



The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee

AGENDA

Date: Monday, March 1, 2021, 7:00 p.m.

Location: Broadcasted via YouTube
<https://bit.ly/3czx8bA>

Chairperson: Trustee Painter

Pages

A. COMMENCEMENT OF MEETING

This meeting is being audio and video recorded. The video can be viewed on the District website.

A.1. Acknowledgement of Traditional Territories

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

A.2. Approval of the Agenda

Recommended Motion:
That the March 1, 2021 Education Policy and Directions Committee meeting agenda be approved.

A.3. Approval of the Minutes

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Recommended Motion:
That the February 1, 2021 Education Policy and Directions Committee meeting minutes be approved.

A.4. Business Arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

B.1. Shoreline/Craigflower Seismic Project - Brenda Pohl, Teacher, Shoreline Middle School and Jennifer Labelle, Teacher, Shoreline Middle School

6

B.2.	SHAD Canada's STEAM and Entrepreneurship Program - CEO Tim Jackson	22
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C. NEW BUSINESS

C.1.	Introduction of Student Representative - Julia Kuromi, Spectrum Community School	
C.2.	Willows Elementary School - Code of Conduct - Brenna O'Connor, Principal, Willows Elementary School, Evelyn Morales, Teacher, Willows Elementary School, Kelsey Anderson, Teacher, Willows Elementary School	29
C.3.	District Team Update - Inclusive Learning - Part Two - Pam Halverson, District Principal and Sean McCartney, District Principal	42

D. NOTICE OF MOTION

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

Recommended Motion:
That the meeting adjourn.



Education Policy and Directions Committee Meeting

MINUTES

February 1, 2021

Broadcasted via YouTube

<https://bit.ly/3czx8bA>

Trustees Present: **Education Policy and Directions members:** Ryan Painter, Chair, Nicole Duncan, Tom Ferris (Arrival 7:12pm), Jordan Watters (ex officio)
 Operations Policy and Planning members: Elaine Leonard, Rob Paynter, Ann Whiteaker, Angie Hentze

Trustee Regrets: Diane McNally

Administration: Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Colin Roberts, Associate Superintendent, Harold Caldwell, Associate Superintendent, Tammy Renyard, District Principal, Shelly Niemi, District Administrator, Craig Schellenberg, District Principal, Pam Halverson, District Principal, Carey Nickerson, District Vice-Principal, Charmaine Shortt, Early Learning Support Teacher, David Hovis, District Principal, Simon Burgers, District Principal, Sean McCartney, District Principal, Katrina Stride, Associate Secretary-Treasurer, Andy Canty, Director, Information Technology for Learning, Kelly Gorman, Recorder

Stakeholders, Other Staff & Guests: Kiersten Brookes, Teacher, Strawberry Vale, Hannah Sheppard, Student, Strawberry Vale, Mira Laurence, Executive Director Oaklands Community Association, Tim Sailor, Teacher, Gillian Clark, Student, Lambrick Park, Brin Nyvall, Student, Spectrum, Cindy Graf, GVTA, Christine Payne, VCPAC, Jane Massy, CUPE 947 President.

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:03pm.

Chair Painter recognized Black History Month and read a quote from the honorable Rosemary Brown.

A.1 Acknowledgement of Traditional Territories

Chair Painter recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn and we do our work.

A.2 Approval of the Agenda

Moved by Trustee Watters

That the February 1, 2021 Education Policy and Directions Committee meeting agenda be approved.

Motion Carried Unanimously

A.3 Approval of the Minutes

Trustee Duncan requested that the January 4, 2021 Education Policy and Directions Committee minutes be amended.

Amendment:

Moved by Trustee Duncan

C.2. 1. Inclusive Learning Strategy 70% complete (Elem, Middle); 2021 focus on Secondary schools **and the creation of necessary inclusive learning space.**

C.3. a. District Vice-Principal, Johnson presented the new Aviation Maintenance 12 course. Questions of clarification were asked. **District Vice-Principal clarified that outstanding health and safety remediation at Mt.Doug shop will be completed prior to it hosting the new BAA course.**

For (1): Trustee Duncan

Against (2): Trustee Painter, and Trustee Watters

Motion Defeated (1 to 2)

Chair Painter called for the vote on the approval of the January 4, 2021 minutes as presented.

That the January 4, 2021 Education Policy and Directions Committee meeting minutes be approved.

Motion Carried Unanimously

A.4 Business Arising from Minutes

Trustee Duncan asked for clarification timeline on requests for Educational Psychology Assessments. Pam Halverson, District Principal provided a response.

Tom Ferris arrived to the meeting.

B. PRESENTATIONS TO THE COMMITTEE

B.1 Climate Change, and Student Voices - Hannah Sheppard; Grade 5 student, Strawberry Vale Elementary School

Hannah Sheppard presented on Climate Change and proposed different ways that School District No. 61 could help stop climate change. Trustees and Staff provided thanks to Hannah for her presentation.

B.2 Food Programming - Mira Laurence, Executive Director of the Oaklands Community Association

Mira Laurence presented on the food security programs currently in the Oaklands Community. Oaklands Community Association recently partnered with Oaklands Elementary School for the Munchie Cart Program which provides students with healthy food at no cost. The program started January 4, 2021. Trustees and Staff provided thanks to Ms. Laurence.

B.3 E-sports League - Tim Sailor

Tim Sailor presented on E-sports leagues in secondary schools. Trustees provided thanks for the presentation and questions of clarification were asked.

C. NEW BUSINESS

C.1 Introduction of Student Representative

Superintendent Green introduced and welcomed Student Representatives Gillian Clark from Lambrick Park and Brin Nyvall from Spectrum.

C.2 District Team Budget Process: 2021-2022 Opportunities & Gaps / Alignment to Strategic Plan Initiatives - Deputy Superintendent Whitten, Associate Superintendents Roberts & Caldwell, Tammy Renyard, Shelly Niemi, Pam Halverson

District Team members provided a comprehensive presentation on the Opportunities and Gaps/Alignment to Strategic Plan initiatives highlighting EDI, MDI, completion rates, FSA Reading results, Student Learning Survey, Indigenous student parity, mental health, children and youth in care. Trustees provided thanks to the staff for their dedication. Questions of clarification were asked.

C.3 District Team Update - District Vice-Principal Nickerson & District Teacher Shortt

Carey Nickerson, District Vice-Principal and Charmaine Shortt, Early Learning Support Teacher, presented an Early Years update that reflected the alignment with the strategic plan. Information was shared regarding new supports including additional Early Childhood Educators hours for 8 Elementary Schools, Early years teacher, Indigenous early years teacher, release time, pro-d, supports for classrooms connected to pro-d and Early Years website and resources. Trustees provided thanks to the staff. Questions of clarification were asked.

C.4 Police Liaison Officer Ad Hoc Committee Update - Trustee Duncan

Trustee Duncan provided a brief update from the committee including the planned delivery of an engagement report by June 2021.

C.5 Equity Committee Report - Superintendent Green and District Principal Hovis

Superintendent Green provided the Equity Committee report in examining Early Literacy supports across the District. The Equity Committee recommended a multi-year budget to allow schools the flexibility to align to their Literacy goals and the strategic plan. Questions of clarification were asked.

Moved by Trustee Watters

That the Board of Education of School District No. 61 (Greater Victoria) commit to an annual elementary school investment in literacy according to

each elementary school's unique needs, and in alignment with the Strategic Plan, using the "Coach Approach", Reading Recovery or other established literacy program;

AND FURTHER

That the Board consider an amount of \$530,000 in its 2021-2022 budget deliberations to align to the Strategic Plan and a literacy focus.

Motion Carried Unanimously

D. NOTICE OF MOTION

None

E. GENERAL ANNOUNCEMENTS

None

F. ADJOURNMENT

The meeting adjourned at 9:44pm.

Moved by Trustee Duncan

That the meeting be adjourned.

Motion Carried Unanimously

Chair

Secretary-Treasurer



The Shoreline/Craigflower Seismic Project

An opportunity to create a Legacy Project that fosters Truth and Reconciliation & Enhances Student Success

Land Acknowledgement

The families of the Songhees and Esquimalt Nations have lived on these lands for Time Immemorial. They have been sending their young people to these schools for generations, and will continue to do so because of their proximity. These schools sit on their traditional territories.



Canoe Blessing, Shoreline Middle School, June 2017



This presentation was created by Brenda Pohl & Jen Labelle in consultation with staff members from both schools.

These are our opinions and do not necessarily reflect the perspectives of the administration of either school or the Nations.

History of the Project

5 years ago, the conversations and visioning of the Shoreline/Craigflower project asked staff to “dream big” and centred around creating a unique, never-done-before school.

Some of the highlights were:

- Indigenous Worldviews
- Early Childhood Learning Centre
- Community Meeting Places
- An Elders Room
- A Health Hub
- Land-Based Learning
- Outdoor Learning Spaces and more

The conversations this time around have been very different.

What happened to these grand visions?



Current Proposal

The most recent proposal focuses on:

- “Equity of Access to French Immersion”
- “Capacity Utilization Rates”
- Cost-Saving Strategies

Unresolved Issues with the Current 700-student Dual-track K-8 School Proposal

01	700 students in a dual-track K-8 French Immersion School	<ul style="list-style-type: none">• Strong French Immersion parent advocacy becoming a barrier to increasing Indigenous family involvement• Loss of cultural belonging and cultural safety for Indigenous students
02	Inadequate and Inappropriate Learning spaces and shared administration	<ul style="list-style-type: none">• Sharing a gym space leaves less time for physical activity• Sharing a library means less of age-specific resources/library time• Administration time stretched between 2 schools
03	Loss of specialized learning spaces	<ul style="list-style-type: none">• Many students with significant learning & social-emotional needs• These spaces are used for counselling, learning support, Indigenous education, Occupational/Physical/Speech and Language Therapies, Sensory Rooms and are essential to student wellbeing and success
04	Larger Population and less Classroom spaces	<ul style="list-style-type: none">• Larger class sizes• More chaotic, loud, learning environments
05	Upgrading the current building instead of creating a new purpose-built design	<ul style="list-style-type: none">• Both buildings are old and need major renovations and upgrades• By pushing for a new build we can create a culturally responsive learning environment that meets the needs of all learners



Historical Effects of Colonialism on Indigenous Learners

Due to significant colonial interventions in education, Indigenous students do not have the same historical advantages as other students.

Many have significant learning challenges related to language acquisition as a result of Residential school as well as cultural communication differences.

Indigenous Graduation Rates in SD61

Graduation rates for non-Indigenous students in sd61 are flaunted as being “above the provincial average for the past 3 years”

88% (SD61 Snapshot 2019-2020, https://www.sd61.bc.ca/wp-content/uploads/sites/91/2019/04/GVSD61_BudgetSnapshot_201920.pdf)

Meanwhile, Indigenous students in our district have graduation rates below the provincial rates

57% in SD61 vs. B.C. average 65-80%

(Student Success Govt of BC, SD61 Completion Rates - 2019-2020, <https://studentsuccess.gov.bc.ca/school-district/o61/report/completion-rates>)

Graduation rates for on-reserve students is even lower

21%

(Indigenous Nations Education Council 2019-2020 School Year Report, <https://pub-sd61.escribemeetings.com/FileStream.ashx?DocumentId=145>)

Reconsidering the expansion of French Immersion

How would a strong K-8 French Immersion program help serve the needs of the Indigenous community?

“This is our home country and we are made to feel like outsiders.”

-Theresa

(Ingen & Hales 2006, p 391)

An Opportunity to Create a Legacy for this Community




You can choose to create a School that is an inspiration, that honors the Culture, History, and Wisdom of Lkwungen People in its design, vision, goals, & curriculum, with direct guidance from the Lkwungen community





Centering Local Indigenous Learning

By centering Indigenous curriculum such as weaving, drumming and land-based learning & by creating spaces for Elders and community members, the new school could become a “School of Choice” and benefit all students



A strong Indigenous presence in the school would provide for safety, belonging, and would show students and families they are valued.

This would improve attendance and graduation rates for Indigenous learners.

Meeting the Goals of the Strategic Plan

The District's Strategic Plan centres Cultural Responsiveness and Indigenous Success Rates

The Seismic Project for these 2 schools provides a real opportunity to meet these goals

This decision will have a direct impact on the success and wellbeing of generations of Indigenous Students in our District



Truth and Reconciliation

This is not just a seismic upgrade project, this could be a project that serves as an example of Reconciliation in action

The current Seismic Proposals are NOT GOOD ENOUGH:

- There has not been enough time to involve meaningful input and guidance from the Nations and from all community stakeholders
- We must reconsider K-5 French Immersion at this school as it is not in the best interest of Indigenous students

We must not rush the approval of this project by forcing deadlines to “get it done”.



What do you want your Legacy to be?

Let us work with the Nations to advocate the Province for a beautiful NEW school that meets the needs of the Indigenous students and families.

Let us take time to do this properly.

Let us plan for the future *in a good way.*

Shad Canada

Canada's STEAM and entrepreneurship program



ShadOncampus

Pandemic Pivot

ShadOnline (2021)

1000 participants

grade 10 & 11 students from every province and territory



1000 participants

grade 10 & 11 students from every province and territory

27 days & 24-7

a robust and ambitious program schedule



20 days & 100 hours

a full schedule with interactive and real-time sessions

University partners

live on campus at a Canadian university



University partners

virtual campuses with access to professors and academic modules

Interdisciplinary design teams

pan-Canadian teams competing in a STEAM4Good design challenge



Interdisciplinary design teams

pan-Canadian teams competing in a STEAM4Good design challenge

Hands-on learning

STEAM leaders providing interactive sessions and hands-on workshops



Hands-on learning

STEAM leaders providing interactive sessions and hands-on workshops

Keynote speakers

a roster of high profile speakers and prominent Canadian leaders affiliated with host university



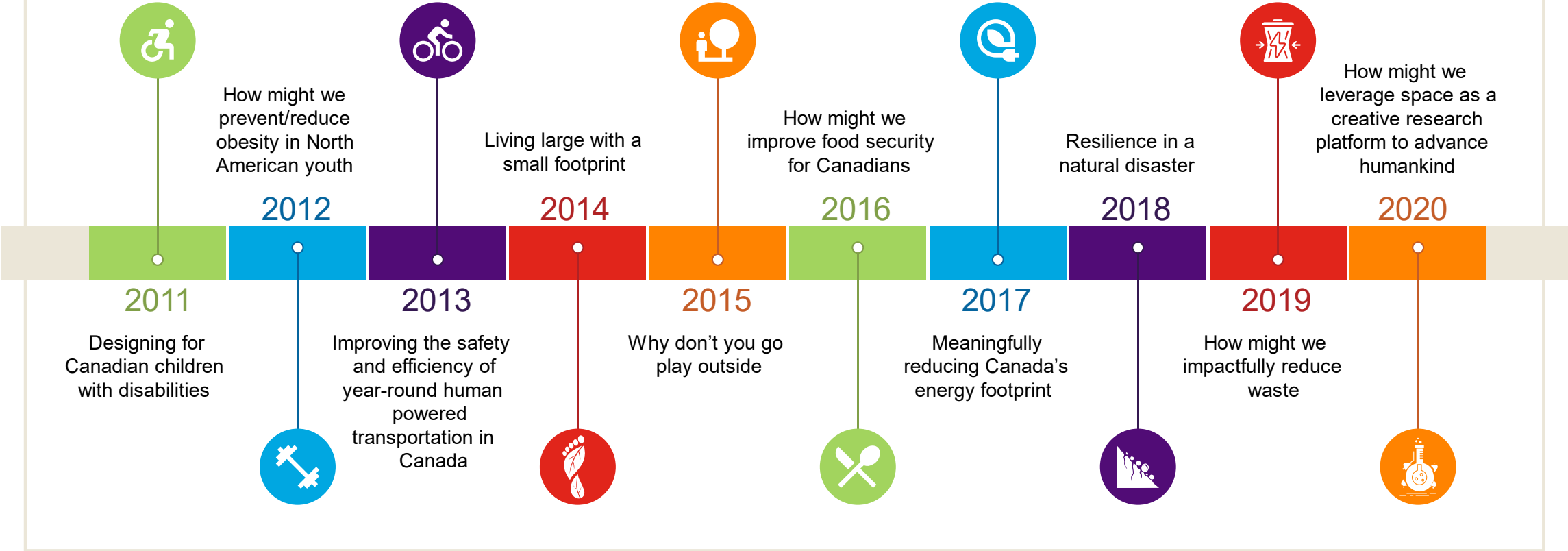
Keynote speakers

a roster of high profile speakers and prominent Canadian leaders affiliated with host university and Shad Canada

STEAM4Good design projects

Years of Tradition

Looking back at Shad's real-world design challenge



A focus on underserved students

A love of STEAM is not tied to gender, economic status or ethnicity. We actively search for Shad applicants that traditionally do not have access to robust STEAM education.



\$1 Million in
bursaries
(every year)

Pathways
to Education

Partners that
identify driven
students



High School credit
in some provinces

Inclusive Indigenous programming

- Each university campus has incorporated Indigenous perspectives by welcoming Elders, visiting heritage centres, or holding workshops on traditional knowledge.
- This year is no different. Each campus will continue incorporating Indigenous sessions into their virtual programming.



Shad's impact on participants

Overall opinion of the program:



93%

of Shad participants said they had a positive opinion of the program



93%

of Shad participants said they would recommend Shad to others

My leadership team prioritized my well-being:



93%

of Shad participants perceived that well-being was prioritized among the leadership teams

Intended Impacts:



92%

of Shad participants said Shad helped them connect with peers



91%

of Shad participants said Shad helped them to think critically



86%

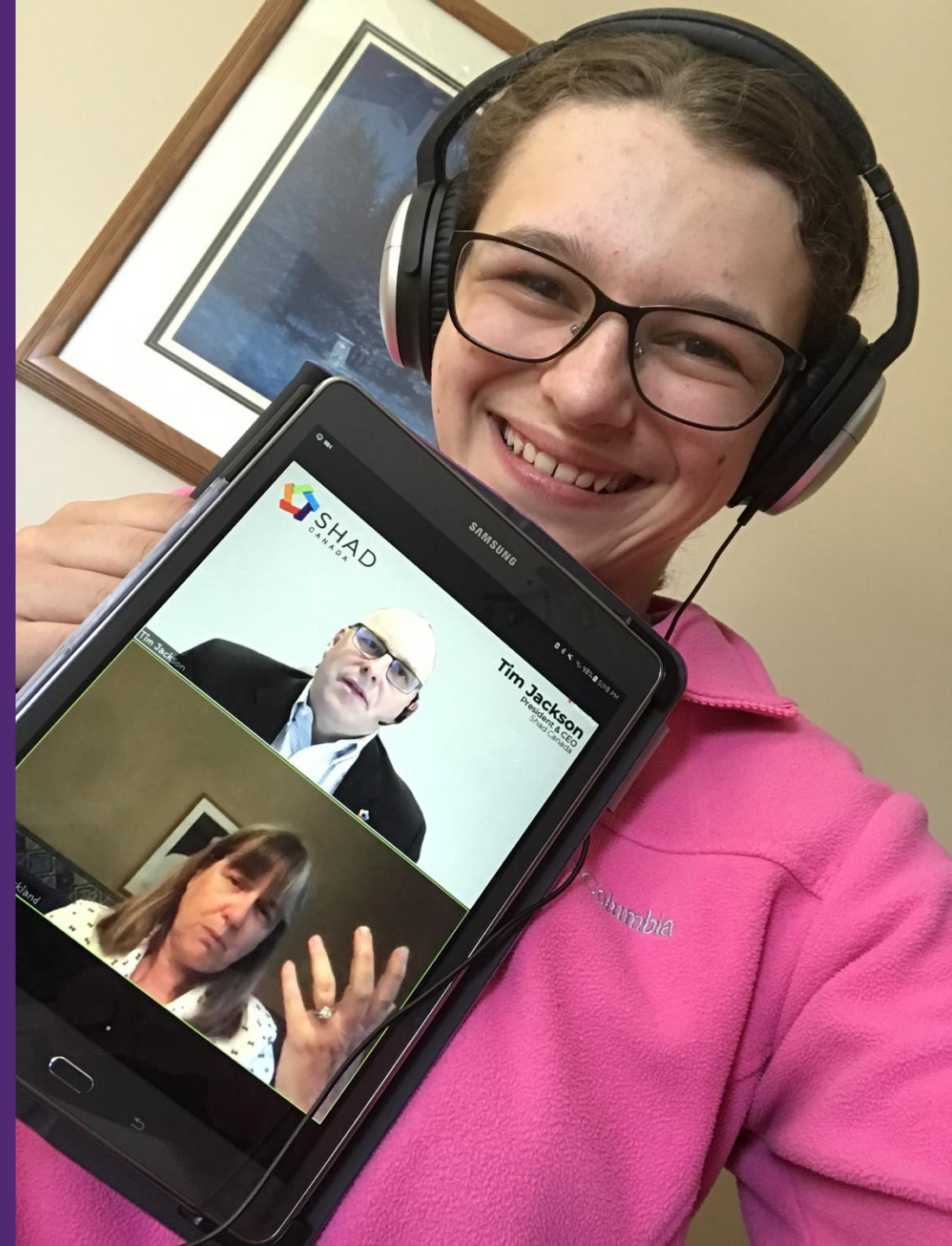
of Shad participants said Shad improved their ability to solve tough problems



90%

of Shad participants said Shad helped them communicate more effectively

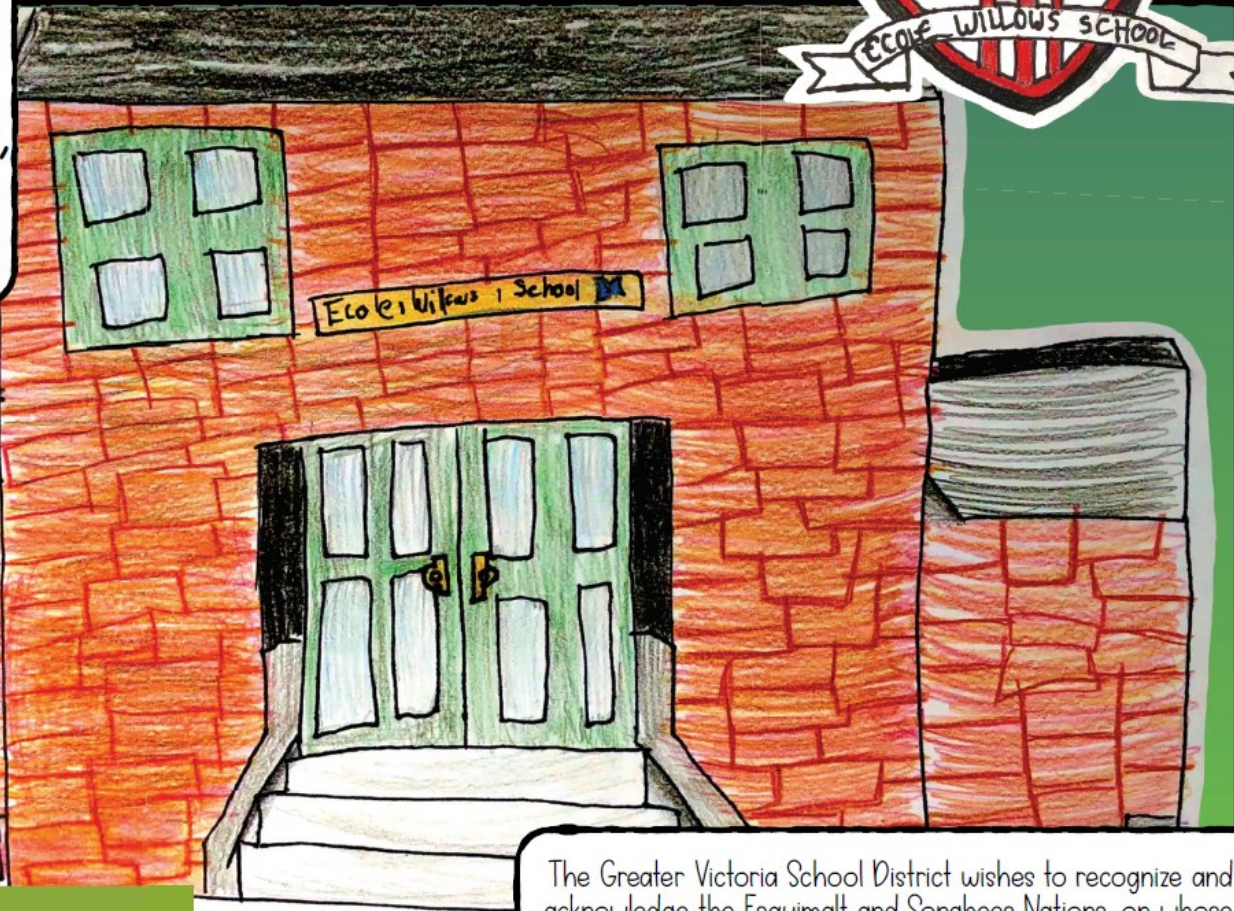
Questions?



École Willows Elementary

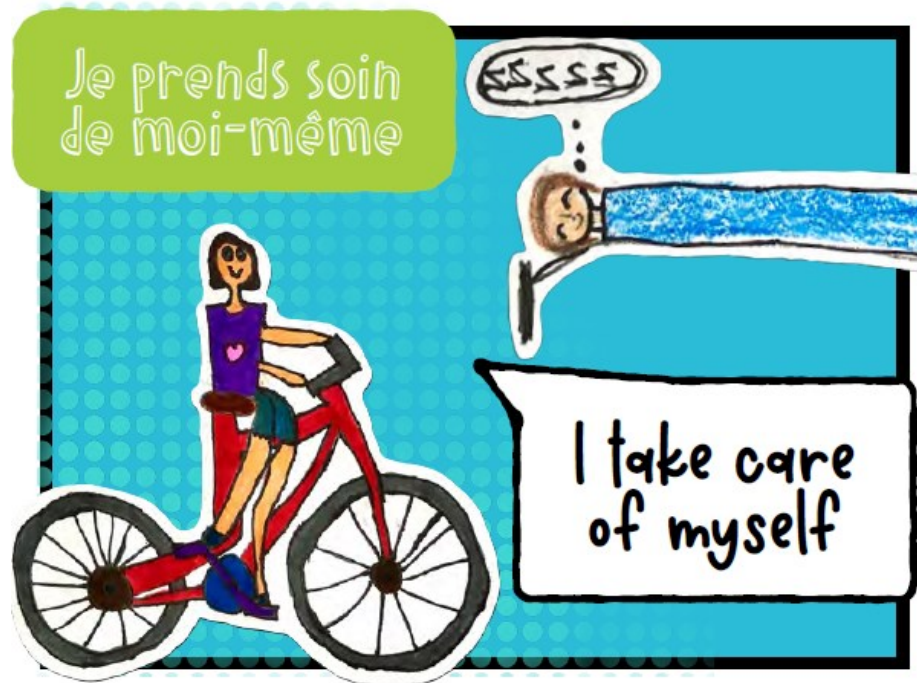


Our code of conduct describes how we live and learn as a community. Our community includes students, staff, families, and visitors.



The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

Code of Conduct



I take care of myself
.....
Je prend soin de moi-même

Taking a deep breath



Using my tools to keep calm



Eating fruits and vegetables



Getting a good night's sleep



Washing my hands



Drinking water



Getting exercise



Getting ready to learn



Asking for help when I need it



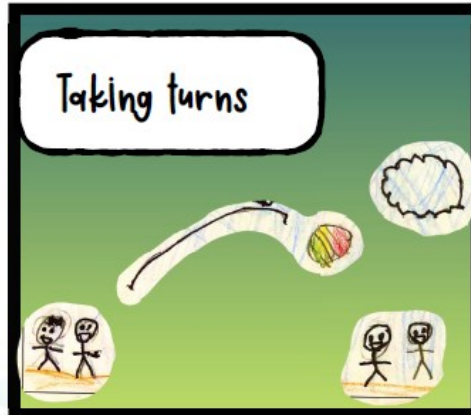
We take care
of each other
.....
On prend soin
des autres



Encouraging each other's efforts



Taking turns



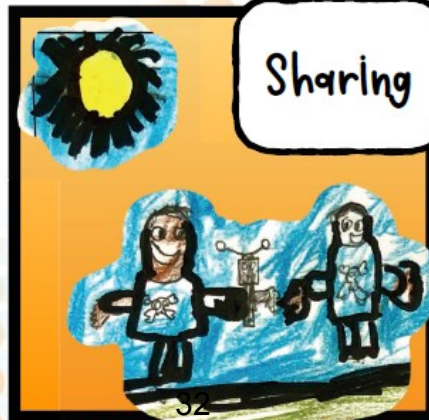
Listening
to our
friends



Using kind
words



Sharing



Playing together



We take care
of this place
.....
On prend soin de
ce lieu

In the Classroom...



In the Washrooms...



Keeping our
washrooms
clean

In the library...



Taking care of
books



In the gym...



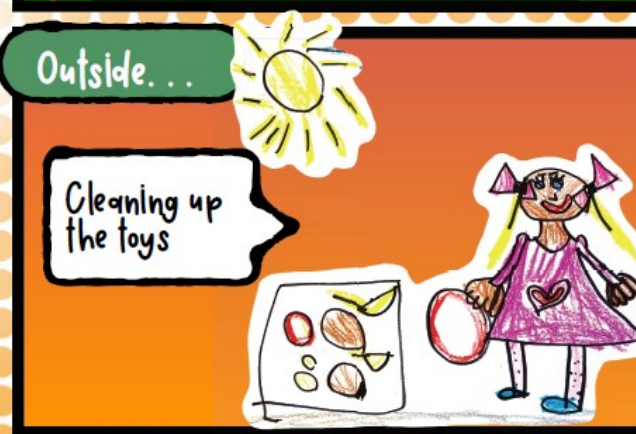
In the music room...



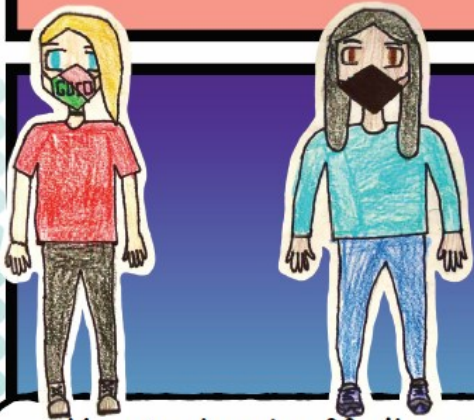
Taking care
of the
instruments



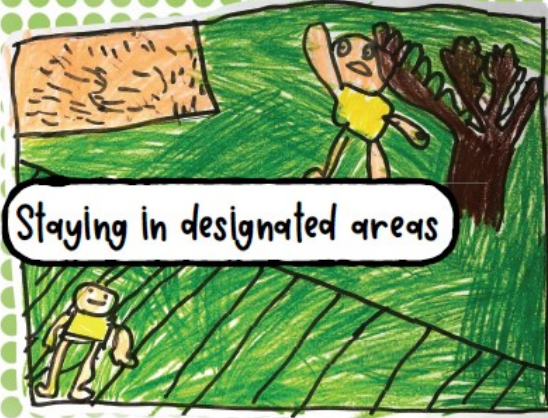
Outside...



Our Actions are Safe On fait attention



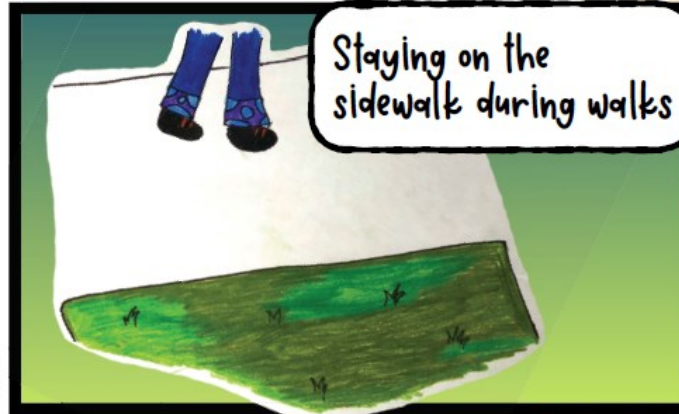
Keeping hands off others



Staying in designated areas



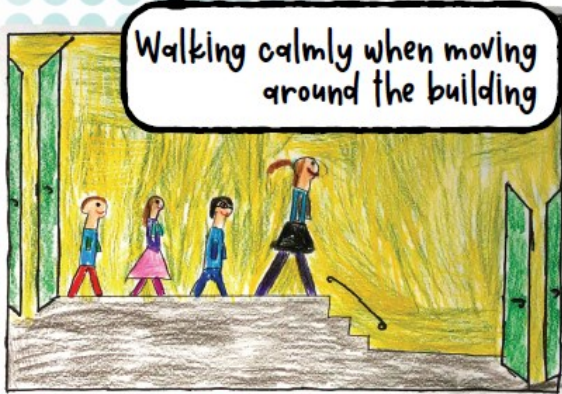
Reporting dangerous situations to staff



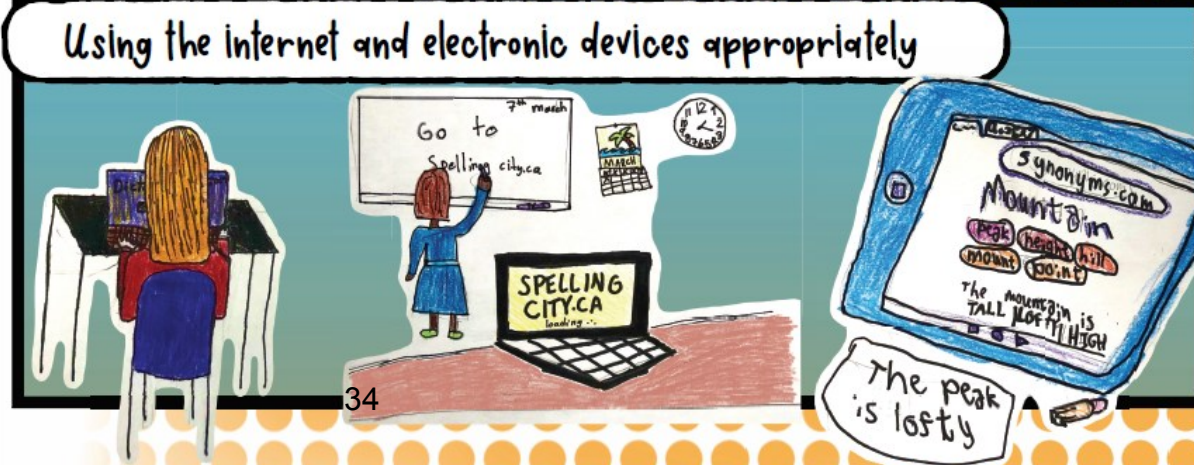
Staying on the sidewalk during walks



Being safe around animals



Walking calmly when moving around the building



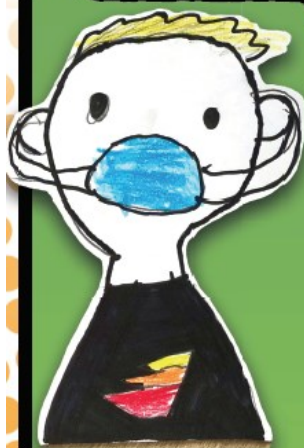
Using the internet and electronic devices appropriately



Our Expectations

We expect members of our Willows community to act in a way that helps to make the school a safe, caring and inclusive environment. The school community works with students to help them with learning:

responsible choices,
safe behaviour,
problem solving,
conflict resolution, and
restorative practices.



Unexpected Actions

Unexpected behaviours or actions can interfere with personal safety or the learning of self and others. Unexpected actions can consist of but are not limited to:

Lack of respect for others, teasing,
Throwing objects (rocks, sticks, snowballs, etc.),
Running in the halls,
Unauthorized leaving of school grounds,
Littering or destroying property,
Fighting (or play fighting), and
Misuse of technology.





Responses to Unexpected Actions

To be equitable, responses may vary from student to student where an incident appears to be similar. Responses will respect individual rights, needs, students' age development and where they are in their learning journey. Students will be supported to take ownership of their learning and actions. Responses will focus on restorative actions wherever possible. Serious incidents will result in communication with parents, school district officials, police and / or other agencies as appropriate to support the students involved.

Help a friend



Responses may include:



- Review of expectations
- Parents informed
- Loss of Privileges
- Student contract and / or Student Support plan
- Restorative processes
- Meeting with parents

Restorative Processes:

- Include students in the development of meaningful interventions through discussions or mediation
- Allow students to return to the group / class
- Allow students the time and space needed to self regulate
- Create conditions for students to learn self-discipline
- Fix mistakes through addressing the needs of those who have been harmed
- Focus on finding solutions to repair relationships





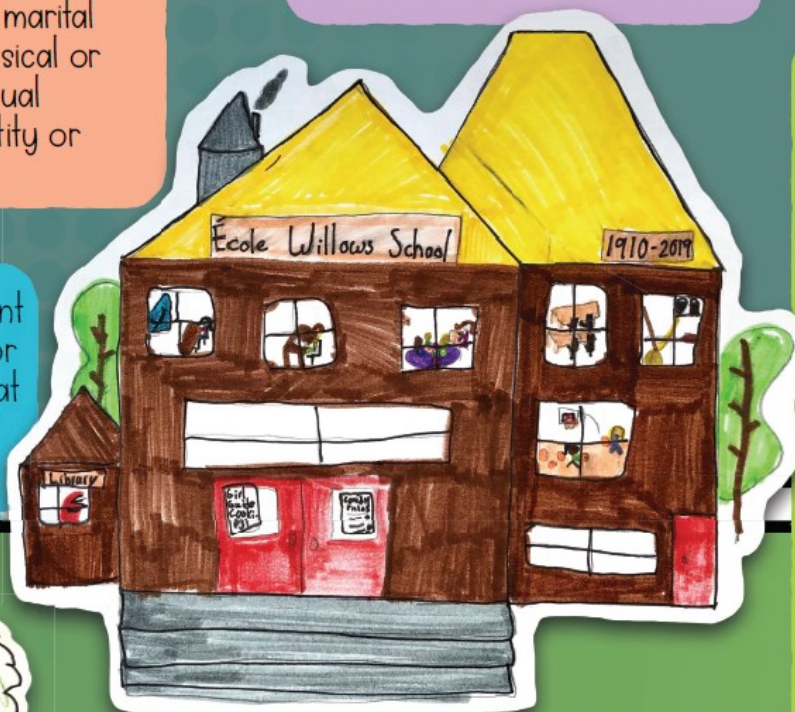
Our school community aims to be free from:

- **Discrimination** in any form including race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age

- **Bullying** (A persistent pattern of unwelcome or aggressive behaviour that hurts others physically and / or emotionally)

- **Retribution** against a person who has reported incidents

I like this place



École Willows Elementary School Code of Conduct has been structured to align with and adhere to the standards outlined in:

Core Competencies 2020, Province of British Columbia.

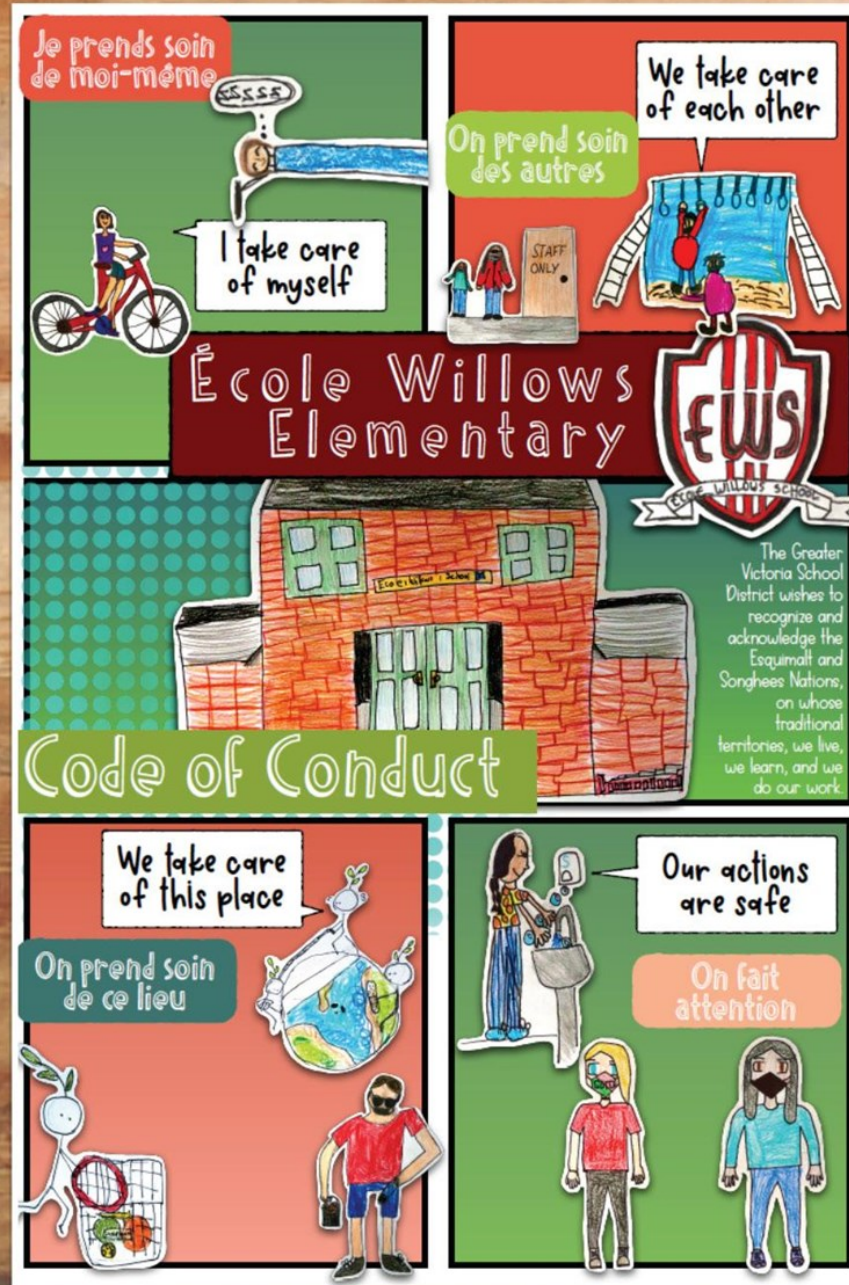
The School Act 85 (1.1) 168 (2) (s.1) Provincial Standards Ministerial Order 276/07, effective October 17, 2007

B.C. Human Rights Code

B.C. Ministry of Education: Safe, Caring and Orderly Schools A Guide (May 2017) and Developing and Reviewing Codes of Conduct: A Companion (Aug. 2007) both found at <http://www.bced.gov.bc.ca/sco/>

Friends share





Our Process

Our Living Document

Our Next Steps



Our Process





Our Living Document

I take care of myself
Je prends soin de moi-même

Taking a deep breath

Using my tools to keep calm

Eating fruits and vegetables

Getting a good night's sleep

Washing my hands

Drinking water

Getting exercise

Getting ready to learn

Asking for help when I need it

Our Expectations

We expect members of our Willows community to act in a way that helps to make the school a safe, caring and inclusive environment. The school community works with students to help them with learning:

- responsible choices,
- safe behaviour,
- problem solving,
- conflict resolution, and
- restorative practices.



Unexpected Actions

Unexpected behaviours or actions can interfere with personal safety or the learning of self and others. Unexpected actions can consist of but are not limited to:

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- Running in the halls,
- Unauthorized leaving of school grounds,
- Littering or destroying property,
- Fighting (or play fighting), and
- Misuse of technology.



Posters



Bookmarks



Our Next Steps

Templates





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MEMO

From: Sean McCartney & Pam Halverson, District Principals, District Team

To: Ed Policy Committee

Date: March 1, 2021

RE: District Team, Learning Support Update #2

This is the second Learning Support update, as part of the regular District Team updates at Ed Policy. Please see the accompanying slides for further information.

Like the January presentation, this update continues to focus on examples of the department work in four key areas:

- Home-school partnerships
- Effective student supports
- Professional learning
- Infrastructure

Examples will include:

- Materials for improved parent communication and engagement
- Reframing the purpose of assessment, as part of a focus on connecting assessment, to planning and programming
- Professional learning offerings, including [EASE training](#) (Everyday Anxiety Strategies for Educators)
- Mental health resource implementation
- Targeted supports for children and youth in care

Strategic Plan 2020-2025



Mission

We nurture each student's learning and well-being in a safe, responsive and inclusive learning community.



Vision

Each student within our world-class learning community has an opportunity to fulfill their potential and pursue their aspirations.

Goal 1

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

Strategy 1:

Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.

Strategy 2:

Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.

Strategy 3:

Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.

Goal 2

Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

Strategy 1:

Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.

Strategy 2:

Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.

Strategy 3:

Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.

Goal 3

Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

Strategy 1:

Continue to provide professional learning opportunities to all staff to further support implementation of social-emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.

Strategy 2:

Work in collaboration with Ministry of Children & Family Development to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents and mental and physical abilities to the fullest for current and future success.

Strategy 3:

Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.

Strategy 4:

Address the inequity of opportunity for all learners to maximize physical health and mental well-being.

Core Values

Engagement

We work to actively engage students in their education and make them feel connected to their learning.

Equity

We give each student the opportunity to fulfill their potential.

Innovation

We are innovative and consistently seek ways to make positive change.

Integrity

We are ethical and fair.

Transparency

We are accountable for the decisions we make and how we make them.

Partnerships

We create open and respectful partnerships with each member of our learning community.

Respect

We respect ourselves, others and the environment.

Social Responsibility

We share responsibility to work with and inspire students to create a better world.

Sustainability

We are proactive in the stewardship of the resources of our organization, our community and our planet.

Operational Plan - District Team 2020-2021



Goal:

Develop a greater understanding and knowledge of culturally responsive and equitable learning, teaching and working environments in order to close the opportunity and achievement gaps for all learners.

Strategy 1:

Develop a framework that will be used by district staff and stakeholders to increase their understanding and ensure implementation of culturally responsive and equitable learning, teaching, and working environments.

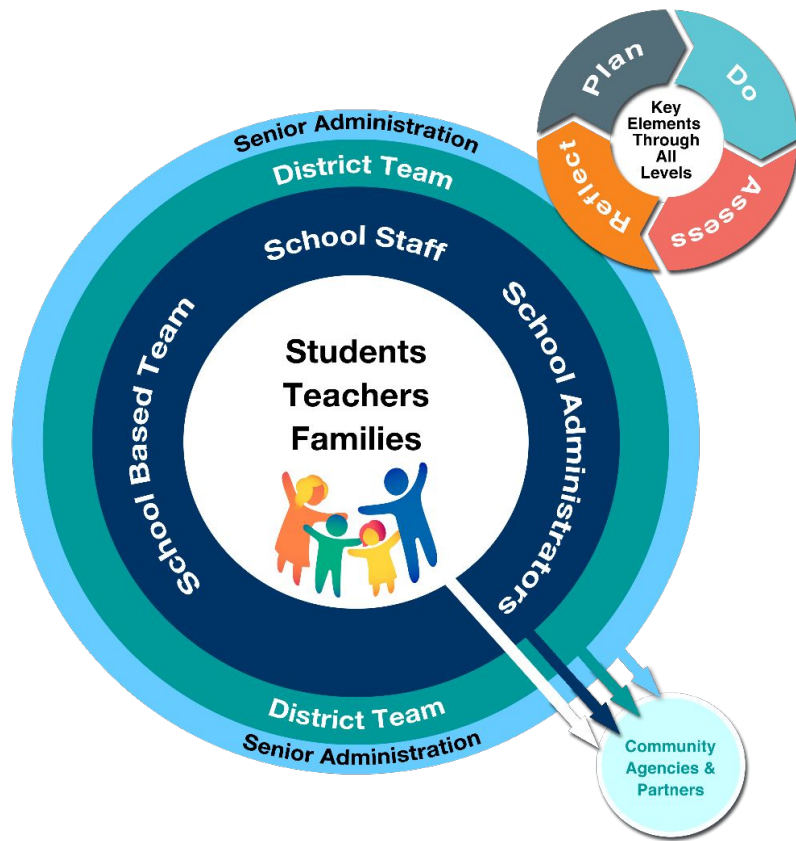
Strategy 2:

Develop and support high quality culturally responsive and equitable learning opportunities and resources in order to close the achievement gaps for all learners.

Strategy 3:

Utilize the Equity Scan to critically examine personal and systemic biases, attitudes, beliefs, values and practices to inform future growth and change.





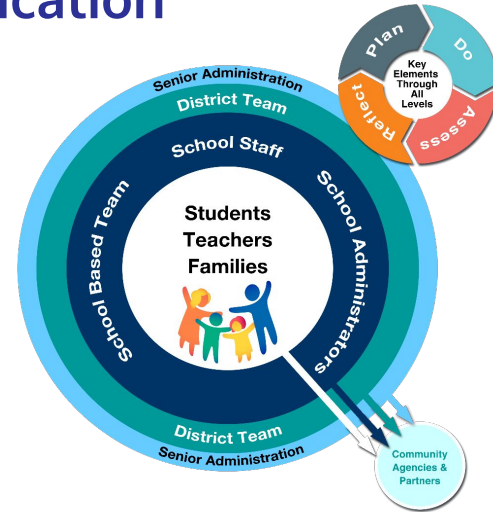
Learning Support Update #2

Department focus in four key areas:

- Home-school partnerships
- Effective student supports
- Professional learning
- Infrastructure

Home - School Partnerships

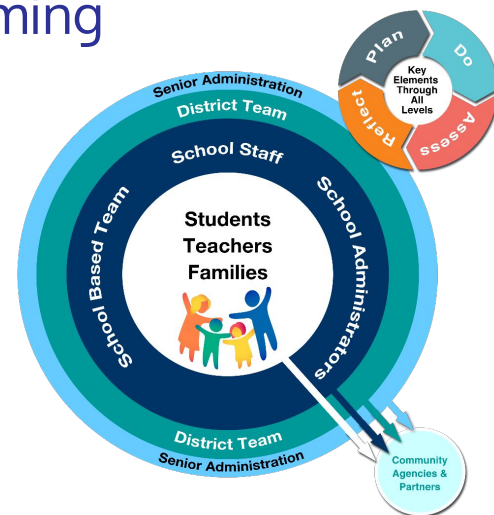
- Develop materials for improved parent communication
 - Snapshots
 - Parent/Caregiver Guide to Inclusive Education
- Engaging parents as partners



Effective Student Supports

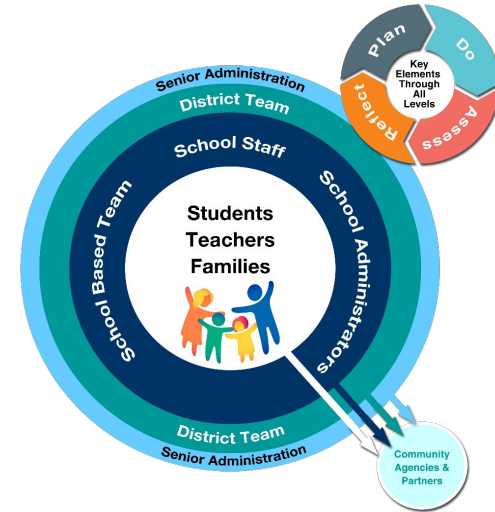
Enhanced supports for students with complex support needs

- Connecting assessment to planning and programming
- Programming options: Victor, Arbutus, Reynolds
- COMPASS transitional programming support



Professional Learning

- Counsellor Collaboration
- SEL and Mental Health Connection and Implementation
 - Mental Health Literacy
 - Second Step
 - EASE



Infrastructure

- MDI
- Support for Children and Youth in Care
 - Supporting Success in School Plans
 - District Outreach Transition Support Workers

