a request for an individual education program;
- failure to consult with regard to a student's individual education program.

Decisions made on appeals are not precedential and are not binding on future decision-makers.

In considering appeals of employee decisions, the Board shall consider:

- whether the decision appealed is in accordance with legislation, board policies and procedures;
- whether the decision appealed was reached through a process that was fair to the student and after consideration of relevant information;
- whether the evidence presented to the Board supports the decision or calls it into question;
- whether the decision is reasonable in the circumstances; and
- whether there are special circumstances that would warrant making an exception to a board policy.

**School District #62 (Sooke)**

<b>MAINTENANCE OF ORDER</b>	No.: C-432
	Effective: Feb. 9/82 Revised: Oct. 25/05; Jan. 22/07; Apr. 25/17 Reviewed: Dec. 5/16; Oct. 6/20

**SCHOOL BOARD POLICY**

The Board of Education believes that in order to maintain safe, caring and orderly schools ~~any a person who loiters on any school building or grounds without written/verbal permission, or who causes a disturbance, or is demonstrating disorderly conduct,~~ **must not disturb or interrupt the proceedings of a school or official school function. A person doing so** is committing an offence and may be excluded from the school premises.

Section 177 of the *School Act* is intended to prevent the disruption of schools and school functions and to ensure the protection of students and staff. ~~This includes school buses and non-school facilities owned by SD#62.~~ This section allows the principal, **vice-principal, director of instruction or a person who is authorized by the board to direct a person to leave the land or premises of any district facility, including school buses** or school administrator to call for assistance from law enforcement if necessary. ~~If a person contravenes this~~ **Any person contravening section 177(1) and (2) of the *School Act*, he or she is committing** ~~commits~~ an offence. The purpose of providing this authority to principals and other administrators **authorized staff** is to maintain order on school premises and to ensure the protection of students and staff.

**Policy References:**

*Policy: C-350 Appeals*

*By-law 1-08 Parent Student Appeals*

**Legislation:**

*School Act Section 177*

*Freedom of Information and Protection of Privacy Act*

**School District #62 (Sooke)**

<b>MAINTENANCE OF ORDER</b>	No.: C-432
	Effective: Apr. 25/17 Revised: Reviewed: Dec. 5/16; Oct. 6/20

**ADMINISTRATIVE REGULATIONS**

The Board of Education supports that the Superintendent, Associate Superintendent(s), Director(s) of Instruction, Principals and Vice Principals have the authority to put in place an exclusion order in circumstances where the school district determines that a person’s actions:

- pose a risk to the safety of students, staff or others in the school community, or presents a significant and ongoing disruption to the educational programs offered by the school.

The following procedures will be followed when it is deemed necessary to place an **Maintenance exclusion** order on an individual:

- Where practicable, provide prior notice to the Superintendent or Associate Superintendent of the intention to issue an exclusion order under Section 177 of the *School Act*. Call for assistance from the police if the administrator determines this is necessary. Report the incident to the Superintendent or designate.
- Provide written notification to the excluded person as soon as possible, including reasons for and length of exclusion, date for review, and information about avenues of appeal.

Document the incident, including the following information at a minimum:

- Name of school or school facility building;
- Date of birth and address of the individual named in the Maintenance Order;
- Date, time and location of incident or incidents;
- Description of incident or incidents (i.e. what happened, when, who was involved);
- Name of person excluded under Section 177;
- Name of Principal or other administrator **authorized staff member** who directed the person to leave school **or district** property;
- Length of exclusion is ~~120 calendar days from the date of issue~~;
- **Date for review**;
- Name of person completing the document.

**Policy References:**

*Policy: C-350 Appeals*

*By-law 1-08 Parent Student Appeals*

**Legislation:**

*School Act Section 177*

*Freedom of Information and Protection of Privacy Act*



If an appeal is considered by the excluded person, ~~the following process will be followed~~ **it will be reviewed in accordance with Policy C-350 and By-law 1-08.**

- ~~• The written appeal will be considered no more than 30 calendar days following the date of service indicated on the Maintenance Order; there will be an opportunity for the excluded person to respond to the information included in the notification of exclusion; the appeal will be heard by the Superintendent or designate; a decision of the appeal will be communicated in writing, with reasons for the decision, to the excluded person within 30 days of the appeal date. If the excluded person is unsatisfied with the Superintendent's decision, he or she may appeal to the Board.~~

Any personal information collected in relation to a Section 177 exclusion will be dealt with in accordance with the *Freedom of Information and Protection of Privacy Act* and will be kept in a confidential file at the School District office. The district privacy officer will record and track the use of Section 177 at the school and district levels.

***Policy References:***

*Policy: C-350 Appeals*

*By-law 1-08 Parent Student Appeals*

***Legislation:***

*School Act Section 177*

*Freedom of Information and Protection of Privacy Act*

## Appendix: Example of plain language explanation of section 177

Section 177 of the *School Act* is intended to prevent the disruption of schools and school functions, and to ensure the protection of students and staff. This section allows the Principal or other school administrator **authorized staff** to direct a person to leave school property and prevents the person from returning without prior approval of the Principal or administrator **authorized staff**. It also enables the Principal or administrator to call for assistance from law enforcement if necessary. **Any person contravening** ~~If a person contravenes~~ this section of the *School Act* **is committing** ~~he or she commits~~ an offence. The purpose of providing this authority to Principals and other administrators is to maintain order on school premises and to ensure the protection of students and staff.

The full text of section 177 of the *School Act* is provided below:

### Maintenance of order

**177** (1) A person must not disturb or interrupt the proceedings of a school or an official school function.

(2) A person who is directed to leave the land or premises of a school by a Principal, Vice Principal, Director of Instruction or a person authorized by the board to make that direction:

(a) must immediately leave the land and premises, and

(b) must not enter on the land and premises again except with prior approval from the Principal, Vice Principal, Director of Instruction or a person who is authorized by the Board to give that approval.

(3) A person who contravenes subsection (1) or (2) commits an offence.

(4) A Principal, Vice Principal, or Director of Instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace officer.

Section 1 of the *School Act* defines "school" as follows:

"**school**" means

(a) a body of students that is organized as a unit for educational purposes under the supervision of a Principal, Vice Principal or Director of Instruction,

(b) the teachers and other staff members associated with the unit, and

(c) the facilities (including buses) associated with the unit and includes a Provincial resource program and a distributed learning school operated by a Board.

### Policy References:

Policy: C-350 Appeals

By-law 1-08 Parent Student Appeals

### Legislation:

School Act Section 177

Freedom of Information and Protection of Privacy Act

**This letter to be written on school letterhead or School District letterhead**

Date: preparation date of document

Address of excluded individual

Dear: Name of excluded individual    DOB: date of birth of excluded individual

**EXPIRY DATE:** 120 days from the date of service

**Synopsis:** The details of the events that led to the exclusion

**Re: Sooke School District #62**

This letter is formal notification and direction that you are not permitted on the land or buildings which comprise the Sooke School District and you are directed not to enter these facilities. This action is taken under the authority of Section 177 of the *School Act*, R.S.B.C., 1996, ch. 412 as amended.

Section 177 of the *School Act* states:

Maintenance of order

- 177    (1)    a person must not disturb or interrupt the proceedings of a school or an official school function.
- (2)    a person who is directed to leave the land or premises of a school by a principal, vice principal, director of instruction or a person authorized by the Board to make that direction,
- (a)    must immediately leave the land and premises, and
- (b)    must not enter on the land and premises again except with prior approval from the principal, vice principal, director of instruction or a person who is authorized by the board to give that approval.
- (3)    a person who contravenes subsection (1) or (2) commits an offence.
- (4)    a principal, vice principal, or director of instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace officer.

This written direction is in accordance with Section 177 of the *School Act*.

If you enter any of the land and/or building(s) owned or operated by the Sooke School District in the future, you will be in contravention of Section 177(2) of the *School Act*. Such contravention constitutes an offence under the *Offence Act*. Sections 4 and 5 of the *Offence Act* state:

General penalty

4.        Unless otherwise specifically provided in an enactment, a person who is convicted of an offence is liable to a fine of not more than \$2,000 or to imprisonment for not more than 6 months, or to both.

**Policy References:**

Policy: C-350 Appeals

By-law 1-08 Parent Student Appeals

**Legislation:**

School Act Section 177

Freedom of Information and Protection of Privacy Act

General offence

5. A person who contravenes an enactment by doing an act that it forbids, or omitting to do an act that it requires to be done, commits an offence against the enactment.

Please be advised that if you enter any Sooke School District land or building(s) I will refer your attendance to the RCMP and will request that charges be laid against you.

“school” means

- (a) a body of students that is organized as a unit for educational purposes under the supervision of a principal, vice principal or director of instruction,
- (b) the teachers and other staff members associated with the unit, and
- (c) the facilities (including buses) associated with the unit, and includes a Provincial resource program and a distributed learning school operated by a Board.

Appeal Process:

The written appeal will be considered no more than 30 calendar days following the date of service indicated on the Maintenance Order; there will be an opportunity for the excluded person to respond to the information included in the notification of exclusion; the appeal will be heard by the Superintendent or designate; a decision of the appeal will be communicated in writing, with reasons for the decision, to the excluded person within 30 days of the appeal date. If the excluded person is unsatisfied with the Superintendent’s or designate’s decision, he or she may appeal to the Board.

Yours truly,

\_\_\_\_\_  
Name of the individual submitting the 177 (i.e. Vice Principal or Principal)

Signed \_\_\_\_\_

Date and time of service: \_\_\_\_\_

\_\_\_\_\_  
Name of excluded individual  
Recipient of Section 177

**Policy References:**

*Policy: C-350 Appeals*

*By-law 1-08 Parent Student Appeals*

**Legislation:**

*School Act Section 177*

*Freedom of Information and Protection of Privacy Act*



**VANCOUVER ISLAND  
UNIVERSITY**

*The Development of Collective Teacher Efficacy at the Middle School Level*

**Principal Investigator**

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Student, Masters of Education  
Vancouver Island University  
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**Student Supervisor**

Dr. Jim Ansell  
Faculty of Education  
Vancouver Island University  
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Dear Office of the Superintendent,

Hello, my name is Ryan Davidson and I am a student in the Masters of Education in Educational Leadership program at Vancouver Island University. I am emailing you today to ask permission to conduct research in your school district. My research entitled *The Development of Collective Teacher Efficacy at the Middle School Level* aims to identify the factors that middle school teachers identify as the most constructive to the development of collective teacher efficacy (CTE). My hope is that my research will help educators and school leaders identify which factors are most influential in the development of collective teacher efficacy so that they may promote the development of school cultures that possess high CTE in a guided and informed way.

**Collective Teacher Efficacy** is defined as a group of teacher's shared belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainments and objectives. In more simple terms, Collective Teacher Efficacy is a group of teacher's collective belief in their ability to positively affect students' socio-emotional and academic development through collective action. CTE can be improved in a group through a number of different factors. My goal is to identify which of these factors teachers view as the most significant to CTE development.

I am seeking permission to contact staff in your school district who fit the requirements for participation in this study. This would include any staff who are in a contracted position at a middle school, or who have taught at a middle school for at least one year in a contracted position who are now teaching at a different age level. I am more than willing to work with your

district to ensure that communication between myself and staff is as non-invasive and timely as possible. To participate, teachers simply need a survey link which I can provide by email. Depending on your preference, I can email staff this link directly, or if you would prefer school administrators can distribute the link that I forward to them. As well as the survey link, I will also be providing an introduction to the survey and a survey consent form to each participant.

This research will require roughly fifteen minutes of each participant's time. Each participant can complete the survey on any electronic device. For this study, I have defined a middle school as a school featuring grades six to eight exclusively, as this format is the most common in the three southern Vancouver Island school districts. I will follow the school district's advice on how to best distribute my survey with as little inconvenience or disturbance to district staff. The survey will be available for a four week period and will ask participants to evaluate the significance of a number of factors that research has shown contribute to the development of collective teacher efficacy in educational settings. These responses will provide insight into the collective understanding, experience, and beliefs of middle school teachers in the three southern Vancouver Island school districts.

The information collected in this survey is likely to be uncontroversial. The research seeks to gather current information that is and based on the collective experience, knowledge, and perspective of middle school teachers in the present era. No questions in the survey will ask participant teachers to identify school leaders or other teaching staff, and the information collected in the survey will be completely anonymous. As well, any information that may lead to identification of participants will be removed during the transcription process. There is minimal risk of harm or distress for participants.

The online survey is completely anonymous. Electronic data will be stored on a password-protected computer. The online survey company Survey Monkey will be used to collect survey responses. Data will be stored on Survey Monkey's servers in the United States and Canada while survey data is collected. Regional Internet Protocol (IP) addresses are automatically collected but will not appear as metadata. Privacy will be maintained to the degree permitted by the technology, and thus no guarantees can be made regarding the interception of data by any third parties while data is transmitted across international borders. Please note that because Survey Monkey stores some of its data on servers located in the United States, the data may be accessed by US authorities under US security legislation. Data will be deleted and shredded at the end of the study, after publication, approximately June 30th, 2021.

The results of this study will be published in my final master's thesis, posted online at VIURRSpace, and potentially presented at conferences, teacher workshops, and published in peer-reviewed journals.

Participation in this study is completely voluntary. Participants may withdraw from the study or choose not to participate at any time, for any reason, and without explanation, before completing the online survey. However, once the survey is submitted online removal of your anonymous data will be impossible. For information about SurveyMonkey's privacy policy please see: <https://www.surveymonkey.com/mp/legal/privacy-policy/>

Thank you for your consideration, if you have any questions please do not hesitate to email me.

Sincerely, Ryan Davidson



CANADA'S CENTRE  
FOR DIGITAL AND  
MEDIA LITERACY

LE CENTRE CANADIEN  
D'ÉDUCATION AUX MÉDIAS ET  
DE LITTÉRATIE NUMÉRIQUE

## YOUNG CANADIANS IN A WIRELESS WORLD, PHASE IV RESEARCH APPLICATION

**TO:** Sooke School District No. 62

**DATE:** September 22, 2020

**APPLICANT:** MediaSmarts

**ADDRESS:** 205 Catherine Street, Suite 100, Ottawa, Ontario, K2P 1C3

**RESEARCH TEAM:** Dr. Kara Brisson-Boivin, Director of Research, Principal Researcher  
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### OVERVIEW:

MediaSmarts is a Canadian not-for-profit centre for digital and media literacy. Our vision is that young people have the critical thinking skills to engage with media as active and informed digital citizens. MediaSmarts works to achieve this vision by developing digital and media literacy resources and awareness programs for Canadian educators, parents, librarians, children and youth, and the community at large. These materials include lessons and resources for the classroom, professional development workshops and tutorials for teachers and librarians, original research on young Canadians' internet use, information and tutorials for parents and educational games and activities for children and youth.

Initiated in 2000 by MediaSmarts, *Young Canadians in a Wireless World* (YCWW) is the most comprehensive and wide-ranging study of its kind. The project tracks and investigates the behaviours, attitudes and opinions of children and youth across Canada with respect to their use of the internet and digital technology.



Phases I, II and III of *YCWW* were conducted between 2000 and 2014:

Phase I baseline research (2000-2001) comprised telephone interviews with parents, focus groups with parents and young people, and quantitative research findings from a national school-based survey of 5,682 students in grades 4 to 11.

Phase II (2004-2005) included qualitative research findings from focus groups with parents and young people, and quantitative research findings from a national school-based survey of 5,272 students in grades 4 to 11.

Phase III (2011-2014) involved 10 interviews with elementary and secondary teachers representing each of the five regions (the North, the West, Ontario, Quebec, and the Atlantic), 12 focus groups with children ages 11-17 and parents in Calgary, Ottawa, and Toronto. The quantitative component of Phase III involved 5,436 surveys conducted in schools in all 10 provinces and all three territories.

The objective of Phase IV is to revisit the online and digital landscape from the previous three phases and assess how young people's patterns of use and attitudes have changed. Additionally, we will follow up on the themes that emerged from focus groups held with youth and their parents in 2019. Phase IV also begins with a name change to the project – **Young Canadians in a *Wireless* World**. This change in language from 'wired' to 'wireless' speaks to shifts in digital technology and to the online world (since 2000) that presents new opportunities and challenges for youth, parents, educators, policymakers, and the technological sector.

The research priorities for the *YCWW Phase IV* classroom survey, as directed by current literature, research and evidence, include: online resiliency, algorithmic literacy, online privacy and consent, screen time, social media and civic engagement, digital technology at home and in the classroom, relationships and technology, and handling online problems such as cyberbullying and online hate.

Through this research study MediaSmarts has collected a wealth of information and insight about the online activities and behaviours of youth across Canada. The research has raised a number of issues demanding society's attention and, more importantly, has highlighted the importance of education as a key response in helping young people make smart and informed online decisions.

Phase IV of MediaSmarts' *YCWW* research study is funded by the Canadian Internet Registration Authority.

## **RATIONALE:**

There have been significant technological and social developments in the online world since the last *YCWW* national survey in 2013. The proliferation of mobile devices, social networking and media platforms, and consumer influenced and generated content calls for a re-examination of how children and youth are using new technologies – and how their privacy, safety, and security may be compromised in online environments – is merited and necessary. Information gathered through new *YCWW* research will help us better determine how well youth in Canada are maximizing the potential of digital technology for participation in our digital society and for protecting and advancing their interests as digital citizens and consumers of digital technology and online content.

## **RESEARCH METHODOLOGY:**

*YCWW Phase IV* is a nation-wide investigation of a representative sample of children and youth across Canada, ages 9 to 17. The study will be conducted in February 2021 in every province and territory and will include Public and Roman Catholic and English, French, and Inuktitut schools in both urban and rural school districts. The sample will include approximately 8,000 students and will be proportionate in terms of demographics such as age sub-group, gender, first spoken language, race and ethnicity and stratified by province/territory and community size.

Two versions of the survey will be produced, one for students in grades 7 to 11, and a shorter version for students in grades 4 to 6. There will be approximately 80 - 100 questions, which will be developed based on the findings from the *YCWW Phase IV* focus groups and conversations with researchers and community partners on our advisory committee:

- Dr. Jacquelyn Burkell, Associate Vice-President, Research, University of Western Ontario
- Dr. Wendy Craig, Professor and Head of the Department of Psychology, Queen's University
- Dr. Faye Mishna, Professor, Faculty of Social Work, University of Toronto
- Dr. Leslie Shade, Associate Professor, Faculty of Information, University of Toronto
- Dr. Valerie Steeves, Full Professor, Department of Criminology, University of Ottawa
- Dr. Dale Spencer, Associate Professor, Law and Legal Studies, Carleton University

The Canadian research firm Environics Research has been contracted to assist with the logistics, analysis and report preparation. The contracted research firm adheres to Professional Marketing Research Society and Canadian Association of Marketing Research Organizations standards.

The Phase IV survey is attached for your review. Both versions of the survey have been approved by the Carleton University Research Ethics Board (Project #112713).

## **LITERATURE AND EVIDENCE-BASE:**

As with all MediaSmarts research, this project is grounded in recent literature and evidence on a range of topics related to media and digital literacy. The survey questions pertain to key themes relevant to the digital and online experiences of youth, including: online resiliency, algorithmic literacy, online privacy and consent, screen time, social media and civic engagement, digital technology at home and in the classroom, relationships and technology, and handling online problems such as cyberbullying and online hate. This literature, in addition to the experts and practitioners on our advisory committee, will also help inform analysis of the collected data. This evidence and expertise help inform understandings of the various issues related to digital and media literacy and illustrates the need for Canadian-focused data about youth online.

## DESCRIPTION OF STUDY PARTICIPANTS:

In the Sooke School District, we are asking for the continued participation of the following schools and classes that participated in the previous phases of the study:

Schools:	Grades and Classes:
Edward Milne Community	Grade 9 x 2 Grade 10 x 1 Grade 11 x 1
David Cameron Elementary	Grade 4 x 2 Grade 5 x 3
Journey Middle	Grade 7 x 1 Grade 8 x 1
Spencer Middle School	Grade 6 x 3

## PROCEDURES AND INSTRUMENTS:

There will be two options for the survey tools; online and paper-based.

The following survey tools and documents are attached to this application:

1. Carleton University Ethics Certificate
2. Literature Review (Bibliography)
3. Parent Information Letter
4. Parent Consent Form
5. Student Consent Form
6. Teacher Instruction Sheet
7. Survey Questionnaire, Grades 4 to 6 (includes student instructions)
8. Survey Questionnaire, Grades 7 to 11 (includes student instructions)

## CONFIDENTIALITY:

All respondents to the survey will remain anonymous. Demographic information such as age and gender will be requested, but respondents will NOT provide their names or contact information. The surveys have no place for recording the names or any other identifying information about the students. The online survey will not accept student names.

Names of the districts and schools that participate will not be released to the public. Findings from individual districts and schools will not be released. The study findings will be released in aggregate form only.

The survey is programmed and hosted on a software platform located in British Columbia, Canada. Upon completion, the raw data will be transferred to the Environics Research Group server located in Ontario, Canada. MediaSmarts and the Environics Research Group adhere to the Canadian Personal Information Protection and Electronic Documents Act (PIPEDA).

## **ETHICS APPROVAL:**

The *YCWW Phase IV* classroom survey methodology, surveys, parent and student consent forms and information letter, teacher and student instruction letters have all received ethics approval through the Carleton University Research Ethics Board (Project #112713).

## **INFORMED CONSENT:**

All student participants ages 15 and younger will require parental consent. Participation in the survey is voluntary.

Principals will be asked to approach teachers to request their assistance with student recruitment. This request will include detailed instructions that will give teachers a clear sense of what is required of them to participate. Principals, or their designate, will send the research team at MediaSmarts (Dr. Kara Brisson-Boivin and Ms. Samantha McAleese) information for participating classes including the names, email addresses, and grade level(s) of participating teachers. The research team will use this information to create teacher profiles on the research portal and teachers will be sent an auto-generated email that will provide them with access to the portal.

Teachers will be asked to input in the portal the names of the participating students and the name and email address of their students' parent/legal guardian if parental consent is required.

**NOTE:** Neither Environics nor MediaSmarts will be able to access the parent or student names or email addresses on the portal as this information will be encrypted.

The portal will issue unique ID numbers for each student so they can access the consent form and survey. Information letters and consent forms will be sent to parents through an autogenerated email.

Teachers will verify that parent and student consent has been obtained before providing the student with their unique ID number.

Where applicable, the required number of paper versions of the survey tools will be provided by Environics. Teachers will send home with students the parent and student consent forms and instruct students to return the signed forms to the teacher. Teachers will verify that parent and student consent has been obtained prior to providing the student with a paper version of the survey. Only students with verified consent will be allowed to participate. Instructions about collecting, verifying, and destroying the paper consent forms are outlined in the teacher instructions sent to all participating teachers.

Students can choose to end their participation in the survey up until the moment that the survey is submitted (either paper-based or online). Once a survey is submitted it cannot be withdrawn since the responses are anonymized and will be untraceable.

## **CLASSROOM AND FACILITY REQUIREMENTS:**

Expected implementation dates: February 2021 with the exact date being confirmed in consultation with the schools

Length of time needed: One forty-five-minute session per participating class

Internet connected computers/tablets/laptops for the online survey

There will not be any direct contact with the schools or students by the researchers. All documents will be provided by mail or electronically.

## **EDUCATIONAL BENEFIT:**

Data collected from the *YCWW Phase IV* survey will be used for non-profit, educational purposes only. The findings from *YCWW* have been used by Canadian Ministries, post-secondary institutions, school boards and schools to set policies on children's use of digital media and have informed policy setting on the digital economy, privacy, online safety, cyberbullying, ethical online use, and digital literacy and well-being among other topics. In addition, the findings are used to create digital literacy resources and programs which help children and youth across Canada get the most out of new media while making safe and responsible decisions in the online world.

## **DISSEMINATION OF RESEARCH:**

The final research reports on *Young Canadians in a Wireless World, Phase IV* will be published on MediaSmarts' website in 2021\*. A copy of the final research report will be sent to each participating district office and school.

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\*These timelines might change as a result of COVID-19.