Sooke School District
3143 Jacklin Road, Victoria, BC V9B 5R1
(250) 474-9800
www.sd62.bc.ca

Public Notice – Education Committee Meeting

A public meeting of the Education-Policy Committee for School District 62 (Sooke) will be held on **November 19, 2026 at 6:00 p.m.**

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

To encourage more public participation, the meeting will be **livestreamed** via Microsoft town hall. To join the meeting please click here: Follow Link

- Anyone who has the link can attend the meeting online. Ensure you have the Microsoft Teams app downloaded on your device.
- Members of the public will have the opportunity to ask questions related to agenda items discussed at the meeting:
    - Select the **Q&A** function at the top of your Teams window.
    - Type in the **Ask a question** text box at the top of the Q&A panel. When asking a question, please identify yourself. **Anonymous questions will not be responded to.**
    - You will be notified that your question was received and will be published after a moderator approves it.
    - Members of the media can direct their questions to the Communications Manager at School District 62 for a response following the meeting.

If you have questions regarding the meeting or how to access it, please email info@sd62.bc.ca.
See link for upcoming and previous Board and Committee meetings Public Meetings | Sooke School District (sd62.bc.ca) materials.

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Sooke School District
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EDUCATION COMMITTEE
School Board Office
Via MS Teams
Nov. 19, 2026 – 6:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
   With gratitude and respect, we acknowledge that we live, learn, and work on the traditional territories of the Coast Salish: T'Sou-ke Nation, SĆIĄNEW (Beecher Bay) Nation, and the Nuu-chah-nulth: Paaʔčiidʔatḥ (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEŁ (Malahat) Nation, and the Lək^{w}əŋən peoples of Songhees and Esquimalt Nations.

2. **Opening Remarks from Chair**

3. **COMMITTEE REPORT** of September 15, 2026 Education-Policy Committee meeting (attached) Pg. 3

4. **BAA COURSE PROPOSALS**
   There are no BAA course proposals for this meeting.

5. **NEW BUSINESS** (attached)
   a. Policy Update – Paul Block Pg. 6

   b. Committee Terms of Reference – D'Arcy Deacon Pg. 14

   c. Presentation – Continuous Improvement – School-Based Community of Practice – Centre Mountain Lellum Staff Pg. 38

   d. Presentation – Supporting a Culture of Attendance – Lisa Leclerc & D'Arcy Deacon Pg. 41

6. **REVIEW OF POLICIES**
   There are no policies for this meeting.

7. **FOR INFORMATION**
   a. Research Project Approval – Continuation of Research in SD62 – "Exploring How Useful Teachers Find Information on Students' Mathematics Needs Information" – Daniel Jerez, University of Alberta Pg. 52

   b. Research Project Approval – "Mental Health and Behavioural Functioning in Classrooms Among Elementary Grade Cohorts Since the COVID-19 Pandemic: A Teachers' Perspective" – Colleen McCutcheon, Adler University – Vanc. Campus Pg. 59

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE**: Dec. 1, 2026

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COMMITTEE REPORT OF THE EDUCATION-POLICY COMMITTEE

School Board Office

September 15, 2026 – 6:00 p.m.

Present: Trudy Spiller, Trustee (Chair)
Cendra Beaton, Trustee (Committee member)
Russ Chipps, Trustee (Committee member)
Amanda Dowhy, Board Chair (Ex-Officio)
Dana Savage, CUPE
Amanda Culver, STA
Mike Huck, SPVPA
Ash Seneni, SPEAC
Paul Block Superintendent/CEO
D'Arcy Deacon, Associate Superintendent
Lisa Leclerc, Associate Superintendent

Guests: Cam Smith
Hazel Harris
Alice Boltsmith

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
With gratitude and respect, we acknowledge that we live, learn, and work on the traditional territories of the Coast Salish: T'Souke Nation, SĆIÁNEW (Beecher Bay) Nation, and the Nuu-chah-nulth: Paaʔčiidʔatḥ (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEŁ (Malahat) Nation, and the Lək^{w}əŋən peoples of Songhees and Esquimalt Nations.

2. **Opening Remarks from Chair**
Committee Chair Trudy Spiller expressed appreciation to district and school-based staff who contributed throughout the summer to ensure a successful start to the school year. She shared observations from school visits conducted with MLA Ravi Parmar, noting that schools were clean, well-organized, and welcoming for students, staff, and families.

Chair Spiller acknowledged Trustees' participation in numerous community events and celebrations over the summer and early fall. She also recognized the strong sense of community engagement and the positive connections being fostered across the district.

3. **COMMITTEE REPORT** of June 2, 2026 Education-Policy Committee meeting
The committee report for the June 2, 2026 Education-Policy Committee meeting was received by the committee.

4. **BAA COURSE PROPOSALS**
There were no BAA course proposals for this meeting.

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5. **NEW BUSINESS**

a. Committee Terms of Reference Update – Paul Block
Superintendent Paul Block said the Board is currently revising Policy A-340, and the updated Terms of Reference will form part of those revisions. Review of the new Terms of Reference will be deferred until the October meeting, following the Board's approval.

b. Presentation – Student Voice - Equity Retreat – Cam Smith, Hazel Harris & Alice Boltsmith
Vice-Principal Cam Smith introduced students Hazel and Alice, who shared their experiences of belonging, culture, and learning at Belmont Secondary. They emphasized the importance of authentic student engagement, Indigenous language learning, experiential and outdoor learning, culturally connected programming, and opportunities to share knowledge and strengths developed at home. The presentation also outlined Belmont's annual Equity Retreat model, established in 2022-2023 to support student-led dialogue about equity, inclusion, and belonging.

Committee members thanked the students for their perspectives and discussed expanding authentic student voice opportunities across grades and schools. The students highlighted positive changes in school culture and encouraged trustees to participate in future Equity Retreats and student-led discussions.

c. Student Voice Engagement Plan 2026 – 27 – D'Arcy Deacon
Associate Superintendent Deacon presented the 2026-27 Student Voice Engagement Plan, developed through a review of district practices and aligned with the Strategic Plan. Progress will be monitored through district reporting, including FESL measures.

Committee members supported the plan and discussed how student feedback informs school and district planning, Board decisions, budgeting, and resource allocation. Discussion emphasized providing varied, safe, and meaningful opportunities for students to exercise voice and agency from an early age.

d. District Operational Plan 2025 – 26 – Final Report – Paul Block
Superintendent Block presented the 2025-26 Annual Operational Plan Progress Report, describing how strategic priorities were translated into district action. Committee members supported the report and recognized progress in literacy screening, numeracy planning, and student attendance. Superintendent Block credited teachers and staff for advancing the district's literacy framework and continuous improvement work.

Recommended Motion:
That the Board of Education of School District 62 (Sooke) receive the 2025/26 Operational Plan Final Report as presented at the Education-Policy Committee meeting of September 15, 2026.

6. **REVIEW OF POLICIES/REGULATIONS**
There were no Policies/Regulations for this meeting.

DRAFT

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7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE**: The meeting adjourned at 7:53 p.m. Next meeting - Oct. 6, 2026

DRAFT

SOOKE SCHOOLS 62
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Committee Information Note
Education Committee Meeting
November 19, 2026
Agenda Item 5a – Policy Update

Background: In the 2025/26 school year, the Board of Education began a policy review and revision process at the direction of the BC Trustees Association, the Ministry of Education and Childcare, the BC School Superintendents Association, the BC Association of School Business Officials and the BC Principals and Vice Principals Association. A multi-partner committee of these associations and government developed a report, Policy Review for Boards of Education, to guide this work across the province.

Current Context: Following guidance and direction of its association and the government, the Board of Education by way of its Governance Committee have reviewed, revised and adopted through board motion the following governance policies:

A-500 – Policy Development
A-2 – Role of the Board
A-6 – Board Committees
A-10 – Delegation of Authority
A-11 – Role of the Superintendent

A-6 – Board Committees: at the November 19th Education Committee meeting, the new Terms of Reference for the now named "Education Committee" will be reviewed and discussed.

To prepare the Education Committee for this conversation, a presentation on the rationale and purpose of the policy revision process will be shared to build a common understanding of the change and the direction the Board is taking with their policy and committee structures.

Next Steps:

The Superintendent will provide a presentation, "Building the Governance Foundation" that will cover:

- What is School Board Governance?
- Policy vs. Administrative Procedures
- Why this Distinction Matters
- Policy (Governance) & Administrative Procedures (Operations)
- Types of Policies
- What are we Aspiring too…
- Why does it matter to the Education Committee?
- Core Operating Procedures

Prepared by:

Paul Block, Superintendent

Building the Governance Foundation

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1

Vision

We create learning environments where every individual is valued. Our schools are nurturing spaces that inspire purposeful and innovative learning, guiding students to become informed and responsible citizens.

Mission

To cultivate a community where curiosity and lifelong learning flourishes in schools that empower voices and inspire growth, creativity and success for all.

Values

INCLUSIVITY

RESPECT

SAFETY

INTEGRITY

COLLABORATION

2

WHAT IS SCHOOL BOARD GOVERNANCE?

A policy-based system through which the board establishes direction.

Focusing the district on continuous, evidence-informed improvement in student learning and well-being.

Ensuring clear delegation of authority with accountability.

3

POLICY sets out the principles, expectations, and rules guiding how a school district is governed and operates.

ADMINISTRATIVE PROCEDURES are detailed rules, guidelines, and processes developed by the superintendent or senior administration in alignment with school board policies.

4

Why This Distinction Matters

- Keeps the board focused on strategy and outcomes
- Preserves administrative authority and flexibility
- Strengthens accountability and role clarity

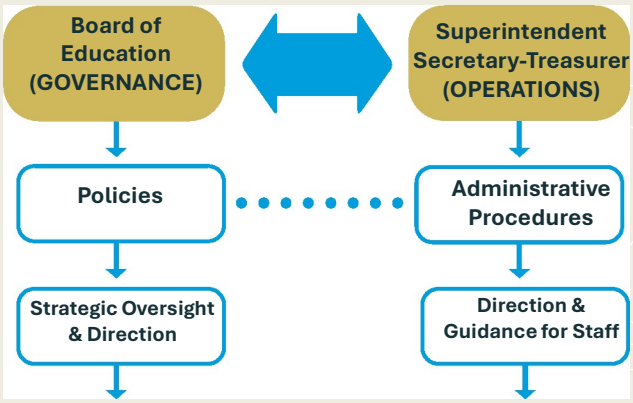
Examples:

POLICY: *"The district will strive to ensure all students have equitable access to technology."*

ADMINISTRATIVE PROCEDURE: *"IT will assign devices through the district inventory system and monitor replacement cycles."*

5

Policy (GOVERNANCE) & Administrative Procedures (OPERATIONS)



STUDENT SUCCESS & WELLBEING

6

Structures	Who's Responsible	What
Policy	Board	A policy sets out the principles, expectations, and rules guiding how a school district is governed and operates. A policy is not mandated but it articulates board values and guides decision making.
Bylaw	Board	A bylaw is a type of policy with a higher level of process attached to it.
Administrative Procedure	Staff	Administrative procedures are detailed rules, guidelines, and processes developed by the superintendent or senior administration that guides the day-to-day operations of the school district.

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	Policy	Administrative Procedure
Purpose	States the principles, values, and expectations that guide the district.	Provides staff with rules, guidelines and processes to implement operational decisions.
Focus	The "why" and the "what" for boards of education	The "how" for staff
Authority	Created/approved by the board; publicly available	Created/approved by superintendent, may be connected to a board policy or stand alone.
Examples	Role of Board Chair, Role of Board, Role of Superintendent, Trustee Code of Conduct, Board Delegation of Authority, Recruitment and Selection of Personnel	Personnel practices, field trip approvals, student registration, emergency preparedness, provision of AED & Naloxone kits
Change Process	Formal board motion required	Operational updates are communicated to the board by the Superintendent.

8

What are the Types of Policies?

Policy Category	Policies
Required by Legislation	• Bylaws: Appeals, Indemnification/Trustee Election* • Budget • Capital • Disposition of land • Child Care • Exempt Staff • Hardship • School Closure • Procedural bylaws
Suggested Policies to assist in effective decision making	• Trustee renumeration • Board evaluation and monitoring • Trustee professional development • School catchment
Examples of Local Policies reflecting unique community context	• Student trustee • Racial equity • Business companies
Examples of Policies that should be Administrative Procedures	• Anaphylaxis • Field trips • Video Surveillance • Provision of Menstrual Products to Students • Physical Restraint and Exclusion in Schools

9

What We Are Aspiring too...

Policy:

STUDENT HEALTH AND SAFETY: *"The Board is committed to providing a safe, healthy, and inclusive learning environment for all students and staff."*

Administrative Procedure:

ANAPHYLAXIS MANAGEMENT: *School administrators will ensure individual care plans are in place for students with life-threatening allergies, including staff training and emergency response protocols."*

ADMINISTRATION OF MEDICATION: *"Designated staff will administer medication to students in accordance with medical authorization forms, storage requirements, and documentation standards."*

CONCUSSION MANAGEMENT: *"Staff will follow return-to-learn and return-to-play protocols for students who sustain a suspected concussion."*

STUDENT MEDICAL CONDITIONS: *"Schools will maintain records and implement supports for students with chronic or complex medical*



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Why does this matter to the Education Committee?

- Governance policies will be developed and approved through the Governance Committee.
- The Education Committee will notice less policies on the agendas and more administrative procedures for the Board's and partner group's awareness and feedback.
- The process to transition the District's many policies to either a Governance policy or an administrative procedure will take time.



11

CORE Operating Procedures

These procedures direct and guide staff by setting out the rules and expectations for employees. They establish day-to-day operational processes and guidelines for administrative staff and, at times, all staff, ensuring that expectations are communicated clearly and consistently, referenced, and understood.

As indicated by the title, these are operational procedures developed by the Executive team to guide staff.

Examples: District Purchasing Cards, Exempt Staff Overtime Hours, Eligible District Expenditures, Vehicle Insurance



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Thanks for listening!
"That's all Folks!"
Questions?

13


Thank You!
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14

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Committee Information Note
Education Committee Meeting
Nov. 19, 2026
Agenda Item 5b – Committee Terms of Reference

Background:

At its September 29, 2026 meeting, the Board of Education adopted Policy A-6, *Board Committees*. The policy establishes the structure, authority and responsibilities of Board committees and includes new terms of reference for the Education Committee.

Current Context:

The Education Committee is a standing committee of the Board. Its purpose is to carry out duties assigned by the Board and make recommendations for Board consideration. The committee does not exercise the authority of the Board.

The committee's terms of reference identify the following principal areas of responsibility:

- educational policy review and development;
- the development and implementation of the Strategic Plan and District Operational Plans;
- student achievement and well-being;
- Board/Authority Authorized courses;
- the implementation or cessation of district programs;
- annual school learning plans;
- school calendars and catchment matters; and
- other matters referred to the committee by Board resolution.

The Education Committee includes three appointed trustees, with the Superintendent or designate serving as the assigned non-voting executive. Partner and representative groups may participate through non-voting designates. Meetings are normally scheduled monthly on the first Tuesday from September through June, with a quorum of two trustees.

The committee reports its work and recommendations to the Board. Committee recommendations do not take effect unless approved by resolution at a duly constituted Board meeting. Matters with financial implications are referred to the Resources Committee before being presented to the Board.

Prepared by:

D'Arcy Deacon
Associate Superintendent

BOARD COMMITTEES	A-6 Adopted: Sept.29/26

School District #62 (Sooke) Policy

The Board may establish and use standing and ad hoc committees to review issues and present information, findings and recommendations for action to the Board.

Committee Authority and Responsibilities

1. Committees (standing or ad-hoc) have no authority to make decisions on behalf of the Board.
   i. Committee recommendations are not decisions of the Board unless adopted by resolution at a duly constituted meeting of the Board.
   ii. Committee Terms of Reference established by the Board determine the scope of each committee's mandate, duties and responsibilities. A committee may only act within its mandate.
   iii. Committees must review their respective terms of reference each September.
   iv. By April of each year, committees may refer proposed amendments to their terms of reference to the Governance Committee for consideration and recommendation to the Board.

Quorum

2. Quorum for a committee meeting is two (2) trustees.

Committee Appointments

3. The Chair of the Board of Education shall make all appointments of trustees to committees.
4. The Chair shall designate a chairperson of each standing committee.
5. The Chair of the Board of Education shall be an *ex officio* member of all board committees unless specifically identified as one of the appointed members of a committee.
6. The Chair of the Board of Education shall determine the membership of each committee annually in September except in general school election years in which case the Chair shall establish membership of standing committees after the inaugural meeting of the Board following the election.
7. The Chair of the Board of Education may not be the chair of any standing committee or of the Committee of the Whole, but may be an appointed member of any such committee.
8. The Chair of the Board of Education may be the chair of an ad-hoc committee.
9. If an appointed trustee is absent from a standing committee meeting, the Chair of the Board may appoint another trustee to fill the vacancy, including themself as needed.
10. The absence of a committee chair does not permit the Chair of the Board of Education to act as the committee chair unless:
    i. no other appointed committee member is available to act as chair of the meeting;
    ii. no non-appointed trustee is available to act as chair of the meeting; and
    iii. circumstances do not permit the rescheduling of the meeting so that the committee chair, another appointed trustee, or a non-appointed trustee is available to perform the function of chair within a time sufficient to allow the committee to carry out its duties and report to the Board.
11. The Chair of the Board of Education may add or remove members of a committee at any time.
12. In the event of a trustee resignation or leave of absence from the Board, the Chair of the Board of Education shall review the committee's membership and make any appointments that in their discretion they determine to be appropriate.

BOARD COMMITTEES	A-6
	Adopted: Sept.29/26

School District #62 (Sooke) Policy

13. The Chair of the Board of Education may appoint individuals who are not current trustees as advisory, non-voting external participants in meetings of a standing or ad hoc committee and to otherwise assist the committee if, in the opinion of the chair, such individual may assist the committee in its work. The process for such appointments shall be as set out in Appendix B of this policy.

Standing Committees

14. Standing committees provide an opportunity to deliberate on issues of ongoing importance to the district in an open and inclusive manner aligned with the committee's terms of reference.
15. The primary purpose of standing committees is to receive input from appointed trustees, representative designates and the public in relation to agenda items within the scope of the committee's terms of reference and to provide recommendations or advice to the Board if appropriate.
16. Membership shall be a minimum of three trustees appointed by the Chair of the Board, plus the Chair of the Board as an ex officio member, unless otherwise stated in the committee terms of reference.
17. Written notice of public standing committee meetings and agendas shall be available for all trustees, representative designates and the public at least three (3) days prior to committee meeting dates.
18. The committee chair, in consultation and with the agreement of the chair of the Board, may cancel a regularly scheduled standing committee meeting if at least 5 days' notice of cancelation is provided.
19. No more than 2 consecutive regularly scheduled standing committee meetings may be cancelled between September and June each year.

Special/Ad Hoc Committees

20. Special or ad hoc committees may be established by the Board of Education and shall be provided specific terms of reference to gather information and provide advice or recommendations to the Board with respect to a specific matter referred to the committee.
21. Membership of a special or ad hoc committee shall be a minimum of two trustees appointed by the chair of the Board of Education plus the chair of the Board of Education as an *ex officio* member.
22. Dates, times and places for meetings will be determined by the appointed committee chair.
23. Notice of meeting and the agenda will be given to members at least (2) two days prior to the meeting.

Rules Applicable to All Committees

24. Matters may be referred to a committee of the Board by:
    i. Formal motion of the Board, or
    ii. A request from a trustee, executive staff, partner representative or member of the public that the committee chair add an item to the agenda after consultation with the superintendent or secretary-treasurer and the committee chair agreeing to include such item on the agenda, provided the subject matter of such request falls within the terms of reference of the committee.

BOARD COMMITTEES	A-6 Adopted: Sept.29/26

School District #62 (Sooke) Policy

25. The committee chair shall determine the agenda for each committee meeting in consultation with assigned district staff:
    i. The agenda may be amended by majority vote of the committee members present at the meeting, provided quorum is maintained.
26. Committee business shall be conducted by consensus of appointed trustees wherever possible.
27. Absent consensus, decisions of the committee shall be determined by majority vote of trustee members, unless specified otherwise in the respective committee terms of reference.
28. Where no majority decision is achieved, a summary of matters considered by the committee will be provided to the Board, noting that no consensus or majority recommendation was reached on those matters.
29. Trustees not appointed to the committee but attending as a guest shall not be included in quorum or entitled to vote on matters before the committee.
30. Any trustee may attend any standing committee meeting as a guest. However, the committee chair shall provide appointed committee members, partner group designates and the public priority for discussion of agenda items.

Committee Meetings

31. Meetings may be held in public or where the nature of the material being considered or the public interest so requires, *in-camera*.
    i. Where there are public sessions of a standing committee, a representative of the following groups, where established, may be invited to participate in the meeting and provide input in relation to the subject matter being considered by the standing committee:
        a. Sooke Teachers' Association (STA);
        b. CUPE Local 459;
        c. Sooke Principals and Vice-Principals Association (SPVPA);
        d. Sooke Parent Education Advisory Council (SPEAC); and
        e. Student representatives.
        f. Indigenous Education Advisory Council (IEC)*
        *The IEC may self-determine a format and process for engagement either within or outside of the Committee structures.
    ii. *In-camera* sessions of a standing committee may only be attended by members of the standing committee, other trustees, district staff and others formally invited to attend.
    iii. Matters related to personnel, real property, individual students, parents and/or guardians, legal opinions, accident claims and other matters of Board liability or matters where the committee chair determines it is in the public interest to do so, will be dealt with in a closed (in camera) meeting.

Committee Reports

32. The chair of each committee, or designate, will report to the Board verbally on the business of the committee at the first regularly scheduled Board meeting, *in-camera* or public as applicable, following the committee meeting, supported by staff assigned to the committee.
33. Committee recommendations for Board consideration shall be written in the form of Board motions for debate. Each recommendation will be dealt with individually.

BOARD COMMITTEES	A-6 Adopted: Sept.29/26

School District #62 (Sooke) Policy

34. Committee reports of a public session will be available online after the subsequent Board meeting for 12 months.
    i. The report shall be retained by the Board in accordance with its normal document retention practices.
35. Committee reports of *in-camera* sessions will be available to the Board as part of the subsequent *in- camera* Board meeting materials and will be retained according to the district's normal records retention practices.
36. Motions before the Board to "receive" or "accept" a committee report are out of order and shall not be made.

Committee Resources

37. The superintendent or secretary-treasurer may appoint resource personnel to work with committees, and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Code of Conduct

38. All trustee committee members must comply with the Trustee Code of Conduct and their oath of office in relation to Board committees.
39. Actions or inactions that intentionally impede or frustrate the operation or actions of a committee may constitute a breach of the Trustee Code of Conduct and be dealt with accordingly.
40. Where a trustee member of a committee reasonably believes that another member of the committee is acting in a manner that is impeding or frustrating the work of the committee or is not compliant with the Trustee Code of Conduct and/or the Oath of Office in relation to the work of the committee, the trustee member of the committee will document the issue(s)and report the matter to the chair of the Board of Education.
41. The Chair of the Board of Education, on receipt of the report, must review the issue together with the Committee Chair and the trustee member of the committee allegedly in non-compliance to seek resolution.
42. Where resolution is not reached the Chair of the Board of Education may bring the matter before the full Board in a special closed meeting for consideration as soon as reasonably practical.
43. The trustee allegedly in breach shall be accorded procedural fairness by the Board in consideration of the alleged breach.
44. The Board of Education may take such remedial action as it considers appropriate.
45. The Board of Education shall report on the nature of the matters discussed and the general nature of the decisions reached at the meeting at the next public meeting of the Board of Education and a record of such shall be made available to the public as required by the *School Act*.

BOARD COMMITTEES	A-6
	Adopted: Sept.29/26

School District #62 (Sooke) Policy

Appendix A – Board Committees and Terms of Reference

Standing Committees:

1. **Audit (Financial Statements Review Committee)**

   Executives assigned: Secretary-Treasurer, Superintendent

2. **Education Committee**

   Executive assigned: Superintendent

3. **Resources Committee**

   Executives assigned: Secretary-Treasurer, Superintendent

Ad-Hoc Committees:

1. **Committee of the Whole (COW)**

   Executives assigned: Secretary-Treasurer, Superintendent

2. **Governance Committee**

   Executives assigned: Superintendent, Secretary-Treasurer

3. **Personnel Committee**

   Executive assigned: Superintendent, Secretary-Treasurer

4. **School Board Office Renewal**

   Executives assigned: Superintendent, Secretary-Treasurer

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Board of Education

Committee Terms of Reference

Audit Committee (Standing)

Purpose

The Audit Committee assists the Board in fulfilling its governance and oversight responsibilities pertaining to financial reporting, internal controls, risk management, external audit and internal audit.

The Audit Committee ensures compliance with the financial provisions of the *School Act* and related Orders, Regulations or policy and provides independent oversight to the Board in the areas of financial reporting, external audit, internal controls, internal audit, risk management, compliance matters and other responsibilities that are delegated to the Audit Committee by the Board.

Procedures

The Audit Committee is intended to be a less formal structure to allow for full participation by appointed members. As such, Roberts Rules will not be enforced unless the Committee Chair determines so needed. Where consensus of appointed trustees is not reached, the Committee Chair is entitled to cast a second vote.

NATURE OF COMMITTEE	Standing Committee of the Board
MEMBERSHIP	• Committee Chairperson • Trustee Member #1 • External Member (non-voting)
EXECUTIVE ASSIGNED (Non-Voting)	Secretary Treasurer or designate, Superintendent
CHAIRPERSON	Trustee designated by the Chair of the Board of Education
APPOINTMENT	Trustees are appointed by the Chair of the Board of Education.
BUDGET	As necessary to meet the Boards requirements and legislated obligations as they relate to internal audit, audited financial statements and enterprise risk management funded through the Board Governance budget allocation annually.
SECRETARIAT	Secretary Treasurer or Designate
MEETINGS	Meetings will be scheduled quarterly with ad-hoc meetings as required. A minimum of three meetings a year must be held. Agendas with supporting materials will be circulated to the committee a minimum of three (3) days in advance of each meeting.
QUORUM	A minimum of two trustees
EXTERNAL PARTICIPANT	Yes
EXTERNAL PARTICIPANT CRITERIA:	Has accounting, financial management or other relevant business experience that would enable them to understand the accounting and auditing standards applicable to the Board.

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Board of Education

Committee Terms of Reference

1. Powers of the Audit Committee

In carrying out its functions and duties, the Audit Committee has the power to:

i. With the prior approval of the Board, retain counsel, accountants or other professionals to advise or assist the Audit Committee.
ii. Meet with or require the attendance of Management, internal or external auditor or legal counsel or representatives from a reporting entity of the Board at meetings of the Audit Committee, and require such persons or entities to provide any information and explanation that may be requested.
iii. Where the Audit Committee determines it is appropriate, meet with the Board's external or internal auditor, counsel, accountants or other professionals, without the presence of staff.
iv. Require the Board's internal or external auditor to provide reports to the Audit Committee.
v. Have access to all records of the Board in relation to its purpose.

Deliverables

2. Risk management

i. To ask the Board's Superintendent, Secretary Treasurer, Internal Auditor and external auditor about significant risks, to review the Board's policies for risk assessment and risk management and to assess the steps the superintendent and secretary treasurer have taken to manage such risks.
ii. To perform other activities related to the oversight of the Board's risk management issues or financial matters, as requested by the Board.
iii. To initiate and oversee investigations into auditing matters, internal financial controls and allegations of inappropriate or illegal financial dealing.

3. Compliance matters

i. To review the effectiveness of the Board's system for monitoring compliance with legislative requirements and with the Board's policies and procedures, and where there have been instances of non-compliance, to review any investigation or action taken by the superintendent and secretary treasurer or other persons employed in management positions to address the non-compliance.
ii. To review any significant findings of regulatory entities and any observations of the internal or external auditor related to those findings.
iii. To obtain regular updates from management and legal counsel regarding compliance matters.

4. Financial reporting process

i. To review the Board's financial statements, including:
   a. Relevant accounting and reporting practices and issues.
   b. Complex or unusual financial and commercial transactions.
   c. Material judgments and accounting estimates.
   d. Any departures from accounting principles that are applicable to the Board.
ii. To review, before the results of an annual external audit are submitted to the Board:
   a. The results of the annual external audit.

b. Any difficulties encountered during the external auditor's work, including any restrictions or limitations on the scope of the external auditor's work or on the external auditor's access to required information.
c. Any significant changes the external auditor made to the audit plan in response to issues that were identified during the audit.
d. Any significant disagreements between the external auditor and the superintendent and/or secretary treasurer and how those disagreements were resolved.

iii. To review the Board's annual financial statements and consider whether they are complete, are consistent with any information known to the Audit Committee members and reflect accounting principles applicable to the Board.
iv. To recommend, if the Audit Committee considers it appropriate to do so, that the Board approve the annual audited financial statements.
v. To review all matters that the external auditor is required to communicate to the Audit Committee under generally accepted auditing standards.
vi. To review with the external auditor material written communications between the external auditor and the superintendent or secretary-treasurer.
vii. To ask the external auditor about whether the financial statements of the Board's reporting entities, if any, have been consolidated with the Board's financial statements.
viii. To ask the external auditor about any other relevant issues.

5. Internal Controls

i. To review the scope of the internal and external auditor's reviews of the Board's internal controls, any significant findings and recommendations by the internal and external auditors and the responses of the Board's staff to those findings and recommendations.
ii. To discuss with the Board's senior management the Board's significant financial risks and the measures management have taken to monitor and manage these risks.

6. Internal Audit

i. To review the internal auditor's mandate, activities, staffing and organizational structure
ii. To make recommendations to the Board on the content of annual or multi-year internal audit plans and on all proposed major changes to plans.
iii. To ensure there are no unjustified restrictions or limitations on the scope of the annual internal audit.
iv. To review at least once in each fiscal year the performance of the internal auditor and provide the Board with comments regarding his or her performance.
v. To review the effectiveness of the internal auditor, including the internal auditor's compliance with standards for internal auditing.
vi. To meet on a regular basis with the internal auditor to discuss any matters that the Audit Committee or internal auditor believes should be discussed.
vii. To review with the superintendent and secretary-treasurer and the internal auditor:
a. Significant findings and recommendations by the internal auditor during the fiscal year and the responses of the management to those findings and recommendations.
b. Any difficulties encountered during the internal auditor's work, including any restrictions or limitations on the scope of the internal auditor's work or on the internal auditor's access to required information.

c. Any significant changes the internal auditor made to the audit plan in response to issues that were identified during the audit.

7. External Auditor

i. To review at least once in each fiscal year the performance of the external auditor and make recommendations to the Board on the appointment, replacement or dismissal of the external auditor and on the fee and fee adjustment for the external auditor.
ii. To review the external auditor's audit plan, including:
   a. The external auditor's engagement letter.
   b. How work will be coordinated with the internal auditor to ensure complete coverage, the reduction of redundant efforts and the effective use of auditing resources.
   c. The use of independent public accountants other than the external auditor of the Board.
iii. To make recommendations to the Board on the content of the external auditor's audit plan and on all proposed major changes to the plan.
iv. To review and confirm the independence of the external auditor.
v. To meet on a regular basis with the external auditor to discuss any matters that the Audit Committee or the external auditor believes should be discussed.
vi. To attempt to resolve any disagreements between the superintendent and/or secretary treasurer and the external auditor about financial reporting.
vii. To recommend to the Board a policy designating services that the external auditor may perform for the Board and, if the Board adopts the policy, to oversee its implementation.

8. Reporting

i. The Audit Committee will report to the Board annually in June, or at any other time that the Board may require, or the Audit Committee may consider appropriate, on the Audit Committee's performance of its duties. The report will include:
   a. A summary of the work performed by the Audit Committee since the last report.
   b. The results of any review conducted by the Audit Committee and any findings and recommendations of the Audit Committee to the Board.
   c. An assessment by the Audit Committee of the Board's progress in addressing any findings and recommendations that have been made by the internal or external auditor.
   d. A summary of the matters addressed by the Audit Committee at its meetings.
   e. The attendance record of members of the Audit Committee.
   f. Any other matter that the Audit Committee considers relevant.
ii. In addition to 8(i) above, reporting will align with requirements in section 32-36 of the Board Committee Policy-A6, a report of all meetings will be provided to the Board. Recommendations of the Committee will not take effect unless resolved at a duly constituted meeting of the Board of Education.

Policy Reference

- A6 – Board Committees
- F333 – Accumulated Operating Surplus
- F334 – Financial Planning and Reporting

SOOKE SCHOOLS 62
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Board of Education

Committee Terms of Reference

Education Committee (Standing)

Purpose

The Education Committee meets to carry out duties assigned to it by the Board and makes recommendations for Board consideration, without exercising the powers of the Board.

Procedures

The Committee is intended to be a less formal structure to allow for full participation by trustees, partners and representative groups. As such, Roberts Rules will not be enforced unless the Committee Chair determines so needed.

NATURE OF COMMITTEE	Standing Committee of the Board
MEMBERSHIP	• Committee Chairperson • Trustee Member #1 • Trustee Member #2
EXECUTIVE ASSIGNED (Non-Voting)	• Superintendent or designate
CHAIRPERSON	Trustee designated by the Chair of the Board of Education
PARTNER AND REPRESENTATIVE GROUPS	Delegations from representative group designates, where established (non-voting): • Canadian Union of Public Employees Local 459 • Sooke Parents Education Advisory Council (SPEAC) • Sooke Principals' and Vice-Principals' Association (SPVPA) • Sooke Teachers' Association (STA) • Students • Indigenous Education Advisory Council (IEC)* *IEC may self-determine a format and process for engagement either within or outside of the Education Committee structure
APPOINTMENT	Trustees are appointed by the Chair of the Board of Education aligned to Board Committee Policy – A6
BUDGET	None, unless otherwise assigned by the Board
SECRETARIAT	Secretary-Treasurer or designate
MEETINGS	Meetings will be scheduled monthly, on the first Tuesday of the month between September and June, unless otherwise notified. Agendas with supporting materials will be circulated to the committee three (3) days in advance of each meeting.
EXTERNAL PARTICIPANT	No
QUORUM	A minimum of 2 trustees

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Board of Education

Committee Terms of Reference

Deliverables

The Education Committee supports Board governance, when needed with:

- Educational policy review and development.
- Review and make recommendations to the Board regarding matters related to the development and implementation of the Strategic & District Operational Plans.
- Review and make recommendations to the Board regarding student achievement and well-being.
- Review and make recommendations to the Board regarding proposed Board Authority Authorized Courses.
- Review and make recommendations regarding the implementation and cessation of District programs.
- Receive information and updates regarding annual school learning plans.
- Review and make recommendations to the Board regarding school calendars.
- Review and make recommendations to the Board regarding school catchment.
- Other matters referred to it by the Board by resolution.
- Any items recommended by the committee which have financial implications will be referred to the Resources Committee for recommendation prior to being presented to the Board for consideration.

Reporting

- Aligned with reporting requirements in section 32-36 of the Board Committee Policy-A6, a report of all meetings will be provided to the Board. Recommendations of the Committee will not take effect unless resolved at a duly constituted meeting of the Board of Education.

Policy Reference:

A6 – Board Committees

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Board of Education

Committee Terms of Reference

Resources Committee (Standing)

Purpose

The Resources Committee assists the Board in fulfilling its governance and oversight responsibilities pertaining to the budget, capital and corporate services (the business functions of the District).

Procedures

The Resources Committee is intended to be a less formal structure to allow for full participation by trustees, partners and representative groups. As such, Roberts Rules will not be enforced unless the Committee Chair determines so needed.

NATURE OF COMMITTEE	Standing Committee of the Board
MEMBERSHIP	• Committee Chairperson • Trustee Member #1 • Trustee Member #2
EXECUTIVE ASSIGNED (Non-Voting)	Secretary-Treasurer or designate, Superintendent
CHAIRPERSON	Trustee designated by the Chair of the Board of Education
PARTNER AND REPRESENTATIVE GROUPS	Delegations from representative group designates, where established (non-voting): • Canadian Union of Public Employees Local 459 • Sooke Parents Education Advisory Council (SPEAC) • Sooke Principals' and Vice-Principals' Association (SPVPA) • Sooke Teachers' Association (STA) • Students • Indigenous Education Advisory Council (IEC)* *IEC may self-determine a format and process for engagement either within or outside of the Resources Committee structure.
APPOINTMENT	Trustees are appointed by the Chair of the Board of Education aligned to Board Committee Policy – A6
BUDGET	None, unless otherwise assigned by the Board.
SECRETARIAT	Secretary-Treasurer or designate
MEETINGS	Meetings will be scheduled monthly, on the second Tuesday of the month between September and June unless otherwise notified. Agendas with supporting materials will be circulated to the committee a minimum of three (3) days in advance of each meeting.
EXTERNAL PARTICIPANT	No
QUORUM	A minimum of 2 trustees

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Board of Education

Committee Terms of Reference

Deliverables

The Resources Committee supports Board governance to consider and make recommendations on:

- Long-range facilities planning for accommodating enrolment projections.
- Annual Capital Plan submission to the Ministry of Education and Child Care and/or Ministry of Infrastructure (or other Ministry designated for this purpose by the Province).
- District operating, special purpose and capital budgets.
- Aspects of corporate services which are defined as all items that are not directly related to educational programs. (i.e. major/minor capital, maintenance & facilities, transportation, custodial, Information Management and Technology, Finance, Human Resources as appropriate and Child Care etc.)
- Other matters referred to it by the Board by resolution or another standing committee as it relates to financial resources implications and availability or policy implementation.
- Any items recommended by the committee which have education program implications will be referred to the Education Committee for recommendation prior to being presented to the Board for consideration.

Reporting Mechanism

- Aligned with reporting requirements in section 32-36 of the Board Committee Policy-A6, a report of all meetings will be provided to the Board. Recommendations of the Committee will not take effect unless resolved at a duly constituted meeting of the Board of Education.

Policy Reference

- A6 – Board Committees

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Board of Education

Committee Terms of Reference

Committee of the Whole (Ad-Hoc)

Purpose

The Committee of the Whole (COW) provides an opportunity for all Trustees to engage with partners and the public on a topic(s) referred to it by the Board through motion. In general, the Board refers a matter to Committee of the Whole when it feels there is benefit to having a less structured and more participatory and inclusive discussion regarding a topic(s) prior to considering a recommendation at a duly constituted meeting of the Board of Education.

Procedures

The COW is intended to be a less formal structure to allow for full participation by trustees, partners and representative groups. As such, Roberts Rules will not be enforced unless the Committee Chair determines so needed.

MEMBERSHIP	All School District No. 62 trustees (7)
EXECUTIVE ASSIGNED (Non-Voting)	• Superintendent, Secretary Treasurer
CHAIRPERSON	The Vice-Chair of the Board of Education will serve as Committee Chair
PARTNER AND REPRESENTATIVE GROUPS	Delegations from representative group designates, where established (non-voting): • Canadian Union of Public Employees Local (CUPE) 459 • Sooke Parents Education Advisory Council (SPEAC) • Sooke Principals' and Vice-Principals' Association (SPVPA) • Sooke Teachers' Association (STA) • Students • Indigenous Education Advisory Council (IEC)* *IEC may self-determine a format and process for engagement either within or outside of the COW structure.
PUBLIC	Delegations from members of the public regarding the agenda
APPOINTMENT	All trustees are members (no appointment required)
BUDGET	None, unless otherwise assigned by the Board
SECRETARIAT	Secretary Treasurer or designate
MEETINGS	Agendas with supporting materials will be public and circulated to the committee and partner/representative groups, five (5) days in advance of each meeting.
EXTERNAL PARTICIPANT	No
QUORUM	A minimum of 2 trustees

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Board of Education

Committee Terms of Reference

Deliverables

The Committee of the Whole supports Board governance with matter referred to it by the Board through resolution. Examples may include:

- Budget development feedback
- Strategic planning
- Other matters referred to it by the Board by resolution.

Reporting Mechanism

- Aligned with reporting requirements in section 32-36 of the Board Committee Policy-A6, a report of all meetings will be provided to the Board. Recommendations of the Committee will not take effect unless resolved at a duly constituted meeting of the Board of Education.

Policy Reference

- A6 – Board Committees

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Board of Education

Committee Terms of Reference

Governance Committee (Ad-Hoc)

Purpose

The Governance Committee meets to carry out duties aligned with the deliverables as set out in these terms of reference or assigned to it by the Board by resolution and makes recommendations for Board consideration, without exercising the powers of the Board.

Procedures

The Governance Committee will conduct its assigned business using less formal structures than a meeting of the Board and as such Roberts Rules will not be enforced unless the Committee Chair determines so needed.

NATURE OF COMMITTEE	Ad-Hoc Committee of the Board
MEMBERSHIP	• Committee Chairperson • Trustee Member #1 • Trustee Member #2
EXECUTIVE ASSIGNED (Non-Voting)	Superintendent, Secretary Treasurer
CHAIRPERSON	The Chair of the Committee is the Chair of the Board of Education, or their designate.
APPOINTMENT	Trustees are appointed by the Chair of the Board of Education aligned to Board Committee Policy – A6
BUDGET	None, unless otherwise assigned by the Board.
SECRETARIAT	Secretary Treasurer or designate
MEETINGS	Meetings are called by the Committee Chair and will be scheduled at a minimum of one time per year. Agendas with supporting materials will be circulated to the committee a minimum of two (2) days in advance of each meeting.
EXTERNAL PARTICIPANT:	No
QUORUM	A minimum of two trustees

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Board of Education

Committee Terms of Reference

Deliverables

The Governance Committee supports the Board with:

- Governance policy review and development aligned with policy A500 – Policy Development.
- Governance related by-law development and review as required (i.e. Elections by-law).
- Develop policy and/or review matters referred to it by the Board by resolution or matters referred to it through one or more other committees of the Board.

Reporting Mechanism

- Aligned with reporting requirements in section 32-36 of the Board Committee Policy-A6, a report of all meetings will be provided to the Board. Recommendations of the Committee will not take effect unless resolved at a duly constituted meeting of the Board of Education.

Policy Reference

- A-6 - Board Committees

A-500 – Policy Development

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Board of Education

Committee Terms of Reference

Personnel Committee (Ad-Hoc)

Purpose

The Personnel Committee meets to carry out duties aligned with the deliverables as set out in this terms of reference or assigned to it by the Board by resolution and makes recommendations for Board consideration, without exercising the powers of the Board.

Procedures

The Personnel Committee will conduct its assigned business using less formal structures than a meeting of the Board and as such Roberts Rules will not be enforced unless the Committee Chair determines so needed.

NATURE OF COMMITTEE	Ad-Hoc Committee of the Board
MEMBERSHIP	• Committee Chairperson • Trustee Member #1 • Trustee Member #2
EXECUTIVE ASSIGNED (Non-Voting)	• Superintendent and/or designate • Executive Director of Human Resources • Secretary Treasurer
CHAIRPERSON	The Chair of the Committee is the Chair of the Board of Education, or their designate.
APPOINTMENT	Trustees are appointed by the Chair of the Board of Education aligned to Board Committee Policy – A6
BUDGET	None, unless otherwise assigned by the Board.
SECRETARIAT	Secretary Treasurer or designate
MEETINGS	Meetings are called by the Committee Chair and will be scheduled at a minimum of one time per year. Agendas with supporting materials will be circulated to the committee a minimum of two (2) days in advance of each meeting.
EXTERNAL PARTICIPANT:	No
QUORUM	A minimum of two trustees

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Board of Education

Committee Terms of Reference

Deliverables

The Personnel Committee supports the Board with:

- Reviewing and making recommendations to the Board regarding the Superintendent's contract, aligned to its terms and conditions, including but not limited to:
  - Contract terms
  - Salary
  - Other compensation (i.e. vacation, vehicle allowance, long service etc.)
  - Non-monetary provisions (i.e. indemnification, terminations provisions etc.)
- When required, review Executive position job descriptions and recruitment criteria and providing recommendations to the Superintendent.
- Receiving updates and making recommendations regarding sensitive staffing issues within the district.
- Other matters referred to it by the Board by resolution.

Reporting Mechanism

- Aligned with reporting requirements in section 32-36 of the Board Committee Policy-A6, a report of all meetings will be provided to the Board in-camera. Recommendations of the Committee will not take effect unless resolved at a duly constituted meeting of the Board of Education.

Policy Reference

- A6 – Board Committees

E-205 - Recruitment and Selection of Administrative Personnel

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Board of Education

Committee Terms of Reference

School Board Office (SBO) Renewal Committee (Ad-Hoc)

PURPOSE

The SBO Renewal Committee meets to carry out duties aligned with these terms of reference or as assigned to it by the Board and makes recommendations for Board consideration, without exercising the powers of the Board.

PROCEDURES

The SBO Committee will conduct its assigned business using less formal structures than a meeting of the Board and as such Roberts Rules will not be enforced unless the Committee Chair determines so needed.

NATURE OF COMMITTEE	Ad-Hoc Committee of the Board
MEMBERSHIP	• Committee Chairperson • Trustee Member #1
EXECUTIVE ASSIGNED (Non-Voting)	• Superintendent or designate, Secretary Treasurer
CHAIRPERSON	The Chair of the Committee is the Chair of the Board of Education, or their designate.
APPOINTMENT	Trustees are appointed by the Chair of the Board of Education aligned to Board Committee Policy – A6
BUDGET	None, unless otherwise assigned by the Board.
SECRETARIAT	Secretary Treasurer
MEETINGS	Meetings are called by the Committee Chair and will be scheduled at a minimum of one time per year. Agendas with supporting materials will be circulated to the committee a minimum of two (2) days in advance of each meeting.
EXTERNAL PARTICIPANT:	No
QUORUM	A minimum of two trustees

DELIVERABLES

The SBO Committee supports the Board with:

- Ensuring current (not less than 2 years old) valuations of existing SBO sites including SBO Corporate, Facilities and Transportation.
- Conducting feasibility studies related to SBO space needs
- Reviewing opportunities for SBO renewal including partnerships and associated business case(s)
- Concept planning and business case development.
- Other matters referred to it by the Board by resolution.

REPORTING MECHANISM

- Aligned with reporting requirements in section 32-36 of the Board Committee Policy-A6, a report of all meetings will be provided to the Board in-camera. Recommendations of the Committee will not take effect unless resolved at a duly constituted meeting of the Board of Education.

Policy Reference:

A-6 Board Committees

SOOKE SCHOOLS 62
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Board of Education

Committee Terms of Reference

Appendix B: Appointment of External Participants in Committee Meetings

The process for appointing external participants to work with Board committees is set out below.

1. **Eligibility for Participation by Persons who are not Trustees of the Board**
   i. A person who is not a trustee of the Board may be appointed to and serve as an advisory non-voting external participant in meetings of committees of the Board if they possess relevant expertise, education, credentials and/or experience applicable to the committee mandate and the Board of Education has determined by motion or in the committee's terms of reference to provide for the appointment of an external participant.
   ii. Prior to appointment as an external participant in meetings of a committee and serving in an advisory role, the person must have been identified by the Selection Committee and approved by the Board Governance Committee.

2. **Selection Committee**
   i. A selection committee (the "**Selection Committee**") will identify persons who are not trustees of the Board as potential candidates for appointment as an external participant on a committee.
   ii. The Selection Committee shall be composed of:
      a. The superintendent or designate.
      b. A second member of senior management.
      c. The chair of the Board or a trustee of the Board designated by the chair.
   iii. The recommendations from the Selection Committee shall be considered by the Board Governance Committee.
   iv. The chair of the Board of Education may appoint an external participant to a Board committee from amongst those persons approved by the Board Governance Committee.

3. **Term of Appointment**
   i. A person shall not be appointed as an external participant on a committee for a term longer than three years, unless reappointed by the Board chair on the recommendation of the applicable Committee.

4. **Conflict of Interest**
   i. External participants on committees must disclose any actual or perceived conflict of interest and not participate in any discussion or meeting in which they have such an interest.
   ii. A conflict of interest exists when:
      a. An external participant uses their position with the committee to advance their personal interests, or interests of their family or close associates; or
      b. An external participant accepts, directly or indirectly, any compensation, gratuity, gift, reward or benefit from an organization or individual that has dealing with the Board if a reasonable person would perceive this as influencing the external participants performance of their duties with the committee.
      c. An external participant has a pecuniary interest in a matter under consideration could reasonably result in a direct or indirect financial benefit or detriment to the participant, their spouse, family member, business associate, employer, or an organization in which they hold a significant financial interest.

iii. When an external participant becomes aware that they have an actual or perceived conflict of interest with respect to the matter coming before the committee, the external participant must:
   a. Disclose that they have an interest in the matter,
   b. State the general nature of the interest,
   c. Not take part in any discussion of the matter,
   d. Not attempt in any way to influence the voting on any question in respect of the matter before, during or after the meeting, and,
   e. If the meeting is held *in-camera*, leave the meeting until the matter has been addressed.

iv. External participants on committees will, when they are appointed for the first time and at the first meeting in each fiscal year, submit a written declaration to the chair of the committee declaring whether he or she has a conflict of interest.

v. External participants on committees who become aware after their appointment that they have a conflict of interest will immediately disclose the conflict in writing to the members of the committee.

5. Codes of Conduct

i. Any code of conduct of the Board also applies to external participants in relation to their functions, powers and duties as external participants on a Board committee.

6. Remuneration and Compensation

i. A person shall not receive any remuneration for serving as an external participant on a committee.

7. Orientation and Education

i. External participants of a committee will be provided with an orientation to the committee's duties and functions upon appointment.

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Committee Information Note
Education Committee Meeting
Nov. 19, 2026
Agenda Item 5c – Continuous Improvement –
School-Based Community of Practice

Background:

The SD62 Continuous Improvement Framework provides a coherent process for connecting the Strategic Plan, District Operational Plan and school growth plans. School growth plans translate district priorities into goals, strategies and measures that respond to the context and learning needs of each school community.

School-based communities of practice support the implementation of these plans by bringing educators and other staff together to examine evidence, reflect on practice, identify strategies and monitor their impact on students. This collaborative approach aligns with the 2026–27 Operational Plan goal of expanding communities of practice and strengthening the annual continuous improvement cycle. It ultimately supports the Strategic Plan's focus on intellectual development, including improved student outcomes in literacy and numeracy.

Communities of practice exist in all SD62 schools. Consistent with the Continuous Improvement Framework, schools have agency to design these structures in ways that respond to their local context. Communities of practice commonly include administrators, teachers and support staff. In appropriate circumstances, students also contribute perspectives and feedback. This reflects the district's Student Voice Engagement Plan and the expectation that student voice informs school growth planning and continuous improvement.

Current Context:

Centre Mountain Lellum Middle School has organized its continuous improvement work through three school-based communities of practice:

- **Literacy**, focused on strengthening reading fluency and comprehension;
- **Numeracy**, focused on strengthening number sense and mastery of multiplication and division facts; and
- **Student engagement**, focused on belonging, connection, student voice and participation in school life.

The literacy community of practice supports common assessment practices using Oral Reading Fluency and DART assessments, professional learning in comprehension strategies, explicit instruction and targeted interventions. Evidence is reviewed throughout the year to identify learning needs, monitor student growth and inform instructional responses.

The numeracy community of practice coordinates common assessments, explicit instruction in basic facts, Number Talks and targeted interventions for students who are not yet proficient.

Students and teachers track progress over the year, and student reflections provide an additional source of evidence about confidence and learning.

The student engagement community of practice reviews student voice and engagement data and recommends strategies to strengthen belonging and connectedness. Its work includes cross-grade Family Groups, engagement surveys, student leadership, the Grade 8 Exit Survey, attendance monitoring and other opportunities for students to shape school improvement.

Together, these three communities of practice demonstrate how a school can organize collaborative inquiry around its growth plan priorities while maintaining direct alignment with district and strategic goals. They also illustrate the continuous improvement cycle in practice: identifying a shared purpose, gathering evidence, acting collaboratively, examining impact, reflecting and refining approaches over time.

Next Steps:

Learning from Centre Mountain Lellum and other schools will continue to inform the district's implementation of the Continuous Improvement Framework and support shared learning in improving student achievement across SD62.

Prepared by:

D'Arcy Deacon
Associate Superintendent


Bridging Forward
• Building on what we have learned
• Next steps
• Supporting transitions
Visible Purpose
• Whole school community awareness
• Common goals, language and strategies
Learning Snapshot
• Common assessment for learning
• Next steps
• Supporting transitions
Acting Together
• Communities of practice
• Collective efficacy
• Consistent approach
• Shared learning
Learning Impact
• Progress monitoring
• Participant voice
Reflect and Refine
• What's working?
• What's not?
• Adaptive expertise
Shared Success
• Celebrations of learning
• The power of moments
• Assessment of learning
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Committee Information Note
Education Committee Meeting
Nov. 19, 2026
Agenda Item 5d – Supporting a Culture of Attendance

Background:

Supporting regular student attendance is well established within the Sooke School District. Board Policy C-311, *Student Attendance*, recognizes regular attendance as an important condition for student learning and establishes the expectation that schools work collaboratively with students, families and staff to encourage and support attendance through clear, fair and consistently applied practices.

The accompanying regulation further defines the responsibilities of principals, students, parents/caregivers, teachers and school counsellors. It emphasizes clear school-based attendance procedures, regular communication with families, early identification of attendance concerns and collaborative support for students experiencing challenges with attendance.

Current Context:

Improving student attendance is identified as a priority within the 2026–27 District Operational Plan. The plan calls for supports and processes that improve attendance while fostering respectful, supportive and well-being-focused interactions with students and families.

To support this work, a district working group of administrators from across SD62 was established. The group met several times to identify shared values, practices and actions that could support a positive culture of attendance across the district. Through this collaborative process, resources were developed to provide schools with a common framework organized around five areas:

- Recording – accurate, timely and consistent attendance information;
- Monitoring – regular review of attendance data, identification of patterns and early response;
- Communicating – promoting the importance of attendance and engaging students and families with care and respect;
- Supporting – collaborative planning, care structures and focused supports; and
- Reviewing and reflecting – examining trends, assessing the impact of strategies and adjusting approaches over time.

The resources emphasize the importance of high-quality attendance data as a starting point for identifying patterns and supporting collaborative responses. They also recognize that improving attendance is relational work. Schools are encouraged to work with students and families to understand barriers, strengthen belonging and identify appropriate supports.

The materials have been designed to be accessible to multiple audiences, including staff, families and students. They are intended to build shared understanding and provide practical guidance rather than prescribe a single response to every attendance concern.

A number of schools have incorporated attendance into their school growth plans and continuous improvement work. Importantly, the resources are not intended to provide the answer or solution for every situation. The district framework is intended to support this work while preserving school agency to develop strategies and responses appropriate to the needs, strengths and context of each school community.

Next Steps:

The *Supporting a Culture of Attendance* resources will be shared with schools to support ongoing implementation of the 2026–27 Operational Plan. Schools will continue to monitor attendance, engage students and families, and develop locally responsive strategies through their school growth planning and continuous improvement processes.

District staff will continue to monitor implementation, identify effective practices and refine supports based on emerging evidence and feedback.

Prepared by:

D’Arcy Deacon
Associate Superintendent

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Supporting a Culture of Attendance

Inclusivity Respect Integrity Safety Collaboration



Every Day Counts



Key Message

Regular attendance helps students build relationships, develop a sense of belonging, and participate in the learning experiences that support their growth and success. Students who attend school consistently benefit from the expertise of caring, highly skilled educators who provide engaging instruction, timely support, and meaningful opportunities to learn alongside their peers.

Missing a day here and there may not seem like much, but it adds up quickly.

Missing one day per week is approximately 20% of the school year and meets the definition of chronically absent. Research shows that regular attendance is strongly connected to student achievement, engagement, and long-term success. By working together, families, schools, and communities can help ensure every student is connected, supported, and able to thrive.

Our Commitment



Our Vision

At SD62, we believe every student deserves to learn in an environment where they feel welcomed, included, and supported. We are committed to fostering schools where strong relationships, meaningful learning, and a sense of belonging help every student grow, succeed, and thrive.

Our Mission

At SD62, supporting a culture of attendance means working together to ensure every student feels welcomed, connected, and supported. Through building relationships, consistent monitoring, meaningful communication, collaborative support, and ongoing reflection, we create the conditions that help students attend regularly, engage in learning, and achieve success.

Recording



Accurate, Timely, Consistent Data

- Record attendance every school day.
- Update attendance information when changes are needed.
- Follow clear procedures for reporting and recording absences.
- Work with families to correct attendance information when needed.
- Use attendance information to help keep students safe and connected to learning.
- Monitor attendance regularly so concerns can be identified early.

Capacity Building

- Provide staff with support and resources to ensure attendance is recorded consistently.
- Support schools with clear attendance procedures and expectations.
- Review attendance information to strengthen district practices.
- Share successful approaches across schools.
- Remove barriers that may affect accurate attendance tracking.

Monitoring

Regular Monitoring and Tracking

- Review attendance regularly to identify concerns early.
- Use attendance information to understand student engagement.
- Share attendance information with appropriate school staff.
- Discuss attendance concerns through school support teams when needed.



Identifying Patterns

- Look for changes in attendance over time.
- Monitor trends such as frequent absences, lates, or early departures.
- Consider attendance alongside student well-being, learning, and engagement.
- Identify students or groups of students who may benefit from additional support.

Intervening Early

- Reach out when attendance concerns begin to emerge.
- Work with students and families to understand barriers to attendance.
- Provide support based on the level of need.
- Monitor progress and adjust supports when necessary.
- Connect families with additional school or community resources when appropriate.

Communicate

Promoting the Importance of Attendance

- Share the importance of regular attendance through school and district communications.
- Help families understand attendance expectations and reporting procedures.
- Promote the connection between attendance, learning, belonging, and well-being.
- Use a variety of communication methods to reach families.
- Encourage a shared commitment to supporting attendance.

Supporting Students Who Are Absent

- Contact families when attendance concerns arise.
- Approach attendance conversations with care, curiosity, and respect.
- Listen to students and families to better understand barriers.
- Use communication methods that work best for each family.
- Connect families with school and community supports when needed.

Sharing Successful Strategies

- Share effective attendance practices between schools and communities.
- Highlight strategies that help students feel connected and welcomed.
- Provide families with information and resources that support attendance.
- Support students and families during important school transitions.
- Promote positive attendance habits throughout the school year.



Supporting Attendance



Developing Care Structures

- Create welcoming, inclusive, and culturally responsive schools.
- Build strong relationships with students and families.
- Identify concerns early and provide support when needed.
- Use a strengths-based and trauma-informed approach.
- Connect families with school, district, and community resources.



Collaborative Attendance Planning

- Work together with students, families, and school staff to support attendance.
- Focus on student strengths while exploring barriers to attendance.
- Develop attendance plans with clear goals and supports.
- Ensure families know who to contact for help.
- Review plans regularly and adjust them as needed.



Focused Supports and Interventions

- Provide supports as soon as attendance concerns are identified.
- Address barriers that may affect attendance.
- Access school, district, and community resources when needed.
- Support students as they reconnect with school.
- Monitor progress and continue support until attendance improves.

Review and Reflect

Review Attendance Trends

- Review attendance information throughout the year.
- Look for patterns and factors that may affect attendance.
- Consider student, family, and community perspectives.
- Examine barriers that may affect different groups of students.
- Use what is learned to improve attendance supports.



Celebrating Success

- Celebrate improvements in attendance and engagement.
- Recognize student effort and progress.
- Acknowledge the contributions of families, staff, and community partners.
- Share successful attendance stories and practices.
- Foster a culture where every student feels valued and welcomed.

Adjusting Strategies

- Review the effectiveness of attendance supports.
- Use feedback and evidence to guide decision-making.
- Adjust supports to better meet student and family needs.
- Consider both individual and school-wide factors that affect attendance.
- Continue monitoring progress and refining approaches over time.



Resources

→ *SD62 Strategic Plan*

https://www.sd62.bc.ca/student-success/strategic-plan

→ *Website:*

www.sd62.bc.ca

From: Daniel Jerez <jerezgar@ualberta.ca>
Sent: Monday, August 24, 2026 1:35 PM
To: Paul Block <pblock@sd62.bc.ca>
Cc: Janice Foulger <jfoulger@sd62.bc.ca>
Subject: Re: Preliminary Results - Exploring How Useful Teachers Find Information on Students' Mathematics Achievement and Disposition

CAUTION - EXTERNAL SENDER: This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

Hello, Superintendent Block,

I trust all is well. As the start of the school year is approaching, I'm emailing you to confirm a) whether you received these preliminary results and b) whether it would be okay for us to email the principals in this new school year to invite their teachers to participate in our study (participation is completely voluntary, and the final decision rests on teachers and students). Also, please let me know if there are any questions or comments for us to address.

Thank you for your support,

Daniel.

On Mon, Aug 17, 2026 at 5:13 PM Daniel Jerez <jerezgar@ualberta.ca> wrote:

> Dear Superintendent Block,
>
> I trust all is well.
>
> Our research team would like to thank you again for supporting our research during the 2025-2026 school year. See attached a summary of the preliminary results of our study for your review. Please, let us know if you have any questions or comments about this. We would be happy to further discuss these preliminary results or share them more broadly with the District if needed.
>
> We would like to ask for your permission to reach out again to school principals in the 2026-2027 school year to seek voluntary participation in our research. Despite some of the challenges Canadian Public Education has recently faced, the interest from teachers has been so good that we had a very solid data collection window in the last school year. Some principals and teachers even said that they would have been interested in participating in any other school year!
>
> As a reminder, we are administering a digital curriculum-aligned mathematics formative assessment and a productive disposition questionnaire in participating classrooms. For participating mathematics teachers (who sign up voluntarily, do not have to do any scoring, and choose the data collection date), we are providing a Class Curricular Needs and Strengths Report (showing the four areas in the curriculum for which students greatest need and the greatest strength in mathematics), a Class Item Summary Report (summarizing how the class did on each test question relative to national norms), and a Productive Dispositions Report (outlining students' responses to a short questionnaire assessing

their attitudes towards mathematics). We are then surveying participating teachers to know whether and how they found the reports useful to provide feedback and adapt instruction.

Please, let me know if it would be okay for us to invite principals/teachers from the District to participate in the 2026-2027 school year. Participation is completely voluntary, and the final decision to participate rests on teachers, parents/guardians and students. We have Research Ethics Board approvals in place, and we could provide you with any documentation you need. We plan that next year will be the last school year for this research project. We also can have a Google Meet call, in case a conversation is needed regarding this project.

Thank you for your time and support,

--

DANIEL JEREZ
Ph.D. Student, Measurement, Evaluation, and Data Science

UNIVERSITY OF ALBERTA
Faculty of Education



Preliminary Results: Exploring How Useful Teachers Find Information on Students' Mathematics Achievement and Disposition

129 K to 12 teachers from three Canadian provinces signed up to participate in our study during the 2025-2026 school year. 80 of these 129 teachers had their classrooms complete the assessments we are offering and received the reports subject of our research. In total, 40 K to 12 schools in three Canadian provinces have participated in our study, potentially benefitting mathematics teachers and students through the assessments and reports we are offering. These numbers, overall, show that our research has been attractive to K to 12 mathematics teachers (even despite some significant challenges for Canadian public education that occurred during the school year). This is probably because a) mathematical proficiency is widely recognized as a key priority in the current K to 12 education system, b) formative assessment is known to improve student achievement outcomes in mathematics, c) the three reports we are providing have key features that make them potentially useful for teachers within a formative assessment cycle.

The mathematics achievement test we are providing comes from a high-quality, well-established, and nationally recognized achievement measure locally developed and closely tied to local curricula (i.e., the latest version of the Canadian Achievement Test -Cat5-). The productive disposition questionnaire, in turn, was built with a strong theoretical background, based on previous implementations of similar Likert-type surveys and reviewed and approved before implementation by an educational measurement expert and a mathematics elementary education expert. Furthermore, to be instructionally useful, information should be tied closely to the enacted curriculum, and the Canadian Test Centre reports we are providing explicitly tie to strengths and needs in particular local mathematics curriculum outcomes. Finally, accurate interpretation of the evidence of student thinking supports the effective use of formative assessment but rigorous collection and analysis of the data can be a barrier for successful implementation. The reports we are providing are designed to leverage technology to be user-friendly

(e.g., by mainly focusing on visual representations in the Productive Disposition Report) and rich in content. These are features that potentially support accurate interpretation of the data by the teachers and might address some of the barriers to successfully implement formative assessment in K to 12 mathematics education.

At the time of writing, 22 teachers from two Canadian provinces had their classrooms complete the assessments, received the reports and completed the teacher questionnaire. 2/22 were Kindergarten teachers, 15/22 were Elementary (i.e., Grades 1-6) teachers, 3/22 were Junior High School (i.e., Grades 7-9) teachers, and 2/22 were Senior High School (i.e., Grades 10-12) teachers. When asked whether they found the Class Curricular Needs and Strengths and the Class Item Summary Reports useful, 6/22 teachers answered 'No' and 16/22 teachers answered 'Yes'. Regarding the Productive Disposition Report, 2/22 teachers never received the report because they were Kindergarten teachers and 6/22 opted out of the Productive Disposition Questionnaire (so their classrooms only had the mathematics achievement test administered). Out of the 14 teachers who received the Productive Disposition Report, five reported not finding it useful and nine reported finding it useful.

Class Curricular Needs and Strengths and Class Item Summary Reports

Teachers Who Found the Reports Useful

16 teachers received the Curricular Needs and Strengths and the Class Item Summary Reports and reported finding them useful. All of these 16 teachers had the assessments administered in the Spring. When answering our survey, seven of these teachers brought up that the reports allowed them to identify the areas of most need (as the reports intend to do so), which would help them in adjusting their lessons. Four teachers specifically mentioned identifying the areas of strength when detailing how they found the reports useful. Interestingly, teachers used words as "reassuring" and "comforting" to detail their reactions to the strength information in the reports. As one Grade 2 teacher put it: "It was

reassuring to see that the concepts we have already worked on in class are reflected as strengths in the data, which suggests that those lessons were effective".

Nine of these 16 teachers reported having adjusted their instruction using the two mathematics achievement reports. These teachers found the reports useful to guide instructional focus (e.g., on areas of need to reteach) and confirm the effectiveness of teaching practices (for the content already covered). In this regard, teachers mentioned using the reports to plan targeted activities, reteach content, prioritize time for certain contents/tasks, conduct small group instruction, and provide scaffolding. The seven teachers who reported finding the reports useful but not using them to adjust instruction mainly cited that there was not enough time left in the school year to adjust their classroom practices. As one of them put it: "I think it's because it's closer to the end of the year, I already finish all my content, so I am unable to change how I teach". Four of these 16 teachers reported having used the reports to give feedback to their students with class discussions. The teachers who found the reports useful but not used them to provide feedback cited the lack of specific student data and preferring to give broad group feedback or keeping the information for themselves as their main reasons.

Teachers Who Did Not Find the Reports Useful

6/22 teachers received the Curricular Needs and Strengths and the Class Item Summary Reports and reported not finding them useful. One of this teachers had the assessments administered in the Fall and the other five had the assessments administered in the Spring. 3/6 of the teachers who did not find these two reports useful mentioned that the reports lacked specific examples/tasks for the curricular outcomes included in the report. For example, a Grade 11 teacher who tested in the Fall reported: "I needed to see what the question were because I couldn't understand the topics from the description given". When asked what the reports lacked that would have made them useful, a Grade 2 teacher testing in the Spring asked for "...more information for what type of thinking or knowledge should have

been displayed in the answer" and a Grade 7/8 teacher would have wanted to see "the exact question when you drill down".

The three remaining teachers had reasons of their own with not many points of contact with the other teachers who did not find these reports useful. A Grade 4 teacher testing in the Spring said the mathematics subtest was too long (with too many questions). They also mentioned a lack of audio option (for students who struggle to read and cannot understand the questions well) as a limitation of the test. A Grade 10 teacher also testing in the Spring said that they would have liked to have access to the dashboard (with the reports) for a longer period of time as they were "hoping to use the information to plan for the next school year and fine-tune some of the content of the course". Finally, a Grade 4/5 teacher detailed that a lack of specificity was their main concern; they would have liked to see "information of specific students who need more support".

Productive Disposition Report

Teachers Who Found the Report Useful

Of the 14 teachers who received the Productive Disposition report and answered our teacher questionnaire, 10 reported perceiving the Productive Disposition Report as a useful report. All of these teachers completed the data collection in the Spring and, interestingly, all of them were Elementary teachers. Teachers cited the report as a valuable (but rather general) insight about how their students perceived and felt about mathematics. One teacher mentioned the report sparking a conversation about mathematics, and other said they felt reassured to know that they had done an "ok job creating a safe learning space" as their students did not report being afraid of asking questions or expressing themselves in mathematics class. Most of these nine teachers perceived that the report aligned with their own observations, although some teachers reported being surprised to find attitudes more negative (or more positive) about mathematics than previously thought.

Four of these nine teachers reported having adjusted their instruction due to the Productive Disposition Report. They cited class discussions about the items, class wide reminders about taking risks and asking for help and confirming the good classroom environment. Those teachers who did not adjust their instruction cited that the report was just a confirmation of what they already knew. They also mentioned that adjusting instruction was difficult due to the time left in the school year, and that they were unsure how to change attitudes towards mathematics. Aligned with this, three teachers specifically mentioned that it would be better to have this questionnaire implemented in the beginning of the school year rather than in the Spring.

Teachers Who Did Not Find the Report Useful

Five teachers reported not finding the Productive Disposition results useful after having received them. The main reason for this, according to their responses to our survey, was that they felt they already knew the information in the report (due to their observations in the classroom and their interactions with students). Interestingly, one Elementary school teacher felt that the Report was not useful as "children change their opinion quite fast". This, thus, might indicate doubts about the stability of what was reported. Out of the teachers who opted out of the Productive Disposition Questionnaire, only one of them (a Grade 1/2 teacher) gave their reasons. They chose not to complete it to save time (and their Grade 1 students did not have to complete the questionnaire).

Next Steps

We will extend the study for the 2026-2027 school year. This is due to the interest K to 12 mathematics teachers across Canada have shown and considering the encouraging preliminary results from our teacher questionnaire. The interest from teachers is specially encouraging as the 2025-2026 school year was disrupted by specific unforeseen circumstances surrounding Canadian public education. We will take these preliminary results as the basis to analyze coming data iteratively, refining our insights along the way. The final results will be submitted a the end of the 2026-2027 school year.

Permission to Conduct Non-Board-Initiated Research

Date of application	August 20, 2026
Applicant's Name	Colleen McCutcheon
Address	Vancouver, BC V6B 3J5
Phone Number(s)	
E-Mail Address	cmccutcheon@adler.edu
Present Position	Student Researcher
SD62 Employee?	n/a
Affiliated institution or organization	Adler University
Name of facility supervisor (if applicable)	Dr. Amir Sepehry
Title of study	MENTAL HEALTH AND BEHAVIOURAL FUNCTIONING IN CLASSROOMS AMONG ELEMENTARY GRADE COHORTS SINCE THE COVID-19 PANDEMIC: A TEACHERS' PERSPECTIVE
Type of study	Survey: Mixed Methods
Requested date to start and anticipated end date	September 1, 2026 - November 18, 2026
Type of participants (i.e. student, parent, teacher, support staff)	Elementary Teachers (K-7)
Any specific cohort focus	Elementary Teachers (K-7)
Plan for recruitment to study	Request that the link be forwarded to teachers and a poster placed in the staff room.
Specific location(s) of study	Online
Data collection tools	Online Survey (Qualtrics)
Ethics approval, date and organization	November 18, 2025, Adler University (Vancouver Campus) Research Ethics Board
Anticipated research completion date	December 1, 2027
Once completed would you like to present your research to the Education-Policy Committee (15 min.)?	Yes Yes_____ No_____ If you would like
Would you prefer to present virtually or in-person?	X Virtual_____ In-Person_____

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

RESEARCH PROPOSAL

Title

Mental Health and Behavioural Functioning in Classrooms Among Elementary Grade Cohorts Since the COVID-19 Pandemic: A Teachers' Perspective

1. Overview of the Study

Purpose

This study examines elementary school teachers' perceptions of changes in student mental health and behavioural functioning since the COVID-19 pandemic, and how these changes have affected classroom management and teaching practices.

Research Questions

1. What internalizing and externalizing behaviours have teachers observed since COVID-19?
2. How have these changes affected classroom management?
3. How do these patterns vary across grade cohorts?
4. What supports do teachers perceive as available or lacking?

Rationale

There is limited research capturing teacher perspectives on post-pandemic classroom functioning. Teachers are uniquely positioned to observe behavioural trends across multiple students and over time.

Objectives

- Identify changes in student emotional and behavioural functioning
- Examine impacts on classroom management
- Compare patterns across grade levels
- Identify gaps in supports

2. Funding

This study is unfunded. The researcher will provide five $50 gift cards as incentives using personal funds.

3. Literature Summary

Post-pandemic research indicates increased anxiety, depression, and behavioural dysregulation in children. Teachers have reported increased emotional needs, behavioural challenges, and classroom management demands. However, teacher-reported classroom-level data remains limited.

This study uses the **Strengths and Difficulties Questionnaire (SDQ)** framework to assess behavioural and emotional functioning.

4. Significance

- Addresses ongoing post-pandemic adjustment
- Provides Canadian teacher-based data
- Focuses on a critical developmental age group
- Informs educational and mental health supports

5. Participants

Canadian elementary school teachers with:

- 7+ years experience
- Pre- and post-pandemic teaching experience

6. Research Design

Cross-sectional mixed-methods design:

- Quantitative (Likert-scale survey)
- Qualitative (open-ended responses)

7. Data Collection

- Recruitment via schools, unions, and social media
- Online Qualtrics survey (~30 minutes)
- Anonymous participation

8. Data Analysis

Quantitative: Descriptive statistics, t-tests, ANOVA, reliability analysis
Qualitative: Thematic analysis

9. Ethics and Confidentiality

- Anonymous data collection

- Secure storage (encrypted USB)
- 5-year retention
- No identifying information collected

10. Risks and Benefits

Risks: Mild emotional discomfort
Mitigation: Skip/withdraw + resources

Benefits: Contribution to research and practice

11. Dissemination

Dissertation, publications, conferences, optional participant summary