



**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, November 4, 2024, 7:00 p.m.

Chair Mahbobi

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 November 4, 2024 agenda be approved.

A.3. Approval of the Minutes

Recommended Motion:

That the October 7, 2024 Education Policy and Directions Committee meeting minutes, be approved.

A.4. Business Arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

C. NEW BUSINESS

C.1. Mental Health and Wellness – Associate Superintendent Powell

C.2. Anaphylaxis Quality Review – Superintendent Whitten

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

MINUTES

Monday, October 7, 2024, 7:00 p.m.

Trustees Present: **Education Policy and Directions members:** Emily Mahbobi (Chair), Natalie Baillaut, Mavis David, Nicole Duncan (Ex Officio), Diane McNally

Operations Policy and Planning members: Karin Kwan, Rob Paynter

Trustee Regrets: Angela Carmichael, Derek Gagnon

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent, Tina Pierik, VPVPA

Partners: Ilana Hampton, GVTA, Tara Knight, CUPE 947, Nyssa Temmel, VCPAC

A. COMMENCEMENT OF MEETING

A.1. Acknowledgement of Traditional Territories

Chair Mahbobi 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 McNally

That the October 7, 2024 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved by Trustee David

That the June 3, 2024 Education Policy and Directions Committee meeting minutes, be approved.

Motion Carried Unanimously

Moved by Trustee McNally

That the September 9, 2024 Education Policy and Directions Committee meeting minutes, be approved.

Motion Carried Unanimously

A.4. Business Arising from Minutes

None.

B. PRESENTATIONS TO THE COMMITTEE

None.

C. NEW BUSINESS

- C.1.** District Principal Inclusive Learning McCartney, District Principal Naughton and Vice Principal Jessie Moore presented on Inclusive Learning in the District.

Trustees had questions of clarification.

- C.2.** Superintendent Whitten provided the outline for the Student Achievement and Data Presentations for 2024-2025.

- C.3.** District Principal David Hovis presented on the kindergarten to Grade 5 Literacy Plan for the District. Quadra Elementary presented a school literacy story featuring insight from Staff, including Early Literacy Collaboration Teacher Lisa Mulvihill, Learning Support Teacher Allison Derrick, and Vice Principal Jeanne Humphries.

Trustees and Partners had questions of clarification.

- C.4.** Superintendent Whitten provided the Anaphylaxis Aggregate Report for the 2023-2024 school year.

Partners had questions of clarification.

- C.5.** Superintendent Whitten provided the Parent Education Fund for the 2024-2025 school year.

Trustees had questions of clarification.

- C.6.** Associate Superintendent Aerts presented Draft Regulation 6163.1, *Learning Resources*.

Subject to further revisions to be made by Associate Superintendent Aerts, the following motion was recommended.

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) accept a revised Regulation 6163.1 Learning Resources.

Motion Carried Unanimously

D. NOTICE OF MOTION

None.

E. GENERAL ANNOUNCEMENTS

None.

F. ADJOURNMENT

Education Policy and Directions Committee Meeting October 7, 2024

2

Moved by Trustee David

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 9:48 p.m.

DRAFT

MEMO

From: Nadine Naughton, District Principal, Mental Health and Inclusive Learning
To: Education Policy and Directions Committee
Date: November 4, 2024
RE: Mental Health & Wellness update

Overview

“Alignment is a mental health and wellness strategy for a stressed and stretched system.” Across all departments, we remain focused on intentional planning across our portfolios so that what we offer schools, both proactively and responsively, is aligned and targeted. It is through this lens that we reinforce that mental health and wellness is everyone’s work. When we are well, including feeling safe, seen, and supported, we can learn and develop to the best of our abilities. This is true for each and every member of our learning community: staff, students and their families.

New this year to the ongoing work that is Mental Health and Wellness in our district, is the Spirit of Alliances: Support and Wellness Framework. This framework has been developed locally through our Indigenous Education department in consultation and through collaboration with local nations and community. This wellness framework document is now complete and will be shared publicly and with trustees in the near future. The implementation of this framework will be priority work during the 2024-2025 school year.

Ongoing Key Themes and Strategies:

1. Alignment Across Departments:

- a. Our commitment to aligning supports ensures that both proactive and responsive measures are effectively targeted to meet the needs of our learning community.

2. Well-Being as a Foundation:

- a. We recognize that the mental health and safety of every member of our learning community—students and staff alike—are foundational to achieving our educational goals.

3. Guiding Principles:

- a. Our initiatives are framed through the lenses of inclusion, mental health, wellness, and Indigenous worldviews, ensuring that diverse perspectives are integrated into our strategies.

Goals and Action Steps:

- **Incorporate Student Feedback/Voice**
 - Continue to use existing data sets of student voice and insights to shape mental health services and supports (eg: McCreary Centre Society report, Student Learning survey, previous student forum feedback)
- **Targeted Funding Initiatives:**

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- Consider continuing funding for action research grants focused on student voice at the middle and secondary level
- **Public Health Youth Wellness Clinics:**
 - Continue partnership with Island Health to maintain clinics in Oak Bay, Esquimalt, and Victoria High School, offering onsite health services focused on immunization, mental health, sexual health and wellness. Continue to work towards expanding clinics to all eight secondary schools.
- **Professional Learning Opportunities:**
 - Provide K-12 staff with professional learning in social emotional learning, mental health literacy, and trauma-informed practices, including implementation support for resources like Second Step and Non-Violent Crisis Intervention.
- **Collaboration in Health Education:**
 - Continue to fund collaborative efforts among high school PHE teachers to enhance their understanding of comprehensive health education.
- **Addressing Inequities:**
 - Partner with Indigenous Education and Human-Nature Counselling Society to offer land-based programs at select schools, and collaborate with VICCIR to support trauma-informed practices for newcomers.

School District 61: Greater Victoria Results from the 2023 BC Adolescent Health Survey: The McCreary Centre Society

The BC Adolescent Health Survey (BC AHS) is a province-wide survey administered to youth in **Grade 7 to 12** since 1992. The survey gives an evidence base of youth health trends, emerging issues, and risk and protective factors for healthy development.

Around **38,500 young people aged 12–19** in 59 of BC's 60 school districts completed the 2023 BC AHS .

The survey was developed in consultation with young people, parents, and other experts in youth health. It was pilot-tested with diverse young people in communities across BC before being administered by Public Health Nurses and allied health professionals to students in mainstream public schools in the spring of 2023.

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SCHOOL EXPERIENCE

Students were asked how much they agreed with a series of statements about their school experience.

| Students' feelings about their school experience | | | |
|--|-------------------------------------|------------------------------------|----------------------------|
| | Disagreed/ Strongly disagreed | Neither agreed nor disagreed | Agreed/ Strongly agreed |
| Felt like a part of their school | 14% | 34% | 52% |
| Happy to be at school | 21% | 26% | 53% |
| Felt school staff treated them fairly | 11% | 24% | 65% |
| Felt school staff expected them to do well | 5% | 23% | 72% |
| Felt safe at school | 11% | 25% | 64% |
| Felt teachers cared about them | 10% | 28% | 62% |
| Felt other school staff cared about them | 15% | 40% | 45% |

MENTAL HEALTH AND WELL-BEING

Students were asked to rate their mental health.



Students also rated their quality of life (subjective well-being).

| How much students ... | | | |
|----------------------------------|----------------------------------|---------------------------------|----------------------------|
| | Disagreed/ Strongly disagreed | Neither agreed nor disagreed | Agreed/ Strongly agreed |
| Felt their life was going well | 10% | 23% | 67% |
| Wished they had a different life | 55% | 25% | 20% |
| Felt they had a good life | 5% | 18% | 77% |
| Had what they wanted in life | 15% | 29% | 56% |
| Felt life was going just right | 18% | 28% | 54% |

Conclusion

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.

By aligning our mental health strategies, we continue to take steps to support the well-being of our learning community. Through targeted and collaborative learning opportunities, and a focus on equity, we can foster an environment where everyone can feel safe, be well and thrive.

As a Board your support in continuing to provide targeted operating funds to Mental Health and Wellness is essential during these complex times.

Thank you for your continued commitment to enhancing mental health and wellness supports in our schools.

MEMO

From: Sean McCartney, District Principal, Inclusive Learning
To: Education Policy and Directions Committee
Date: November 4, 2024
RE: Anaphylaxis Quality Review Report

Background:

A district-wide quality review of implementation was conducted in the late spring of 2024. The review relates to the Anaphylaxis Protection Order, BC Anaphylactic and Child Safety Framework, and SD61 Anaphylaxis Policy and Regulation 5141.21.

The attached report summarizes the results of the review and includes a comparative analysis to the previous review from 2021. The report is intended to be shared with SD61 Board of Education trustees and school administrators.

We will continue to conduct a review every three years, occurring again in the spring of 2027.

FINAL REPORT

ANAPHYLAXIS QUALITY REVIEW 2024

As part of our commitment to quality anaphylaxis management, the Greater Victoria School District conducts a comprehensive review of implementation every three years. Key areas covered in the review include the completion of Anaphylaxis Emergency Action forms, EpiPen availability and usage, and training and awareness among both staff and students. This report provides:

- a summary of progress and challenges
- persistent challenges and recommendations
- actionable items with timeline
- a comparative analysis of anaphylaxis management across schools between 2021 and 2024. For the comparative analysis, refer to the appendix.

Summary of Progress and Challenges

Elementary and Middle Schools: Elementary and middle schools have made notable strides in anaphylaxis management, particularly in staff training and EpiPen provision. Staff are now more aware of EpiPen storage locations, and students increasingly provide personal EpiPens, ensuring a safer environment for those at risk of anaphylaxis. However, there remain areas for improvement, such as encouraging more students to consistently carry their EpiPens, increasing awareness among classmates regarding specific allergies, and completing the digitization of Anaphylaxis Emergency Action forms in MyEd. Addressing these areas will enhance overall school readiness for students at risk.

Secondary Schools: Secondary schools have also demonstrated progress in several key areas of anaphylaxis management, notably in staff awareness of EpiPen storage locations, student awareness of anaphylaxis signs, and the display of Allergy Aware posters. These developments contribute to a more informed school community and strengthen responses to potential emergencies. However, some challenges exist in ensuring students consistently carry their EpiPens and ensuring adequate anaphylaxis training is provided for temporary staff. Focused attention on these areas, through consistent training and enhanced communication protocols, would further improve preparedness, and a more responsive environment for secondary students.

Ongoing Challenges and Actions

Across both elementary, middle and secondary schools, key challenges persist as outlined below, followed by a chart of proposed actions and timelines.

Ongoing Challenges

1. Financial barriers for parents/guardians purchasing EpiPens
2. Form completion by parents/guardians

3. Students, parents/guardian awareness and compliance regarding carrying EpiPens
4. Training for temporary staff

ACTIONABLE ITEMS WITH TIMELINE

| Challenge | Description | Action | Timeline |
|---|---|---|--|
| Cost of EpiPens | Many families struggle with the financial burden of providing two EpiPens, one for school and one for home. | Explore partnerships with local organizations for financial aid. | June 2025 |
| Consistency in Students Carrying EpiPens | <p>Secondary students are less consistent in carrying EpiPens, compromising their safety in an emergency.</p> <p>Parent resistance to their child carrying an epi pen</p> | Implement a targeted awareness campaign for secondary students and parents to emphasize the importance of carrying EpiPens. | <p>February 2025 distribute campaign materials</p> <p>And annually thereafter: Share materials with targeted student/parent audiences.</p> |
| Form Completion (A) | Families often face delays in accessing physicians for signature on required forms. | Clarify form requirements with administrators to minimize the number of times physician is required to sign forms. | By January 2025 |
| Form Completion (B) | Parents not returning Allergy Aware Checklist and annual review of Checklist. | Make parent forms fillable online with digitized signature. | Completed |

| | | | |
|---|---|---|-----------|
| Training and Awareness for Temporary Staff | Temporary staff (TTOCs) may not receive necessary anaphylaxis training, particularly in secondary schools, posing safety risks. | Explore further ways to incorporate anaphylaxis training consistently for all on-call staff (TTOCs, EA spareboard) - both during onboarding and annually thereafter | June 2025 |
|---|---|---|-----------|

APPENDIX: Comparative Analysis 2021 vs 2024

1. ANAPHYLAXIS EMERGENCY ACTION FORMS

Elementary & Middle Schools:

- 2021: 94% complete, 6% incomplete
- 2024: 88% complete, 12% incomplete
- Change: A 6% decrease in form completion, indicating a small decline in ensuring all students at risk are accounted for.

Secondary Schools:

- 2021: 33% complete, 66% incomplete
- 2024: 38% complete, 62% incomplete
- Change: A small improvement (5%) in secondary form completion, though the rate remains low, with 62% still incomplete.

New for 2024: Forms Saved on MyEd (PDF Format)

- Elementary & Middle Schools: 50% complete, 50% incomplete
- Secondary Schools: 38% complete, 62% incomplete
- Analysis: The integration of forms into MyEd has progressed, though only half of the elementary and middle school forms are uploaded, and secondary schools show similar low rates to other processes.

2. ALLERGY AWARE CHECKLIST ANNUAL REVIEW

Elementary & Middle Schools:

- 2021: 91% complete, 9% incomplete
- 2024: 94% complete, 6% incomplete
- Change: A slight improvement of 3%, demonstrating increased efforts to review with parents and students.

Secondary Schools:

- 2021: 83% complete, 17% incomplete
- 2024: 88% complete, 11% incomplete
- Change: A moderate improvement of 5%, indicating progress in maintaining annual reviews.

3. EPIPENS IN SCHOOLS

Availability of Emergency EpiPen Purchased by Schools

Elementary & Middle Schools:

- 2021 & 2024: 97% complete, 3% incomplete
- No Change: The high rate of emergency EpiPen availability has been maintained.

Secondary Schools:

- 2021: 100% complete
- 2024: 99% complete; 1% incomplete
- Change: A slight decline, but emergency EpiPen availability remains nearly universal.

Staff Awareness of EpiPen Storage Locations

Elementary & Middle Schools:

- 2021: 88% complete, 12% incomplete
- 2024: 97% complete, 3% incomplete
- Change: An improvement of 9%, demonstrating enhanced staff preparedness.

Secondary Schools:

- 2021: 83% complete, 17% incomplete
- 2024: 100% complete
- Change: A 17% improvement, reflecting a positive trend towards complete staff awareness.

Student Provision of Personal EpiPens

Elementary & Middle Schools:

- 2021: 58% complete, 42% incomplete
- 2024: 85% complete, 15% incomplete
- Change: A 27% improvement in students providing their own EpiPens, showing substantial progress.

Secondary Schools:

- 2021: 33% complete, 67% incomplete
- 2024: 38% complete, 62% incomplete
- Change: A minor improvement (5%), but secondary schools still show low compliance.

Students Carrying Their EpiPens

Elementary & Middle Schools:

- 2021: 47% complete, 56% incomplete
- 2024: 62% complete, 38% incomplete
- Change: A notable 15% improvement in students carrying their own EpiPens.

Secondary Schools:

- 2021: 66% complete, 33% incomplete
- 2024: 50% complete, 50% incomplete
- Change: A 16% decline, signaling a regression in the secondary population's readiness.

4. TRAINING AND ALLERGY AWARENESS

Process for Documenting Anaphylaxis Incidents

Elementary & Middle Schools:

- 2021: 85% complete, 15% incomplete
- 2024: 97% complete, 3% incomplete
- Change: A strong improvement (12%) in implementing incident documentation processes.

Secondary Schools:

- 2021: 100% complete
- 2024: 75% complete, 25% incomplete
- Change: A decline of 25%, indicating reduced documentation practices in secondary schools.

Staff Completion of Annual Allergy Aware Training

Elementary & Middle Schools:

- 2021: 85% complete, 15% incomplete
- 2024: 94% complete, 6% incomplete
- Change: A 9% improvement in staff training completion.

Secondary Schools:

- 2021: 83% complete, 17% incomplete
- 2024: 85% complete, 15% incomplete
- Change: A modest 2% improvement.

TTOC Staff Awareness

Elementary & Middle Schools:

- 2021 & 2024: 97% complete, 3% incomplete
- No Change: A consistently high rate of awareness among temporary staff.

Secondary Schools:

- 2021 & 2024: 50% complete, 50% incomplete
- No Change: There remains a gap in secondary TTOC staff awareness.

Students' Awareness of Anaphylaxis Signs & Symptoms

Elementary & Middle Schools:

- 2021: 62% complete, 37% incomplete
- 2024: 66% complete, 34% incomplete
- Change: A slight 4% improvement in student awareness.

Secondary Schools:

- 2021: 17% complete, 83% incomplete
- 2024: 38% complete, 63% incomplete
- Change: A marked improvement of 21%, though overall awareness remains low.