



## EDUCATION-POLICY COMMITTEE

School Board Office  
Via MS Teams  
November 2, 2021 – 6:00 p.m.

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### A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**  
*We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.*
2. **Opening Remarks from Chair, Allison Watson**
3. **COMMITTEE REPORT** of Oct. 5, 2021 Education Standing Committee meeting (attached) (pg. 2)
4. **BAA COURSE PROPOSALS**
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
  - a. Draft New Policy and Regulations B-118 "Social Media" – Farzaan Nusserwanji (pg. 4)
  - b. Draft Revised Policy and Regulations E-530 "Use of Tobacco, Vapour Products and Cannabis on School Board Premises" – Dave Strange (pg. 11)
  - c. Draft Revised Policy F-228 "Pest Management" – Harold Cull (pg. 15)
  - d. Draft Revised Regulations F-335 "Audit Committee" – Harold Cull (pg. 17)
6. **NEW BUSINESS** (attached)
  - a. Establishing Before and After School Child Care – Scott Stinson (pg. 24)
  - b. Equity Hiring Practices – Allison Watson (pg. 26)
7. **FOR INFORMATION**
  - a. Research Project Approval – Dr. Sarah Macoun/Jessi Lewis – "Attention and Executive Function Training in Children with Attention and Executive Function Difficulties" (pg. 27)
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** Dec. 7, 2021



**COMMITTEE REPORT OF THE  
EDUCATION-POLICY COMMITTEE via MS Teams Live  
October 5, 2021 – 6:00 p.m.**

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Present: Allison Watson, Trustee (Committee Chair)  
 Bob Phillips, Trustee (Committee Member)  
 Dianna Seaton, Trustee (Committee Member)  
 Christina Kempenaar, STA  
 Betty-Lou Leslie, CUPE  
 Sandra Arnold, SPEAC  
 Georgette Walker, SPVPA  
 Scott Stinson, Superintendent/CEO  
 Stephanie Hedley-Smith, Associate Superintendent  
 Dave Strange, Associate Superintendent  
 Paul Block, Associate Superintendent

Guests: Wayne Kelly, Vanessa White

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

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

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

- a. Return to School – Scott Stinson  
 Superintendent Stinson reviewed recent changes and Ministry of Education announcements related to K-3 mask mandates and possible vaccine mandates for school district staff.

**3. COMMITTEE REPORT of Sept. 7, 2021 Education Standing Committee meeting**

The committee report for the Sept. 7, 2021 Education-Policy Committee meeting was reviewed by the committee members.

**4. BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

**5. REVIEW OF POLICIES/REGULATIONS**

There were no policies/regulations for review at this meeting.

**6. NEW BUSINESS**

- a. Academies Update - Wayne Kelly, District Principal of Academies & Dave Strange, Associate Superintendent  
 District Principal Wayne Kelly provided an overview of the District's academy programs. Mr. Kelly spoke about some of the challenges that were encountered due to the ongoing Covid-19 pandemic

and the creative approaches taken by staff to deliver the programs to students. He noted the programs have returned to a more regular operating approach for the current school year. Student enrolment is at 1,217 for this year, compared to 770 last year. Mr. Kelly spoke about bursary programs that students/parents can access to assist with the payment of academy fees.

Committee members appreciated the presentation and the focus on equity and diversity and the support of a variety of students in academies. Trustee Seaton noted academies are important for the physical and mental health well-being for students and said she is grateful that they are accessible for students.

- b. District Program Review – Paul Block, Associate Superintendent  
Associate Superintendent Paul Block provided information on the District Program Review, summarizing the purpose, process, outputs and connection to the Strategic Plan and budget. He will return to the Education-Policy Committee to share the Review Process findings and seek feedback from the district’s partner groups.
  - c. Presentation – Mental Wellness Plan Overview – Vanessa White, District Principal – Safe & Healthy Schools & Dave Strange, Associate Superintendent  
District Principal Vanessa White spoke about the work happening to develop a more comprehensive approach to supporting staff and student wellness, in particular as it relates to mental wellbeing. This work is in keeping with the goals and objectives of the new Strategic Plan. She said the district will be continuing with many of the existing approaches while layering in several new initiatives made possible by additional funding from the Ministry of Education. The district’s mental health plan, which builds on work previously done, includes a mix of capacity and skill development, direct instruction and plans to support its partners in their own learning aimed at helping individuals themselves as well as their ability to support others.
7. **FOR INFORMATION**
    - a. Updated Policy Work Plan  
The Committee reviewed the updated Policy Work Plan. Trustee Watson said she would like to see all policies/regulations to be reviewed through an equity lens.
    - b. Research Project Approval – Juliane Bell/Dr. Sharon Pelech – “Agents in the Field: Exploring the Educational Value of Place Conscious Pedagogy” – Scott Stinson
  8. **FOR FUTURE MEETINGS**
  9. **ADJOURNMENT AND NEXT MEETING DATE:** Nov. 2, 2021



**Committee Info Note**  
**Education-Policy Committee Meeting**  
**November 2, 2021**  
**Agenda Item 5a: Draft Social Media Policy and Regulations**

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Background

SD62 recognizes that electronic social media and district technology are important means of engaging with and communicating with colleagues, parents, students in the enhancement of student learning and district operations.

The Concerns

District staff have been utilizing social media tools including Twitter and Facebook without a policy to guide the appropriate usage and manage the risk of such tools.

This policy has been developed to provide staff and students with guidelines to understand the impact of social media and its appropriate use in order to ensure best practices and to mitigate both the school district's and employees' exposure to risk. This policy and related regulations apply to all SD62 employees, students, volunteers, Trustees, and guests.

Context

The Board believes that sound judgement and due care must be used when using district technology and social media during and outside of school hours, both personally and professionally. Although staff lead private lives, the Supreme Court of Canada has ruled that teachers' off duty conduct, even when not directly related to their school or students, is relevant to their suitability to teach.

Policy Name: Social Media Policy & Regulations

The policy has previously been reviewed by PVPA, STA and CUPE representatives.

Recommendation

That the Education-Policy Committee recommend a motion to the Board of Education to circulate the draft policy and regulations for Notice of Motion.

Respectfully,

Farzaan Nusserwanji, Executive Director, IT /CIO

Lindsay Vogan, Communications Manager

**School District #62 (Sooke)**

<b>SOCIAL MEDIA</b>	No.: B-118
	Effective: Revised: Reviewed: Nov. 2/21

**SCHOOL BOARD POLICY****Use of electronic technology and social media**

SD62 recognizes that electronic social media and district technology are important means of engaging with and communicating with colleagues, parents, students in the enhancement of student learning and district operations. The District is committed to responsible digital citizenship and minimizing the risks associated with district technology and social media tools including websites.

The Board believes employees and students should be aware of the impact of social media and its appropriate use to ensure best practices and to mitigate both the school district's and employees' exposure to risk. This policy and related regulations apply to all SD62 employees, students, volunteers, Trustees, and guests.

The Board expects staff will ensure appropriate codes of conduct are followed while conducting school related activities that involve students and the parent community. The Board expects students and parents will follow the regulations and guidelines for use of social media.

The Board believes that sound judgement and due care must be used when using district technology and social media during and outside of school hours, both personally and professionally. Although staff lead private lives, the Supreme Court of Canada has ruled that teachers' off duty conduct, even when not directly related to their school or students, is relevant to their suitability to teach.

**References:**

*School Act*

*Freedom of Information and Protection of Privacy Act*

Canadian Charter of Rights and Freedoms

Canadian Criminal Code

B-117 Acceptable Use of Technology Policy

**School District #62 (Sooke)**

<b>SOCIAL MEDIA</b>	No.: B-118
	Effective: Revised: Reviewed: Nov. 2/21

**ADMINISTRATIVE REGULATIONS****Context**

In recognition of the public and pervasive nature of social media communications, as well as the fact that in this digital era, the lines between professional and personal endeavors are sometimes blurred, these regulations also address caveats for use of personal social media by staff.

Every time a person communicates, whether it is in-person or on social media, the public opinion is shaped about that person, his/her profession, school, board and public education. Statements like *"Tweets are my own and do not reflect those of my employer's"* does not hold true for educators.

These regulations are meant to provide general guidance and not cover every potential social media situation.

**Definition**

"Social media" refers to all internet-based technology tools that enable people or organizations to communicate, share information and resources, collaborate, message other users, etc. online. Social media includes, but is not limited to: Blogs, wikis, podcasts, forums, instant messaging, texting, video streaming and posting through apps on mobile devices. Platform examples include, but are not limited to, Facebook, Twitter, Instagram, LinkedIn, Pinterest, YouTube and Snap Chat, TikTok, Google+ and Google Hangouts.

**1. Personal Use and Responsibility**

- 1.1 Employees should understand that there is no expectation of privacy in the use of social media or electronic communications, and that online and other electronically recorded communications may potentially be read, accessed or published by third parties or transferred to others without the knowledge or consent of the creator.
- 1.2 SD62 employees are personally responsible for the professional and personal content they publish online.
- 1.3 Anything posted by an employee to non-school district parties may be perceived to be an official representative of the school district.
- 1.4 All employees are encouraged to model an appropriate online presence and to exercise good judgement to ensure that postings do not reflect negatively on the employee's professional reputation or that of the school district. What is inappropriate in the workplace is also inappropriate online, including criticizing students, administrators, fellow employees, the school district, Board of Education, or other school districts, other school boards and community organizations.

- 1.5 Employees should not speak on behalf of SD62 or use district logos on private social media sites unless they are authorized to do so by the Superintendent or District Communications Department.
- 1.6 SD62 employees should not 'friend' students to their personal social media sites, especially if there is a student/teacher relationship and should not request or accept any students as 'friends' on social media sites. Employees should also refrain from interacting with students on social media sites for purposes not related to the delivery of the student's educational program.
- 1.7 Employees should be aware of any policies, privacy features and limitations on social media platforms that they use.
- 1.8 Confidential/sensitive information pertaining to the employee's role in the school district or information involving the operation of SD62 that is/was obtained through the course of employment shall not be disclosed on social media sites without permission.
- 1.9 Policy and Regulations B-117 "Acceptable Use of Technology" provides standards associated and relevant to these guidelines.
- 1.10 Social media may be used to highlight and celebrate unique educational and school events or events of general interest to the community. In cases where personal information or images are used, consent must be obtained.
- 1.11 District operational issues should be communicated using targeted platforms where possible instead of social media and concurrent with specific information individually communicated to impacted staff, students and families.

## **2. Employee Use of Professional Social Media Sites**

- 2.1. The School District recognizes that there are potential benefits to the use of social media and other electronic communications as an educational tool. However, employees must at all times ensure that social media and electronic communications used for communicating with parents and students is consistent with appropriate professional boundaries and the policies, procedures, and practices of the School District.
- 2.2. Use of social networking websites and services must adhere to the British Columbia Freedom of Information and Protection of Privacy Act (FOIPPA), the guidelines for teachers from the BC Ministry of Education, BCSTA, CUPE and the body that regulates teacher conduct, particularly where issues related to personal information are concerned.
- 2.3. Any use of social media related to work or school that involves students or other SD62 employees must be of a professional, rather than personal, nature and adhere to district and professional codes of conduct. Online activities must not interfere with the performance of an employee's duties or their effectiveness as an employee of the school district.
- 2.4. Employees who use social media for professional purposes must use a professional email address; accounts must be completely separate from personal email or social accounts.
- 2.5. Users of professional social media sites are responsible for complying with all applicable federal, provincial and local legislation.

- 2.6. All existing Board policies and District procedures, and legislation that cover employee conduct may be applicable in the social media environment.

### **3. General School Use of Professional Social Media Sites**

- 3.1. The School District recognizes that there are potential benefits to the use of social media and other electronic communications as an educational tool. However, employees must at all times ensure that social media and electronic communications use for communicating with parents and students is consistent with appropriate professional boundaries and the policies, procedures, and practices of the School District.
- 3.2. Use authorized school district sites and tools for online communication with students and parents. Should employees wish to create other sites and/or use other online forums for communicating with students, parents, or the community, they must obtain approval from the principal and/or department supervisor.
- 3.3. Annually, school administrators will distribute guidelines to students explaining appropriate students' use of social media for school related activities (not students' personal use).
- 3.4. All professional social media sites are to be set-up with the highest setting level for blocking profanity and/or obscenity. When required, access must be appropriately restricted (i.e. limited to students assigned to a class or activity). Employees are responsible for understanding privacy settings of social media sites.
- 3.4. All new professional social media sites are to be set up using the school or program name and email address (i.e. schoolname@sd62.bc.ca). No sites should be set up using specific employee information. Existing school and/or district social media sites should be changed to a school/program email address, where possible.
- 3.5. All professional social media site email addresses and passwords are to be kept on file with school administration, so that there is an ability to pass the information along in the event of personnel changes or to suspend the site, if necessary.
- 3.6. All public-facing social media sites representing a school are required to be active, meaning that there is a commitment to regular posting of current and relevant content while school is in session. If a site becomes inactive for a period greater than four months during, it must be shut down.
- 3.7. All professional social media sites are to be maintained by a school administrator/supervisor or a school/district employee delegated by the school administrator/supervisor. Responsibility is not to be delegated to a parent volunteer or student, as the established social media site will represent SD62. Official school district social media account login credentials must be shared with the school administrator.
- 3.8. Employees are required to monitor contributions to any site they create, administer or moderate for professional purposes. Posts that are not in keeping with the spirit of the page should be removed immediately.
- 3.9. Any use of social media that involves students must be focused on teaching and learning, and not linked to personal sites.

- 3.10. Employees are responsible for ensuring that any use of social media or other electronic communications with students complies with School District policies. Any personal student information that is posted to social media websites or circulated in other electronic communications while the student is under an employee's supervision must be compliant with the permission granted by the student's parents/guardians in a signed District Media Release form.
- 3.11. SD62 is not responsible for social media accounts established and maintained by school or district Parent Advisory Councils.
- 3.12. The School District reserves the right to remove, disable and provide feedback regarding professional social media sites that do not adhere to the law or do not reasonably align with these regulations.

#### **4. Copyright and Fair Use**

- 4.1. Employees must respect and model copyright and fair use guidelines. A hyperlink citation to outside sources is required. Employees must not plagiarize and must give credit where it is due.
5. **Employees who do not follow these terms and conditions may face disciplinary action.**

## Appendix

### Guidelines for Student use of social media and electronic technology

#### DEFINITION

Online technology tools that enable people or organizations to communicate, share information and resources, collaborate, message other users, etc. over the Internet. Social media includes, but is not limited to: Blogs, wikis, podcasts, forums, instant messaging, texting and video streaming and posting through apps on mobile devices. Platform examples include, but are not limited to, Facebook, Twitter, Instagram, LinkedIn, Pinterest, YouTube and Snap Chat, TikTok, Google+ and Google Hangouts.

These regulations are meant to provide general guidance and not cover every potential social media situation.

1. Student online behaviour should reflect the Sooke School District values of relationships, choice, respect, integrity, trust, safety, diversity and equity.
2. Online activities related to school are an extension of the classroom and subject to all school and district expectations. Student online behavior should reflect their school and/or SD62's Code of Conduct.
3. Students should report any content or behavior through school-related social media that is not suitable for the school environment.
4. Students should consider the potential consequences of what they post online. What students contribute leaves a digital footprint for all to see. Students should only post what they want friends, peers, teachers, or a future employer to see. Links to other websites should be appropriate for their school setting.
5. Students should be safe online; they should never give out personal information, including last names, birthdates, phone numbers, addresses, and pictures. Students should not share their password with anyone except their parents/guardians.
6. Students must not intentionally misrepresent themselves or use someone else's identity.
7. Students are responsible for the work they create. They should not use intellectual property without permission. When paraphrasing another's idea(s), the sources must be cited.
8. Pictures are protected under copyright and protection of privacy laws.
9. Students who do not follow these terms and conditions may face disciplinary action.



**Committee Info Note**  
**Education Policy Committee Meeting**  
**November 2, 2021**  
**Agenda Item 5b: Policy and Regulations Update – E-530**

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**Background**

- Staff have been working on revisions to Policy and Regulations E-530 Smoking/Electronic Cigarettes.
- The current policy and regulations were last updated in April 1997.
- The policy and regulations need to be revised to reflect current guidance surrounding the use of tobacco, vapouring and cannabis use.
- The proposed drafts are informed by current laws and regulations as well as a review of policy and regulations in neighbouring districts.

**Recommendation:**

That the committee forward the draft revised policy and regulations to the Board of Education for Notice of Motion.

## School District #62 (Sooke)

<b>SMOKING/ELECTRONIC CIGARETTES- USE OF TOBACCO, VAPOUR PRODUCTS AND CANNABIS ON SCHOOL BOARD PREMISES</b>	No.: E-530
	Effective: Nov. 22/83 Revised: July 11/89; May 14/91; Apr. 22/97 Reviewed: Nov. 2/21

**SCHOOL BOARD POLICY**

The Board of Education agrees with the evidence that smoking poses a threat to the current and future health of individuals. It also recognizes it has the responsibility as an educational agency to provide programs and initiatives which will help prevent the start of smoking and to assist in the cessation of smoking behaviours. As an employer, the Board also believes it has a responsibility to provide a smoke-free work environment.

~~The Board acknowledges regional and federal regulations that restrict the use of tobacco products by young people and prohibit the possession of burning tobacco in workplaces and educational institutions including school yards. The Board will support enforcement of applicable Capital Regional District Bylaws in all buildings, property, and vehicles under the jurisdiction of the school district.~~ **In accordance with the *Tobacco and Vapour Products Control Act* and *The Cannabis Control and Licensing Act*, all school district properties are designated no smoking and no vaping allowed. The use of tobacco, vapour products and cannabis (in all forms) is banned on all public and private Kindergarten to Grade 12 schools in British Columbia. The ban extends to all school district property 24 hours a day, 7 days a week, regardless of whether or not school is in session. The ban also includes district owned vehicles, parking lots, sports fields, driveways, courtyards, private vehicles parked on school property and areas abutting school property.**

**The Board believes in providing welcoming, safe and sustainable facilities that enhance the learning and teacher environment and is committed to its fundamental responsibility of enforcing the ban on the use of tobacco, vapour products and cannabis on school district property, as required under the legislation and this policy.**

~~In view of the above, the Board wishes to promote all efforts that will lead to smoke-free environments throughout the district.~~

**Resources:**

***Tobacco and Vapour Products Control Act***  
***Cannabis Control and Licensing Act***

## School District #62 (Sooke)

<b>SMOKING/ELECTRONIC CIGARETTES USE OF TOBACCO, VAPOUR PRODUCTS AND CANNABIS ON SCHOOL BOARD PREMISES</b>	No.: E-530
	Effective: Nov. 22/83 Revised: July 11/89; May 14/91; Apr. 22/97; June 24/14 Reviewed: Nov. 2/21

**ADMINISTRATIVE REGULATIONS**

~~No persons shall carry or have in their possession a burning cigarette, cigar, pipe containing burning tobacco or electronic cigarette (e-cigarette), or burn tobacco in any other manner in any school yard or inside any part of a building, structure or vehicle which is owned or operated by the school district, or where a district educational program is offered.~~

~~The term "smoking" shall include the use of electronic cigarettes (e-cigarettes).~~

~~"No Smoking" signs of a type approved by the Capital Regional District must be prominently posted in all district buildings, vehicles and school yards.~~

**Designation**

**All school district property will be designated no smoking and no vaping allowed, with the use of tobacco, vapour products and cannabis (in all forms) on school property and areas abutting school property prohibited at all times for all employees, students and visitors. School property is defined as all school buildings, grounds and properties including school district offices and facilities and any properties owned or leased by or operated under the authority of the Board. The use of tobacco, vapour products and cannabis will not be permitted in private vehicles on school property, in school district owned vehicles and equipment, and in any vehicle used to transport students.**

**Exercising Reasonable Care and Diligence**

**All employees are expected to comply with the tobacco, vapour products and cannabis restrictions described in this policy and accompanying regulations relating to the use of tobacco, vapour products and cannabis on Board premises and to assist with the enforcement of these restrictions. In accordance with the legislative requirements, the Superintendent and principals must demonstrate that reasonable care and diligence have been taken to prevent a contravention of the ban on the use of tobacco, vapour products and cannabis. In exercising due diligence, the Superintendent and principals will inform the public of Policy E-530 and provide appropriate signage and website information. The policy will be communicated to existing and new employees.**

**Rentals**

**Organizations and persons using, renting or leasing School District property shall not be permitted to use tobacco, vapour products or cannabis on that property or areas abutting school property. Adherence to Policy E-530, the *Tobacco and Vapour Products Control Act***

and the *Cannabis Control and Licensing Act* will be a condition of use, rental, or lease of the facility. It is the responsibility of the contract holder to inform any prescribed groups of the policy and regulations.

### Exceptions

The following are exceptions to this policy:

- The ceremonial use of tobacco if approved by the Board and if performed in relation to a traditional Indigenous cultural activity.
- Exemptions from prohibition against consumption of cannabis on school property under the current legislation.

### Resources:

*Tobacco and Vapour Products Control Act*  
*Cannabis Control and Licensing Act*



**Committee Info Note**  
**Education-Policy Committee Meeting**  
**November 2, 2021**  
**Agenda Item 5c & d – Draft Revised Policy F-228 and Regulations F-335**

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**Background**

- Staff have been working on revisions to Pest Management Policy F-228 and the Audit Committee Regulation F-335.
- These revisions were provided to the Committee prior to going to the Education-Policy Committee for policy review and input.

**Pest Management Policy F-228**

- As discussed at last month's Resources Committee meeting, staff were asked to revise Policy F-228 based on the following Board motion:

That the Board of Education of School District 62 (Sooke) direct staff to bring forward a revised Policy and Regulation F-228 Pest Management to reflect the banning of the use of glyphosates (Round-Up) on school grounds.

- Based on this direction, staff reviewed the need to provide regular maintenance of noxious weeds on District grounds and what other options, other than using glyphosates, would be and the estimated costs.
- As a result, staff have attached the proposed revision to the Policy F-228 by adding glyphosates to the list of products not to be used on District property.
- Staff recommend that the revised policy be sent to the Education-Policy Committee for review and eventual consideration/approval by the Board.

**Audit Committee Regulation F-335**

- It has been discovered that there is an inconsistency between Board Regulation A-340 which indicates the Board Chair will appoint the standing committees' (Education Policy, Resources, Audit) chairs and members and Audit Committee Regulation F-335 which indicates the Committee will elect the Committee Chair.
- To ensure the consistent application, staff are recommending that Regulation F-335 be revised to delete the language that the Committee will elect the Committee Chair.
- Regulation A-340 allows for the consistent application of chair appointments across all three standing committees and this regulation should remain in force.
- Staff recommend that the revised regulation be sent to the Education-Policy Committee for review and eventual consideration/approval by the Board.

**School District #62 (Sooke)**

<b>PEST MANAGEMENT</b>	No.: F-228
	Effective: Apr. 22/03 Revised: Jan. 24/17; Reviewed: May 16/16; June 20/16; Dec. 5/16; Dec. 13/16; Nov. 2/21

**SCHOOL BOARD POLICY**

The Board of Education recognizes that it has a responsibility for the health and safety of students, employees and users of school sites. Additionally, there is a concomitant responsibility to control **rodents**, insect infestations and noxious weeds on school property.

School District #62 (Sooke) shall use Integrated Pest Management (IPM) methods in the operation and maintenance of its facilities. An IPM approach is the best combination of cultural, biological, and genetic methods for the most effective control of pests.

Alternative measures will be fully explored before consideration is given to the use of pesticides, herbicides or insecticides.

The Board recognizes that under an IPM program there may be extenuating circumstances when it is necessary to use chemicals to control pest populations. This will be done in accordance with all applicable environmental Acts and regulations of the Province of British Columbia.

The following is a list of products that will not be used on School District property:

- Paraquat and Simazine (Agent Orange)
- Diazinon
- Carbaryl
- Neonicotinoid
- Fungicide
- Molluscicide
- Avicide
- Nematicide
- Plant growth regulators
- **Glyphosates**

**School District #62 (Sooke)**

<b>AUDIT COMMITTEE</b>	No.: F-335
	Effective: May 22/18 Revised: Oct 12/21 Reviewed: Apr. 24/18; Nov. 2/21

**ADMINISTRATIVE REGULATIONS****AUDIT COMMITTEE POWERS, STRUCTURE AND OPERATIONS****1. Powers of the Audit Committee**

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

- (a) With the prior approval of the Board, retain counsel, accountants or other professionals to advise or assist the Audit Committee.
- (b) 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.
- (c) 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.
- (d) Require the Board's internal or external auditor to provide reports to the Audit Committee.
- (e) Have access to all records of the Board.

**2. Composition of the Audit Committee**

The Audit Committee will be comprised of three members, including two trustees of the Board as appointed by the Board and one external community member appointed by the Board, who may be as recommended by the Selection Committee.

The majority of Audit Committee members will be trustees of the Board.

**3. Eligibility for Appointment of Persons who are not Trustees of the Board**

A person who is not a trustee of the Board member may be appointed to and serve on the Board's Audit Committee only if he or she:

- (a) Is a Canadian citizen who is 18 years of age or older and a resident of British Columbia.
- (b) Has accounting, financial management or other relevant business experience that would enable him or her to understand the accounting and auditing standards applicable to the Board.
- (c) Is not an employee or officer of the Board at the time of appointment.
- (d) Does not have a conflict of interest at the time of appointment.
- (e) Is not an undischarged bankrupt or a person who would be disqualified under the *School Act* or any other enactment from being nominated for, being elected to or holding office as a trustee of the Board.
- (f) Was identified by a trustee of the Board or by the Selection Committee as a potential candidate for appointment to the Audit Committee.

A person has a conflict of interest if his or her parent, child or spouse is employed by or an officer of the Board.

#### 4. Selection Committee

A selection committee (the “**Selection Committee**”) will identify persons who are not trustees of the Board as potential candidates for appointment to the Audit Committee by the Board.

The Selection Committee shall be composed of:

- (a) The superintendent
- (b) A member of senior management
- (c) The chair of the Board or a trustee of the Board designated by the chair

#### 5. Chair of the Audit Committee

~~At the first meeting of the Audit Committee in each fiscal year, the members of the Audit Committee will elect the chair of the Audit Committee for the fiscal year of the Board from among the members appointed to the Audit Committee.~~ **The Chairperson of the Board will designate the Chairperson of the Audit Committee.**

If at any meeting of the Audit Committee the chair is not present, the members present may elect a chair for that meeting.

#### 6. Term of Appointment

The term of office of each member of the Audit Committee shall be determined by the Board **Chair** upon appointment of the member. The term of office of a member of the Audit Committee who is a trustee of the Board will not exceed four years or the trustee’s term of office as a trustee of the Board. The term of office of a member of the Audit Committee who is not a trustee of the Board will not exceed three years.

A member of the Audit Committee may be reappointed for subsequent terms.

An individual who is not a trustee of the Board may not be appointed to the Audit Committee more than twice unless:

- (a) The position has been advertised for at least 30 days.
- (b) After the 30 days, the Selection Committee did not identify any potential candidates.

When the term of a member of the Audit Committee expires, the member may continue as a member until a successor is appointed or the member is reappointed.

## **7. Meetings**

The Audit Committee will meet at least three times in each fiscal year at the call of the chair of the Audit Committee, and at such other times as the chair considers advisable.

Each member of the Audit Committee who is a trustee of the Board shall have one vote. A member of the Audit Committee who is not a trustee of the Board shall be a non-voting member. The Audit Committee will make decisions by resolution. In the event of a tie vote, the chair is entitled to cast a second vote.

A majority of the members of the Audit Committee constitutes a quorum for meetings of the Audit Committee.

The chair of the Audit Committee will ensure that minutes are taken at each meeting and provided to the members of the Audit Committee before the next meeting.

## **8. Codes of Conduct**

Any code of conduct of the Board that applies to trustees of the Board also applies to members of the Audit Committee who are not trustees of the Board in relation to their functions, powers and duties as members of the Audit Committee.

## **9. Remuneration and Compensation**

A person shall not receive any remuneration for serving as a member of the Audit Committee. The Board will establish policies respecting the reimbursement of members of its Audit Committee for expenses incurred as members of the Audit Committee.

## **10. Declaration of Conflicts**

Every member of the Audit Committee will, when he or she is appointed to the Audit Committee for the first time and at the first meeting of the Audit Committee in each fiscal year, submit a written declaration to the chair of the Audit Committee declaring whether he or she has a conflict of interest.

A member of the Audit Committee who becomes aware after his or her appointment that he or she has a conflict of interest will immediately disclose the conflict in writing to the other members of the Audit Committee.

If a member or his or her parent, child or spouse could derive any financial benefit relating to an item on the agenda for a meeting, the member will declare the potential benefit at the start of the meeting and withdraw from the meeting during the discussion of the matter and shall not vote on the matter.

If no quorum exists for the purpose of voting on a matter only because a member is not permitted to be present at the meeting because of the conflict, then the remaining members will be deemed to constitute a quorum for the purposes of the vote.

If a potential benefit is declared, a detailed description of the potential benefit declared will be recorded in the minutes of the meeting.

## **11. Reporting**

The Audit Committee will report to the Board annually, and 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) A written report evaluating the Audit Committee's performance.
- (g) Any other matter that the Audit Committee considers relevant.

## **12. Minutes**

The minutes of the Audit Committee meetings will accurately record each decision reached by the Audit Committee. The secretary treasurer, or such other person as may be designated by the Audit Committee will keep the minutes of the proceedings of all meetings of the Audit Committee. The minutes will be distributed to the Audit Committee members with copies to the superintendent, the external auditor and others as directed by the Audit Committee.

## **13. Audit Committee Performance**

On an annual basis, the Audit Committee will assess its performance in fulfilling the duties and responsibilities set out in this Terms of Reference. The assessment will review the performance of the Audit Committee, as well as the contribution and participation of the individuals that comprise the Audit Committee. The evaluation may be a self-assessment or may involve facilitation or review by an external party.

## **14. Orientation and Education**

All members of the Audit Committee will be provided with an orientation to the Audit Committee's duties and functions upon appointment and be offered financial literacy training.

## **DUTIES OF THE AUDIT COMMITTEE**

### **15. Financial Reporting Processes**

The Audit Committee has the following duties related to the Board's financial reporting process:

1. 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.
2. 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.
3. 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.
4. To recommend, if the Audit Committee considers it appropriate to do so, that the Board approve the annual audited financial statements.
5. To review all matters that the external auditor is required to communicate to the Audit Committee under generally accepted auditing standards.
6. To review with the external auditor material written communications between the external auditor and the superintendent or secretary treasurer.
7. 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.
8. To ask the external auditor about any other relevant issues.

### **16. Internal Controls**

The Audit Committee has the following duties related to the Board's internal controls:

1. To review the overall effectiveness of the Board's internal controls.

2. 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.

3. 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.

## **17. Internal Audit**

The Audit Committee has the following duties related to the Board's internal auditor:

1. To review the internal auditor's mandate, activities, staffing and organizational structure
2. 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.
3. To ensure there are no unjustified restrictions or limitations on the scope of the annual internal audit.
4. 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.
5. To review the effectiveness of the internal auditor, including the internal auditor's compliance with standards for internal auditing.
6. 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.
7. 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.

## **18. External Auditor**

The Audit Committee has the following duties related to the Board's external auditor:

1. 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.
2. 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.
3. 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.
  4. To review and confirm the independence of the external auditor.
  5. 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.
  6. To attempt to resolve any disagreements between the superintendent and/or secretary treasurer and the external auditor about financial reporting.
  7. 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.



**Committee Info Note**  
**Education-Policy Committee Meeting**  
**November 2, 2021**  
**Agenda Item 6a: Establishing Before and After School Child Care**

## PURPOSE

- To determine how to proceed with child care options at Pexsisen Elementary.

## BACKGROUND

- District Policy ([F-302](#)) on the use of school facilities for child care programs was revised on Sept 28, 2021. This policy is consistent with sections 85.1, 85.2, 85.3 and 85.4 of the *BC School Act*.
- Provincial responsibility for child care is set to transition from the Ministry of Children and Families to the Ministry of Education. The Minister of Education's mandate letter currently has 2023 as the target date for this to occur.
- The *Child Care Licensing Regulation 332/2007* details what is asked of schools to obtain a child care license for before and after school care.

### Schedule B

1 An applicant for a license must submit with the application all of the matters set out in this Schedule. 1.1 Despite section 1, an applicant who intends to provide a care program described as School Age Care on School Grounds must submit with the application only the matters set out in (a) **sections 2 and 11 of this Schedule**, if the licensee is a board of education, or (b) sections 2, 3, 5 and 11 of this Schedule, if the licensee is not a board of education.

2 An applicant must provide a detailed description of the care program to be offered.

11 If the applicant is a society, the applicant must provide, on request of a medical health officer, a copy of its constitution and bylaws.

- Given that school buildings are designed for children, there is an easy transition to use for school facilities for before and after school care. Details of the physical requirements are detailed in the Child Care Regulation:

14 (5) Subsections (1) to (4) do not apply to a licensee who provides a care program described as School Age Care on School Grounds except that, if care is provided in a building that is not equipped with toilets and wash basins, the licensee must ensure that children's access to a bathroom is supervised in a manner that is appropriate for the age and development of the children. [am. B.C. Regs. 202/2011, s. 4; 130/2021, s. 6.]

- The BC Government provides details on the staff-student ratio for school age care on school grounds:

Ages: School age (Kindergarten and up)

Maximum group size: 24 children from Kindergarten and Grade 1 OR 30 children from Grade 2 and older with no Kindergarten or Grade 1 children present.

**Staff-to-child ratio:**

1 responsible adult for each 12 children from Kindergarten and Grade 1.

1 responsible adult for each 15 children from Grade 2 and older.

Staff qualifications: Responsible adults must be 19 years of age or older and able to provide care and mature guidance to children. Must also have 20 hours of child care-related training, relevant work experience, a valid first aid certificate and a clear criminal record check.

Setting: School grounds.

- The stages of becoming licensed involves going through a licensing officer at Vancouver Island Health. (I am awaiting a call from an officer who can give me more details specific to a school district run before and after school care).
- The forms to complete are [Application for Community Care Facility License](#). Interior Health has a similar form but has [instructions on how to complete](#).

The [childcare routine inspection checklist](#) is worth looking through although I suspect that as a school much of this will be in place or not relevant for school aged children. The list may be helpful to those working on establishing standards for rooms in school buildings in SD62.

**Context:**

- The Board has recently passed Policy F-302: Use of School Facilities for Out of School Care Programs.
- Pexsisen Elementary School will open in September of 2022. The school has been built with a Neighbourhood Learning Centre (NLC) specifically designed for the provision of child care.
- The space can be used for before and after school care (school-age) or pre-school (3-5 year olds) or a combination of the two.
- The School District has the option of being able to provide the service directly or to lease the space to a third-party child care provider.
- The district currently has partnership arrangements with several child care providers.
- The district also currently runs a before and after school care program at Ruth King Elementary as part of the CommunityLink funding.
- The district does not currently provide pre-school child care services.

**Discussion:**

- Does the Board of Education wish to provide child care service directly to students and families within SD62 schools, where a gap in service currently exists?
  - Determining where service gaps exist will eliminate direct competition with current child care providers and will assist the community with additional child care spaces.
- If the Board of Education wishes to provide child care services directly, do they wish to restrict this to school-age programming?

**Recommendation:**

- For staff to post a Request for Proposals (RFP) for third-party providers to offer child care options at Pexsisen. Staff can evaluate the proposals and then determine if a gap exists that the Board may wish to fill.

Respectfully submitted,  
Scott Stinson, Superintendent of Schools



**Committee Info Note**  
**Education-Policy Committee Meeting**  
**November 2, 2021**  
**Agenda Item 6b: Equity Hiring Practices**

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**Background:**

Given that one of the most prominent additions to our recently updated Strategic Plan is a focus on equity, diversity and inclusion, it is important that the Board and future Boards reflect these values in our hiring policy. Although our district is currently working on a workplan that reflects these values and will likely develop a policy, the intent of this motion is to formalize and specify our Growth target that “strives to strengthen organizational practices to ensure equity, diversity and inclusion”. The Strategic Plan guides us in practices that enhance equity in our district; however, it is important that we formalize policy to reflect the will of the Board.

**Rationale:**

This motion supports the work being done in our district and our Strategic Plan’s Priority in Growth to “**Strengthen organizational practices to ensure equity, diversity and inclusion**”. Should this motion be approved the Board would demonstrate a commitment to equity at the leadership table that would have a profound impact on inclusion in our district. Reflecting our commitment to equity, diversity and inclusion in hiring policy would demonstrate that our Board is taking firm action to ensure all qualified individuals have equal opportunity to employment in our district including all leadership and executive positions.

**Recommendation:**

That the Education-Policy Committee recommend a motion to the Board that the Board of Education direct staff to develop policy related to equity hiring practices. As a component to this work, explore opportunities to include a Human Rights Tribunal exemption to encourage the hiring of individuals who are otherwise disadvantaged. This includes persons characterized by a physical or mental disability or by a common race, religion, age, sex, sexual orientation, gender identity or expression, marital status, political belief, colour, ancestry, or place of origin.

Respectfully submitted,

Allison Watson, Chairperson  
Education-Policy Committee



## Permission to Conduct Non-Board-Initiated Research

Date of application	Oct 13, 2021
Applicant's Name	Dr. Sarah Macoun / Jessi Lewis (study coordinator)
Address	3800 Finnerty Road, Victoria, BC V8P 5C2
Phone Number(s)	250-721-7534
E-Mail Address	sjmacoun@uvic.ca / jessilew@uvic.ca
Present Position	Associate Professor
SD62 Employee?	no
Affiliated institution or organization	University of Victoria
Name of facility supervisor (if applicable)	
Title of study	Attention and Executive Function Training in Children with Attention and Executive Function Difficulties
Type of study	Randomized control trial
Requested date to start and anticipated end date	October 2021-June 2022
Type of participants (i.e. student, parent, teacher, support staff)	students, support staff
Any specific cohort focus	Children with deficits in attention and executive functions
Plan for recruitment to study	Attached
Specific location(s) of study	Within Sooke School District buildings (explained in attached)
Data collection tools	Attached
Ethics approval, date and organization	Approved by UVIC Human Research Ethics Sept 27, 2021

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

### **Research Program Background**

Deficits in the ability to attend and to regulate thinking and behaviour (executive functions) are common for many children, including those with neurodevelopmental disorders (NDDs), and significantly impact the ability of many children to learn and succeed. Dino Island is a “serious game” that is designed to improve attention and executive functions using direct cognitive training. This approach capitalizes on the rewarding properties of game play supported by an ‘interventionist’ who facilitates the development of children’s problem-solving skills to help improve their performance.

Dino Island (DI) is designed to be delivered in home, school and community settings, with the goal of making it accessible to and affordable for all. DI involves training and incorporation of non-expert interventionists for its delivery, building knowledge and skills in these individuals and increasing their capacity to support children with NDDs more broadly. Collaboration and school/community engagement are integral to DI and the evolution of DI over the past four years has been directed by input from community partners, including schools, community service agencies, and children/families. As such, DI provides early and equitable access to intervention services, supports schools, communities and agencies in building their capacity and improving outcomes for children, and provides direct support and resources to children in need.

Our broad goals are to improve treatment options and outcomes for children with NDDs and their families, enhancing the evidence-base for scientifically validated attention/EF interventions, maximizing intervention accessibility by establishing a treatment that is deliverable across a range of settings/ contexts, and producing a treatment that is widely accessible and affordable. To date, our clinical trials using the previous iteration of DI (Caribbean Quest) demonstrated that participating children showed gains on specific measures of attention and working memory. There was also evidence of generalization of intervention effects in terms of gains in emotional regulation, self-monitoring, metacognitive awareness and academic fluency. We demonstrated gains in capacity in interventionists, with paraprofessionals who delivered the intervention (EA’s) reporting improved knowledge and skills for supporting all children with NDD’s, which were confirmed by school district administrators. In terms of demonstrated accessibility/ feasibility, the intervention was felt to be easily doable within a school setting and most EA’s, teachers and EA’s reported that it fit easily within the school day. The impact of DI also extends to the multiple undergraduate and graduate students who have been involved in this research program and who have developed varied knowledge/skills for working with children with NDD’s in both research and clinical contexts.

### **The Dino Island Intervention**

This intervention has two key components: a therapeutic tablet-based game (iOS or Android Tablets) called Dino Island (DI) and instruction in metacognitive strategies.

The DI intervention consists of a series of 5 attention and executive function activities that were developed based on validated neuroscientific principles. The activities are presented in a game format with cognitive demands that gradually increase in difficulty. The games are designed to be fun, motivating, and engaging for children/youth. Through practice, children exercise various attention and self-regulation processes in an adaptive, rewarding environment. These tasks are designed to increase and decrease in difficulty based on the child’s unique performance, so every child is both challenged and experiences success. The games are no more stressful than what might be experienced playing a regular, non-violent videogame (e.g., “*Mario Brothers*”).

Trained interventionists deliver the intervention to children, either to one child or two children at a time. Our previous studies have indicated that the majority children enjoyed the intervention, interventionists enjoyed and benefitted from the training, and the intervention was easily delivered in schools with minimal inconvenience or interference with regular school activities. The intervention has been typically delivered 3-5 times a week for 30-60 minutes each time (although how time is allocated can be flexible depending on individual schedules), for a total of 14-16 training hours over 6 weeks. During game play, DI interventionists support children by teaching them metacognitive strategies and skills to improve performance. Metacognitive strategies are those that teach children to monitor their own thinking in order to focus attention and effort, reduce frustration, and regulate behavior. We have seen our child participants transfer these strategies directly over into the classroom when required to focus, self-regulate and engage in academic tasks.

Prior to delivering the intervention, interventionists complete approximately 3 hours of online training at a time and place of their own convenience, to help them further develop their knowledge/skills and to prepare them for delivering the program. The training provides information on NDDs, attention/self-regulation, neural plasticity, cognitive interventions, positive behavioral supports, and metacognitive supports, in addition to specific information on how to deliver the DI game to children. This information is valuable and practical for working with children with and without exceptionalities. During the intervention, our research team is available to support interventionists and provides check-ins to ensure all questions are answered and the intervention is delivered with fidelity.

### **The Proposed Study**

DI has recently finished early research and development and is undergoing clinical trials with families in home settings as the first year of a three-year grant with Kids Brain Health Network (KBHN Cycle III <https://kidsbrainhealth.ca/index.php/research/cycle-iii/> ). From September 2021 to June 2022, our clinical trials of Dino Island will occur in community settings/schools in order to assess the feasibility of the intervention in such accessible, already utilized settings. We would be working out logistics and confirming participants in the fall 2021, with the goal of starting the intervention with children and their EAs in January 2022. Following this timeline, interventionists and families would complete the screening and consent process in mid-late fall 2022 and interventionists would begin training in-late fall 2022. Pre-testing would occur in early-mid January 2022, the intervention in late January-early March 2022, and post-testing in mid-March 2022 (before March break). Pre- and post-testing will include cognitive, behavioral, and neural measures, described in more detail below.

For this trial we are seeking individuals who may serve as interventionists/coaches (primarily EAs or other support workers, although it is open to other school staff who may be interested) and children with ASD, FASD, ADHD and those who do not have diagnoses but who have attention and executive function difficulties, ranging from ages 5-12 years. To participate in the program as currently designed, children need to be able to see, to hear, have basic receptive language (i.e., able to understand vocabulary and simple instructions) and to have adequate motor control to point to items on a tablet. We have chosen this age group because these attention and EF abilities are still developing yet critical to academic, social, and emotional wellbeing, so it is best to remediate challenges as early as possible. Additionally, improving regulation and thinking about one's thinking aligns with aspects of the social-emotional curriculum and self-regulation.

Our intention is to first identify EAs/workers who are interested in participating and then to identify potential child participants who can work with those EAs/support workers. We confirm EA/Support Worker interest first so that we do not end up offering the intervention to a family but find there is no

EA/Support Worker to deliver it. For the purposes of scientific rigor, we will randomly assign child-interventionist pairs to either a Dino Island or Educational games (active control) condition. Although both interventions have some benefit, everybody can have access to DI at the end of the study. If schools find using DI to be beneficial, they can continue to access the intervention and training following the end of the study.

The control condition is identical to Dino Island in structure, though interventionists are trained in general behavior management and motivation rather than metacognitive strategies and children play one of two educational games as opposed to Dino Island. Children will either play ABCMouse if aged 7 years or younger, or they will play Adventure Academy if aged 8 years or older.

Confidentiality will be achieved by assigning participants anonymized IDs that are only linked to their personal information (i.e., name, contact info, parent) in a protected, private document that lives on UVic servers and can only be accessed by authorized research staff. All testing data will only be labeled with the ID number and no personal information will be stored with data. Responses to online questionnaires are encrypted and password-protected, and again, no identifying information is contained in the questionnaires. Deidentified data will be stored indefinitely, and participants are given the option to consent to future analyses and comparisons using this deidentified data. However, participants also have the option to withdraw and delete all of their data at any time. Inherent to the design of the study, children's EAs will know that they are in the study given their joint participation.

### **Study Procedures**

As a brief overview, the first steps of the study will be interventionist and child recruitment. First, learning/integration supports teachers and/or student support administrators will identify students who may be well-suited to the study (as described above). They will then contact the EAs of these students to invite them to participate. Importantly, interventionists will be signed on first to ensure that there is an interventionist for all child participants before inviting children in. Once these EAs sign on to the study, recruitment materials will be sent to those identified families who can then contact either the study team or their EA/LST with questions. Consent forms will be returned to EAs/LST/student support administrators to then be sent on to the UVIC study team. Until consent forms are received, the UVIC study team has no information about the families or children to protect their confidentiality. Once the families consent, the study team will then reach out to give further information and screen for eligibility. At this point, all eligible interventionists and children will be considered to be enrolled in the study and the child-EA pairs will be assigned anonymized ID numbers and randomly assigned to a condition. Then, children complete pre-testing with the UVIC study team in-person (typically on weekends and at a location to be determined in consultation with families and the school district) parents and teacher fill out brief questionnaires (1pg for teachers), and interventionists begin their online training. Once both testing and training are complete, the child-interventionist pair can begin the intervention and should have intervention sessions 3-5 times per week for 30-60min each, aiming for ~2.5hrs/week and a total of 14-16hrs over 6 weeks. During this time, the interventionists will connect with the UVIC team every 1-2 weeks for feedback and support and children will come in for one brief midway testing appointment (~15min, done locally in Sooke). Once intervention hours are complete, children will return for post-testing and parent and teacher questionnaires will be completed once more. Teachers will access their questionnaires by survey and it will clearly indicate in the survey that their participation is voluntary. Families will not be provided with individual information about the child, including the teacher reports. At the end of the study, a brief summary of overall findings will be shared, though no individual results will be available.

This study will collect cognitive, behavioral, and neural data in addition to game analytic data in the Dino Island condition. The following measures will be used:

### **Cognitive Measures**

#### ***Ages 7 and above***

- Reynolds Intellectual Screening Test 2<sup>nd</sup> Edition (RIST-2) Guess What – screening of verbal abilities
- RIST-2 Odd Item Out – screening of nonverbal abilities
- CBM Math Fluency – math speed
- Revised Flexible Item Selection Task (RFIST) – cognitive flexibility
- CANTAB Rapid Visual Processing – sustained attention
- CANTAB Spatial Working Memory – spatial working memory and memory updating task
- Weschler Intelligence Scales for Children, 4<sup>th</sup> Edn. Integrated (WISC-IV Integrated) Symbol Search - processing speed
- WISC-IV Digit Span – verbal working memory
- CBM Oral Reading Fluency/Letter Sounds Fluency – reading speed
- WISC-IV Spatial Span – spatial working memory

#### ***Below Age 7***

- RIST-2 Guess What
- RIST-2 Odd Item Out
- CBM Early Numeracy –number naming speed - early math fluency
- RFIST – cognitive flexibility
- Computerized Preschool Executive Function Battery (CPEF) Farm Animals – continuous performance task
- CPEF Boxes Task – spatial working memory/updating task
- Weschler Preschool and Primary Scales of Intelligence (WPPSI) Bug Search – processing speed
- Differential Abilities Scale 2<sup>nd</sup> Edn. (DAS-II) Recall of Sequential Order – verbal working memory
- Preschool Early Literacy Indicators (PELI, CBM) alphabet knowledge – early reading fluency
- WISC-IV Spatial span – Spatial working memory
- Minnesota Executive Function Scale (MEFS) Dimensional Card Sorting – cognitive flexibility

**NeuroCatch** – This is a measure of brain waves that are associated with attention. It is a quick, non-invasive electroencephalogram (EEG) measure of neural activity in regions associated with attention. Children wear a mesh cap with three light sensors situated at the front, back, and middle of their head as well as two sensor pads on their temples while listening to a sequence of tones for 6-7min. A small amount of EEG gel is squeezed beneath the sensors in the cap and the temples are cleaned with alcohol wipes. Most children enjoy this task and it is not painful or invasive (we have run this task now with approximately 50 children with autism who have enjoyed it and have not experienced any sensory concerns). That being said, if a child finds the task aversive we will discontinue.

### **Behavioural Rating Scales**

- Comprehensive Executive Function Inventory (Parent) – behavioural rating scale to assess attention and executive function
- Child History Questionnaire (Parent) – questionnaire that asks basic demographic information about child (no identifying information)
- Go-4-Kids Adaptive Behaviour Scale (Parent) – 1pg brief adaptive behaviour scale

- **Teacher Survey (non-normed)** – 1 page survey with a selection of questions about observed changes in attention, working memory, behavioral flexibility, and self-regulation, and metacognitive strategy use

### **Analyses**

We plan to compare the efficacy of Dino Island (metacognitive strategies + DI game) to the efficacy of educational games and general one-on-one interventionist time in remediating EFs and attention, and their far-spread effects. This will be done using an ANCOVA pre/post-design that partials out pre-test scores. This will permit us to evaluate cognitive, behavioral, and neural outcomes as measured using the above tools.

### **Links to BC Curriculum**

Our intervention directly targets key foundational skills (attention and EF) that are critical for self-regulated learning and self-regulation in general. While we are not teaching specific curriculum, attention and EF are gating abilities for the development of other cognitive and academic skills and stand to have broad impacts on academic and behavioural function at school.

### **Data collection timeframe**

As specified above, data will be collected ideally between January and May 2021, possibly extending into June if some individuals are delayed in completing the intervention.

### **Data storage**

As specified in our consent forms, data is stored anonymously on highly secure servers at the University of Victoria, which only the immediate research team have access to. All data is anonymized and the code linking participant IDs with names is stored in a protected and confidential file. Anonymized electronic data will be maintained indefinitely, but paper files and the code linking names with participant ID numbers will be destroyed 1 year after data collection is complete.

### **Dissemination**

We plan to disseminate findings scientifically (i.e., presentations at academic conferences, publication in peer-reviewed journals) as well as in the community (i.e., brief written report for families and schools, presentation to school staff). We will defer to the school district as to how they would like the information shared but are willing to offer: 1) written summary of findings, 2) presentation for families, 3) presentation for school staff, 4) participation in ProD days for school staff

Please note we are unable to share individual test results (including teacher/parent rating scales or neural outcome measures) with families and are only able to share broad study findings. Our ethical guidelines prohibit us from sharing this information individually.

### **COVID protocols**

Please note that we have strict protocols for safety related to COVID and are directed by our Human Ethics Board in this regard. The project may be adapted should the COVID landscape change to the extent that in person pre/post testing with children is unsafe. We will inform you of any adaptations we are required to make.