Public Notice – Education-Policy Committee Online Public Meeting

A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on May 4, 2021 at 6:00 pm.**

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

To participate in the meeting please click on this link: https://jump.sd62.bc.ca/Education-PolicyCommittee-May-4-2021

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

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

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
  - Select the **Q&A** function on the right side of the screen.
  - When asking a question using the Q&A function, please identify yourself. ==**Anonymous questions will not be responded to.**==
  - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.
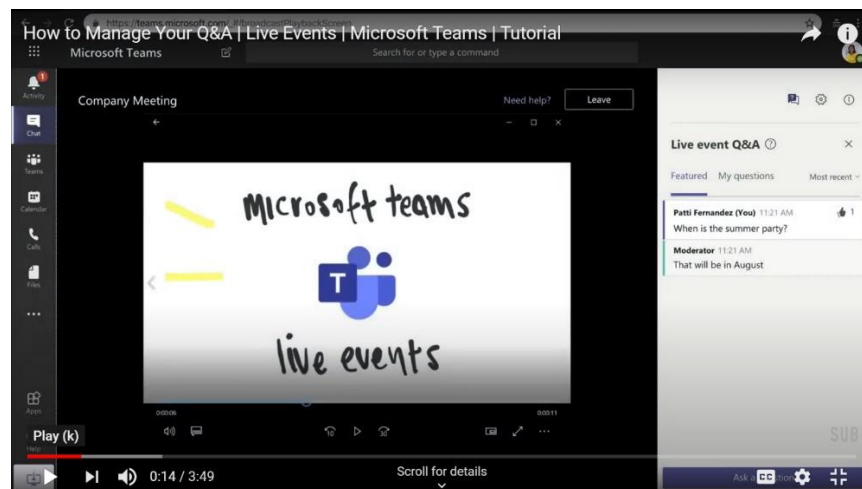
For those who are unable to join the meetings, they will be recorded and audio will be available upon request following the meeting by emailing jfoulger@sd62.bc.ca.

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

EDUCATION-POLICY COMMITTEE
School Board Office
Via MS Teams
May 4, 2021 – 6:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
   We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

2. **Opening Remarks from Chair, Allison Watson**
   - COVID-19 Update – Scott Stinson

3. **COMMITTEE REPORT** of April 6, 2021 Education Standing Committee meeting (attached)

4. **BAA COURSE PROPOSALS** (attached)
   a. Class Design 12 – Paul Block

5. **REVIEW OF POLICIES/REGULATIONS** (attached)
   a. Draft Revised Regulations B-349 "Specialty Academies" – Wayne Kelly & Dave Strange

6. **NEW BUSINESS**
   a. Presentation – Mental Health Supports in the District (Info Note attached) – Vanessa White & Dave Strange (25 min.)
   b. Presentation – Strategic Plan (Info Note attached) - Sue Grundy (20 min.)

7. **FOR INFORMATION**
   a. Research Project Approval – Moira Hood – "COVID-19 and Academic Outcomes, Coping Mechanisms, Perceptions of Social Context As Mediators" – Scott Stinson

8. **FOR FUTURE MEETINGS**
   a. Review of Policies/Regulations - as per Policy Work Plan

9. **ADJOURNMENT AND NEXT MEETING DATE**: June 1, 2021

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

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

Guests: Kerry Robertson, Kristin Holland, Lauren Frodsham, Melissa Horner, Laura Lancaster, Joshua Johnson, Cole Spittle

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
    We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

2. **Opening Remarks from Chair, Allison Watson**
    - COVID-19 Update – Scott Stinson
    The Superintendent gave an update on the recent changes in school health orders as directed by the Ministry of Education, including the amended mask mandate, and the move to virtual meetings. Updates were given on the recent school exposures and the work done in support of staff, students and families, as well as the pause on the vaccination role out for Educational staff.

3. **COMMITTEE REPORT** of Mar. 2, 2021 Education Standing Committee meeting
    The committee report for the Mar. 2, 2021 Education-Policy Committee meeting was reviewed by the committee members.

4. **BAA COURSE PROPOSALS**
    a. No submissions for this meeting.

5. **REVIEW OF POLICIES/REGULATIONS**
    a. Draft Revised Regulations C-329 "Field Trips" – Stephanie Hedley-Smith
        Associate Superintendent Stephanie Hedley-Smith presented the draft revised regulations and provided an overview on the work done to create the draft regulations. The committee engaged in

discussions and posed questions related to issues related to overnight trips, equitable volunteer recruitment, criminal record checks, and support staff, etc. Of note were the requests to review the document through a SOGI lens to ensure the document is reflective of the diversity of our students and staff, and the request to explore capping trip costs to ensure equity of opportunity. The information was brought forward for discussion purposes only.

b. Draft Revised Policy and Regulations B-345 "Core French" – Stephanie Hedley-Smith
Associate Superintendent Stephanie Hedley-Smith presented the draft revised policy and regulations. District Principal Denise Wehner provided context for the work and the proposed revisions. The committee engaged in discussions and posed questions.

Recommendation
That the Board of Education give Notice of Motion to draft revised Policy and Regulations B-345 "Core French".

c. Draft Revised Policy and Regulations B-346 "French Language Programs" – Stephanie Hedley-Smith
Associate Superintendent Stephanie Hedley-Smith presented the draft revised policy and regulations. District Principal Denise Wehner provided context for the work and the proposed revisions to the policy and the regulations. The committee engaged in discussion and posed questions.

Recommendation
That the Board of Education give Notice of Motion to draft revised Policy and Regulations B-346 "French Language Programs"

6. **NEW BUSINESS**
a. Presentation – Link2Practice – Kerry Robertson, Kristin Holland, Lauren Frodsham, Melissa Horner, Laura Lancaster, Joshua Johnson, Cole Spittle
The committee welcomed the presenters who provided an overview of the Link2Practice program jointly sponsored between SD62 and the University of Victoria. The committee engaged in discussions and posed questions to the presenters.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**
a. Review of Policies/Regulations - as per Policy Work Plan

9. **ADJOURNMENT AND NEXT MEETING DATE**: May 4, 2021

Board/Authority Authorized Course Application

School District/Independent School Authority Name: Sooke School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD62
Developed by: John Stamhuis	Date Developed: May 2021
School Name: Westshore Centre for Learning and Training	Principal's Name: Heather Lait
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Class Design 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

The Class Design 12 course is designed to be taken in conjunction with another secondary academic course. The prerequisite for Class Design therefore, corresponds with the prerequisite for that given academic course. For online delivery, it would be recommended that students complete Online Learning Strategies as a pre-requisite.

Special Training, Facilities or Equipment Required:

For the purposes of completing Class Design 12 in a Distributed Learning (DL) format, computer access and a profile in a Learning Management System (LMS) would be recommended. However, Class Design 12 may also be offered in a traditional format and, in that case, no specific specialized equipment would be required.

Course Synopsis:

Class Design 12 provides a personalized learning pathway for students to develop their own class. It is to be provided in conjunction with an academic course. Students will be expected to collectively work in an ongoing basis with both the Class Design 12 teacher and academic course teacher

As the course proceeds, students work through an iterative design cycle in which they develop critical thinking and problem-solving skills while completing the unique challenges presented by their course concept.

Students will be able to relate these aspects to their individual performance. Students will learn from a variety of experiences, hands-on practice, various types of media and literature, guest speakers, as well as direct and indirect instruction by the teacher, and fellow classmates.

Although Class Design 12 will provide cross-curricular learning experiences in any academic course, it will provide added opportunity for students taking courses:

- Within the Career Education Pathway
- Within the Applied Design, Skills, and Technologies Pathways

Goals and Rationale:

Teacher's interactions with students in the Class Design 12 will be more personalized and less didactic. Students will need to be actively involved in knowledge acquisition and construction as they participate in and evaluate their own learning. It is recommended that teachers use one-on-one interactions whether face-to-face or via a telecommunication application to provide the unique support required for this learning process.

In-class lessons accompanying the Class Design 12 course may include activity learning or more traditional homework problems, among other practices, to engage students in the content. Class activities vary but may include: using emerging technologies, in-depth laboratory experiments, original document analysis, debate or speech presentation, current event discussions, peer reviewing, project-based learning, and skill development or concept practice. Because these types of active learning allow for highly differentiated instruction, more time can be spent in class on higher-order thinking skills such as collaboration, design and problem solving as students tackle difficult problems, work in groups, research, and construct knowledge with the help of their teacher and peers. Students of the Class Design 12 course will spend less time completing teacher-prepared assignments and assessments as it is expected that students create their own meaningful learning opportunities. The framework provides an elevated opportunity for collaboration between educator and learner.

Overall, Class Design 12 will infuse student voice and choice in a setting that might not typically provide such choice as the learner is at the centre of the delivery model. BC's Ministry of Education has determined that, "to prepare students for the future, the curriculum must be student-centred and flexible, and maintain a focus on literacy and numeracy, while supporting deeper learning." The Class Design 12 model provides a framework in this regard. It also supports the ministry's current initiative to enhance computational-thinking and coding within the curriculum.

Organizational Structure:

Organizational structure will vary from student to student based on their individualized design concept. The Class Design 12 teacher will be required to provide sufficient resources and course templates to provide students with a structure that coincides with the student's given design concept. Collaboration between the Class Design 12 teacher and the Academic teacher will be key to the success of structuring this learning process.

Students will be provided with the flexibility to focus on the competencies from both the Class Design 12 course and corresponding academic course that fit with their individualized design concept.

Aboriginal Worldviews and Perspectives:

Learning Strategies provides a learning environment that pulls form the following principles and perspectives:

First's People's Principles of Learning:

- Learning involves patience and time.
- Learning involves recognizing the consequences of one's actions.
- Learning requires exploration of one's identity.
- Learning is embedded in memory, history, and story.
- Learning is holistic, reflexive, reflective and experiential and relational.

Worldviews and Perspectives:

- Developing cross-curricular learning experiences for learners.
- Providing for flexible scheduling in schools so that learners can take more or less time to learn what they need to know and understand.
- Providing for multiple opportunities to access learning in different ways.
- Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, and in how they represent what they have learned. How this looks will depend on each individual learner.

BIG IDEAS

User needs and interests drive the design process.	Personal design choices require self-exploration, collaboration, and evaluation and refinement of skills.	Tools and technologies can influence people's lives and be adapted for specific purposes.	Design for the life cycle includes consideration of social and environmental impacts.	Multi-stage design projects benefit from collaborative work environments.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
Personal and Social Responsibility *It is expected that students will:* • Demonstrate positive behaviours that indicate self-respect and self-confidence for development purposes • Demonstrate appropriate social behaviour while working co-operatively and collaboratively with others. **Interact** *It is expected that students will:* • Apply a mentor's guidance in relation to the collaborative process • Work with subject matter experts to identify target audience's needs • Develop the concept of 'team' through teamwork and other team-building methods • Communicate with the intent to highlight personal strengths, talents, and abilities **Ideating** *It is expected that students will:* • Generate ideas and add to others' ideas to create possibilities, and prioritize them for prototyping • Critically analyze how competing social, ethical, and community factors may impact design	• principles in relation to **computer applications** • principles in relation to **graphic design** • principles in relation to **project documentation** • limitations of chosen materials • intellectual property use and its ethical, moral, and legal considerations, including **cultural appropriation** • ethical sourcing of materials and implications and outcomes of their use • **work flow** management through production processes • self-assessment and reflection strategies • inclusive practices, including taking different worldviews and diverse perspectives into consideration • ways to contribute to community and society that take cultural influences into consideration • appropriate use of technology, including **digital citizenship**, etiquette, and literacy • ways in which content and form influence and are influenced by historical, social, and cultural contexts • use of form, content, and visual and sound effects to achieve a specific emotional response in a target audience

Acquisition of Skills

It is expected that students will:

- Become familiar with analysis and its relation to subject matter
- Become familiar with learning activities and course content
- Visualize **instructional graphics**
- Create supporting material/media (audio, video, simulations, games, etc.) **technologies**
- Create engaging learning activities
- Create modes of assessment to measure effectiveness of both the learning process and the corresponding academic course curriculum
- Create exercises and activities that enhance the learning process
- Practice effective strategies for healthy school/life balance
- Analyze the **teaching-learning process** and its implications in regards to assessment

Reflection

It is expected that students will:

- Reflect on their instructional goals and create content that matches them
- Reflect on their learning and understanding of concepts within the corresponding academic course curriculum
- Reflect on their learning and understanding of concepts within **instructional design**

Curricular Competencies – Elaborations

- **Instructional Graphics:** Medium that helps explain something to the viewer in a manner that hopefully increases retention of the subject matter.
- **Instructional Design:** The creation of learning experiences and materials in a manner that results in the acquisition *and* application of knowledge and skills.
- **Technologies:** Tools that extend human capabilities
- **Teaching-Learning Process:** Combined processes where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction.

Content – Elaborations

- **Computer Applications:** Computing software designer to carry out a specific task other than one relating to the operation of the computer itself.

Content – Elaborations

- **Graphic Design:** The craft of creating visual content to communicate specific messages/curriculum.
- **Project Documentation:** Encompasses all the documentation part involved in a project. It supports project expectations and objectives and helps address any project issues among others.
- **Cultural Appropriation:** using or sharing a cultural motif, theme, "voice," image, knowledge, story, song, or drama without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
- **Work Flow:** Planning process for transforming ideas into creative work.
- **Digital Citizenship:** The responsible use of technology by anyone who uses computers, the Internet, and digital devices to engage with society on any level.

Recommended Instructional Components:

The delivery method is a combination of teacher-directed support while providing evidence of the acquisition of the required competencies for the corresponding academic course.

- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Collaborative instruction
- Modelling
- Group/Team work
- Videos
- Coding
- Computational-Thinking
- Experiential Learning
- Hands on experience
- Make learning visible, open, and transparent
- Utilize technologies and other tools in purposeful ways

Recommended Assessment Components:

This course aims to use assessment **OF** learning and assessment **FOR** learning throughout its duration as its means of assessment. In doing so, a variety of assessment techniques will be used, such as weekly anecdotal/checklist evaluations, teacher-student interactions, self-evaluation and reflection.

Formative Assessment	**Assignments** There will be several types of activities and assignments included in the course, such as: - *Online Teacher-Student Interactions:* The student will be given opportunities to reflect on their learning by writings/communications in response to prompts throughout the course. - *Reflective writing.* Students will write short-form statements to show how they have exceeded assignment instructions and/or how they could improve. **Evaluations** - Students are provided with multiple assessment formats as additional evaluation of competencies. Should students require paper-based versions/substitutions of assessment material, such requests shall be granted. The course format allows for opportunity to use classroom assessment to maximize student learning.
Summative Assessment	Students will complete an exit survey describing their ability to succeed based on the competencies of both this course and the corresponding academic course. A summative interview with both the corresponding academic course teacher and the Class Design 12 teacher is recommended for final summative evaluation.

Learning Resources:

- Western Canadian Learning Network

- LMS Databases (Moodle/Google Classroom/Blackboard/D2L/ etc.)

- eLearning Roadtrip – Ellen Wagner

- The Gamification of Learning and Instruction – Karl Kapp

- Interactive Open Educational Resources (https://facdev.e-education.psu.edu/plan/resources)

- User Experience (UX) Design (https://www.springboard.com/resources/learning-paths/user-experience-design/)

- Orientation Handbook for Distributed Learning (prepared by WestShore/Juan de Fuca for students as a pre-study resource)

- Online Basic Computer Instruction- http://www.gcflearnfree.org/

School District #62 (Sooke)

	No.: B-349
Specialty Academies	Effective: Mar. 25/14 Revised: Jan. 26/16 Reviewed: Jan. 26/16; May 4/21;

ADMINISTRATIVE REGULATIONS

New Programs considered will:

1. Have a clearly articulated specialty academy rationale.

2. Require consultation with the Parent Advisory Council (PAC) and the approval of the Board of Education.

3. Fulfill a recognized educational need separate from existing specialty academy programs and services.

4. Be free from any political, religious or ethnic affiliation.

5. Be consistent with Board policies, regulations and administrative procedures.

6. Have a fee structure that is based on the board charging a fee to a student enrolled in a specialty academy related to the direct costs incurred by the board in providing the specialty academy that are in addition to the costs of providing a standard education program.

7. Provide a ~~fee waiver and~~ bursary opportunity for students.

8. Be available to all students in the Sooke School District based on space availability.

9. Identify the potential impact on other schools in the District.

10. Be maintained without transportation assistance from the Board.

11. Be subject to normal planning and staffing schedules established by the district.

12. Be subject to program evaluation including fee structure and audit on an ongoing basis by the Board.

<u>Process for Submitting Proposals</u>

A. Prior to submission of a proposal to the Board, consultation with the Superintendent or designate and the **District Principal of Academies** ~~Specialty Academy Committee~~ must occur.

B. A written proposal, including clear rationale for the Program, will be submitted to the School Board. The proposal will contain:

   1. An overview of the Program accompanied by the goals and objectives and implementation timeline for the program.

   2. A statement which outlines the educational value of the program for the district; including how the proposal is distinct from existing educational programs or fills a particular educational need not currently offered in the District.

   3. A clear indication of the intended school population to be served including age, grade levels, learner characteristics, and the number of students to be served.

   4. A clear description of the qualifications and nature of teaching support staff required to offer the Program.

   5. A clear description of the facilities required to offer the Program both in the immediate and long-term.

   6. An analysis of the possible impact on other schools in the District.

   7. Community support for the Program which demonstrates parents have an understanding of the proposal and have or will have children who will enroll in the Program.

   8. Student registration guidelines, including how students will be selected.

   9. Evidence of such similar programs' success where operating in other school districts.

   10. Sources and sustainability of additional funds (where necessary).

   11. A sample of the Program registration and promotion form (or flyer).

C. Upon receipt of a proposal, the Board may direct the Superintendent or designate and/or **District Principal of Academies** ~~academy committee~~ to conduct a feasibility study, which will set out costs and other issues
   that may include:

   1. Staffing/human resource requirements.

   2. Facilities, both interim and long-term requirements.

   3. Program development and implementation.

   4. Administrative requirements.

   5. Sources of funding

   6. A proposed implementation timeline.

   7. Effects on other schools.

D. Where a program is approved, the implementation will be the responsibility of the **District Principal of Academies** ~~School Board~~ and the school hosting the Program.

Changes to Academy Programs: Modification, Cancellation, Pause or Delay

Prior to any changes in established academy programs, consultation with the Superintendent or designate and the District Principal of Academies must occur.

A. Modification:

1. **Have a clearly articulated rationale for modifying the existing Academy Program.**

2. **Consultation with school-based administration.**

3. **Consultation with the Parent Advisory Council (PAC).**

4. **Consultation with current families enrolled.**

5. **Notification sent to the Board of Education.**

B. Cancellation of an Academy Program (program will no longer be offered):

1. **Have a clearly articulated rationale for cancelling the existing Academy Program.**

2. **Consultation with school-based administration.**

3. **Consultation with the Parent Advisory Council (PAC).**

4. **Consultation with current families enrolled.**

5. **Notification sent to the Board of Education.**

C. Pausing or delaying a current Academy Program (due to enrolment, facility type issues):

1. **Have a clearly articulated rationale for pausing the existing Academy Program.**

2. **Consultation with school-based administration.**

3. **Consultation with the Parent Advisory Council (PAC).**

4. **Consultation with current families enrolled.**

5. **Notification sent to the Board of Education.**

Education-Policy Committee
Information Note
May 4, 2021
Agenda Item 6a: Mental
Health Supports in Schools

ISSUE

- **With COVID-19, we have seen an increase in the number of students requiring wellbeing supports in our schools.**

BACKGROUND

The district continues its work in support of student well being and works with data and information from the district, community and partner agencies to inform our action planning. The following provides some insight on what we are seeing and hearing in our district/region:

- Data from Safer Schools Together for the past year is showing an increase in media postings of worry, grief, loss, suicidal ideation and anxiety. They have noted that the suicide death rate has not significantly changed or increased, but that ideation and negative thoughts are higher.
- Data from McCreary 2018 Adolescent Health study (pre COVID) showed that:
    - Students were reporting more mental health concerns than they were in 2013 (an increase from 9% to 12% reporting "extreme stress", 8% reporting "extreme despair"
    - Suicidal ideation had increased from 12% to 17% in the last 5 years; however, attempts had decreased from 7% to 5%
- Our community partners in health and mental health services are reporting that while they aren't necessarily seeing higher numbers of young people accessing the ER for mental health concerns, the adolescents that are coming are further along in their mental health concerns. One supposition would be that they have not been able to access initial care and thus are coming in more unwell from having struggled longer on their own. They are also not seeing an upward trend of death by suicide, but it is important to note that they <u>have</u> seen a significant increase in the number of students struggling with Eating Disorders during the last year.
- We are seeing an increase in the number of youths struggling with substance use. One supposition could be that youth are turning to substance use to cope with their feelings
- A complicating factor is that young people who are requiring support for their mental health are not always able to be supported by family as many adults are also struggling during this pandemic AND not all services are up and running to the same capacity as they were pre-COVID. Waitlists, lack of health care staff and virtual-only care are all realities that families face.
- All of this is further complicated by the fact that we are not necessarily able to connect with many of our more vulnerable youth as they are not in school, choosing to either do remote school or simply not engaging. This can skew stats and survey results

- Research shows that having key, supportive adults in a youth's life can make a difference to their ability to gain resilience skills and access care

ANALYSIS

In response to student need we know that schools can provide a warm, safe, supportive environment where students can:

1. **Access Specialized Care:** Students receive help in knowing how to access specialized care. School staff, in particular school counsellors, are a key resource in connecting students to mental health care. Often, referrals to treatment and therapy begin with the school-based team. This referral process depends on good relationships between schools and community partners and requires ongoing communication and trust in order to provide wraparound care.

   - Examples of this work in our district would include our VTRA team that liaises with Boys and Girls Club, our School-Based social workers who connect between families, schools and the Ministry of Children and Family Development. All of these staff attend regular collaboration meetings to share information and plan care for students. We currently have 3 FTE school-based social workers, 1 Safe Schools Coordinator and 1 Wrap Around coordinator. These positions are paid for by the Community Link funding and the Comprehensive School Health budget. Boys and Girls Club has also been providing 1-2 VTRA outreach workers at our middle school level, who work with students exhibiting worrisome behavior.
   - In order to make students aware of all the different resources that are out there in the community, a youth-oriented poster and supporting door decals were distributed throughout all schools with a QR code
   - Strong leadership and presence on the Healthy School Health People Community Leadership table which connects all of the community partners together to streamline services and help with efficiency of resources
   - Monthly collaboration meetings with our tri-district partners in SD61 and SD63 to ensure good communication and wraparound for our vulnerable youth. We are currently planning a September kick-off with all counsellors and hospital staff for a learning session on high risk interventions for the South Island.

2. **Learn Foundational Information**: Efforts in schools focus on helping students learn how to promote better health through exercise, nutrition, sleep. Examples of this work in our district would include:

   - Teaching the **Mental Health Literacy** course, which has begun at high schools this year. We have trained approximately 25 teachers in the program at 3 different schools so far (with more on the horizon), which will then be taught to students Grade 9-12 through the PHE curriculum. Teachers have received one full day of training in the Go-To Educator program and have been provided with online resources to carry out the program, but potentially need further opportunities to collaborate and plan as this content is new to them and of a sensitive nature   so we want to roll out the program carefully and with adequate support. This release time was paid for by the Mental Health grant from the Ministry of Education.

   - The **EASE Program – Everyday Anxiety Strategies for Educators**. This training provided by MCFD in partnership with the Ministry of Education has been provided virtually this year (due to COVID). We have encouraged staff at all levels to take the course in order to raise their own literacy level about anxiety and to learn tools, tips and strategies to share with students daily. While not a formal "course" that students take, instead it is a collection of tools that we can teach students to use all the time in a variety of settings (home, school, community) to manage and cope with

feelings of anxiety. Students learn breathing techniques and thinking strategies to better understand the stress response. We have been providing .4 release time to interested teachers from our Mental Health grant that came from the Ministry of Education this year.

- The **Power ZZZ's** pilot program for K-2 students, which focuses on the link between sleep and mental health. This is a brand-new program being tested at two elementary schools. Resources and training for teachers was paid for out of the Mental Health Grant.

- **Physical Literacy Capacity Development:** PISE (Pacific Institute for Sport Excellence) has been working in our schools with teachers to provide embedded professional development around physical education programming to help get kids more active and physically literate. The district has invested $12000 in this program this year.

- **Garden Education**: The Garden Educator position is shifting to address the needs of vulnerable students. One exciting initiative is the upcoming Work Experience program we hope to offer with secondary students who can earn credits for graduation while learning to grow and harvest food.

- **Grant Funding:** We have invested in using part of Cindy Andrew's time to secure many different grants that have improved access to food, physical activity and health education for many students and families. Successful grants include but are not limited to:

  - Grade 4/5 Bike Skill program (worth $1500)
  - Comprehensive Suicide Prevention Strategy to be undertaken, led by CMHA and community partners; CMHA providing $80 000 to cover first year of coordinator role
  - Food gift cards – approx. $50, 000 of direct value to our families plus $ 35,000 value in Farm Bucks that supported school Foods/Culinary Arts programs
  - KidSport – $24,500 grant to provide play equipment
  - Active School Travel pilot project at Sangster – $10,000
  - School gardens/outdoor learning – $15,000
  - $1000 from Sooke Rotary for outdoor clothing for EMCS

3. **SEL (Social Emotional Learning) Staff Development:** A focus is on appropriate role-modelling from adults with regards to relationship skills, communication and other important resilience-building skills. This requires our adults to be their "best selves" and to ensure that our staff are feeling well and strong enough to provide that mentoring and modelling. This connects strongly to the work being done by our **SEL62 Team** that have one day a week to work on SEL-related programming throughout the district. An initial survey done at the elementary level this Fall gave overwhelming feedback that what teachers needed was a focus on adult SEL in order to provide student SEL. In response, the team has created the SEL62 Insights newsletter to guide people in how to develop their own skills, resilience and awareness of their social emotional state. This goes out monthly in the Bulletin. This team has also provided 3 separate PD events for staff to attend virtually in order to learn more skills and strategies in working with students in the classroom. One event was with our brand new teachers, sponsored by the STA who provided release time for the teachers, while we provided the release time for the facilitators.

This also connects to the work that is being done with the Staff Wellness Focus groups and HR.

4. **Access Intermediary Mental Health Intervention:** Students receive some intermediary mental health intervention while waiting for external supports to begin. This intervention piece is necessary, especially with long waitlists at many of our community and health care partners. For students who are waiting for clinical intervention, our **school counsellors** are the frontline workers who support and care for students, offering direct work with regards to anxiety, stress, depression, grief, loss and other emotional needs. In addition, school counsellors, teachers are also the critical step in observing and noting signs and symptoms for those students who may be on their way to developing mental illness, but not yet at a threshold for receiving external clinical services. And finally, our school counsellors are the crucial staff that are required when a sudden crisis occurs and help is needed immediately.

   - Counsellors were given training this year in Traumatic Events Systems training, Psychological First Aid training and were encouraged to use school time to take the EASE program
   - PVP were provided with release time to receive updated VTRA training which focuses on watching for signs of suicide risk within the context of threat assessment

5. **Access SOGI Education and Resourcing:** In addition, we know that our youth who identify as LGBTQ2+ are at a higher risk level when it comes to mental health concerns, so caring adults are especially important. Our SOGI lead staff were all given a day in the Fall to attend the Provincial summit and another day in January for a district network meeting and then one final day in May to attend the Island Summit <u>with students</u>. We also provided some release time for two teachers to assist with the development of the Island summit.

6. **Benefit from Mental Health Clinician involvement**: Our district also has a unique and highly specialized position, the Mental Health clinician, who works with the School Based Social Workers and is on contract to us from MCFD through a special partnership. This position is funded through Community Link and provides clinical consultation to schools (typically through our school counsellors) in order to help assess the need for emergency services and to liaise with Child and Youth Mental Health in order to help ease the transition to community care. The position is also extremely helpful in navigating the discharge of students who are returning to school after a hospital stay.

7. **Experience Personal Safety Programming:** Finally, it is key to understand that mental health does not exist in isolation of physical health. The two are intertwined and include sexual health, and social emotional functioning. Mental health support must be viewed in the context of holistic health care and education and all these factors are important if we are to have an impact.

   So, it is also worth noting the work that the district does with regards to **personal safety programming** (the CARE program and Kids in the Know) and online social media safety training, as this is all connected. We know there is a link between how connected a child feels to their school and their mental health, so it makes programs like these vitally important. How a student is treated by peers online and how bullying incidents and friendship skills are dealt with in schools is a crucial piece of the puzzle.

   - CARE training for all new Grade 1 teachers and then delivery of program to all Grade 1's in the Spring
   - Kids in the Know training for all new Grade 4 teachers and then delivery in the Spring
   - New offering this year of Grade 7 Kids in the Know (paid for with Mental Health grant)
   - Parent offerings in social media safety and sexual development information

NEXT STEPS

1. Development and Implementation of a District Social Emotional Learning Plan for 2021-22 with a focus on staff and student social emotional competencies

2. Development and Implementation of a District Mental Health Literacy Plan for 2021-22 with a focus on staff and student mental health literacy competencies
3. Continued work in the goal areas outlined in the Healthy Schools Healthy People Growth Plan supporting staff, student and family wellness
4. Expansion of work in the area of Suicide Prevention (collaborative effort with our neighboring school district and community and regional partners including Canadian Mental Health Association (BC Division)
5. Continued work leading the community collaborative table that is focusing on health and wellness (specific focus on improving coordination of services, space needs for service delivery, and organizational capacity.
6. Continued work, in collaboration with the District Human Resources Department, on a Staff Wellness Action Plan
7. Expansion of work in the area of SOGI

**Education Policy
Committee
Information Note
May 4, 2021
Agenda Item 6b: Strategic Plan Goal Objectives**

PURPOSE

- This information note outlines the activity that the Committee will be invited to undertake during the Education Policy Committee to consider Learning, Engagement and Growth goal objectives for the new SD62 Strategic Plan.

BACKGROUND

- 2021 heralds the end of the current Strategic Plan and the start of a new Strategic Plan for the Sooke School District (SD62).
- Strategic planning defines the long-term vision and objectives of an organization, plans for the next 3-5 years. It assists in planning for long-range achievements rather than focusing in the milieu of everyday issues.
- Having a multi-year defined strategic plan guides everyday decision-making and priorities, resource investment, including staff action.
- Community consultation on the new strategic plan was impacted and limited by COVID19 with regards to the different methods that could be safely used to gather insights from the SD62 Community.
- A survey to the whole district gathered views on the relevancy of the current strategic plan and on what people think should be the District's key priorities moving forwards.
    o The survey ran from April 1-April 18, 2021 with 1095 responses.
- In addition to the survey , there is ongoing work collecting views and perspectives from stakeholder groups as to what they would recommend as new objectives to work towards in the new strategic plan. It is this ongoing work that the Education Policy Committee will be invited to take part in.

GOALS
- The goals of the strategic plan are learning, engagement and growth. Under those goals are a number of stated objectives that taken together operate to achieve the goal.
- The current goal objectives for Learning are:
    o To enhance student engagement and success at school
    o To create and support innovative teaching and learning environments
    o To help develop programs of choice that are responsive to student and community voice
    o To develop capacity, innovation and engagement with educational and personal technology that fosters digital literacy, citizenship, rights and responsibilities.

- The current goal objectives for Engagement are:
  - Create a healthy environment that promotes wellness
  - Promote a greater sense of community through engagement with all stakeholders
  - Create a safe, flexible and culturally responsive environment that meets the needs of all, particularly the Aboriginal communities we work with
  - Promote a greater degree of employee satisfaction and morale
  - Invest in widespread employee learning opportunities that respond to employee and system needs.
- The current goal objectives for Growth are:
  - To maintain and plan for the required resources and infrastructure;
  - To provide leadership in educational stewardship and environmental practices; and
  - To maximize the capacity of existing schools and services while protecting space and sense of community.
- During the Education Policy Committee there is an opportunity to gather the Committee's input on their thoughts for what we should be working towards in the next 3-5 years with regards to the Learning, Engagement and Growth goals.
- Using Google Jamboard, members of the Committee will be able to add their thoughts on what should be considered for the learning, engagement and growth goal objectives for the next -3-5 years.
  - Only those with the link are able to access the Jamboard.
- The screen shot below shows a page of the Jamboard. At the left-hand side of the screen there is a tool box.
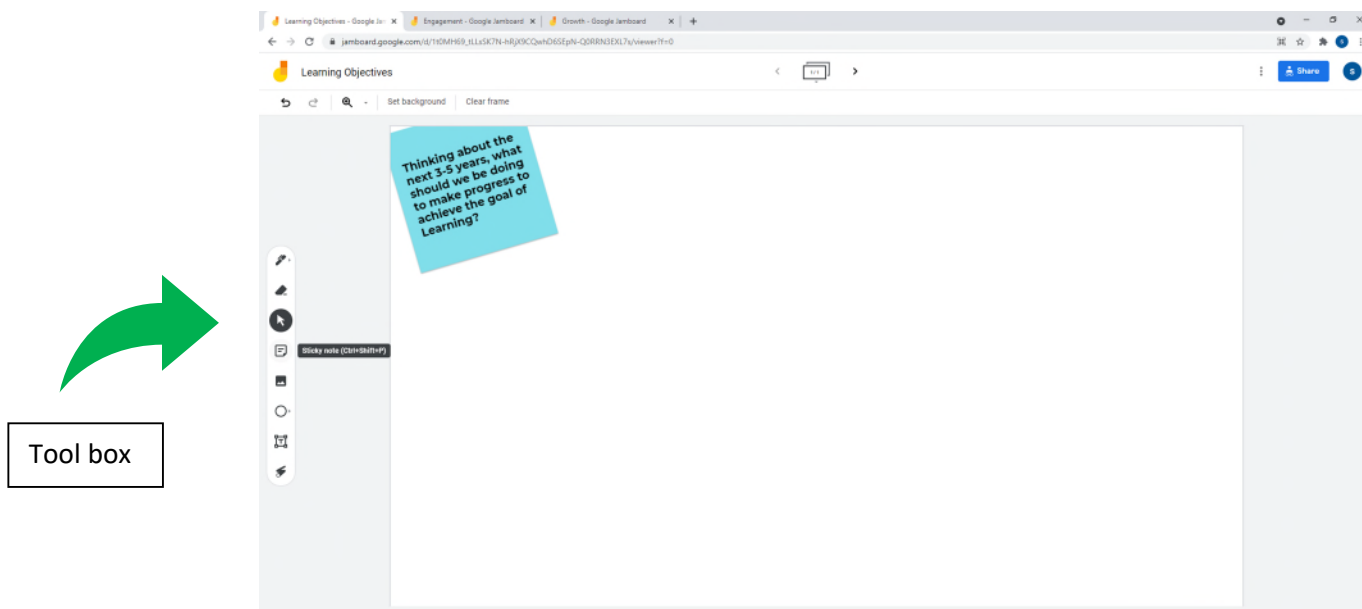
- Selecting the fourth button down (or Ctrl+Shift+P) pops up a virtual blank sticky note where a thought can by typed as to what individual Committee members think is a goal option that should be considered for the new strategic plan.
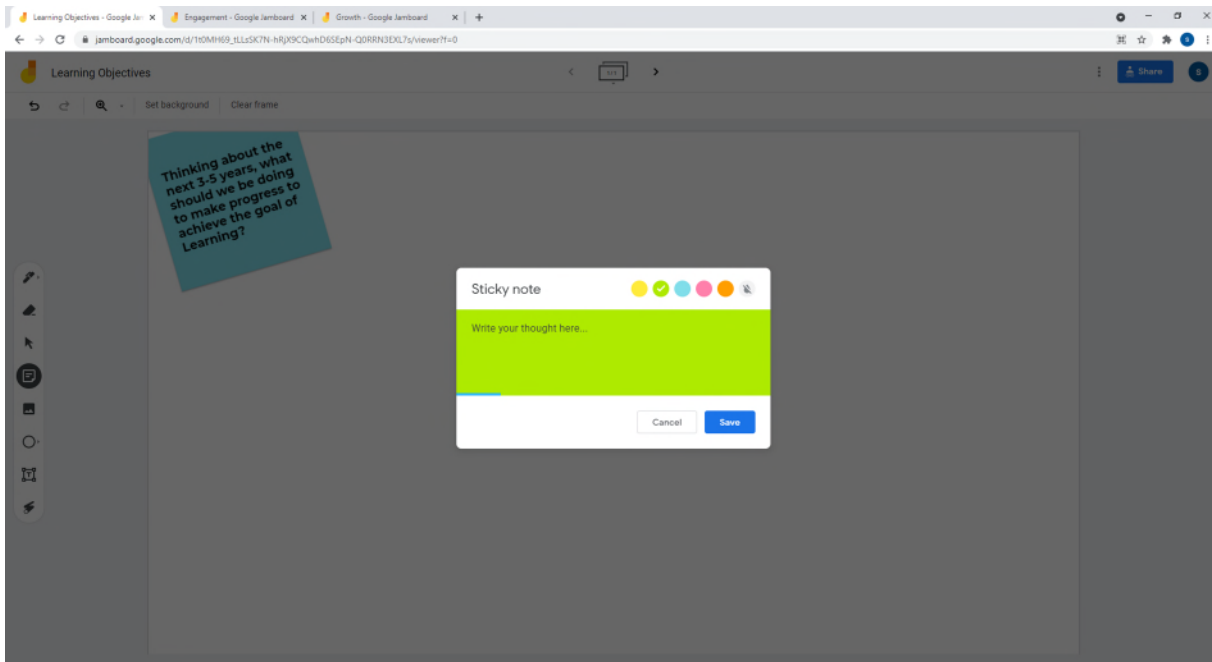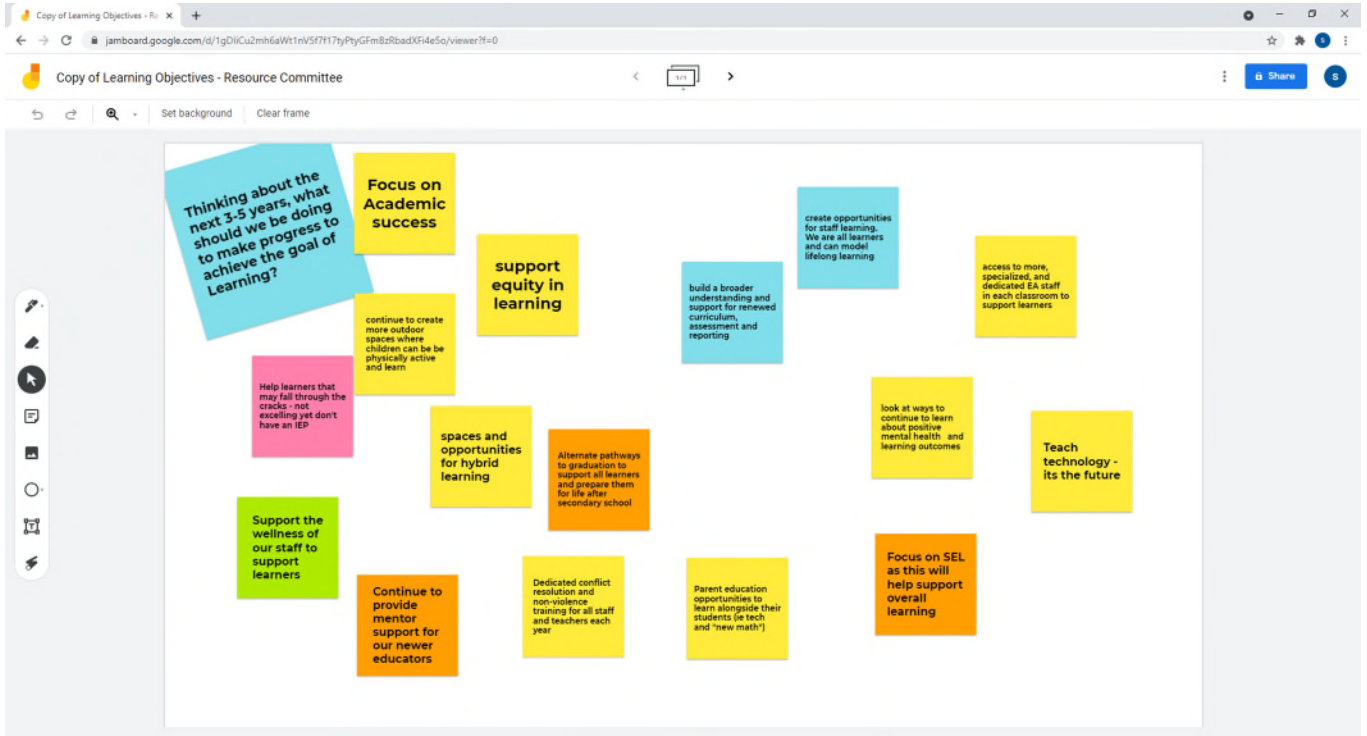
- Once saved, the sticky note will appear on the screen.
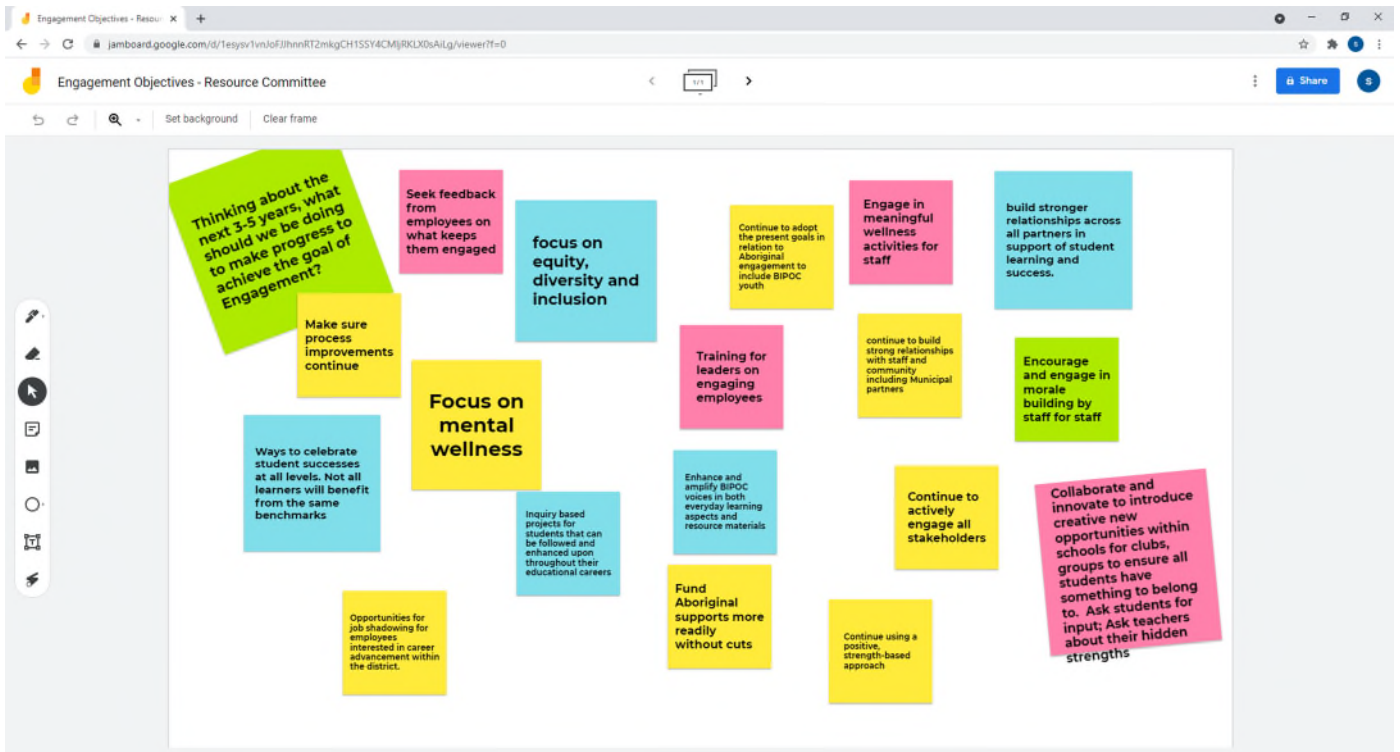 - It is not possible to identify who has placed which sticky note.
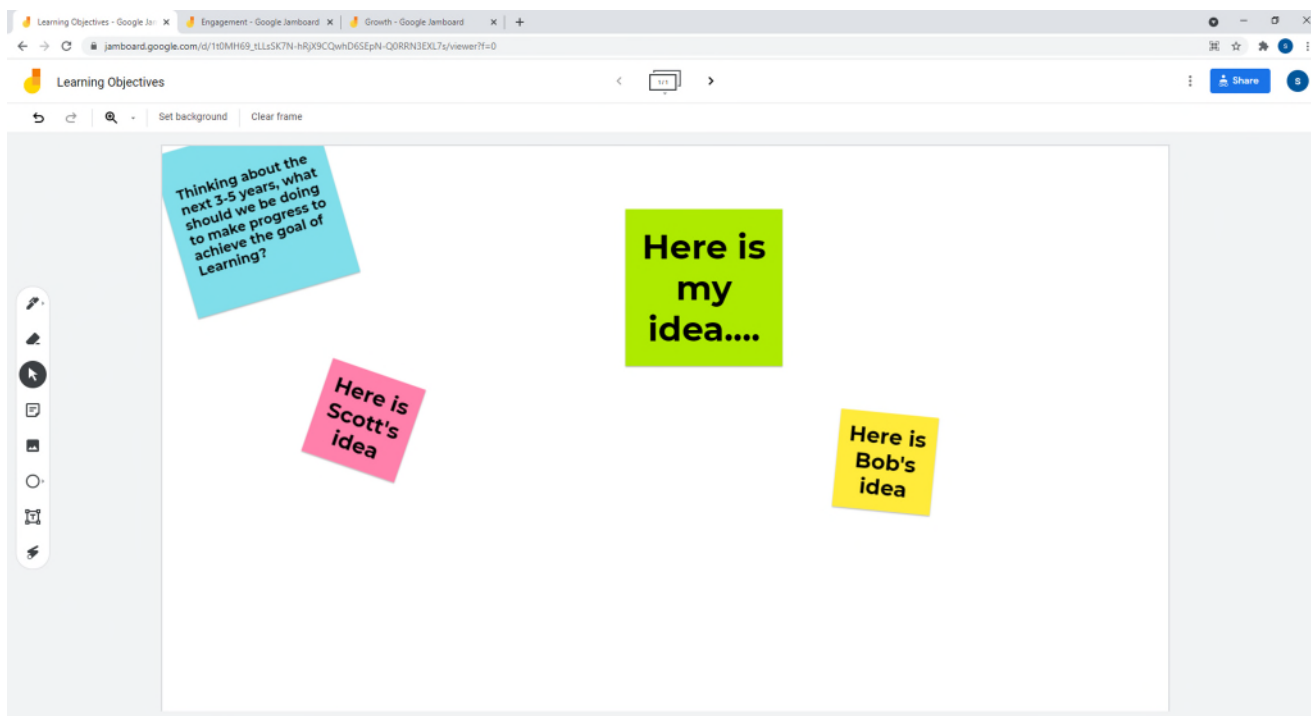
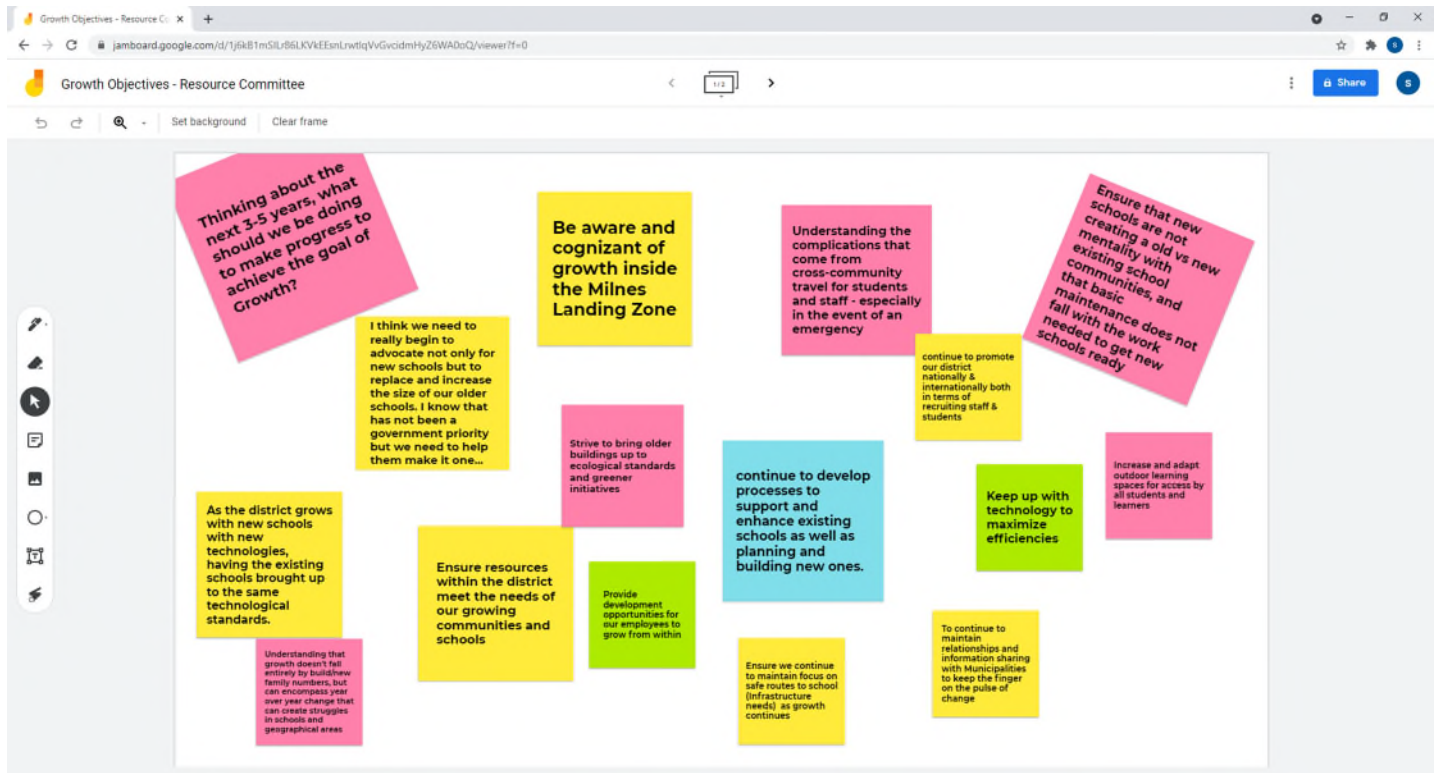- **This approach has been used at Resource Committee with the following result.**

  o **Learning**

  o **Engagement**

o **Growth**

- While the boards can remain accessible for the committee after the meeting, it is envisaged that the activity will take place during the meeting, allotting 5 minutes for each goal board.
- Information gathered at Education Policy Committee, synthesized with other data collected, will be used to help build next goal objectives that become what the district works towards in the next 3-5 years.

Permission to Conduct Non-Board-Initiated Research

Applicant's Name	Moira Hood
Address	████████████
Phone Number(s)	████████
Email	████████████ mhood@sd62.bc.ca
Present Position	Grade 7 Teacher, Dunsmuir Midle School
Sooke School District employee?	Yes
Affiliated institution or organization	University of Victoria (Educational Psychology and Leadership Studies)
Name of facility supervisor (if applicable)	Dr. Allyson Hadwin
Title of study	COVID-19 and academic outcomes: Coping mechanisms and perceptions of social context as mediators
Type of Study	Research
Requested date to start and anticipated end date	as soon as possible, data collection start April 2021
Type of Participants (ie student, teacher, support staff)	Middle school students (Grade 6,7,8)
Any specific cohort focus	No
Plan for recruitment to study	school-wide instructional mini unit, information poster, and letter to parents/guardians
Specific location(s) of study	Dunsmuir Middle School or virtually
Data collection tools	LimeSurvey (questionnaires)
Ethics approval, date and organization	Human Research Ethics Board, University of Victoria (approved March 31, 2021)

Email to: Superintendent of Sooke School District 62: sstinson@sd62.bc.ca
or mail to Scott Stinson, Superintendent, Sooke School Board (62), 3143 Jacklin Road, Victoria. BC V9B 5R1

From:	Moira Hood <mhood@sd62.bc.ca>
Sent:	Thursday, April 1, 2021 10:44 AM
To:	Scott Stinson
Cc:	Janice Foulger; Mark Kaercher; Pam Gerrits; Glenn Bedard
Subject:	Re: Requesting School District Approval Thesis Research Moira Hood
Attachments:	New Admin Letter copy.docx; Thesis Scales (4).pdf; Mini Unit and Research Component Consent Flow.pdf; Certificate of Approval - 20-0586.pdf; _Letter of Information Student.pdf; _Letter of Information Parents_Guardians.pdf; Booklet Template.png; UVIC Ethics Application.pdf; Information Poster.pdf; Thesis Scales (4).pdf

Dear Mr. Stinson,

My name is Moira Hood and I am a grade 7 teacher at Dunsmuir Middle School. I am currently working towards my Masters of Arts degree at the University of Victoria in the department of Educational Psychology and Leadership Studies. I am focusing my thesis research on the effects of COVID-19 stress and fatigue on middle school students' academic outcomes. In particular, I will be exploring how students have been coping during the pandemic and how they perceive their school context.

I just received approval from the UVic Human Research Ethics Board. Please see my certificate of approval attached. I am now requesting school board approval for my thesis research.

I have consulted with my school administrators at Dunsmuir and, pending school district approval, they support my study. Given the COVID-19 focus of my research, it is my hope to start my project as soon as possible.

My study includes a research component layered onto an instructional 'mini unit' for students and teachers at Dunsmuir. Please see a brief outline of the study below:

The instructional 'mini unit' includes questionnaires and activities aimed at exploring student experiences during the pandemic. This mini unit will be made available for all teachers at Dunsmuir and is designed to be completed over the course of a week during our advisory blocks. The mini unit is directly tied to the BC curriculum's core competencies (i.e., thinking and personal/social competencies). Questionnaires and activities will focus on how students are feeling during the pandemic (perceptions of COVID-19 stress and fatigue), their perceptions of school support, how well they are coping (emotion regulation, and use of self-regulated learning strategies), and their academic experiences. Each questionnaire will produce a personalized visual summary of student responses, which will also include proactive strategies for coping and succeeding during the pandemic. These visual summaries will guide classroom discussions and activities and help teachers better support students through the pandemic. Each student will save their visualizations to their Google Drive so parents/guardians can view their profiles. Additionally, students will be completing a paper copy booklet alongside the questionnaires, which will help document their results and provide them space to reflect and write down key strategies to practice. Results from the questionnaires will inform teacher activities and school-wide support. All questionnaires will be completed using a 3rd party tool- 'LimeSurvey'. Importantly, to complete the questionnaires, students will receive an anonymized ID number, called a 'token'. Therefore, NO student identifying information will be collected at any point.

The research component will be asking parents/guardians and students for permission to use the anonymized questionnaire response data for research purposes. It should be noted that NO identifying student information will be present in the data. The research component will begin after the mini unit, therefore, even if

students/parents/guardians decline consent to having their anonymized questionnaire response data used for research purposes, they will still have access to the benefits of the mini unit. There are no consequences for declining consent. My supervisor, Dr. Hadwin, will have her research associate remove all data from parents/guardians or students who wish to decline consent. Additionally, prior to my data analysis, Dr. Hadwin's research associate will also remove the anonymous tokens from the questionnaires. Therefore, by the time I receive access to analyze the data, there will be NO information to link student responses with questionnaire responses.

It is my hope that this study supports students and teachers to think and talk about how students are experiencing the pandemic. Middle school students are a vulnerable demographic and the undue stress associated with the pandemic has the potential to impact them negatively. Therefore, these students will particularly benefit from additional support and new proactive strategies to better cope and succeed academically. Research on middle school students is important because it may illuminate potential ways to mitigate adverse effects related to COVID-19. Additionally, school-wide data summaries and visualizations will be shared with school administrators, and staff to inform future school-wide improvement strategies.

Please let me know if you have any questions. Thank you very much for your time and consideration, I look forward to hearing from you.

Moira

Attached documents:
- Information Poster for parents/guardians
- Letter of Information (parents/guardians)
- Letter of Information (students)
- School Support Administrator Letter
- Certificate of Ethics Approval (UVIC)
- UVic Ethics Application
- Mini Unit/Research Component Consent Flow
- Thesis Scales (Questionnaires)
- Booklet Template Activity Example