



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

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

Monday, May 2, 2022, 7:00 p.m.

Chairperson: Trustee Ferris

A. COMMENCEMENT OF MEETING

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 May 2, 2022 agenda be approved.

A.3. Approval of the Minutes

Recommended Motion:
That the April 4, 2022 Education Policy and Directions Committee meeting minutes, be approved.

A.4. Business Arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

Community Presentation

B.1. Community LINK Funding – Angela Carmichael VCPAC President

Staff Presentation

B.2. Student Capstone Project – Student Isabella Miskiewicz, District Principal Halverson, Counsellor – Inclusive Learning Chambers

B.3. Early Years Update – District Vice-Principal Shortt, District Principal Hovis, and Associate Director Vistisen-Harwood

C. NEW BUSINESS

C.1. Policy 4304 Revision – Bullying & Harassment

Recommendation:

That the Board of Education of School District No. 61 (Greater Victoria) approve revised 4304 Bullying and Harassment policy.

D. NOTICE OF MOTION

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

Recommended Motion:

That the meeting adjourn.

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



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

Monday, April 4, 2022, 5:00 p.m.

Trustees Present: Tom Ferris (Chair), Elaine Leonard, Angie Hentze, Nicole Duncan, Jordan Watters, Ryan Painter, Ann Whiteaker

Trustees Suspended: Diane McNally, Rob Paynter

Administration: Deb Whitten, Interim Superintendent of Schools, Kim Morris, Secretary-Treasurer, Colin Roberts, Interim Deputy Superintendent, Harold Caldwell, Associate Superintendent, Mark Baggott, Manager Building Operations Facilities Services, Andy Canty, Director, Information Technology for Learning, Kelly Gorman, Recorder

Stakeholders: Connor McCoy, President, VPVPA

A. COMMENCEMENT OF MEETING

The meeting was called to order at 5:03 p.m.

A.1. Acknowledgement of Traditional Territories

Chair Ferris 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 April 4, 2022 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved by Trustee Painter

That the March 7, 2022 Combined Education Policy and Directions Committee and Operations Policy and Planning Committee meeting minutes as they pertain to Education Policy and Directions Committee, be approved.

Motion Carried Unanimously

A.4. Business Arising from Minutes

Trustee Duncan requested an update from staff on C.2. Fortis BC Curriculum.

Interim Superintendent Whitten provided an update and referred to the April 4, 2022 Education Policy and Directions Committee meeting agenda C.1. motion that refers to the Fortis BC Curriculum.

B. PRESENTATIONS TO THE COMMITTEE

Community Presentations

- B.1.** Stephanie Dawson, Career Centre Coordinator with the Greater Victoria School District presented on proposed budget cuts to Career Center Coordinators.
- B.2.** Aisha Choumou Bokhit, a grade 12 student in the Greater Victoria School District presented on the positive impact that a Career Centre Coordinator had in their life.
- B.3.** Nicola Priestley, Director, South Island Partnerships Camosun College, presented on proposed budget cuts to Career Coordinators in the Greater Victoria School District.
- B.4.** Blanche Philip, Greater Victoria School District Administrative Assistant, presented on the importance of the 12 clerical support positions at middle schools.
- B.5.** Dr. Robert Oppenheimer, presented on the proposed -22-23 budget and the potential impact of counselling reductions on student mental health.

- B.6.** Robert Shirley, Bree Anne Bartle-Clar, and Vrai Price-Miskelly, grade 12 Oak Bay Secondary students, presented on proposed budget cuts to music education.
- B.7.** Keelin McNeil, Reynolds Secondary student, presented on proposed budget cuts to music education.
- B.8.** Dexter Gilbert, grade 12 Reynolds Secondary student, presented on proposed budget cuts to music education.
- B.9.** Gilles Larose, SD61 Cartage/Custodial Foremen, presented on proposed budget cuts to CUPE Local 382 positions.
- B.10.** Glen Ruttan, SD61 Custodian, presented on proposed budget cuts to daytime custodians.

Staff Presentation

- B.11.** District Vice-Principal Roberts, Shortreed and Barks presented on the Framework for Enhanced Student Learning (FESL). An overview was provided on the following:

Principals of Assessment

Proficiency Scale Pilots and initiatives- K-9

Updates on assessment and reporting tools K-12

Curation and sharing of resources on the District website.

C. NEW BUSINESS

Trustee Watters provided rationale for the motion.

Questions of clarification were asked.

Interim Superintendent Whitten offered to discuss the motion with the Greater Victoria Teachers Association at the upcoming Joint Committee on Curriculum Implementation meeting.

C.1. Industry-Sponsored Educational Materials – Trustee Watters

Moved by Trustee Watters

That the Board of Education of School District No. 61 (Greater Victoria) direct the Interim Superintendent to meet with members of the Greater Victoria Teachers Association to discuss the appropriate use of fossil fuel

industry-sponsored educational materials, including those produced by Fortis BC, in the Greater Victoria School District.

Motion Carried Unanimously

D. NOTICE OF MOTION

None

E. GENERAL ANNOUNCEMENTS

None

F. ADJOURNMENT

Moved by Trustee Painter

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 6:52 p.m.

Chair

Secretary-Treasurer



556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8

Phone (250) 475-4157 Fax (250) 475-4238

MEMO

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

To: Education Policy Committee

Date: May 2, 2022

RE: Student Capstone Project - Updated Administrative Regulation - Substance Use

Background:

In September of 2021, Isabella Miskiewicz (a Grade 12 student at Esquimalt and one of the student advisory representatives) contacted District staff inquiring about current SD61 policy and regulations around student substance use. This inquiry was part of Isabella's capstone project, a graduation requirement for all students in BC. The purpose of the capstone project is to let students demonstrate the knowledge, competencies, and passion(s) that they can offer the world, as they integrate personal interests, strengths, and new learning.

Isabella's inquiry led to conversations and a process that resulted in the draft revised Substance Use Administrative Regulation shared in the pack-up. We are excited to share and celebrate this example of how student voice can impact change in our District.

The updated draft administrative regulation will be brought forward at a future OPPS meeting following the usual process for updating Administrative Regulations.

REGULATION 5131.4

SUBSTANCE ABUSE

To assist the Board of Trustees with the implementation of its Substance Abuse Policy, Regulations that provide information, support and consequences have been established for:

- Preventative Curriculum
- Early Intervention, and
- Consequences (Discipline)

RESPONSIBILITIES:

All employees of the Board share responsibility for increasing their awareness and knowledge of:

- i. the District's Substance Abuse Policy and Regulations;
- ii. the incidence and identification of substance abuse;
- iii. their duty to report all cases of substance abuse;
- iv. the appropriate procedures to follow when reporting suspected cases of substance abuse.

The Board of Trustees recognizes the need to implement and maintain prevention/awareness programs for both students and district personnel and shall, as part of this process:

- i. encourage schools to include CAPP in their current curricula;
- ii. provide continued support for the services provided by school-based student services teams;
- iii. endeavour to provide in-service for administrators, counsellors and teachers regarding implementation of the Substance Abuse Policy and Regulations;

- iv. encourage all staff to be positive role models regarding the use of substances.

I. PREVENTATIVE CURRICULUM

A. GOAL

Students will be encouraged to develop attitudes and effective life skills that encourage healthy decisions related to the use of mood-altering substances.

B. OBJECTIVES

1. To establish feelings of positive self-worth and personal confidence among students.
2. To help students develop the ability to differentiate between the beneficial and harmful uses of drugs.
3. To help students develop effective life skills, including decision-making, communication and refusal skills.
4. To encourage the choosing of healthy alternatives to mood-altering substances for socializing, filling discretionary time and managing conflict and stress.

C. STRATEGIES

1. Use appropriate sections of CAPP to provide a comprehensive, cumulative and integrated curriculum for students at the primary, intermediate and graduation levels.
2. Involve parents, the community and other resources to achieve the goals and objectives of the Substance Abuse Preventive Curriculum.

II. EARLY INTERVENTION

A. GOAL

Students will be assisted in meeting the objectives of the preventive curriculum and will be provided with appropriate support and intervention where these objectives are not being met.

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B. OBJECTIVES

1. To reinforce the acquisition of effective life skills and feelings of positive self-worth.
2. To intervene, where appropriate, with students who demonstrate poor life skills, low self-worth, or inappropriate decision-making.
3. To continue to encourage the choosing of healthy alternatives to mood-altering substances.

C. STRATEGIES

1. Encourage referrals of students demonstrating possible indicators of their own or another's substance use and/or abuse to school-based student services teams for support and/or intervention.

III. CONSEQUENCES

A. GOAL

Students will be disciplined through consequences that increase in severity in order to minimize the potential for individual harm and to provide a learning environment free from the influence of harmful substances.

B. PROCEDURES FOR POSSESSION AND/OR USE BUT NOT DISTRIBUTION

1. In the Event of a Student's FIRST OFFENCE
 - a. If a student is in possession of, or observed using, drugs or alcohol, or if in the opinion of the principal or designate, is under the influence of drugs or alcohol, the student shall be detained by the principal or designate until such time as administrator/parent deems it appropriate to send child home and/or parents or designated adult picks up student from school;
 - b. The principal or designate shall investigate and inform the parents/guardians of the offence. They will also be advised that the student will be suspended for a period determined by the principal (no more than 5 days for the first offence);

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- c. Arrangements will be made with the parents/guardians for the student's safe return home and for access to educational materials, which will include Substance Use Education package, during the term of the suspension;
- d. Where the student is, in the opinion of the principal or designate, severely intoxicated, and if and when it has proved impossible to contact the student's parents or guardians, appropriate Medical/Police or other agency individuals shall be contacted to determine how best to provide for the student's health and safety and that of others;
- e. The police shall be contacted with regard to the appropriate disposition of any substances involved;
- f. The suspension shall be documented in the student's counselling file and formal letter of suspension sent to the parent(s)/guardian(s) with a copy sent to the Assistant Superintendent of Schools.
The suspension letter shall inform the parents of:
 - the duration of the suspension,
 - the specific reasons for the suspension,
 - the date for a meeting with the administration,
 - the right of the student to obtain homework while suspended;
- g. In order for the suspension to be lifted, a meeting of the student, parent(s)/guardian(s) and a member of the school's administration shall be held, at which time the Substance Use Education package will be reviewed;
- h. The student and parent(s)/guardian(s) shall be advised of the consequences of current and subsequent infractions;
- i. After student returns to school they will meet with a counsellor and/or administration or designated staff member to review the assignments;
- j. The student shall be referred to the school's Student Services Team.

2. In the Event of Student's SECOND OFFENCE (within 12 months)

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- (a) Procedures in #1 (above) shall be followed;
- (b) The following TWO options shall be explained to the student and the parents/guardians. The administration will determine whether to implement option "A" or "B".

OPTION "A"

- (i) An immediate suspension from school for a period of 5 school days , as well as completion of Substance Use Education Assignments, and
- (ii) Student, parent/guardian shall be referred to an alcohol and drug agency for evaluation and support, and
- (iii) A follow-up contact between the alcohol and drug agency and school personnel will take place.

OPTION "B"

- (i) An immediate suspension from school for a period of more than 5 school days with referral to the Principals' Review Committee. The student and parents/guardians shall be informed of the process and possible outcomes of the suspension.

3. In the Event of Student's THIRD OFFENCE (within 24 months)

- (a) Procedures in #1 (above) shall be followed;
- (b) The student shall be suspended for more than 5 school days and referred immediately to the Principals' Review Committee. This suspension shall remain in effect until the results of the Principals' Review Committee meeting are known;
- (c) In appropriate cases, the Principals' Review Committee shall recommend the student seek assessment and treatment from an alcohol and drug agency.

C. Procedures for Suspected Cases of Distribution of Illegal Substances

Distribution is defined as:

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- bringing illegal substances to school, and sharing of illegal substances while at school or on school grounds;
- selling illegal substances while at school or on school grounds.

1. In the event of a Student Distributing Illegal Substances

- (a) The police shall be notified immediately;
- (b) A school administrator shall notify the student's parents/guardians of the suspected offence and that the police have been notified;
- (c) Based on the level/seriousness of the distribution offence, the Principal may elect to suspend the student for up to 5 days or referral to Principals' Review Committee if greater than 5 days. The student and parents/guardians shall be informed of the process and possible outcomes(s) of the suspension;
- (d) All information relevant to these matters shall be documented in the student's counselling file.

Greater Victoria School District

Approved: February 24, 1992

Revised: November 1992

Revised: January 28, 2002

REGULATION 5131.4

SUBSTANCE ABUSE

To assist the Board of Trustees with the implementation of its Substance Abuse Policy, Regulations that provide information, support and consequences have been established for:

- Preventative Curriculum
- Early Intervention, and
- Consequences (Discipline)

The Board of Education of School District No. 61 (Greater Victoria) supports a proactive and comprehensive harm reduction approach to substance use which emphasizes preventative curriculum, early intervention, counselling and disciplinary actions. The Board also recognizes that in order to provide the greatest opportunity for healthy student growth and development, the school environment must be free from the use of tobacco, alcohol, cannabis and other impairing substances. Therefore, students under the care of the District should not use, possess, be under the influence of and/or distribute alcohol, non-prescription drugs or prescription drugs being used in non-prescriptive ways, or use other substances considered illegal for the age group. The Board shares responsibility with students, parents/guardians and the community for addressing problems associated with the use of such substances, and believes that student interventions must take into account the safety of the individual and school community.

RESPONSIBILITIES:

All employees of the Board share responsibility for increasing their awareness and knowledge of:

- i. the District's Substance Abuse Policy and Regulations;
- ii. the incidence and identification of substance abuse;
- iii. their duty to report all cases of substance abuse;
- iv. the appropriate procedures to follow when reporting

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~~suspected cases of substance abuse.~~

~~The Board of Trustees recognizes the need to implement and maintain prevention/awareness programs for both students and district personnel and shall, as part of this process:~~

- ~~i. encourage schools to include CAPP in their current curricula;~~
- ~~ii. provide continued support for the services provided by school-based student services teams;~~
- ~~iii. endeavour to provide in-service for administrators, counsellors and teachers regarding implementation of the Substance Abuse Policy and Regulations;~~
- ~~iv. encourage all staff to be positive role models regarding the use of substances.~~

~~I. PREVENTATIVE CURRICULUM~~

~~A. GOAL~~

~~Students will be encouraged to develop attitudes and effective life skills that encourage healthy decisions related to the use of mood-altering substances.~~

~~B. OBJECTIVES~~

- ~~1. To establish feelings of positive self-worth and personal confidence among students.~~
- ~~2. To help students develop the ability to differentiate between the beneficial and harmful uses of drugs.~~
- ~~3. To help students develop effective life skills, including decision-making, communication and refusal skills.~~
- ~~4. To encourage the choosing of healthy alternatives to mood-altering substances for socializing, filling discretionary time and managing conflict and stress.~~

~~C. STRATEGIES~~

- ~~1. Use appropriate sections of CAPP to provide a comprehensive, cumulative and integrated curriculum for students at the primary, intermediate and graduation levels.~~

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- ~~2. — Involve parents, the community and other resources to achieve the goals and objectives of the Substance Abuse Preventive Curriculum.~~

~~II. — EARLY INTERVENTION~~

~~A. — GOAL~~

~~Students will be assisted in meeting the objectives of the preventive curriculum and will be provided with appropriate support and intervention where these objectives are not being met.~~

~~B. — OBJECTIVES~~

- ~~1. — To reinforce the acquisition of effective life skills and feelings of positive self-worth.~~
- ~~2. — To intervene, where appropriate, with students who demonstrate poor life skills, low self-worth, or inappropriate decision-making.~~
- ~~3. — To continue to encourage the choosing of healthy alternatives to mood-altering substances.~~

~~C. — STRATEGIES~~

- ~~1. — Encourage referrals of students demonstrating possible indicators of their own or another's substance use and/or abuse to school-based student services teams for support and/or intervention.~~

~~III. — CONSEQUENCES~~

~~A. — GOAL~~

~~Students will be disciplined through consequences that increase in severity in order to minimize the potential for individual harm and to provide a learning environment free from the influence of harmful substances.~~

~~B. — PROCEDURES FOR POSSESSION AND/OR USE BUT NOT DISTRIBUTION~~

- ~~1. — In the Event of a Student's FIRST OFFENCE
 - ~~a. — If a student is in possession of, or observed using, drugs or alcohol, or if in the opinion of the principal or designate, is under the influence of drugs or alcohol, the student shall be~~~~

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~~detained by the principal or designate until such time as administrator/parent deems it appropriate to send child home and/or parents or designated adult picks up student from school;~~

- ~~b. The principal or designate shall investigate and inform the parents/guardians of the offence. They will also be advised that the student will be suspended for a period determined by the principal (no more than 5 days for the first offence);~~
- ~~c. Arrangements will be made with the parents/guardians for the student's safe return home and for access to educational materials, which will include Substance Use Education package, during the term of the suspension;~~
- ~~d. Where the student is, in the opinion of the principal or designate, severely intoxicated, and if and when it has proved impossible to contact the student's parents or guardians, appropriate Medical/Police or other agency individuals shall be contacted to determine how best to provide for the student's health and safety and that of others;~~
- ~~e. The police shall be contacted with regard to the appropriate disposition of any substances involved;~~
- ~~f. The suspension shall be documented in the student's counselling file and formal letter of suspension sent to the parent(s)/guardian(s) with a copy sent to the Assistant Superintendent of Schools.
The suspension letter shall inform the parents of:
 - ~~• the duration of the suspension,~~
 - ~~• the specific reasons for the suspension,~~
 - ~~• the date for a meeting with the administration,~~
 - ~~• the right of the student to obtain homework while suspended;~~~~
- ~~g. In order for the suspension to be lifted, a meeting of the student, parent(s)/guardian(s) and a member of the school's administration shall be held, at which time the Substance Use Education package will be reviewed;~~
- ~~h. The student and parent(s)/guardian(s) shall be advised of the consequences of current and subsequent infractions;~~
- ~~i. After student returns to school they will meet with a counsellor~~

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~~and/or administration or designated staff member to review the assignments;~~

~~j. The student shall be referred to the school's Student Services Team.~~

~~2. In the Event of Student's SECOND OFFENCE (within 12 months)~~

~~(a) Procedures in #1 (above) shall be followed;~~

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~~OPTION "A"~~

~~(i) An immediate suspension from school for a period of 5 school days, as well as completion of Substance Use Education Assignments, and~~

~~(ii) Student, parent/guardian shall be referred to an alcohol and drug agency for evaluation and support, and~~

~~(iii) A follow-up contact between the alcohol and drug agency and school personnel will take place.~~

~~OPTION "B"~~

~~(i) An immediate suspension from school for a period of more than 5 school days with referral to the Principals' Review Committee. The student and parents/guardians shall be informed of the process and possible outcomes of the suspension.~~

~~3. In the Event of Student's THIRD OFFENCE (within 24 months)~~

~~(a) Procedures in #1 (above) shall be followed;~~

~~(b) The student shall be suspended for more than 5 school days and referred immediately to the Principals' Review Committee. This suspension shall remain in effect until the results of the Principals' Review Committee meeting are known;~~

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~~alcohol and drug agency.~~

C. ~~Procedures for Suspected Cases of Distribution of Illegal Substances~~

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- ~~• bringing illegal substances to school, and sharing of illegal substances while at school or on school grounds;~~
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~~1. In the event of a Student Distributing Illegal Substances~~

- ~~(a) The police shall be notified immediately;~~
- ~~(b) A school administrator shall notify the student's parents/guardians of the suspected offence and that the police have been notified;~~
- ~~(c) Based on the level/seriousness of the distribution offence, the Principal may elect to suspend the student for up to 5 days or referral to Principals' Review Committee if greater than 5 days. The student and parents/guardians shall be informed of the process and possible outcomes(s) of the suspension;~~
- ~~(d) All information relevant to these matters shall be documented in the student's counselling file.~~

PROCEDURES

1. Substance use, as defined above, is prohibited on all property owned or operated by the school district or while participating in any school related activity regardless of location.
2. Exception to this policy could be considered e.g. for ceremonial use of tobacco when a ceremony is performed in relation to a traditional Indigenous cultural activity.
3. Schools will continue to support all students receiving instruction that promotes substance use awareness, responsible decision-making, positive self-esteem and overall good health as it relates to the curriculum and school goals.
4. Where appropriate, students and parents/guardians will be made aware of community services for addressing substance misuse and will receive, when possible, support from school staff to access and engage in services. Students should feel free to seek and receive counselling about substance use and related

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problems without fear of punishment or reprisal. Schools will offer opportunities for the student's continued learning if they are away from school for treatment purposes.

5. When, in the opinion of the school administrator, a student is in possession of, or under the influence of impairing or illegal substances either during the regular school day or at a school-related activity, whenever or wherever held, the student may be sent home and may be suspended. Parents/guardians will be contacted and every effort will be made to have the student accompanied home by parent/guardians. The length and type of the suspension shall be determined on a case-by-case basis. When the student returns to school they may be required to connect with one or more in-school support person (e.g. counsellor, administrator, teacher, Elder) to promote healthy self-care and maintain open channels of communication.
6. When, in the opinion of the school administrator, a student is providing impairing or illegal substances to other students, whether for profit or not, the student may be subject to suspension that could include an over 5 day suspension as outlined in Suspension Administrative Regulation 5131.7 In this instance, police may be notified.
7. School administrators, given reasonable cause, are permitted to search the student, possessions and/or lockers without the consent of the student or the parent/guardian. (Maintaining School Safety: A Guide for School and Police Personnel in B.C. 2019)
8. Any illegal substances discovered to be in a student's possession or on school property shall be confiscated immediately by the school administrator, the parent/guardian will be informed and police may be consulted based on the suspected substance and circumstance.
9. When the student is, in the opinion of the school administrator, intoxicated, and contacting the student's parents or guardians is not possible, appropriate first aid and/or connection to community agencies shall be pursued to provide for the student's health and safety and that of others.
10. All substance use related suspension decisions will align with the Suspension Administrative Regulation 5131.7

Greater Victoria School District

Approved: February 24, 1992

Revised: November 1992

Revised: January 28, 2002

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SUBSTANCE USE

BACKGROUND

The Board of Education of School District No. 61 (Greater Victoria) supports a proactive and comprehensive harm reduction approach to substance use which emphasizes preventative curriculum, early intervention, counselling and disciplinary actions. The Board also recognizes that in order to provide the greatest opportunity for healthy student growth and development, the school environment must be free from the use of tobacco, alcohol, cannabis and other impairing substances. Therefore, students under the care of the District should not use, possess, be under the influence of and/or distribute alcohol, non-prescription drugs or prescription drugs being used in non-prescriptive ways, or use other substances considered illegal for the age group. The Board shares responsibility with students, parents/guardians and the community for addressing problems associated with the use of such substances, and believes that student interventions must take into account the safety of the individual and school community.

PROCEDURES

1. Substance use, as defined above, is prohibited on all property owned or operated by the school district or while participating in any school related activity regardless of location.
2. Exception to this policy could be considered e.g. for ceremonial use of tobacco when a ceremony is performed in relation to a traditional Indigenous cultural activity.
3. Schools will continue to support all students receiving instruction that promotes substance use awareness, responsible decision-making, positive self-esteem and overall good health as it relates to the curriculum and school goals.
4. Where appropriate, students and parents/guardians will be made aware of community services for addressing substance misuse and will receive, when possible, support from school staff to access and engage in services. Students should feel free to seek and receive counselling about substance use and related problems without fear of punishment or reprisal. Schools will offer opportunities for the student's continued learning if they are away from school for treatment purposes.
5. When, in the opinion of the school administrator, a student is in possession of, or under the influence of impairing or illegal substances either during the regular school day or at a school-related activity, whenever or wherever held, the student may be sent home and may be suspended. Parents/guardians will be contacted and every effort will be made to have the student accompanied home by parent/guardians. The length and type of the suspension shall be determined on a case-by-case basis. When the student returns to school they may be required to connect with one or more in-school support person (e.g. counsellor, administrator, teacher, Elder) to promote healthy self-care and maintain open channels of communication.

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9. When the student is, in the opinion of the school administrator, intoxicated, and contacting the student's parents or guardians is not possible, appropriate first aid and/or connection to community agencies shall be pursued to provide for the student's health and safety and that of others.
10. All substance use related suspension decisions will align with the Suspension Administrative Regulation 5131.7

Reference: (TBD)

Adopted: May 2, 2022

Revised: (TBD)



556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8

Phone (250) 475-4157 Fax (250) 475-4238

MEMO

TO: Education Policy & Directions Committee
FROM: Charmaine Shortt, Vice-Principal, Early Years & Elementary Team
DATE: May 2, 2022
RE: **Early Years Update**

This update for the Education Policy and Directions Committee on Early Years is part of the regular District Team updates. Please see the accompanying slides for further information.

This update will provide a snapshot of current early years initiatives in Greater Victoria. District Team will also share future considerations about Early Years and childcare initiatives in the Greater Victoria school district and across the province. Charmaine Shortt and Marni Vistisen-Harwood will be presenting.

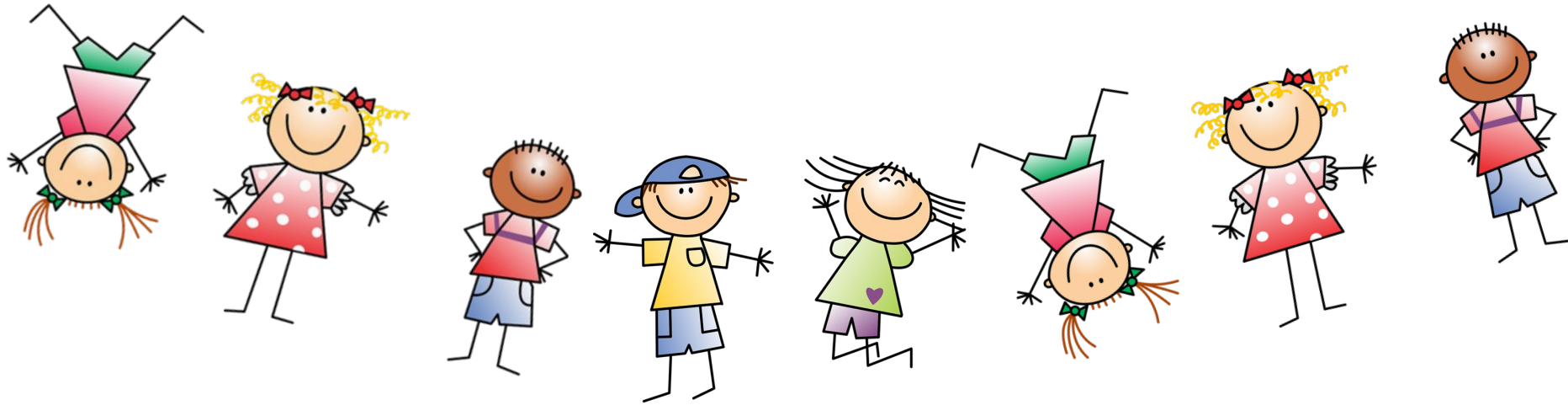
Information about the following will be included in the presentation:

- The emerging data used to determine supports for welcoming children to Kindergarten
- An update on early years & childcare initiatives and partnerships
- Considerations for future planning

Early Years Update



What is going on for our early learners, their families, and our school-based staff ?



How do we know?



StrongStartBC



One *Learning* Community

May 2, 2022 Education Policy and Directions Committee Meeting



www.sd61.bc.ca





One *Learning* Community

May 2, 2022 Education Policy and Directions Committee Meeting



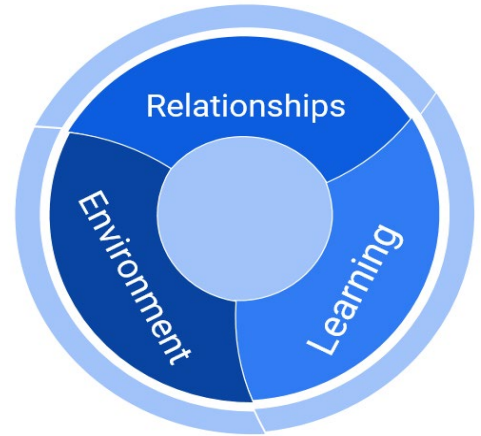
www.sd61.bc.ca



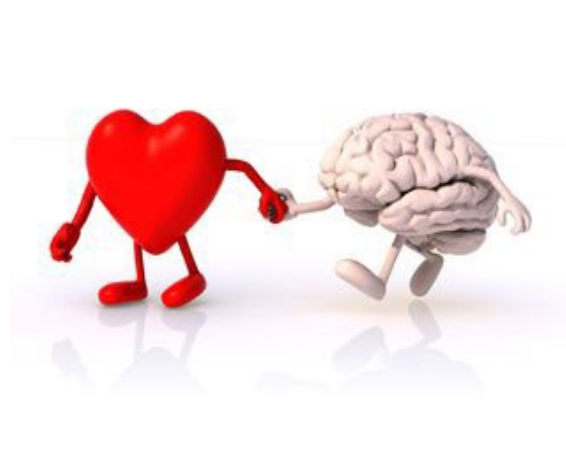
How are we responding?

Relationships, Environment, Learning

- Prioritizing connection & belonging
- Strengthening the welcoming process for children and their families
- Strengthening community partnerships
- Supporting Early Childhood Educators in primary classrooms
- Collaborating with districts across the island- sharing professional learning opportunities and resources
- Child Care infrastructure

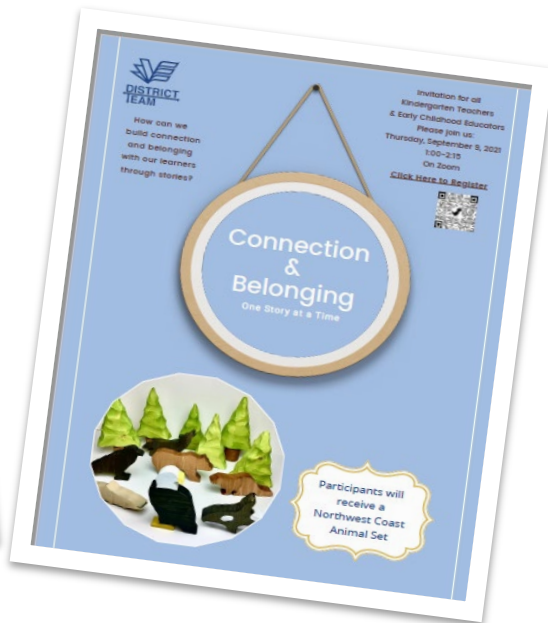
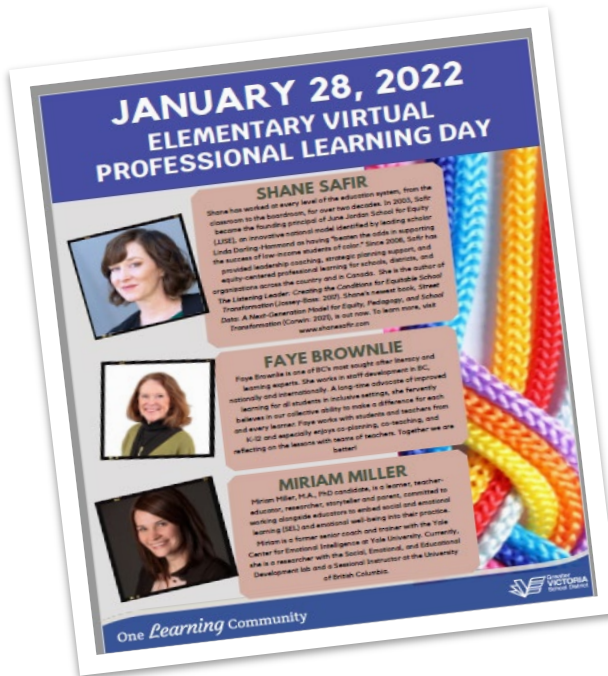
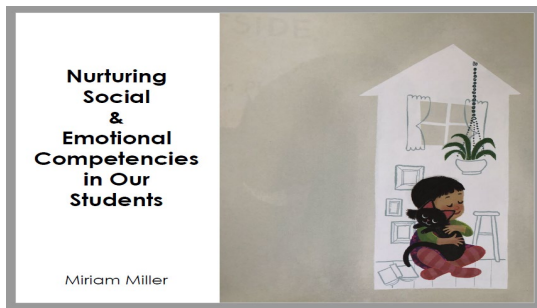


Connection & Belonging

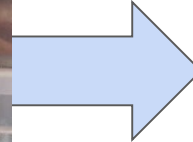


How we feel affects how we learn...

Connection & Belonging



Equity of Access

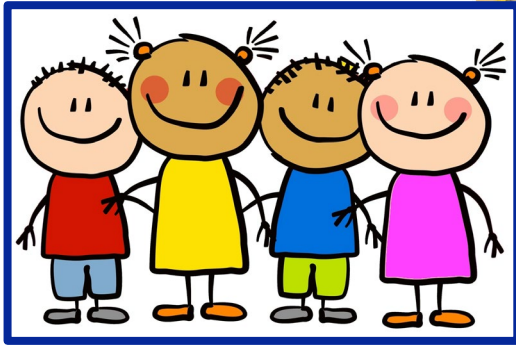


When we make positive connections with families we begin to nurture a home/school partnership that will be invaluable throughout the child's educational journey.



Welcoming Children and Families to School





Welcome to Kindergarten: Parent Evening

Equity of Opportunity



Supporting Inclusive, Culturally Responsive
Early Learning Environments



StrongStartBC

George Jay Elementary

James Bay Community

Macaulay Elementary

McKenzie Elementary

View Royal Elementary

Craigflower Elementary



One *Learning* Community

May 2, 2022 Education Policy and Directions Committee Meeting



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Ready, Set, Learn!



Early Childhood Educators in Classrooms



Community Childcare Spaces for SD61 families

Investment in Early Years



| Type of Child Care | Licensed Spaces to Date | Ministry Funded |
|---|-------------------------|-----------------|
| Full Time Infant Child Care | 0 | 10 |
| Full Time 3-5 Year Old Care | 56 | 200 |
| Preschool Spaces | 44 | 146 |
| Before and After School Care Spaces | 293 | 535 |
| Total Ministry Funded Spaces | | 1035 |
| Total New Spaces Created to DATE | | 393 |
| Grandfathered Spaces | 654 | |
| Other Child Care Spaced within SD | 636 | |

New Community Childcare Spaces

Completed Childcare Locations

Vic West Elementary

Frank Hobbs Elementary

Tillicum Elementary

Doncaster Elementary

George Jay Elementary

Braefoot Elementary



New Community Childcare Spaces

Locations in Progress

Marigold Elementary
Eagle View Elementary
View Royal Elementary

Locations Coming Soon

Lake Hill
McKenzie
Hillcrest

Drawings in Progress

Vic High
Strawberry Vale Elementary
Sundance Elementary

Recently Funded Sites

Esquimalt Secondary
Glanford Middle School
Uplands



Childcare Policy and Providers

First point of connection for families and children before they enter Kindergarten

Childcare spaces are open first to the families at their school sites

Third Party Providers provide programs to support childcare policy and MCFD requirements

- Programs to support vulnerable families and children
- Programs to support single parents, young parents and low income families
- Programs to support Indigenous children and families
- Accessible programs for all abilities
- Programs to support families new to Canada

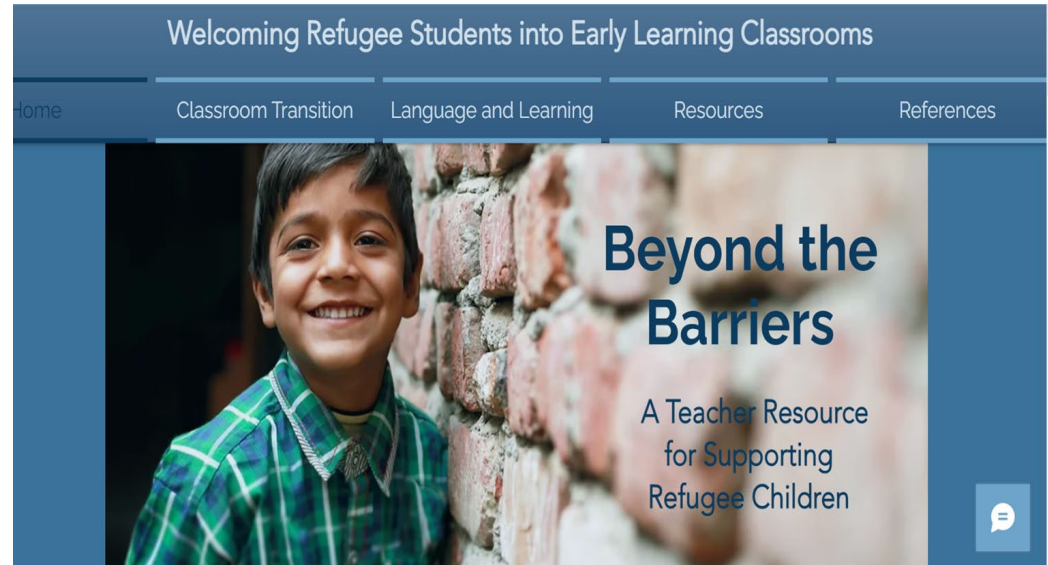
Childcare is the building block to connect students to the school community





May 2, 2022 Education Policy and Directions Committee Meeting

Supporting Inclusive, Culturally Responsive Early Learning Environments



Supporting Inclusive, Culturally Responsive Early Learning Environments



Getting to Know _____

Every child has a story that is bigger than their life at school. Please use pictures & words to help us get to know your child's story. Questions are guidelines only.

Spirit

What brings your child joy?
What are your child's strengths?
What makes your child unique?
What are five words you would use to describe your child?

Emotion

What can we do to help your child feel safe at school?
What helps your child feel calm? What brings them comfort?
Who are the important people in your child's life?
What helps your child feel connected to others (kids & adults)?

Mind

What helps your child do their best learning?
What helps your child when it is time to change from one activity to another?
How does your child communicate?
What interests do they have?

Body

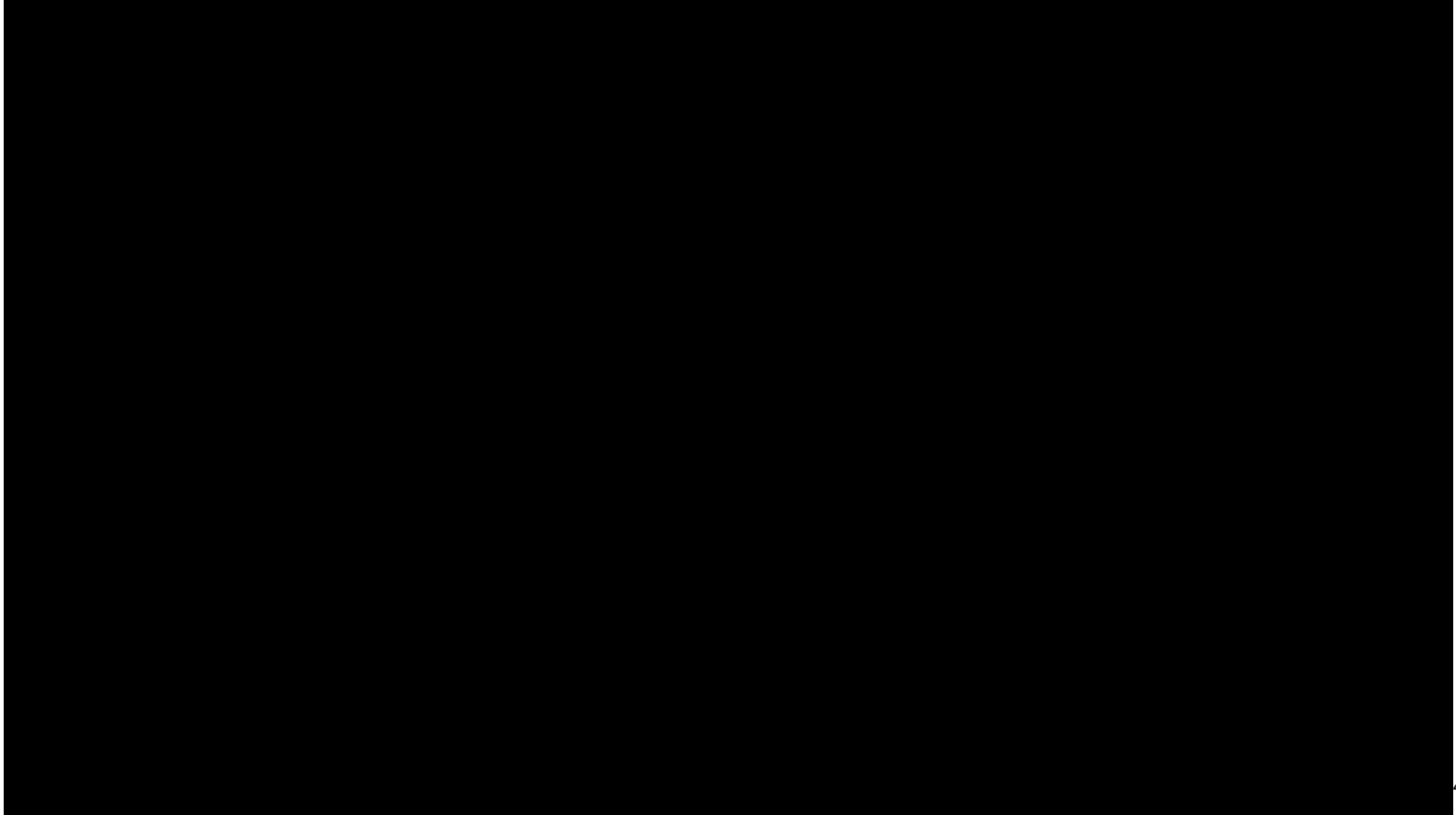
What self-care routines work best for your child?
How can we support their physical development?
Is there any information you want to share about meals/snacks? Sleep?
Toileting? Medications? Mobility? Vision? Hearing?

Click here to add child's image

Looking Ahead



Video to Share



POLICY 4304

Bullying & Harassment

Drafted:
Adopted: October 21, 2013
Reviewed: May 2, 2022 DRAFT REVISION
Frequency of Review: XXXX

1.0 RATIONALE

- 1.1 The Greater Victoria School district is dedicated to ensuring that employees are able to work in a safe environment, without fear of bullying or harassment. The definition of bullying and harassment according to WorkSafeBC's policies is as follows:

2.0 DEFINITION

- 2.1 *"Bullying and harassment includes any inappropriate conduct or comment by a person towards a worker that the person knew or reasonably ought to have known would cause that worker to be humiliated or intimidated but, excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment."*
- 2.2 *The assertion of power through aggression and targets the competence level of the person being bullied or harassed*

2.3 Good Faith

- 2.3.1 a sincere intention to be fair, open, and honest, regardless of the outcome of the interaction; an obligation not to act dishonestly and not to act to undermine.
- 2.3.2 honest belief that misconduct may have occurred. An allegation is not in good faith if it is made with knowing or reckless disregard for information that would negate the allegation.

2.4 Complaint

- 2.4.1 statement that a situation is unsatisfactory or unacceptable
- 2.4.2 a formal allegation against a party
- 2.4.3 any issue raised regarding the conduct of an employee or trustee

3.0 POLICY

- 3.1 The District will not tolerate and is committed to preventing any instance of bullying and harassment in the workplace.
- 3.2 All employees and Trustees share in the responsibility to ensure that the work environment is safe and welcoming. Employees are responsible for reporting any instances of bullying or harassment, whether they were the target, or they were witness to the bullying or harassment. All employees making a complaint of bullying or harassment in good faith can do so without fear of retaliation or reprisal.
- 3.3 Individuals are responsible for the content of their comments, posts and "likes" on social media and must ensure that their use of social media is consistent with Policy xxxx – Social Media Use by Board, District Staff, School Faculty and Staff and Students.

4.0 RESPONSIBILITIES

- 4.1 The Board of Education is responsible to ensure compliance with the School Act and , WorkSafe legislation through the Superintendent.
- 4.2 Students are responsible to ensure compliance with the School Code of Conduct.
- 4.3 Employees are obliged to ensure compliance with Workers Compensation Act.
- 4.4 Trustees are responsible to ensure compliance with Policy 8251 – Trustees' Code of Conduct (currently under review and drafted revision).

5.0 REFERENCES

- 5.1 Regulation 4304 Bullying & Harassment
- 5.2 Policy 8251 – Trustees' Code of Conduct (currently under review and drafted revision)
- 5.3 Policy XXXX - Trustee Sanctions (to be developed)
- 5.4 Human Rights Code, R.S.B.C, 1996, c. 210
- 5.5 Worker's Compensation Act