



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

Date: **September 13, 2021, 7:00 p.m.**
Location: **Broadcasted via YouTube**
<https://bit.ly/3czx8bA>
Chairperson: **Trustee Ferris**

Pages

A. COMMENCEMENT OF MEETING **7:00 PM**

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

A.1. Acknowledgement of Traditional Territories **7:05 PM**

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 **7:10 PM**

Recommended Motion:
That the September 13, 2021 Education Policy and Directions Committee meeting agenda be approved.

A.3. Approval of the Minutes **7:15 PM**

Recommended Motion:
That the June 7, 2021 Education Policy and Directions Committee meeting minutes be approved.

A.4. Business Arising from Minutes **7:20 PM**

B. PRESENTATIONS TO THE COMMITTEE

C. NEW BUSINESS

C.1. Administrative Policy - Trustee Paynter

7:30 PM

Recommended Motion:

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to develop an administrative policy to regularly review all district authorized teaching resources to ensure that they reflect current views and historic interpretations and maintain a record of the review dates for review.

C.2. Parent Education Fund 2021-2022 Update - Interim Superintendent Whitten

7:40 PM

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C.3. COVID Update - Interim Superintendent Whitten

7:45 PM

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C.4. FESL - Interim Superintendent Whitten, Interim Deputy Superintendent Roberts, Associate Superintendent Caldwell

8:00 PM

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C.5. Anaphylaxis Aggregate Report 2020-2021 - Interim Superintendent Whitten

8:30 PM

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D. NOTICE OF MOTION

8:40 PM

E. GENERAL ANNOUNCEMENTS

8:45 PM

F. ADJOURNMENT

8:55 PM

Recommended Motion:

That the meeting adjourn.



Education Policy and Directions Committee Meeting

MINUTES

June 7, 2021

Broadcasted via YouTube

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

Trustees Present:	Education Policy and Directions members: Tom Ferris, Chair, Nicole Duncan, Diane McNally, Ryan Painter, Jordan Watters (ex officio) Operations Policy and Planning members: Elaine Leonard, Rob Paynter, Angie Hentze, Ann Whiteaker (left meeting 7:10 p.m.)
Administration:	Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Colin Roberts, Associate Superintendent, Harold Caldwell, Associate Superintendent, Andy Canty, Director, Information Technology for Learning, Kelly Gorman, Recorder
Rightholders:	Chief Rob Thomas, Esquimalt Nation
Stakeholders:	Kristil Hammer, VCPAC President, Connor McCoy, GVPVPA President, Jane Massy, CUPE 947 President, Cindy Graf, GVTA Pro-D Chair

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:00pm.

A.1 Acknowledgement of Traditional Territories

Ex Officio Watters 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 Whiteaker

That the June 7, 2021 Education Policy and Directions Committee meeting agenda be amended with the following addition:

New A.3 Committee Chair Election Variation

Motion Carried Unanimously

A.3 Committee Chair Election Variation - Trustee Whiteaker

Trustees debated the motion.

Moved by Trustee Whiteaker

That the Education Policy and Planning Committee forgo the election of chair until November 2021, and share the responsibility equally among committee members until regularly scheduled elections.

For (1): Trustee Watters

Against (4): Trustee Duncan, Trustee Ferris, Trustee McNally, and Trustee Painter

Motion Defeated (1 to 4)

A.4 Election of Chair - Education Policy and Directions Committee

Three Trustees were nominated; Trustee Duncan, Trustee McNally and Trustee Ferris. Trustee Duncan and Trustee McNally did not accept the nomination. Trustee Ferris accepted the nomination, was acclaimed as the Chair of the Education Policy and Planning Committee, and assumed the Chair of the meeting.

A.5 Approval of the Minutes

Trustee Duncan requested that the May 3, 2021 Education Policy and Directions Committee minutes be amended.

Amendment:

Moved by Trustee Duncan

Under A.2 For (1) changed to (2), Against (4) change to (3) and Motion defeated (2 to 3)

Under C.1 Trustees provided thanks for the presentation and asked the presenter questions of clarification.

Motion Carried Unanimously

Chair Ferris called for the vote on the approval of the May 3, 2021 minutes as amended.

Moved by Trustee Painter

That the May 3, 2021 Education Policy and Directions Committee meeting minutes be approved as amended.

Motion Carried Unanimously

A.6 Business Arising from Minutes

None

B. PRESENTATIONS TO THE COMMITTEE

B.1 Budget - Mary Ann Watson

Mary Ann Watson presented on the budget. Trustees provided thanks for the presentation.

B.2 Budget - Dr Robert Oppenheimer

Dr Robert Oppenheimer presented on the budget. Trustees provided thanks for the presentation.

C. NEW BUSINESS

C.1 Indigenous Education - Shelly Niemi, District Administrator, Indigenous Education Department

Shelley Niemi presented on Indigenous Education in School District No. 61 (Greater Victoria). Trustees provided thanks for the presentation and asked questions of clarification.

C.2 District Team: SOGI and GSA updates - Jon Hamlin, District Team Vice-Principal

Jon Hamlin presented updates on SOGI and GSA. Trustees provided thanks and asked questions of clarification.

C.3 School Police Liaison Officer Ad Hoc Committee - Trustee Duncan

Trustee Duncan provided rationale for the motion.

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to allocate a budget of \$5,000.00 to assist the School Police Liaison Ad Hoc Committee to complete its work.

Motion Carried Unanimously

C.4 New Accessible British Columbia Act - Trustee Painter

Trustee Painter provided rationale for the motion.

Moved by Trustee Painter

That the Board of Education of School District No.61 (Greater Victoria) send a letter to the Parliamentary Secretary for Accessibility (MLA Dan Coulter) and local MLAs requesting that people and children with dyslexia/learning and communication disability designations be included in the new Accessible British Columbia Act, which has not yet received final reading.

Motion Carried Unanimously

D. NOTICE OF MOTION

None

E. GENERAL ANNOUNCEMENTS

None

F. ADJOURNMENT

The meeting adjourned at 8:40pm

Moved by Trustee Painter

That the meeting adjourn.

Motion Carried Unanimously

Chair

Secretary-Treasurer

DRAFT

August 23rd 2021

Parent Education Fund Update (2021-2022)


For the 2021-2022 school year, the Board of Education once again established a Parent Education Fund of \$7000 to support parent education opportunities. On Tuesday, September 14th 2021 each individual Parent Advisory Committee (PAC) will be invited to apply for \$250 within the 2021-2022 school year. Criteria were developed for the requests to be reviewed and evaluated and PAC's will be advised that submissions will be accepted throughout the year, but preference will be given to PAC applications submitted by Friday, November 5th 2021.

2021-2022 Parent Education Fund Update:

For the 2020 - 2021 school year, the Board of Education once again established a Parent Education Fund to support parent education opportunities. Each individual PAC could apply for \$250 within the 2020-21 school year. Criteria were developed for the requests to be reviewed and evaluated and PAC's were advised that submissions would be accepted throughout the year, but preference would be given to PAC applications submitted by November 1st, 2020.

For the 2020-2021 application process, \$5,000 was spent from the Parent Education Fund for 20 approved grant applications.

Please see the attached breakdown.

Deb Whitten
Deputy Superintendent
Greater Victoria School District No. 61
Office: 250-475-4117
-  www.sd61.bc.ca |   @sd61schools

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.

**2020-2021 Parent Education Fund
Applications**

School	Grant \$
Esquimalt	✓
Lambrick	Did not apply
Mt. Doug	✓
Oak Bay	Did not apply
Reynolds	Did not apply
SJ Willis	Did not apply
Spectrum	✓
Vic High	Did not apply
Arbutus	Joint application with Lansdowne
Cedar Hill	Did not apply
Central	Did not apply
Colquitz	✓
Glanford	Did not apply
Gordon Head	Did not apply
Lansdowne	Joint application with Arbutus
Monterey	Did not apply
Rockheights	✓
Shoreline	✓
Braefoot	Did not apply
Campus View	✓
Cloverdale	✓
Craigflower	Did not apply
Doncaster	✓
Eagle View	Did not apply
Frank Hobbs	Did not apply
George Jay	✓
Hillcrest	Did not apply

2020-21 Parent Education Fund

School	Grant \$
James Bay	Did not apply
Lake Hill	Joint application with Tillicum
Macaulay	Did not apply
Margaret Jenkins	✓
Marigold	Did not apply
McKenzie	✓
Northridge	Did not apply
Oaklands	Did not apply
Quadra	Did not apply
Rogers	✓
Sir James Douglas	Did not apply
South Park	✓
Strawberry Vale	✓
Tillicum	Joint application with Lake Hill
Torquay	Did not apply
Vic West	✓
View Royal	Did not apply
Willows	Did not apply

Total allotted for 2020-2021: **\$7,000**

Total Requests Received for 2020-2021: **20** Grants

Total disbursed = 20 X \$250 = **\$5,000**

Office of the Superintendent

Deb Whitten –Interim Superintendent

TO: Board of Education

FROM: Deb Whitten, Interim Superintendent of Schools

DATE: September 13, 2021

RE: **COVID-19 Update – Communicable Disease Prevention Plan**

Background:

Updated provincial COVID-19 communicable disease guidelines for K-12 schools were released on August 24, 2021. Following the provincial announcement, the District refined its health and safety measures to implement the latest direction from the Ministries of Health and Education. All of the updated health and safety protocols are included in a new Communicable Disease Prevention Plan (CDPP) for School Sites.

All back to school plans and the CDPP were shared with the Board of Education, the Four Houses (Songhees Nation, Esquimalt Nation, Metis and Urban Communities), Educational Partners, Principals and Vice-Principals, Staff and Families. Communication efforts utilized to raise awareness about the plan for the 2021/22 school year included:

- School Administrators Briefing at School Start Up Meeting
- Pandemic Response Team Meetings
- Updated Communicable Disease Prevention Plan
- Letters/Updates
- Website Content
- Signage/Posters for Schools
- Paper Advertisements
- Social Media
- Media Interviews

Please see attached Communicable Disease Prevention Plan.

Vaccinations

Vaccines are the most effective way to reduce the risk of COVID-19 in schools. We are strongly encouraging everyone who is eligible to be fully vaccinated. As publicized by our Public Health Officer, we know school exposures are less likely in communities with greater vaccinations rates. In efforts to increase uptake amongst our staff and students, we are working with Island Health to set up vaccination clinics at school sites. There are five schools that will be hosting vaccine clinics: Lambrick Secondary, Mount Douglas High, Spectrum Community School, Victoria High and SJ Burnside Educational Centre. These clinics will open in the coming weeks

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.

Office of the Superintendent

Deb Whitten –Interim Superintendent

School Exposures & Notifications

In the event of a school exposure, the District will continue to follow the direction of Island Health. If a potential exposure occurs at a school, Island Health will work with the District and schools to complete contact tracing; identifying who may have been exposed and what actions need to be taken, including who needs to receive an exposure notification. This year, public health will take into consideration vaccination status.

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Communicable Disease *Prevention Plan*

SCHOOL SITE PROCEDURES

September 2, 2021

Communicable Disease *Prevention Plan*

SCHOOL SITE PROCEDURES

September 2, 2021

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Introduction

All school staff have a shared responsibility in protecting themselves and students from the spread of COVID-19 and other communicable disease. The BCCDC reports that school-aged children have been negatively impacted by the pandemic, including worsened wellbeing, more child stress, less connection to friends, and learning impacts. Getting children to return to closer-to-normal learning, recreational and social activities is an important pandemic recovery action.

With BC's highly immunized population providing greater community protection against COVID-19, our schools can return to closer-to-normal operations balanced with ongoing prevention measures.

All employees are expected to read, know and organize their work in accordance with this **Prevention Plan** and **BC Centre for Disease Control Public Health Communicable Disease Guidance for K-12 Schools**. The **Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings** has been developed by the Ministry of Education to compliment the BCCDC and WorkSafeBC guidance and provides more details specific to school settings and applications of the health and safety guidelines to curriculum, programs and other educational activities.

Resources: [Worksafe BC Guidance for Workplaces](#)
[BCCDC Public Health Communicable Disease Guidance for K-12 Schools](#)
[Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings](#)



COVID-19 Preventative Measures

1. **GET FULLY VACCINATED** - Vaccines are the most effective way to reduce the risk of COVID-19 in schools.
2. **STAY HOME WHEN SICK** - All students, staff, and school visitors must complete the daily health check.
3. **HAND HYGIENE** - Everyone should clean their hands more often! Thorough hand washing with plain soap and water for at least 20 seconds is the most effective way to reduce the spread of illness.
4. **RESPIRATORY AND PERSONAL HYGIENE** - Cover your coughs. Do not touch your face.
5. **MINIMIZE PHYSICAL CONTACT** - No sharing of food, drinks, or personal items. Spread students and staff out to different areas when possible. Take students outside more often. Remind students to respect the personal space of others.
6. **CLEANING AND DISINFECTION** - Clean and disinfect frequently touched surfaces every 24 hours. General cleaning of the school should occur daily.
7. **NON-MEDICAL MASKS** can provide an additional layer of protection when more effective measures are not feasible.

Stay Home When Sick

- **Students, staff or other adults should stay at home when sick**, as this is one of the most important ways to reduce the introduction and the spread of COVID-19 in schools.
- Parents and caregivers **must perform the Daily Health Check with their children** and follow the directions as to when to stay home. You can find the [daily health checklist here](#).
 - » **If a child has any key symptoms of illness, they must not go to school.**
- **Staff, volunteers and other adults must perform a daily health check** prior to entering a school. You can find the [daily health checklist here](#).

What to Do If Symptoms Present:

SYMPTOMS	WHAT TO DO
<ul style="list-style-type: none"> Fever (above 38°C) Chills Cough Loss of sense of smell or taste Difficulty breathing 	<p>1 or more of these symptoms: Get tested and stay home.</p>
<ul style="list-style-type: none"> Sore throat Loss of appetite Headache Body aches Extreme fatigue or tiredness Nausea or vomiting Diarrhea 	<p>If you have 1 symptom: Stay home until you feel better.</p> <p>2 or more of these symptoms: Stay home and wait 24 hours to see if you feel better. Get tested if not better after 24 hours.</p>
<p>If you are a close contact* of someone who has COVID-19 and have any of the symptoms listed above: Get tested and stay home.</p>	

* You will be notified by Island Health if you are a close contact. For more information on close contacts, go to:
www.bccdc.ca/covid19closecontacts

- The following students, staff or other persons must stay home and self-isolate:
 - » A person confirmed by public health as a case of COVID-19; or
 - » A person confirmed by public health as a close contact of a confirmed case or outbreak of COVID-19
- If a staff member is concerned they do not have adequate sick leave available for the absence recommended by their health care provider and does not have a short term disability plan (SID), they should contact their supervisor for approval to work from home or additional paid sick leave.
- If a staff member has been identified as a close contact by Island Health and has been directed to self isolate, they should contact their supervisor about paid self-isolation leave.

Entering / Leaving the Building

- Do not enter or leave the building in groups.** Avoid crowding and respect the personal space of others.
- Each school will identify the entrances and exits to be used by students and staff.
- Wash your hands after you enter the building and disinfect your workspace as needed.

School Hours / Access

- Only use the designated entrances and exits.
- Schools will be open to staff from 7a.m. to 7p.m., 7 days a week.
- After hours student activities must be scheduled through Facility Rentals.
- Rentals for community events will be compliant with COVID-19 protocols.
- Parents and guardians will be encouraged to use phone or email to meet with staff or make an appointment.
- Volunteers will be limited to essential educational programs such as school meals and sport programs.
- The school will keep a log of all visitors and parents/guardians, including contact information, for 45 days.
- The school will keep a log of all staff that are not assigned to work in the school (e.g., TTOC, Itinerants, Trades), including contact information, for 45 days.

Hand Hygiene

When Staff and Students Should Perform Hand Hygiene:

- When they arrive at school.
- Before and after any breaks (e.g., recess, lunch, outdoor learning activities, using playground equipment).
- Before and after eating and drinking (excluding drinks kept at a student's desk or locker).
- Before and after using an indoor learning space used by multiple students (e.g., the gym, music room, science lab, etc.).
- After using the toilet.
- After sneezing or coughing into hands.
- Whenever hands are visibly dirty.

Additional Staff Hand Hygiene:

- After contact with body fluids (e.g., runny noses, spit, vomit, blood).
- After cleaning tasks.
- After removing gloves.
- After handling garbage.

BC Centre For Disease Control:
<http://covid-19.bccdc.ca/>

How to Hand Wash



Wash hands with warm (not hot or cold) running water



Apply liquid or foam soap



Lather soap, covering all surfaces of hands, for 20-30 seconds



Rinse thoroughly under running water



Pat hands dry thoroughly with paper towel



Use paper towel to turn off tap

Cleaning

- General cleaning and disinfecting of the premises and cleaning/disinfecting of frequently touched surfaces at least **once every 24 hours**.
 - » Frequently touched surfaces include door knobs, light switches, hand railings, water fountains, toilet handles, tables, desks and chairs used by multiple students.
 - » Shared equipment used by students including computer keyboards and tablets, manipulatives, toys, sports equipment and equipment used in shops, home economics rooms and science labs.
- Clean and disinfect any surface that is visibly dirty.
- Administrators will work with facilities staff to coordinate student transitions with cleaning schedules.

Exceptions:

- There is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. Laminated or glossy paper-based products (e.g., children's books or magazines) and items with plastic covers (e.g., DVDs) can be contaminated if handled by a person with COVID-19; however, the risk is low. There is no need for these items to be cleaned and disinfected or quarantined for any period of time, or for hand hygiene to be practiced before or after use.
- Frequently touched items like toys or manipulatives that may not be able to be cleaned often can be used, if hand hygiene is practiced before and after use.

Daily Sanitizing Routines

- Staff and students to wash hands upon arrival at school.
- Disinfect your work area as needed.
- Disinfect all shared surfaces, furniture, equipment etc. when finished.
- Staff and students should not share food, drinks, or other personal items (e.g., devices, writing implements, etc.).

Physical Distancing and Space Arrangement

In learning environments, schools can return to classroom and learning environment configurations and activities that best meet learner needs and preferred educational approaches.

Administrators should work with school staff on strategies to help create space between people, including:

- *Remind staff and students to respect the personal space of others.*
- *Use all available space to spread staff and students out; students should have enough room to carry out the planned activity without involuntary physical contact with others.*
- *Employ assigned entrances and floor markers to reduce crowding in common areas such as entrances, hallways, around lockers, and indoor break areas.*
- *Take students outside where and when possible.*

Physical Distancing and Minimizing Physical Contact with Students and Among Students

School Gatherings and Events

School gatherings and events (including inter-school events) should be organized with the following considerations:

- *Respecting student and staff comfort levels regarding personal space.*
- *Using space available to spread people out as much as possible, respecting room occupancy limits, and ensuring enough space is available to prevent involuntarily physical contact between attendees (e.g., overcrowding).*
- *Gradual transitions to larger gatherings (e.g., school-wide assemblies), including starting with virtual or smaller in-person options, shorter in-person sessions, etc.*

Music Education

K-12 staff and students in Grades 4 to 12 must wear masks when indoors and a barrier is not present. Masks can be temporarily removed while engaging in an educational activity that cannot be performed while wearing a mask (e.g., playing a wind instrument), but must be worn while singing.

- *Shared equipment should be cleaned and disinfected as per Cleaning and Disinfecting guidelines and students should be encouraged to practice proper hand hygiene before and after music equipment use.*
- *Equipment that touches the mouth (e.g., instrument mouth pieces) should not be shared unless cleaned and disinfected in between uses.*

Physical Education

- *Spread out students and staff within available space, and encourage outdoor activities and programs, as much as possible.*
- *K-12 staff and students in Grades 4 to 12 are required to wear masks during PHE/outdoor program classes when these classes are held indoors and a barrier is not present.*
- *For low intensity activities (e.g., yoga, walking), K-12 staff and students in Grades 4 to 12 are required to wear masks when they are indoors and a barrier is not present.*
- *Students are not required to wear masks during high-intensity physical activities (e.g., stationary bike, weightlifting, basketball, soccer); mask use during these activities is left to students' personal choice. Staff are encouraged to move high-intensity physical activities outdoors whenever possible.*

Additional Resources

- *For more information to support curriculum, programs and activities see pages 23-29 of the [Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings](#) which can be found on the [District's website](#).*

Students with Disabilities and Diverse Abilities

Supporting students with disabilities/diverse abilities may require staff providing support services to be in close physical proximity or in physical contact with a student.

When staff are working with a student indoors, and the service cannot be provided from behind a barrier, staff are required to wear a non-medical mask. Additional personal protective equipment is not required beyond that used as part of the personal care routine normally encountered in their regular course of work (e.g., gloves for toileting).

When working with students where seeing facial expressions and/or lip movement is important, and the service cannot be provided from behind a barrier, options include having the staff member wear a mask with a transparent section to enable visualization of the mouth.

- *Students in Grades 4 to 12 are also required to wear a non-medical mask or face covering when receiving services indoors and a barrier is not present.*
- *For students in Grades K to 3, the student or parent/caregiver should determine whether or not the student should also be wearing any PPE when receiving services in close physical proximity.*

Students with Medical Complexity, Immune Suppression and/or Receiving Delegated Care

According to the BC Centre for Disease Control (BCCDC), most children with immune compromise can follow the same precautions for COVID-19 as the general population and can safely attend in-class instruction.

In-class instruction may not be suitable for some children with severe immune compromise or medical complexity, and will be determined on a case-by-case basis in consultation with a medical health care provider.

What to Do If a Student or Staff Member Develops Symptoms At School

IF STUDENT DEVELOPS SYMPTOMS AT SCHOOL

Staff must take the following steps:

1. Immediately separate the symptomatic student from others in the designated area.
2. Ask the student to put on their mask. If the student does not have a mask they will be provided with a disposable mask or tissues to cover their coughs or sneezes. Used tissues will be disposed of as soon as possible and hand hygiene performed.
3. The office will contact the student's parent or caregiver to pick them up as soon as possible.
4. Where possible, maintain a 2-metre distance from the ill student. If not possible, staff supervising the student will wear a mask or face covering.
5. Staff must avoid touching the student's body fluids (e.g., mucous, saliva). If staff do, practice diligent hand hygiene.
6. Once the student is picked up, all staff supervising the student must practice diligent hand hygiene.
7. The custodian must clean and disinfect the space where the student was separated and any areas recently used by them (e.g., classroom, bathroom, common areas).

Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.

IF STAFF DEVELOPS SYMPTOMS AT WORK

Staff must notify the administrator and go home as soon as possible.

If unable to leave immediately:

1. Symptomatic staff must separate themselves into an area away from others, outside if practical.
2. Maintain a distance of 2 metres from others.
3. Use a mask to cover their nose and mouth while they wait to leave the premises.
4. The custodian must clean and disinfect the space where the staff member was separated and any areas used by them (e.g., classroom, bathroom, common areas).



BRITISH
COLUMBIA

**BC COVID-19 Symptom
Self-Assessment Tool**

Non-Medical Masks

All K-12 staff, and students in Grades 4 to 12 are required to wear a mask while indoors in schools, subject to the following exceptions:

- If a person is unable to put on or remove a mask without the assistance of another person.
- If the mask is removed temporarily for the purposes of identifying the person wearing it.
- If the mask is removed temporarily to engage in an educational activity that cannot be performed while wearing a mask (e.g. actively playing a wind instrument, high-intensity physical activity, etc.).
- If a person is eating or drinking.
- If a person is behind a barrier (e.g., a divider, a cubicle, or in a room by themselves).
- While providing a service to a person with a disability or diverse ability where visual cues, facial expressions and/or lip reading/movements are important.



Students in Grades K to 3 are encouraged to wear a mask indoors in schools, but are not required to do so - mask wearing remains a personal or family/caregiver choice for these students, and their choices must be respected.

All visitors must wear a non-medical mask when they are in the school.

General Ventilation and Air Circulation

There is no evidence that a building's ventilation system, in good operating condition, contributes to the spread of COVID-19. School districts are required to ensure that heating, ventilation and air conditioning (HVAC) systems are designed, operated, and maintained as per standards and specifications for ongoing comfort for workers.

In order to enhance school ventilation, schools should consider:

- Moving activities outdoors when possible (for example, lunch, classes, physical activity) and consider moving classrooms outside when space and weather permit.
- Ensuring that the ventilation system operates properly and maximize air exchange where possible.
- Opening windows when possible.
- When using air conditioners and fans in ventilated spaces, air should be moved from high places to lower places instead of blowing air directly from one person's breathing zone to another's. Avoid horizontal cross breezes. Use of portable air conditioners and fans in unventilated spaces with doors and windows closed should be avoided, except when necessary during high or excessive heat events.

Note: Good indoor air ventilation alone cannot protect people from exposure to COVID-19. However, it may reduce the risk when used in addition to other preventive measures.

Staff Meetings and Professional Development Activities

- Staff meetings and professional development activities held in person must respect room occupancy limits and use available space to spread people out.
- Consider use of virtual options and gradual transition to in-person meetings.
- Gatherings must also occur in line with those permitted as per relevant local, regional, provincial and federal public health recommendations and Orders and any related WorkSafe BC guidance.



Staffroom and Breaks

- **Wash your hands before and after using the staffroom.**
- **Use visual cues (floor markers/posters) to promote physical distancing, and set occupancy limits to avoid involuntary physical contact and to allow for the respect of the personal space of others.**
- Bring your own lunch. If you have to leave the school during a break, make sure you follow the same protocols that you did when you arrived.
- Bring a lunch/snack that does not require a lot of preparation (limit microwave use, surface use, utensil use, etc.).
- Disinfect the areas, surfaces, appliances, etc. that you use in the staffroom.
- Do not share food or drinks.

Staff Washrooms

- Follow the plan for washroom use established by your administrator that includes washroom occupancy limits.
- Make sure to wash your hands when you leave the washroom.
- Follow COVID-19 hand-washing guidelines as posted.

Prep/Photocopier/Supply Rooms

- Wash hands before and after using equipment.
- Administrators should work with staff to set occupancy limits to prevent involuntary physical contact and to allow for the respect of the personal space of others.

Other Shared or Specialty Spaces

- Administrators will develop protocols for use of other shared spaces within their individual buildings (libraries, gyms, shops, etc.) and post signage.
- Protocols for these spaces must be in line with district protocols.

WorkSafeBC Requirements

If a worker is injured as part of their workplace duties/tasks, follow the established procedures.

Workers have the right to refuse unsafe work. If you have reasonable cause to believe that performing a job or task puts you or someone else at risk, you must not perform the job or task. You must immediately notify your supervisor or employer, who will then take the appropriate steps to determine if the work is unsafe and remedy the situation.

For more information about the steps to follow: www.worksafebc.com/en/health-safety/create-manage/rights-responsibilities/refusing-unsafe-work

If workers are expected to follow special safety measures such as deep cleaning, working alone, or working from home, they should know and follow any “Safe Work Procedures” for those tasks. Contact your supervisor/ principal/ vice-principal if you have any questions or concerns about work procedures.

Report all workplace injuries to your supervisor.

Our partners at Morneau Shepell are continuing to work with the District through LifeWorks. They have developed tools to help with:

- [*Coping with COVID-19*](#)
- [*Emotional well-being during the COVID-19 pandemic*](#) (webinar)

Contact Information

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COVID-19 PROTOCOL RESPONSIBILITIES

Creating a safe and healthy environment for all of our students and staff is our top priority. We all have an important role to play and a responsibility to maintain and ensure safe working conditions in our learning community, for ourselves and for all others involved.

Employer (School District)

- *Select, implement, and document risk assessments and appropriate site-specific control measures.*
- *Ensure that all resources and materials required to implement and maintain the plan are reasonably made available as practical when required.*
- *Ensure that supervisors and workers are informed about the content of safety policies.*
- *Conduct a periodic review the effectiveness of the plan. This includes a review of the available control technologies to ensure that these are selected and used when practical.*
- *Maintain records of training and inspections.*

Supervisors (Principals & Vice Principals)

- *Ensure that workers are knowledgeable regarding the controls required to minimize their risk of exposure to COVID-19.*
- *Direct work in a manner that eliminates or minimizes the risk to workers.*
- *Post or relay educational and informational material in an accessible area for workers to review.*

Workers (Teachers, Education Assistants, Support Staff)

- *Know the controls required to minimize their risk of exposure to COVID-19.*
- *Participate in COVID-19 related training and instruction.*
- *Follow established work procedures and instructions as directed by the employer or supervisor.*
- *Report any unsafe conditions or acts to the supervisor.*
- *Know how and when to report exposure incidents.*

Facilities Managers

- *Maintain an inventory of PPE for custodians, **cleaning and disinfectant products**, and well-maintained equipment used for cleaning and disinfecting.*
- *Provide adequate instruction to custodians on the hazards associated with cleaning work areas and on the safe work procedures specified in this Communicable Diseases Prevention Plan.*
- *Direct the work in a manner that ensures the risk to trades and custodians is minimized and adequately controlled.*
- *Revise the work schedule to ensure priority intensive cleaning of impacted work area surfaces and touch points.*

Joint Occupational Health and Safety Committee

- *Make recommendations to the employer for the improvement and implementation of the Communicable Diseases Prevention Plan.*
- *Identify situations that may be unhealthy or unsafe for workers, and advise on effective systems for responding to those situations*
- *Consult with workers and the employer on issues related to the Communicable Diseases Prevention Plan.*
- *Make recommendations to the employer on orientation/training on the Communicable Diseases Prevention Plan and to monitor their effectiveness.*
- *Complete a monthly COVID-19 **Public Health Guidance for K-12 Schools Health & Safety Checklist** and submit to District Occupational Health and Safety Committee.*

September 13, 2021

Memo: Framework for Enhancing Student Learning

In the fall of 2020, the Ministry of Education passed the Enhancing Student Learning Reporting Order. The order requires that, each year, a board must submit to the Minister a report completed in accordance with the order by September 30. The report, referred to as the Framework for Enhancing Student Learning (FESL) brings a formalized approach to the planning and reporting of expectations for schools with a focus on enhancing student learning and success in literacy, numeracy, graduation, belonging and career and life goals.

Staff (Senior Leadership Team, District Team, Indigenous Education Department, Pathways and Partnerships) have been collaboratively working to compile information that meets the requirements of the report and that reflects the goals and strategies of the District's Strategic Plan.

The attached FESL document represents the work to date. In addition to the document, a 15-page appendix will supplement the report. The report and appendix will contain required elements such as graduation rates, grade to grade transition rates, and Student Learning Survey response summaries as well as local data such as the Early Development Instrument (EDI) and the Middle Years Development Instrument (MDI).

The Framework for Enhancing Student Learning document will be submitted to the Minister and is also being designed with a view to informing the public about District goals and objectives.

Deb Whitten

Interim Superintendent

 www.sd61.bc.ca |   @sd61schools

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.

FESL Report 2021—First Draft

Our District

The Greater Victoria School District (GVSD) resides on the traditional territory of the lək'wəŋən people. We would like to acknowledge the Songhees First Nation and the Esquimalt First Nation on whose territory we live and work. Hay'sxw'qa – thank you.

The Greater Victoria School District No. 61 is located in the capital city of British Columbia and includes the municipalities of Esquimalt, Oak Bay, Victoria, View Royal and a portion of Saanich and Highlands.

The Greater Victoria School District continues to provide quality educational programs for 20,000 students in 28 elementary schools (Kindergarten to Grade Five), 10 middle schools (grades six to eight), and 8 secondary schools (grades nine to 12). More than 1,000 International Students from across the globe attend schools in our District, and each year, over 650 adult learners register in the Continuing Education Program. Our District also offers a variety of Programs of Choice, including French Immersion, and Sport Academies.

As a learning community, we are deeply committed to each student having the opportunity to fulfill their potential and pursue their aspirations. We are becoming increasingly more data literate and are dedicated to having all of our schools inclusive and culturally responsive learning environments.

The GVSD five-year Strategic Plan was renewed in 2020. The consultation began in 2019 and reflects the voices of the Four Houses, students, staff, educational partners and administrators. The renewal of the strategic plan aligns with the District's vision where each student within its world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.

The three goals of the strategic plan are to:

1. Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.
2. Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.
3. Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

Our Framework for Enhancing Student Learning (FESL) is guided by our district mission, vision and core values and is grounded in research and local knowledge. The FESL complements the

District's Strategic Plan and summarizes all students' culturally responsive educational outcomes as well as the goals and strategies for continuous improvement.

Goal One of the Greater Victoria School District's Strategic Plan is to create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

Over the last five years, students in School District 61 performed at a rate of one percent lower than the province in the five year completion rate (see appendix p. 13). When we analyze the data, we continue to see disparities for students who identify as Indigenous and students with disabilities or diverse abilities. In order to continue to close the achievement gap, goal one focuses on those students currently experiencing the least success in our system.

To realize this goal, three strategies were developed:

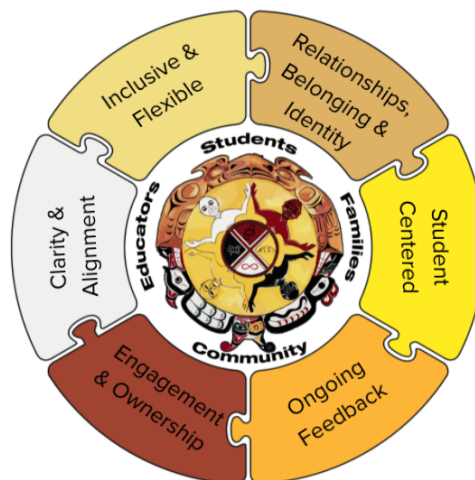
1. Develop and support high quality learning opportunities;
2. Engage and collaborate with students, families, and staff to provide an inclusive learning environment; and
3. Address the inequity of outcomes for diverse learners.

Cultural Responsiveness

Our primary focus Pre-K to grade 12 is developing culturally responsive learning environments where all students are connected to their learning and feel seen, heard and valued. Currently, learning happens through collaborative teams, side-by-side teaching, learning rounds, staff meetings and a myriad of professional development opportunities. A strategic focus from the District, through all initiatives, is to be explicit with the philosophy and pedagogy required in culturally responsive learning environments to increase student connections, engagement and achievement.

Culturally Responsive Assessment Principles

Creating opportunities for our students to develop the ability to assess their own learning, interests, skills and values in order to achieve the highest level of success and match to their future orientation is a key objective. One example is our newly developed, culturally responsive, assessment principles that we have begun to share with school leaders. Recognizing that effective assessment is foundational to student learning, it was necessary to review our principles through a culturally responsive lens. Through a collaborative process, we will



Art credit to Butch Dick (Songhees Nation) - 2005 Enhancement Agreement Logo

continue to engage our system and community to deepen our understanding and implementation of the principles.

Connecting Assessment and Learning

As we continue our learning focus with a culturally responsive lens, on-going professional development will prioritize instructional design and assessment, recognizing that literacy and numeracy are essential skills for student success. Provincial assessments indicate that student success in literacy and numeracy declines as students move through the system. Our goal is to increase student success on provincial indicators in the areas of literacy and numeracy as follows: (link to FESL report pages 2, 3, 5 & 6)

Grade 7 FSA - Reading - reduce the discrepancy between the district and provincial rates - 6% over two years

Literacy 10 Provincial Assessment - reduce the discrepancy between the district and provincial rates - 6% over two years

Grade 7 FSA - Numeracy - match the provincial success rate - 5% increase over two years

Numeracy 10 Provincial Assessment - reduce the discrepancy between district and provincial rates - 2% in one year

A key focus area will be to support Indigenous student success as outlined in Goal 2 of our strategic plan.

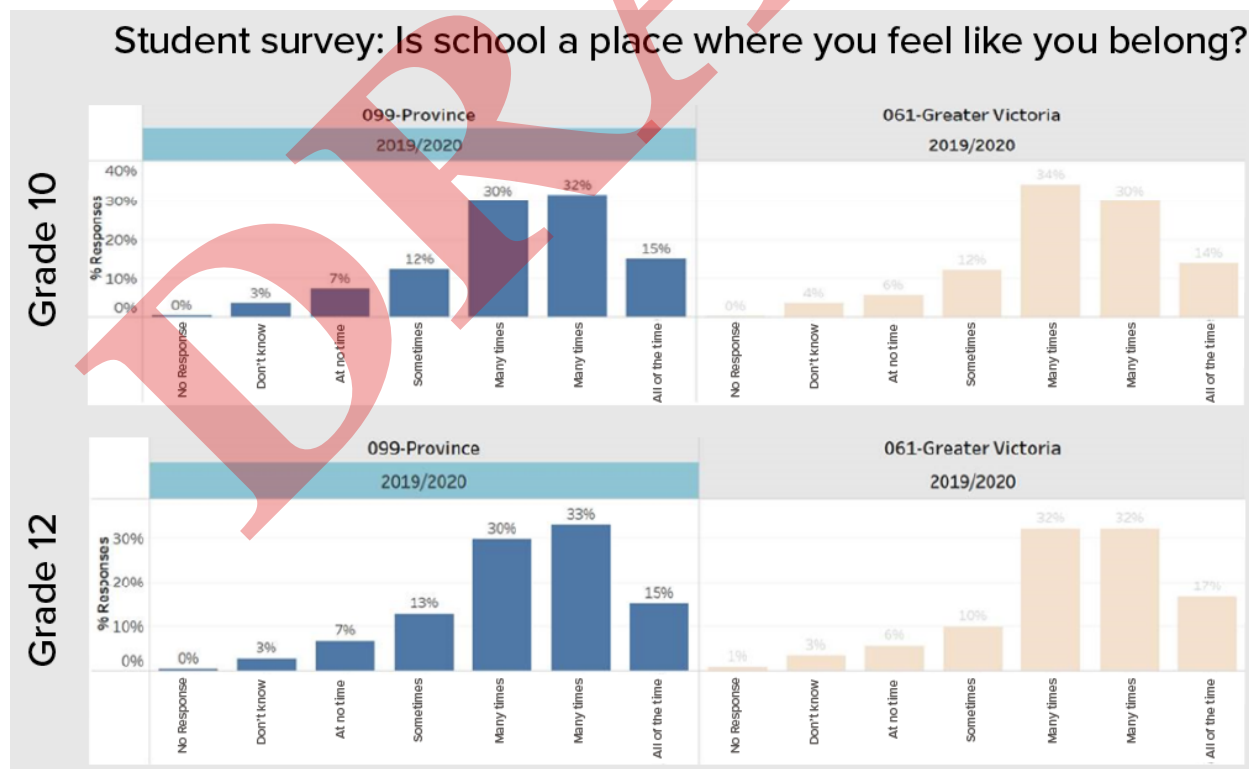
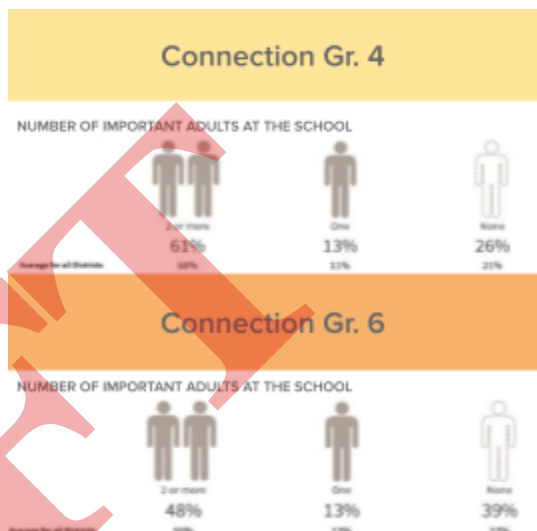
Strategies

- Continue to provide multiple entry points for all educators to engage in high quality professional development. The following options will be available: webinars (archived for future access), professional development days - school based, district-wide, levelled (elementary, middle and secondary), learning rounds, workshops, learning series, collaborative networks for new teachers, building connections with Indigenous community, community agencies and post-secondary institutions.
- Increase opportunities for principals and vice principals to examine school, District and Provincial data to increase data literacy in order to identify areas of focus to better support all students.
- Create and implement local literacy and numeracy assessment tools in grades three, six and nine to provide additional data points to better inform instructional priorities.

- Create collaboration teams in elementary schools with a focus on literacy inquiry. Opportunities for collaboration will be on-going, job-embedded and supported alongside district team members and consultants.

Connection and Belonging

Data from Middle Development Instrument (MDI) for grades 4 and 6 and Student Learning Survey for grades 10 and 12 indicate that a significant number of students struggle to feel a sense of connection and belonging to school. Research (Kuperminc et al., 2008) indicates that belonging is positively related to academic achievement in K-12 students and belonging can increase motivation in school (Goodenow & Grady, 1993; Walton et al., 2012). Given the current context with COVID-19, it is even more important to focus on connection loss and develop a strong foundation to support academic progress and success for students. Although the cohorts will change year to year, our target is to increase the number of students who feel like they belong by five percent at each grade level represented in the surveys.



Strategies to support learning, identity and well-being include:

- Expand competency-based Individual Education Plan training and implementation, connected to our newly developed Connecting Assessment, Planning and Programming (CAPP) website.
- Expand secondary school-based team focus to offer the series K-12. The series will continue to build out and implement a framework for an effective and responsive SBT.
- Targeted professional development opportunities that include: enhanced planning and programming for students with complex needs, connecting behaviour and communication, increasing understanding and implementation of Social-Emotional Learning (SEL) philosophy and strategies into school and classroom environments, building and strengthening an understanding of resiliency with school counsellors and learning support teachers.
- Implementation of the District Children and Youth in Care Standard of Practice which includes creating a holistic “Success in School Plan” for students that is strength based and incorporates cultural identity

EDI Data

In addressing the inequity of outcomes for diverse learners, we examined data from the Early Development Instrument (EDI). Early Childhood Educator (ECE) hours were added to specific schools in order to support transition, and early learning. Our six Strong Start centres with ECE’s were also provided additional hours to work in kindergarten classrooms each afternoon.

SCHOOL DISTRICT WAVE 7 EDI DATA

Figure 9 shows that in Greater Victoria 30% or 416 children are vulnerable on at least one area of development as measured by the EDI in Wave 7 (2016–2019). Figure 10 explores vulnerability rates, and the corresponding number of children vulnerable, across each of the five scales of the EDI.

FIGURE 9. WAVE 7 VULNERABILITY ON ONE OR MORE SCALES FOR GREATER VICTORIA

VULNERABLE ON ONE OR MORE SCALES

This is a summary measure that reports the percentage of children who are vulnerable on at least one or more of the five scales of the EDI. Children captured by this measure may be vulnerable on only one scale, or may be experiencing vulnerabilities on two, three, four or all five scales of the EDI.

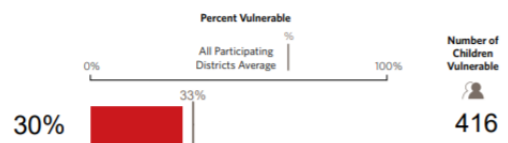
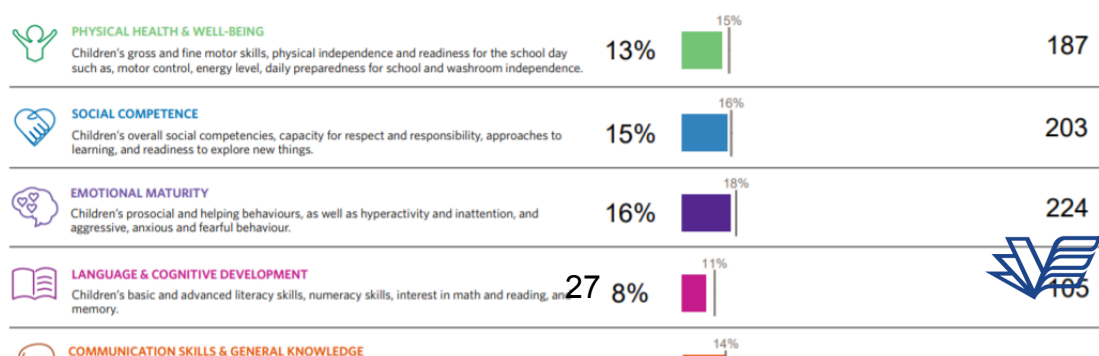


FIGURE 10. WAVE 7 SCALE LEVEL VULNERABILITY FOR GREATER VICTORIA



Early Learning and Future Orientation

Utilizing the Early Learning Framework, and recognizing the diverse backgrounds and experiences of our students, ECE's and classroom teachers continue to be provided opportunities focused on collaborative dialogue, oral language, storytelling and play-based inquiry through an equity lens.

Ten elementary schools were identified for specific, targeted literacy support. Two schools will receive funding for Reading Recovery and eight schools will receive support from an Early Literacy Collaboration Teacher with a focus on K-3 learners, for a total of four full-time teachers. Our goal with the eight elementary schools will be to create baseline data, early in the school year, in literacy achievement. Targeted support will be implemented throughout the year and achievement will be revisited to determine growth and effectiveness of the strategies.

In order to provide more meaningful programming for students with complex needs, we will be exploring implementing a person-centered planning approach for each student. This information will inform programming and transitional support that is individualized, relevant and meaningful.

We will continue to expand the opportunities available to students with designations to support their transition out of high school and "to prepare students to attain their career and occupational objectives." (The Educated Citizen) Our goal is to develop baseline data on the current graduation pathways (Evergreen, Adult Grad, non-grad, Dogwood) for students with complex needs. This information will inform next steps to further enhance appropriate and successful transitions out of the K-12 system. We will continue to support and enhance through the following options:

1. **Pathways for Life & Work** - Camosun College and Pathways and Partnerships program designed specifically for students with a variety of learning challenges to prepare for entry level employment in food service, customer service, and gardening.
2. **Community Work Experience** - Increase the number of students with diverse abilities and needs taking part in work experience in the community, through collaboration between the career center and inclusive education teams.
3. **Community Partnerships** - Expand the number of community partnerships, and strengthen current partnerships with organizations that can support students with

meaningful training and work transitions. For example: Community Living Victoria, Garth Homer Society, John Howard Society.

4. **District Programs** - Continue to support students with designations by building transitional workplace skills through Pathways and Partnerships District programs: youth apprenticeships, trades training, AutoTech, Aviation, Dual Credit, Seed the City, Graphic Design, Outdoor Adventure Tourism, etc.
5. **Post-Secondary Support** - Connect students to post-secondary transitional support centers, such as Camosun's Center for Accessible Learning.

Culturally responsive schools build an environment that is welcoming for all students and reflects community aspirations for their children.

MUHAMMAD KHALIFA

To achieve our targets, budget allocations and resources have been committed and include:

- District professional development, curriculum implementation and learning opportunities (professional development days, learning series etc) \$125 000
- K-5 Literacy Initiative \$612 000
 - Four newly created literacy teacher roles to support eight identified schools
 - Literacy support for new educators
 - Literacy collaboration and resources
 - Continued support for Reading Recovery
- Expand the K-12 School Based Team initiative \$25 000
- Additional funding to support our six Strong Start programs \$32 350
- Implementation of Competency Based IEPs \$20 000
- Core French - TPRS series for FSL and ELL \$38 750
- Literacy series focused on oral interaction for French Immersion \$38 500

Goal Two of the Greater Victoria School District's Strategic Plan is to create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

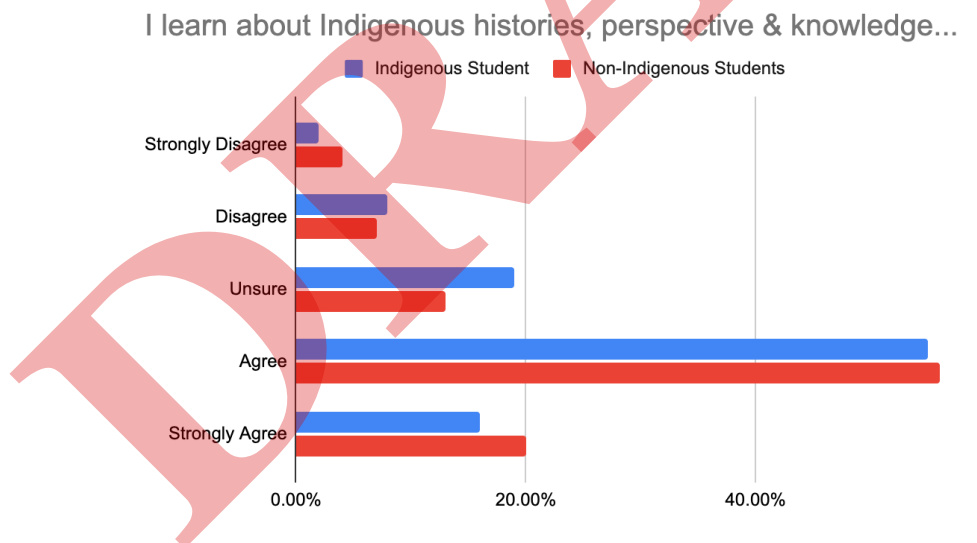
To realize this goal, three strategies were developed:

1. Critically examine personal and systemic biases;
2. Support Indigenous student identify through collaboration with Indigenous community; and
3. Address the academic inequity of outcomes for Indigenous learners.

GVSD, located on the traditional lands of the Lekwungen peoples of the Songhees Nation and Esquimalt Nation, is committed to equity of opportunity and outcomes for Indigenous learners. The Indigenous Education Department, in collaboration with schools, provides programs and services throughout the school-year to K-12 students who have self-identified as having Indigenous ancestry. Each educational services department (Learning Team, Pathways and Partnerships, Indigenous Education) as well as Information Technology for Learning, Facilities, and Human Resource Services are participating in various learning activities and actions related to goal 2 of the *Strategic Plan 2020-2025*. The shared work of achieving goal 2 is guided by Indigenous community, families and partners, including the Songhees Nation, Esquimalt Nation, Métis Nation Greater Victoria, and Urban Indigenous representatives (the Four Houses).

Cultural Responsiveness

Creating a culturally responsive learning environment provides GVSD a path forward to improved outcomes for Indigenous students and improved relationships with Indigenous families and communities. It opens the door to examining personal perspectives and biases, as well as structures and decision-making processes that may impede learners' personal and academic success. One of the primary tools is participation in the Ministry of Education Equity in Action initiative. GVSD began the Equity Scan in 2020-21 and will continue to move through the process that will result in an Equity Action Plan.



Work underway in GVSD to support staff in understanding and developing culturally responsive practices include the Bentwood Box Learning Series, providing Indigenous training to Educational Assistant's new to the District, and Anti-Racism Training. The Board of Education has allocated \$50,000 for the 2021-22 school-year toward Anti-Racism training for District leadership staff. In addition, the development of a comprehensive Cultural Competency Framework is underway

which will shape and guide our mindset and practices across the District. We are also establishing consistent Human Resource practices that support the hiring of Indigenous staff.

Local Education Agreements

GVSD core values include partnership, engagement and respect. It is in this spirit that we continue to build formal and informal relationships with the Indigenous community and partners. Work established and underway includes a renewed Local Educational Agreement with Songhees Nation, a pending local Educational Agreement with Esquimalt Nation and the development of “Letters of Understanding” with the Metis Nation Greater Victoria and Urban Indigenous Council. To support the implementation of the Local Education Agreements in our schools, the District and the Nations will provide training for school administrators. Our district has established an Elders’ Advisory Council and meets with the Four Houses on a monthly basis.

Operation Equity

GVSD has developed robust Indigenous cultural programs as well as an abundance of quality K-12 Indigenous teaching resources. This has promoted a sense of belonging and identity for many Indigenous students but it hasn’t always translated to academic success. The work of the District with respect to goal 2 is to close the achievement gap that exists between Indigenous and non-Indigenous students.

By the end of year 2 of the Strategic Plan we expect to see improved literacy and numeracy results for Indigenous learners (K-5) and continued improvement to end 2025 ([link to Indigenous Students Grade 4 FSA Results for Literacy \[p.2\]](#) and [Indigenous Students Grade 4 FSA Results for Numeracy \[p.5\]](#)).

Further, by the end of year 2 of the Strategic Plan we expect to see improved completion rates for Indigenous students, and overall improvement by 15% by the end of 2025. ([Link to Indigenous student 5 Year Completion Rate \[p.14\]](#))

Indigenous Ways of Knowing

GVSD has undertaken many initiatives to amplify the relevance and importance of Indigenous knowledge and pedagogy, and to build good relationships with Indigenous students and families in order to change the narrative and the academic outcomes for Indigenous students. These initiatives include the development of First Peoples Principles of Learning K-12 Professional Learning modules, establishing an Indigenous Education Liaison Teacher contact for each school, and the development of a learning app for educators to record and support academic growth and attendance of Indigenous learners. Work in the coming school-year will also include supporting the implementation of School Growth Plans to improve outcomes for Indigenous Learners, development of metrics and templates for schools’ use of data, and support for ECE’s and K-3 teachers in the implementation of the Early Learning Framework and Indigenous Worldviews.

Student Engagement

Attendance is considered one of the key indicators of Indigenous student engagement. By the end of year 2 of the Strategic Plan we expect to see improved attendance for Indigenous students K-12 and continued improvement to the end of 2025.



Goal three of the Greater Victoria School District's Strategic Plan focuses on creating an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

To realize this goal, four strategies were developed:

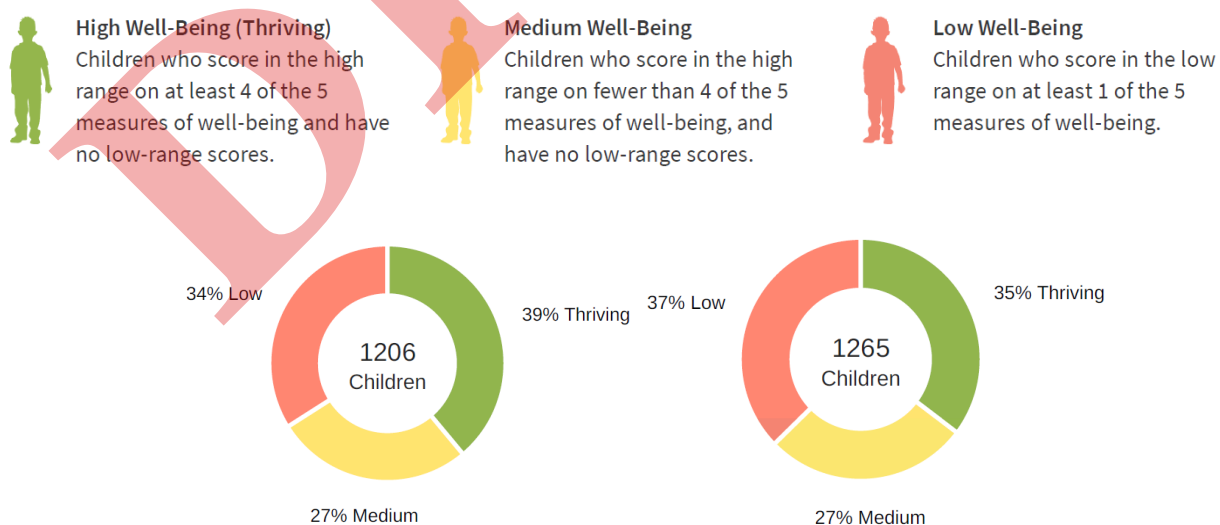
1. Provide Professional Learning Opportunities for all staff;
2. Create a Collaborative Children and Youth in Care team;
3. Engage and collaborate with families; and
4. Address inequity of opportunity

Professional Learning

Our primary focus in grades K-7 to support physical and mental well-being is the implementation of physical literacy curricula and social-emotional learning (SEL) programming; research indicates that being physically active promotes positive mental health in children. By implementing developmentally appropriate play-based activities in our elementary schools, we hope to give students the confidence, motivation and competence to move and be physically active throughout their life. Additionally, engaging in SEL opportunities promotes our students' capacity to learn and integrate skills, attitudes, and behaviours to deal effectively with daily tasks and challenges. Ongoing training and professional development that supports K to 7 staff in creating school and classroom environments that integrate physical literacy and SEL continues with the social emotional learning program Second Step and physical literacy curricula provided through the Pacific Institute for Sport Excellence. Both have been well received by staff within our District and have proven to be beneficial to student well-being and learning.

Data

Our current data highlights the need to be explicit and intentional in helping students to identify and understand the skills they are gaining through physical literacy and mental well-being programming and curricula. The Middle Years Development Instrument (MDI) Well-Being Index data for our District, shows 39% of grade 4 students are thriving compared with 35% of our grade 6 students. Our target is to increase the percentage of students thriving by 5% for grade 4 and grade 6 students.



Data from the Student Learning Survey also provides evidence that more explicit instruction is needed as to why we are undertaking certain activities or curricula as it relates to mental health and physical literacy. Our students do not correlate the opportunities for physical literacy and mental health curricula as learning about their mental health. We believe that this explicit focus will result in improved health and understanding for students and their role in their own physical and mental health. Our target is to achieve a positive response (green) for each grade level when students are asked if they are learning about how to care for their mental health.

At school, I am learning how to care for my mental health. (for example, anxiety or stress management, anger management, relationship skills) (Grade 3/4 in 2016/17 and grades 7, 10, 12)

Are you learning how to care for your mental health? (Grade 3/4 from 2017/18)

2015/16									
2016/17	590	55 -5	357	44 -5	163	31 -4	79	24 -4	
2017/18	395	37 -4	353	44 -8	125	24 -10	105	28 -1	
2018/19	407	37 -3	392	41 -9	201	29 -4	161	28 0	
2019/20	382	40 1	373	43 -8	114	26 -7	59	26 -1	

Mental Health Framework

Mental health literacy curricula for grades 8-12 provides a framework that supports universal mental health and well-being promotion, prevention and intervention in our middle and secondary schools. We know mental health includes our emotional, psychological and social well-being; it impacts how we think, what we feel and the way we act. It also affects how we handle stress, relate to others and make choices. With the goal of providing an evidence based mental health framework, District wide training and implementation of TeenMentalHealth.org began in our middle schools in the 2018/2019 school year and was expanded to include our secondary schools in the 2020/2021 school year.

School staff are an integral part of our mental health framework as evidenced by data from the 2018 Adolescent Health Survey where youth were more likely than their peers five years earlier to approach school staff for help.

In the past year:

- 55% of students had asked a teacher for help (vs. 41% in 2013)
- 31% asked a school counsellor (vs. 27%)
- 23% asked other school staff (vs. 16%)

It is essential that staff have the tools and skills to support their students and specific training will be provided.

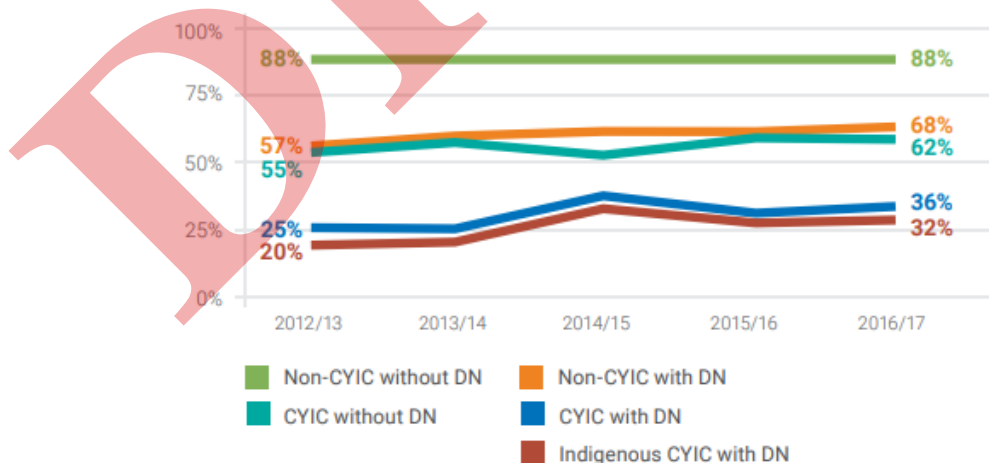
Other opportunities for staff include Mindfulness for Educators, Counsellor Collaboration and Trauma Informed Practices. These compassionate systems approaches and strength based research provide staff with the knowledge and tools to support their own mental health which is an influential factor in supporting student well-being.

Children and Youth In Care

As stated in the Joint Educational Planning and Support for Children and Youth In Care Report, children and youth in care may have medical or developmental issues that can affect their ability to learn. In addition, they may be experiencing emotional difficulties due to stressful events in their lives such as family breakdown, domestic violence, trauma, moving on or off reserve, separation from siblings, or the intergenerational legacy of residential schools. These events and transitions can potentially have significant impacts on these children and youth – on their ability to learn and on their educational outcomes. Strong benefits are acquired by children and youth in care when those responsible for their care operate as a team and communicate about the child/youth's strengths, talents, needs and educational progress.

We have been working collaboratively with staff from the Ministry of Children & Families Services and delegated agencies including Surrounded by Cedars and representatives from the local Nations to develop and provide joint educational planning and support for Children and Youth In Care (CYIC) that helps develop the child's personality, talents and mental and physical abilities to the fullest. The 2018 Ministry of Education report *How Are We Doing? Children and Youth in Government Care and Youth on Youth Agreements* acknowledges that CYIC have a much lower six year completion rate than non-CYIC and that CYIC that are Indigenous and/or have a designation have even lower success rates.

FIGURE 8. SIX-YEAR COMPLETION RATES CYIC & NON-CYIC WITH & WITHOUT DIVERSE NEEDS



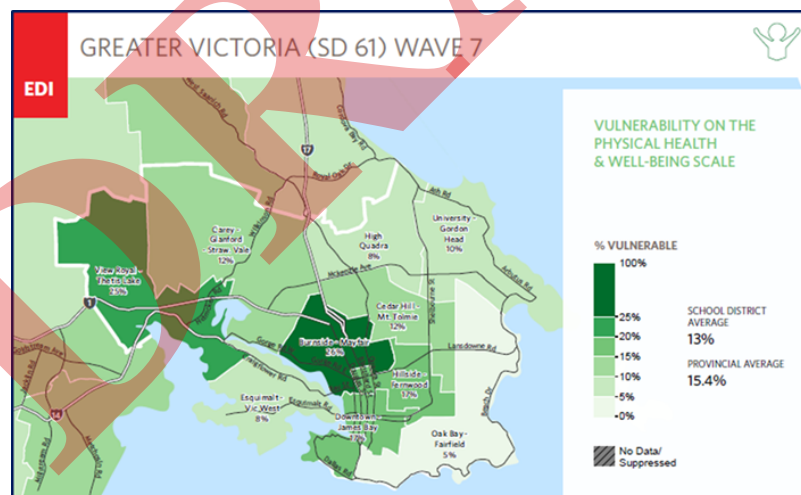
Working together, we can improve the outcomes for these students. We have appointed a District Youth and Family Counsellor to coordinate our District's standard of practice which includes a

data tracking system, development of a Supporting Success in School Plan (SPP), a communication mechanism with our partners and delegated agencies and additional resources to support schools in this work. Our target is to have a Supporting Success in School Plan developed for each of the 160 identified children in care within our District.

Reducing Barriers

COVID 19 has presented some challenges for our CYIC and other vulnerable students in our District. To support these students and families transitioning back to school and accessing community support, we have hired two district outreach transition support workers. Reducing barriers and improving coping skills for our most vulnerable students and families is a priority within our District.

Information from the Early Years Development Instrument (EDI) indicates the need for us to examine our data carefully and use it to identify and action our engagement with families who may not have access to community resources such as opportunities for physical activity and access to mental health support. We know that creating relationships with our community partners will support improvements in student educational outcomes. By building strong connections between schools, families and community partners, we hope to reduce inequities of opportunity and improve outcomes for students. Our target is to reduce the vulnerability average on the physical health and well-being scale by 2% from 13% to 11%.



To achieve our targets, budget allocations and resources have been committed and include:

- Two 1.0 FTE Community Outreach Workers
- One 1.0 FTE Youth and Family Counsellor
- Social Emotional Learning \$50 000

- Physical Literacy \$50 000
- Mental Health Supports \$50 000
- Middle Years Development Instrument (MDI) \$20 000
- Resources \$50 000
- COVID Recovery Plan Funding \$65 395
- Early Actions Initiative Funding \$48 000

DRAFT

To: Board of Education

From: Deb Whitten, Interim Superintendent

Date: September 13, 2021

RE: **Anaphylaxis Aggregate Report**

Anaphylaxis Aggregate Report

Anaphylaxis is sudden and severe allergic reaction, which can be fatal. Anaphylaxis is a medical emergency that requires immediate emergency treatment with an Epinephrine auto-injector. Any substance can cause an allergic reaction. The most common substances include foods, food additives, medications, insects and latex.

All schools must have an emergency protocol in place to ensure responders know what to do in an emergency. The emergency protocol includes:

- administer epinephrine auto-injector;
- call 911 and ask for an Advance Life Support Ambulance;
- call student's parents;
- administer a second epinephrine auto-injector after 5 minutes if symptoms have not improved;
- have student transported to hospital by ambulance.

As per Regulation 5141.21 *Anaphylaxis*, Principals report information on each anaphylactic incident to the Board of Education via the Superintendent in aggregate form using the School Protection Program Incident Report.

As such, there was 1 anaphylactic incident reported during the 2020-2021 school year.

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.