



Education Committee of the Whole Report
Tuesday, May 19, 2022
VIA ZOOM
2:30 p.m.

Mandate: *To discuss and make recommendations to the board on the general directions for education in the district, and to serve as a vehicle for regular reports to the board on educational programs and services.*

1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES

2. OPENING COMMENTS

3. SHARED LEARNING

a. Kwalikum Secondary School Presentation on NOIE/Student Voice – Social Justice

Heather Deering, Vice Principal shared activities and work the school is doing to support being, belonging and becoming. KSS has been part of the JOIE for the past few years and developed an inquiry question about transition and looking at how to support committee to create equity for all.

b. Kwalikum Secondary School Trip Request for Approval in Principle (Germany, Czech Republic, Austria and Switzerland) for March 2023

After some discussion it was a recommendation to bring the request for approval in principle for a Kwalikum Secondary School field trip to Europe in Spring 2023 to the regular board meeting for further discussion. If approval in principle is received at that time, Kwalikum Secondary students will be canvassed to determine if there is enough interest.

c. Presentation by Dr. Sandra Allison – Social Prescribing (3:30)

Presentation slides attached.

d. Update from Director of Instruction

- Rudy Terpstra provided a summary of the FSA results (summary attached)
- The District Educational Technology Plan 2021-2023 was presented to align with the current Strategic Plan, knowing the Board is in the process of a new Strategic Plan for the new school year. This will be presented to the Board for approval.

4. INFORMATION

a. Extended Time for June Meeting for Learning Grant Presentations

The June meeting time will be extended to allow for presentation from staff of schools who received learning grant funds.

5. RECOMMENDATIONS TO THE BOARD OF EDUCATION

- i. For further discussion/decision - Kwalikum Secondary School Trip Request for Approval in Principle (Germany, Czech Republic, Austria and Switzerland) for March 2023
- ii. District Educational Technology Plan

6. NEXT MEETING DATE:

Tuesday, June 21st, 2022 at 2:30 p.m. (via Zoom until further notice)
Agenda will be Presentation of Learning Grant Projects 2021-2022

7. ADJOURNMENT

Emerging from the Pandemic: The Medical Health Officer's Concerns and Opportunities

Dr. Sandra Allison

Central Island Medical Health Officer

May 17, 2022

Outline

- Data and trends
- Community Recovery Ideas
- What matters going forward
 - Preparing for all hazards,
 - Building back community
 - Investing in generations to come

Data sources

- **Adolescent Health Survey**
 - https://www.mcs.bc.ca/pdf/balance_and_connection_centralvancouverisland.pdf
- **LHA profile**
 - <https://www.islandhealth.ca/sites/default/files/oceanside-local-health-area-profile.pdf>
- **BC COVID Speak**
 - <http://www.bccdc.ca/health-professionals/data-reports/bc-covid-19-speak-dashboard>
- **BCCDC Covid Impacts to Young Adults**
 - http://www.bccdc.ca/Health-Professionals-Site/Documents/COVID-Impacts/BCCDC_COVID-19_Young_Adult_Health_Well-being_Report.pdf

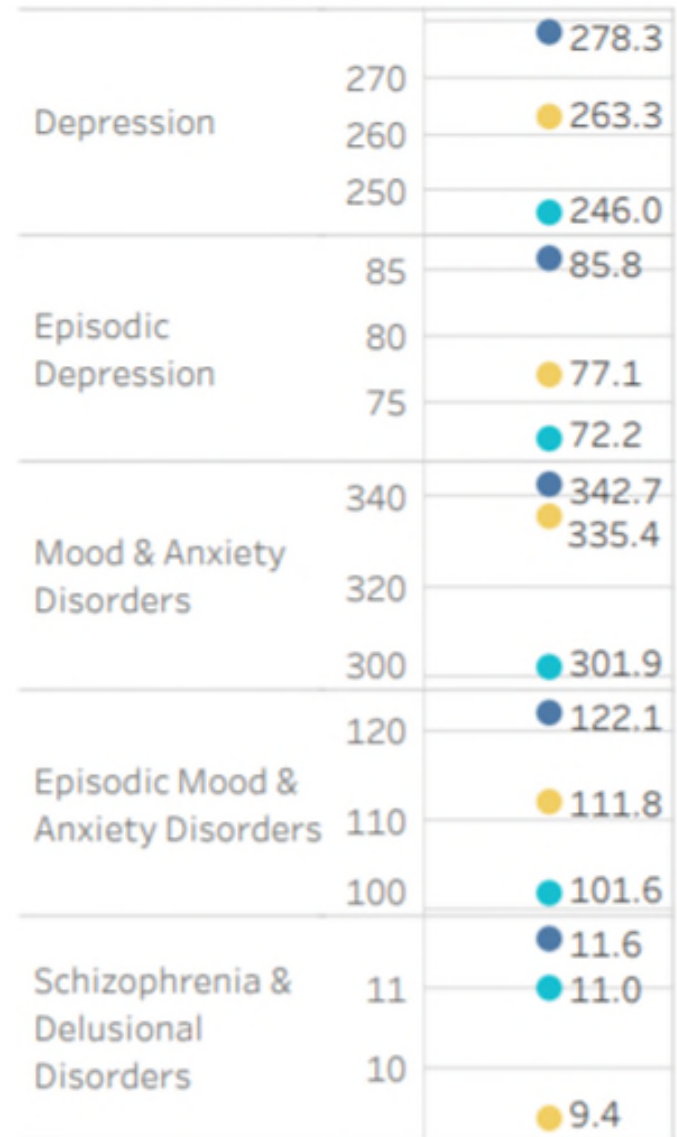
Past 18 months, then and now

- Mental Health and Alcohol
- Children and Youth
- Isolation, Connectedness
- Seniors
- Health Services

Mental Health

- In 2018, Oceanside reported more:
 - Depression
 - Anxiety
 - Other Mood Disorders
- Than the BC average

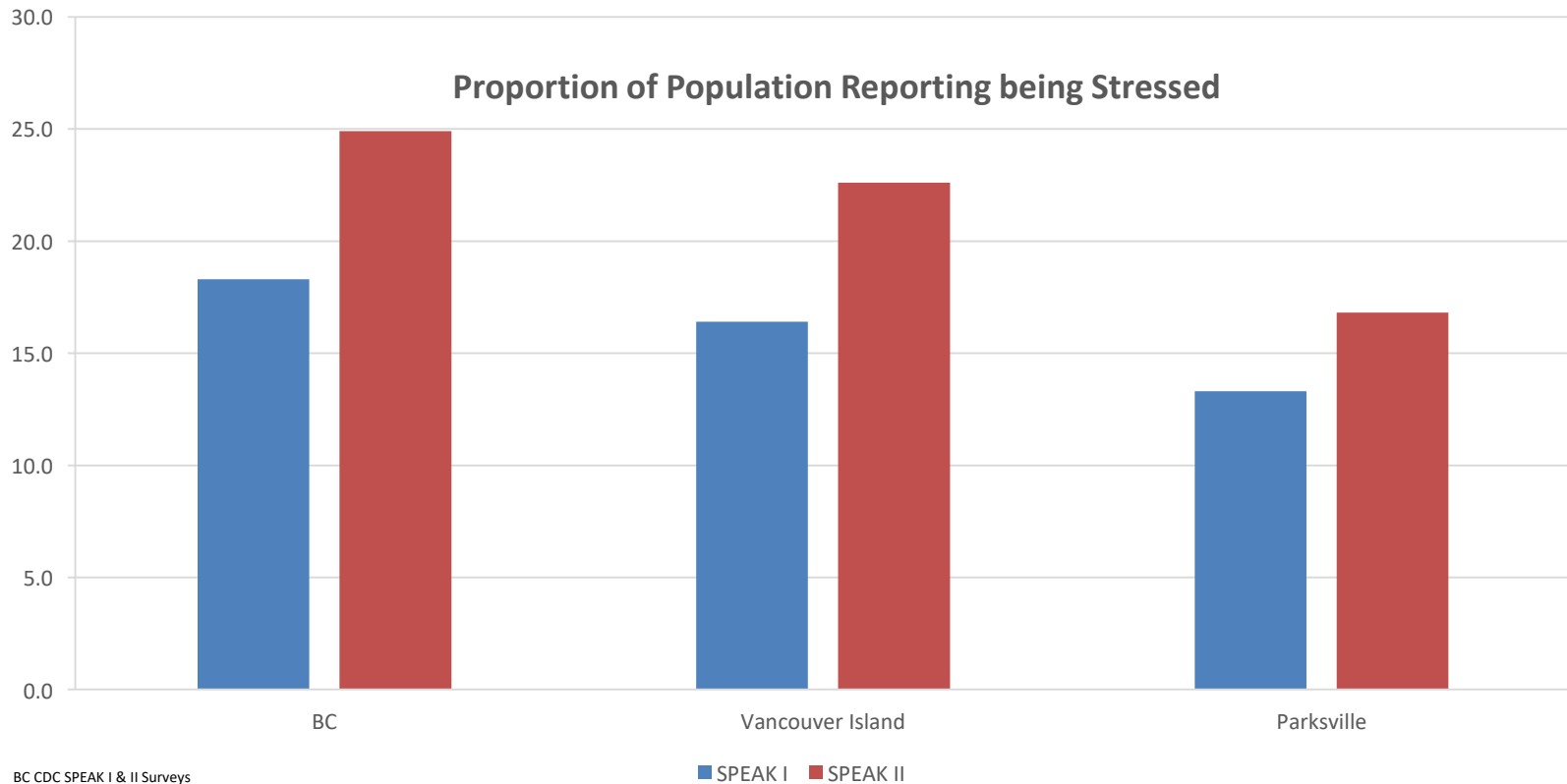
Chronic Disease Age Standardized Prevalence Per 1,000 Individuals



■ Oceanside ■ Island Health ■ BC

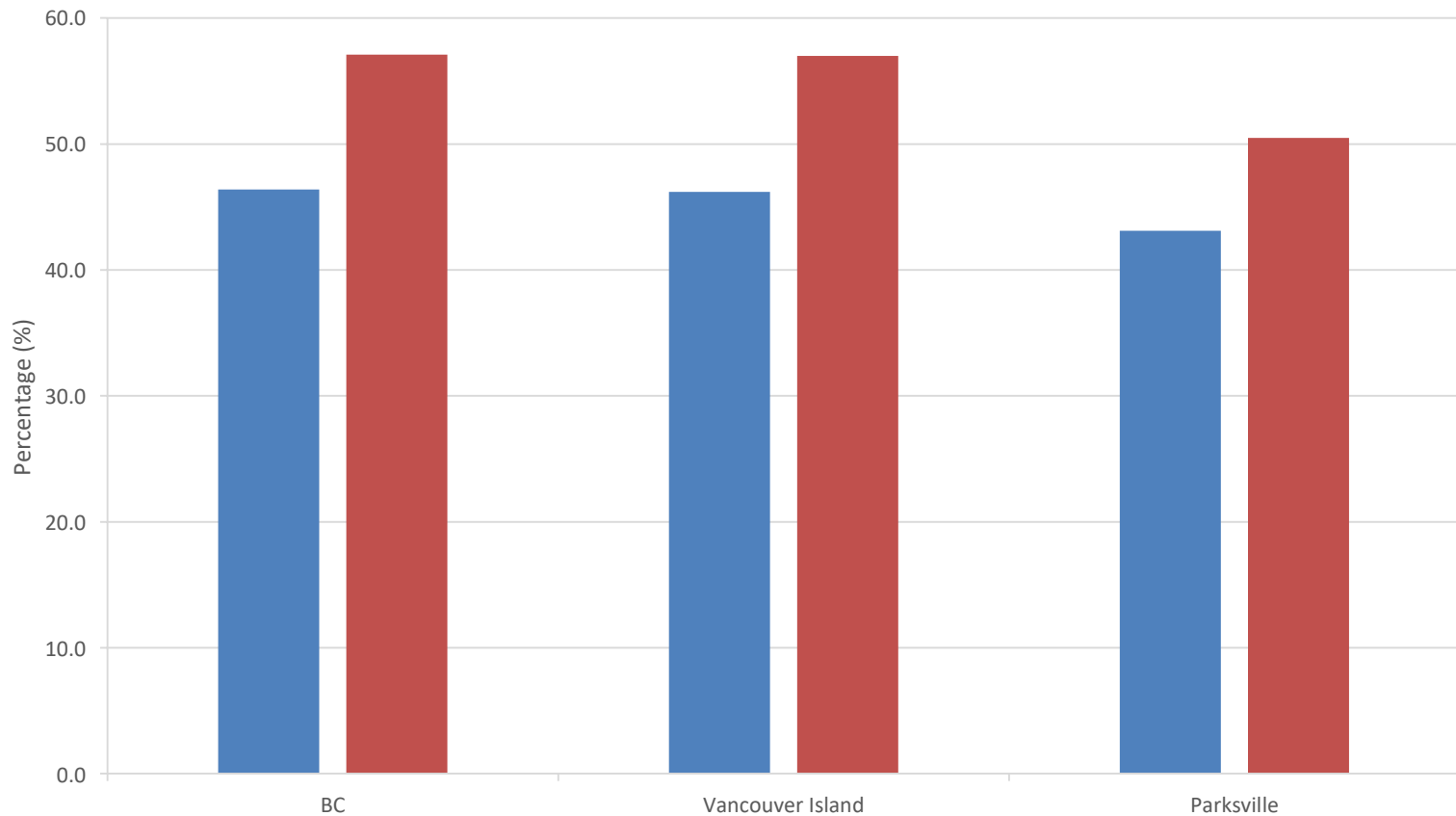
Stress worsens in the Pandemic

- More people report experiencing stress in 2021



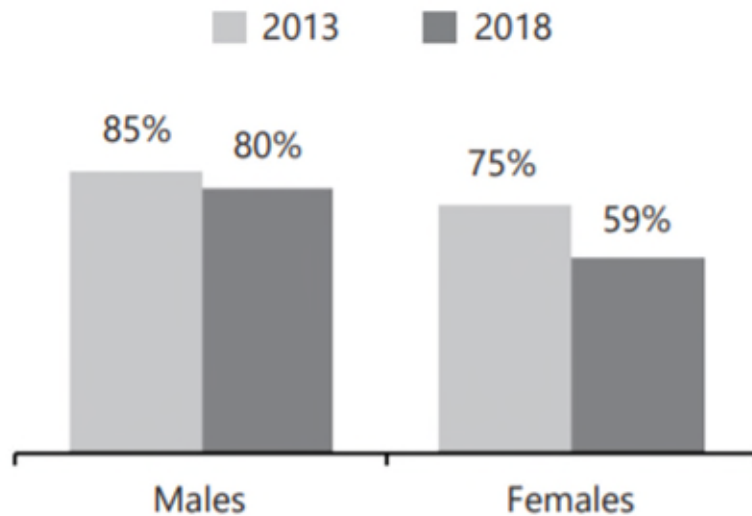
Mental Health worsens during the Pandemic

Proportion of Population Reporting Worsening Mental Health by Geography and Time

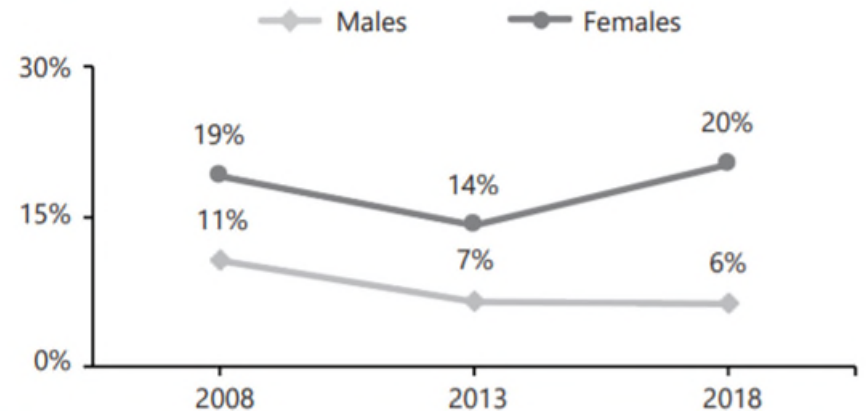


Worsening Mental Health in Youth 2018

Central Vancouver Island youth who rated their mental health as good/excellent



Central Vancouver Island youth who experienced extreme stress in the past month



Note: For males, the difference between 2013 and 2018 was not statistically significant nor was the difference for females between 2008 and 2018.

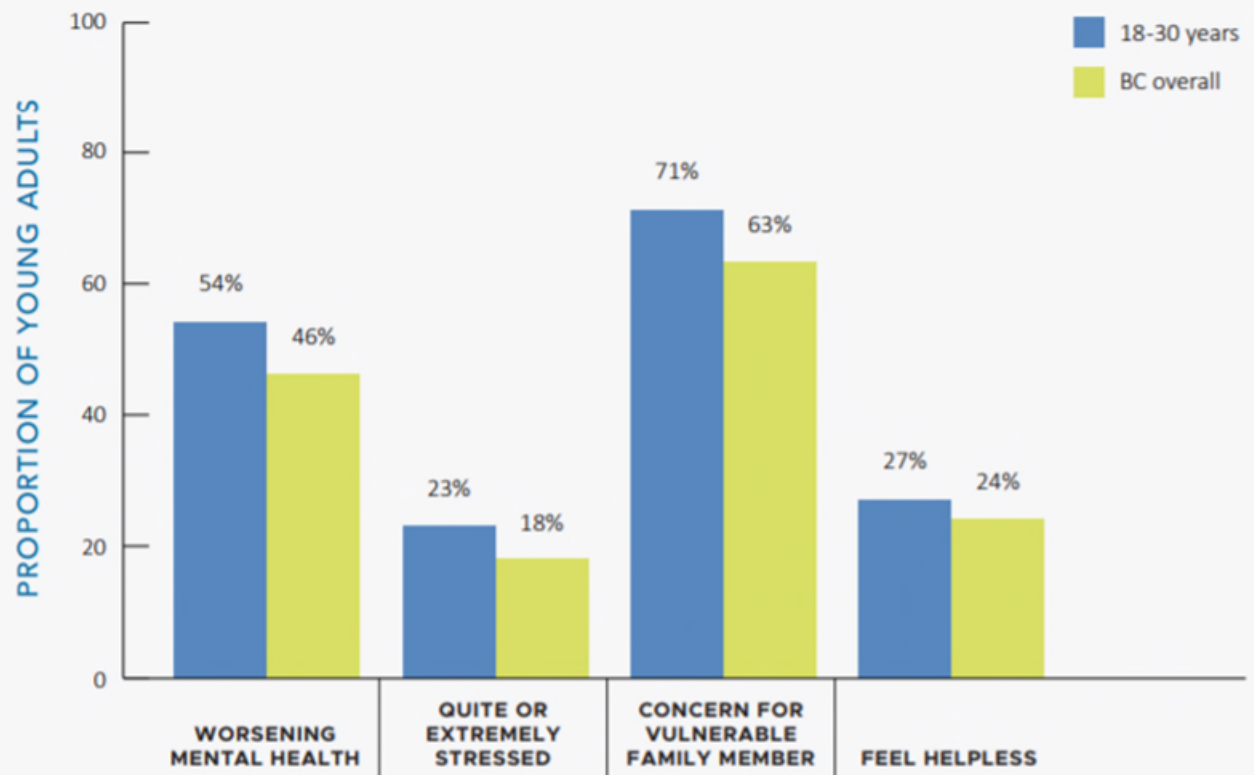
Young Adult Mental Health-Related Outcomes During the Pandemic

- Significant impacts compared to BC population

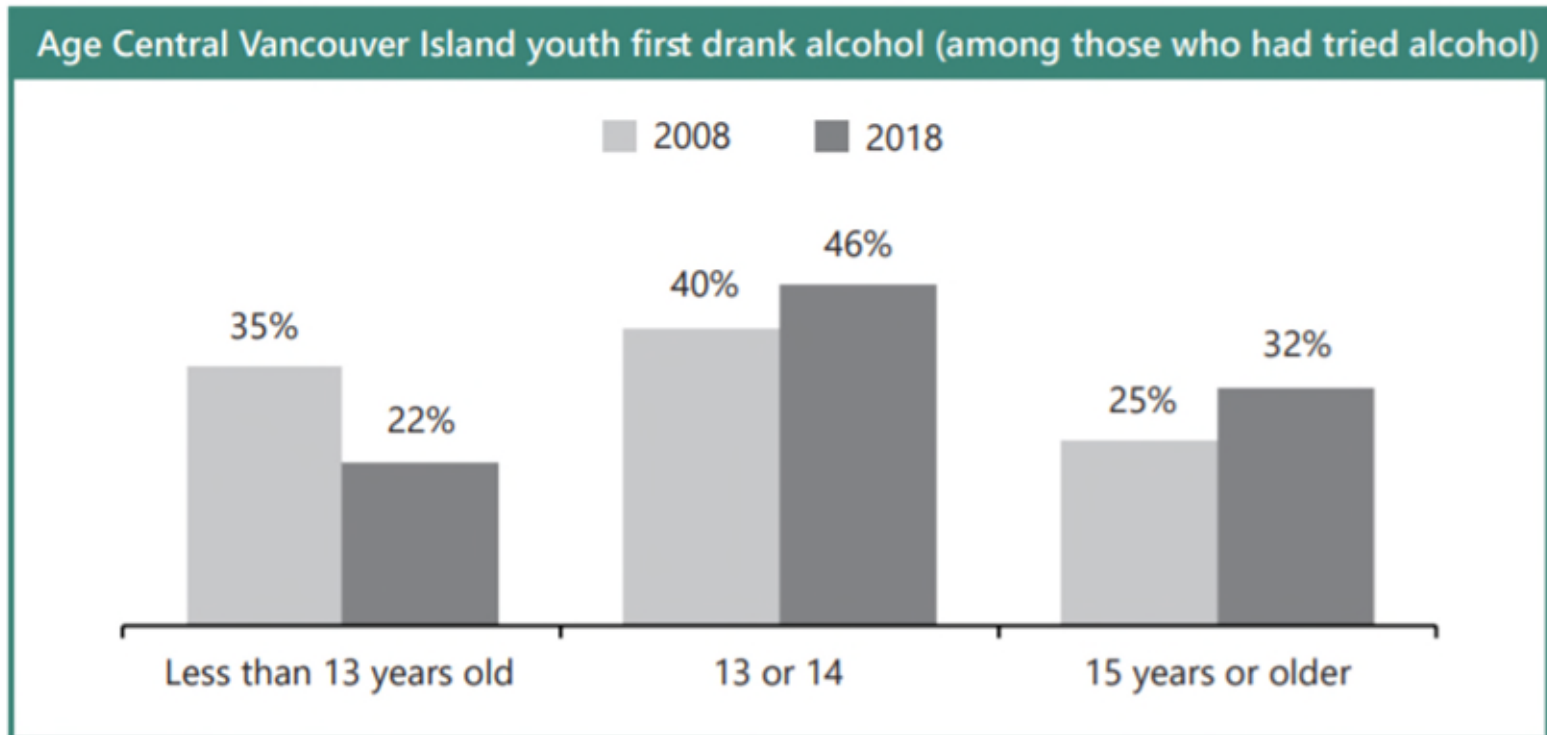
FIGURE 2

Mental Health-Related Outcomes

Source: BC COVID-19 SPEAK Survey.
Prepared by BC Centre for Disease Control, 2020



Increasing Youth Alcohol Use 2018

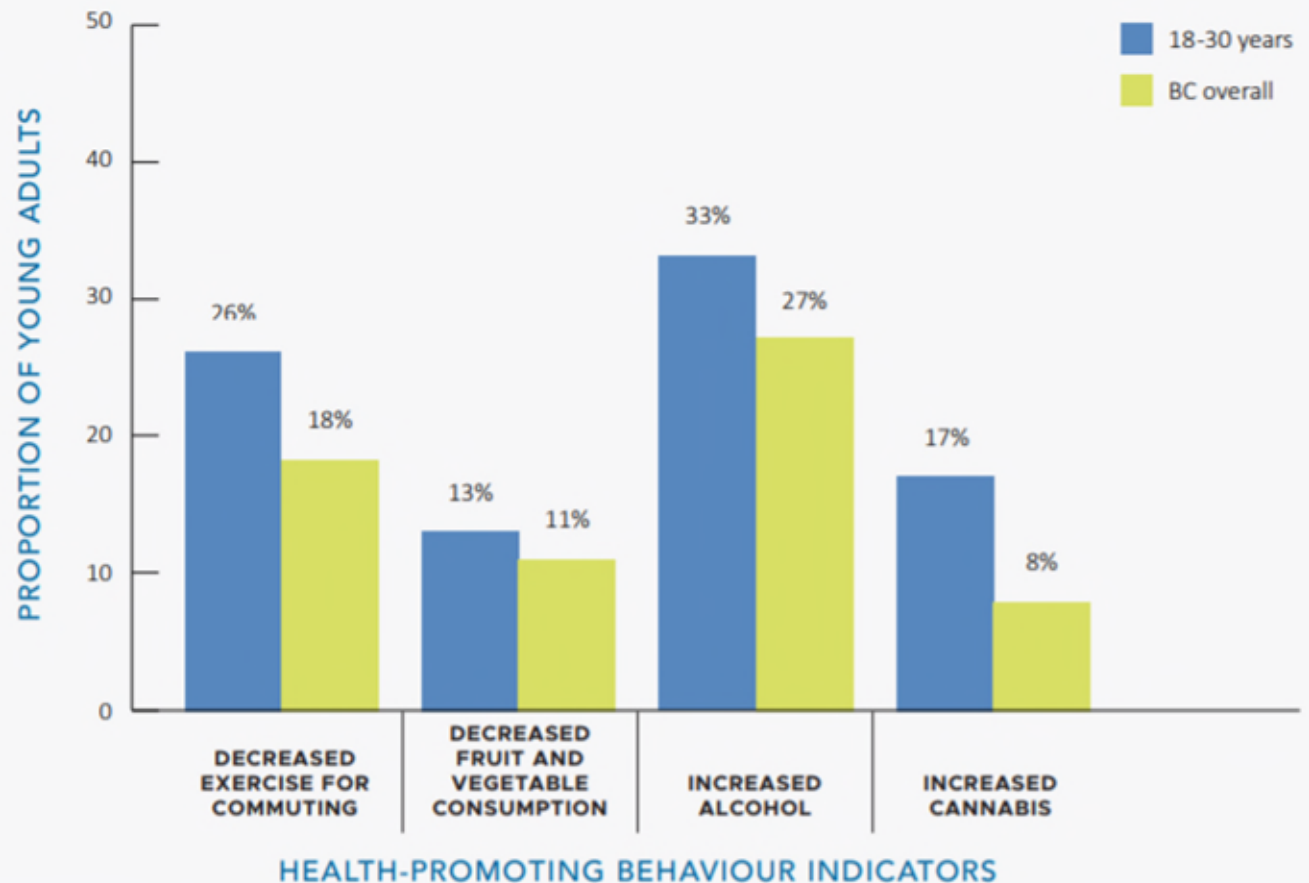


Negative Health Behaviours Worsen in Young Adults in the Pandemic

FIGURE 4

Health-Promoting Behaviours –
Negative Impact

Source: BC COVID-19 SPEAK Survey.
Prepared by BC Centre for Disease
Control. 2020



Young Adult Economic Outlook Challenging during Pandemic

FIGURE 1

Economic Well-Being

Source: BC COVID-19 SPEAK Survey.
Prepared by BC Centre for Disease
Control. 2020



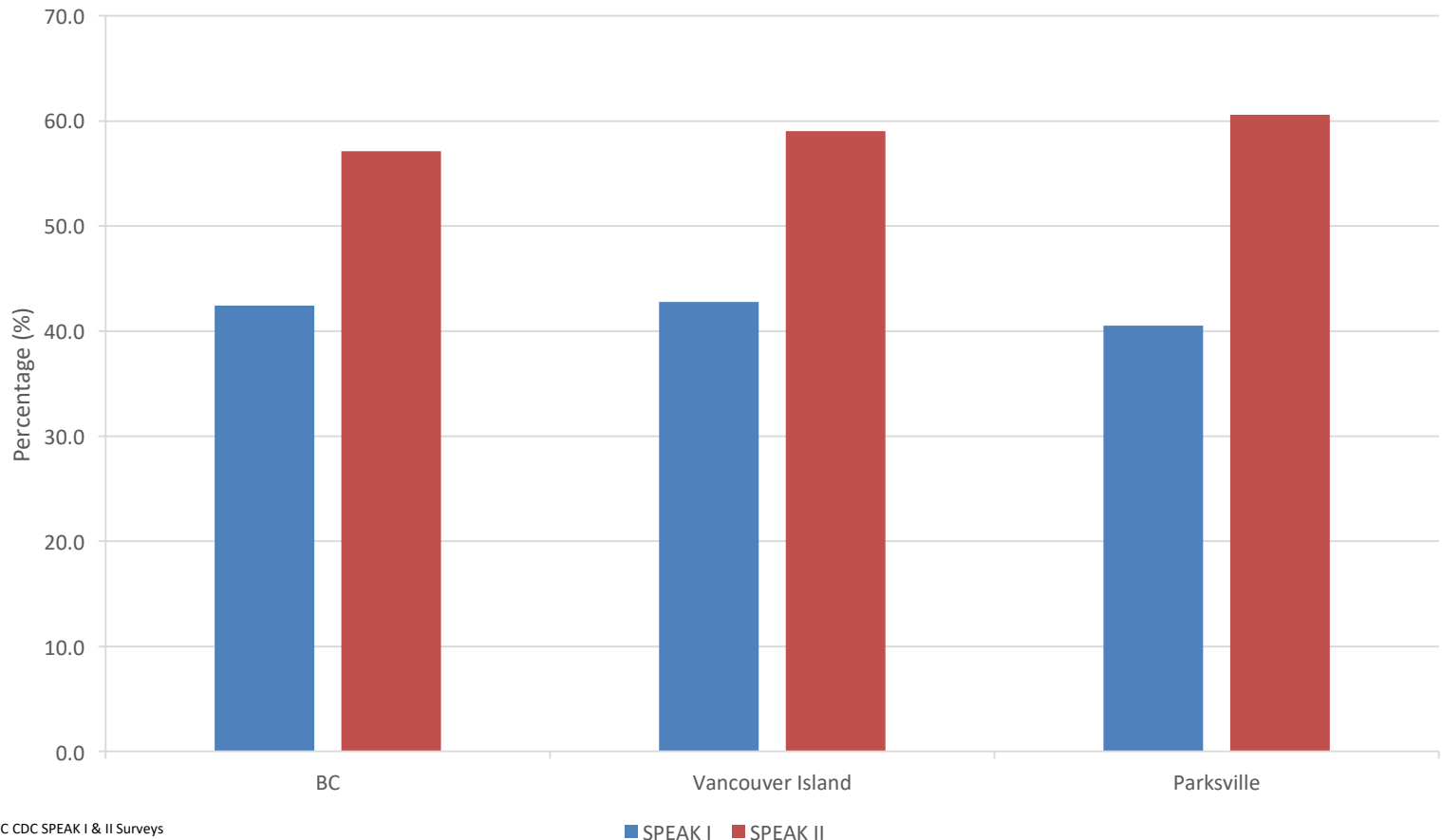
33% of Adults >45 reported Loneliness and 25% seniors>65 were Socially Isolated Before the pandemic

- Social isolation significantly increased a person's **risk of premature death from all causes**, a risk that may rival those of smoking, obesity, and physical inactivity.¹
- Social isolation was associated with about a **50% percent increased risk of dementia**.¹
- Poor social relationships (characterized by social isolation or loneliness) was associated with a **29% increased risk of heart disease and a 32% increased risk of stroke**.¹
- Loneliness was associated with **higher rates of depression, anxiety, and suicide**.
- Loneliness among heart failure patients was associated with a nearly 4 times increased risk of death, 68% increased risk of hospitalization, and 57% increased risk of emergency department visits.¹

Connection to Family in the Pandemic

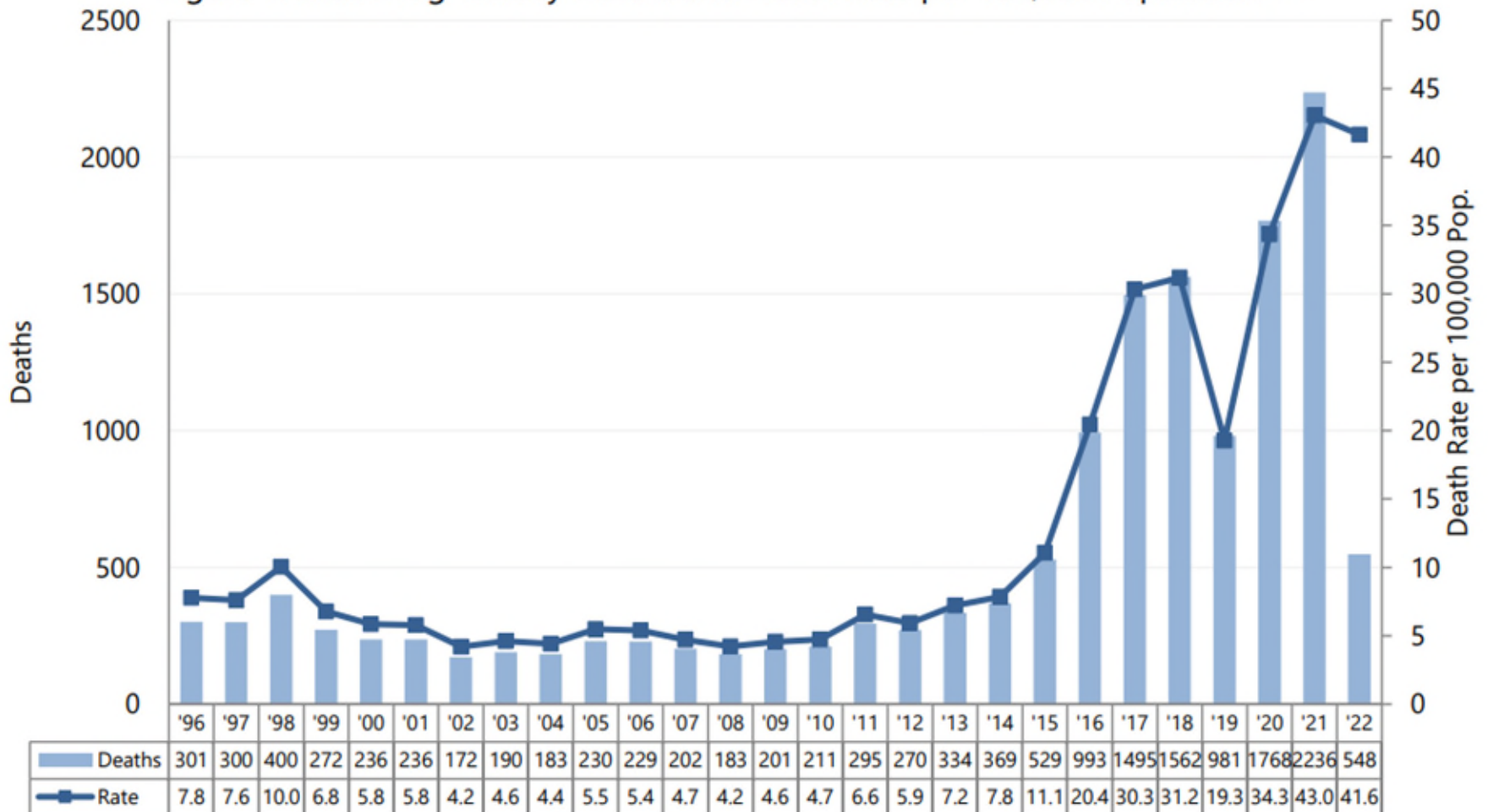
- Parksville area reported decreasing connection to family

Proportion of Population Reporting Decrease Connection with Family by Geography and Time

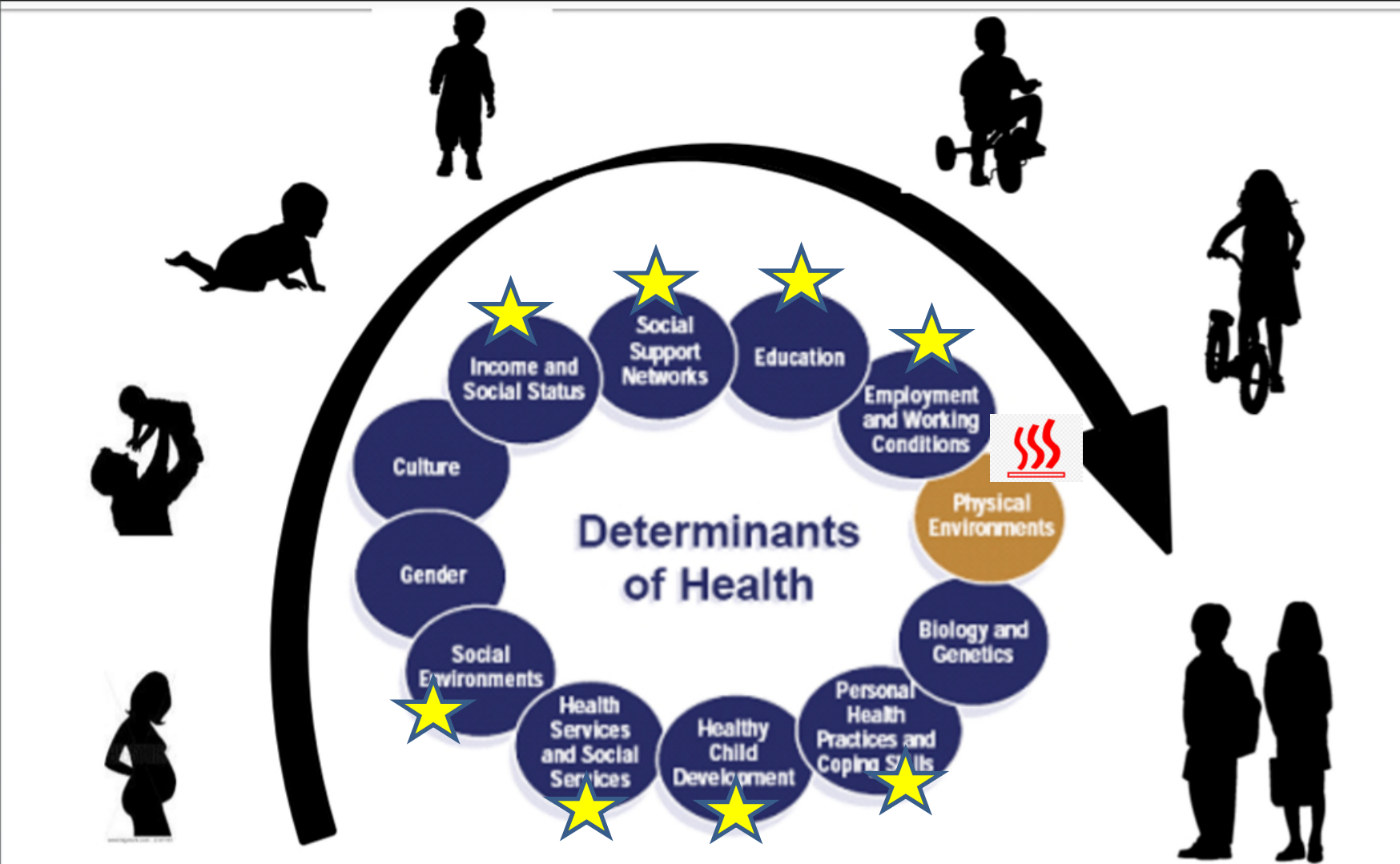


Men Ages 30-59 in Private Residences

Figure 1: Illicit Drug Toxicity Deaths and Death Rate per 100,000 Population [3,5]



The Pandemic Response Has Influenced Factors across all Ages and Determinants of Health



Physical Health and Wellness

- Concerns for own health and health of family members
- Avoiding their family physician or find it difficult to access their family physician.
- Decreasing their physical activity and sleeping less





Mental Health

- Increasing their alcohol intake
- Sense of loss of control and helplessness
- Preoccupation with COVID
- High levels of stress
- Avoiding, or having difficulty accessing, counseling
- Men increased their cannabis intake

Social and emotional wellbeing

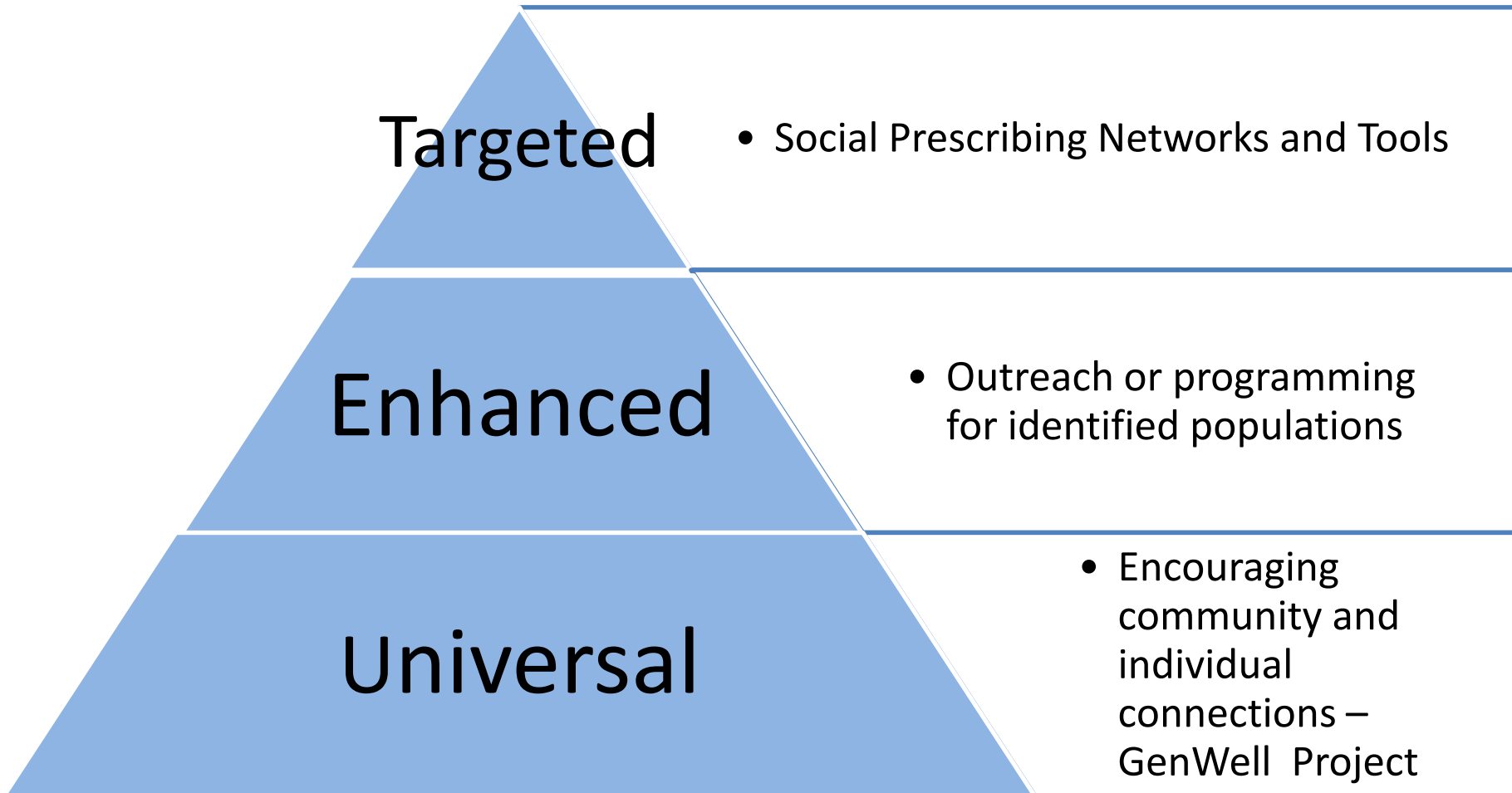
- Greater loss of connection with friends and family
- Increased gender based violence
- Increased stress and anxiety
- Many report a greater sense of connection to community
- Some women report connecting more with friends



COVID Community Recovery Ideas

- Don't waste a good crisis
- Plan for a 'just recovery'
- Take a learning approach to adapt to the changes
- Engage community in dialogue
- Support and mobilize citizen action
- Re-imagine and diversify how we communicate
- Build on shifting worldviews
- Take a strengths based, human centred approach
- Embrace collective impact over competition
- Consider citizen role in future emergencies

Rx for Healthy Connections



Targeted

- Social Prescribing Networks and Tools

Enhanced

- Outreach or programming for identified populations

Universal

- Encouraging community and individual connections – GenWell Project



Social prescribing enables **primary care professionals** to refer people to a range of local, non-clinical services to support their health and wellbeing more holistically.

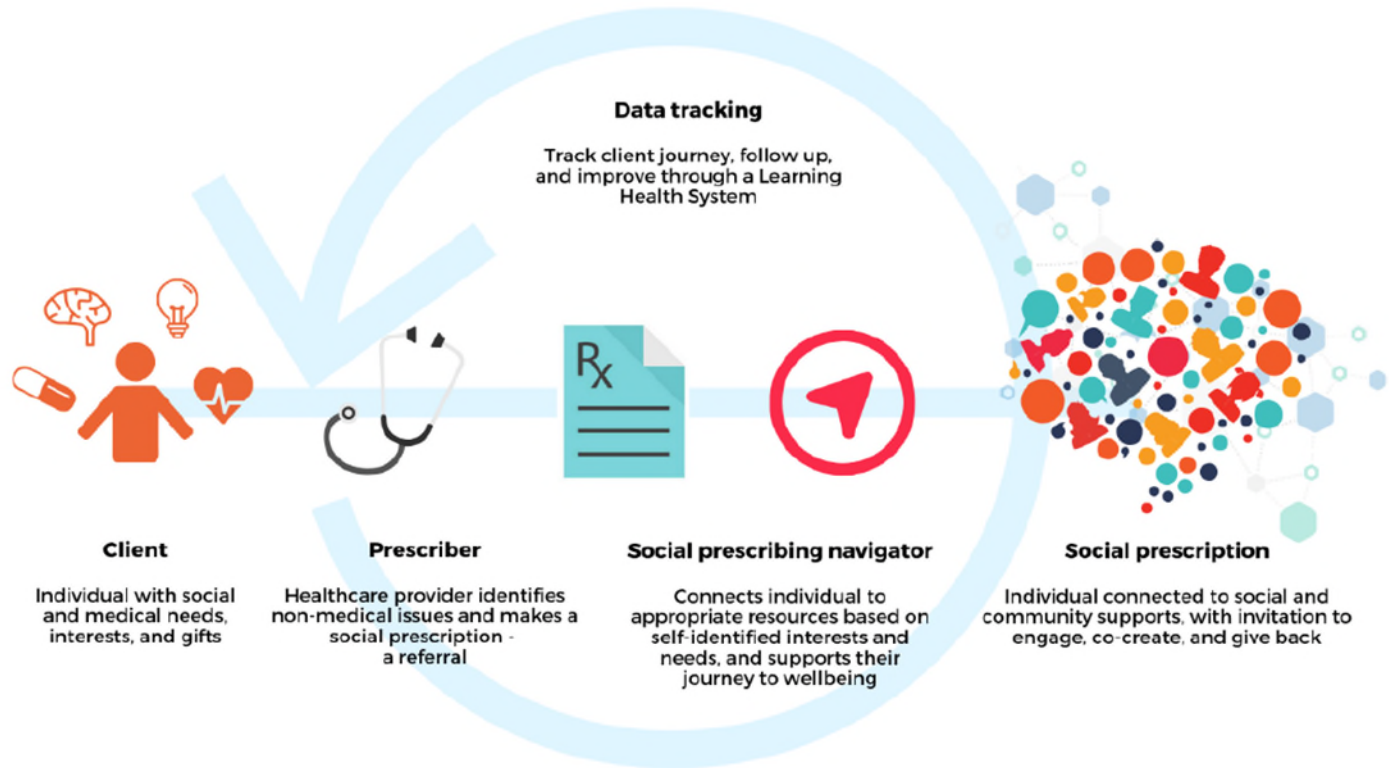
In an ideal system, people could self-refer, relieving professionals of the need to be the source of referral.

Social Prescribing



- Supports social, emotional, practical needs
- Improve mental health and physical well-being
- Leads to positive health outcomes and reduces primary care visits and healthcare spending
- Provides real time data to guide public health interventions and community planning of services and programs

Implementation



Social Prescribing in Ontario Final Report. March 2020. https://cdn.ymaws.com/aohc.site-ym.com/resource/group/e0802d2e-298a-4d86-8af5-21156f9c057f/rxcommunity_final_report_mar.pdf

Physical and emotional health & wellbeing	Cost effectiveness & sustainability	Builds up local community	Behaviour Change	Capacity to build up the VCSE	Social determinants of ill-health
Improves resilience	Prevention	Increases awareness of what is available	Lifestyle	More volunteering	Better employability
Self-confidence	Reduction in frequent primary care use	Stronger links between VCSE & HCP bodies	Sustained change	Volunteer graduates running schemes	Reduced isolation
Self-esteem	Savings across the care pathway	Community resilience	Ability to self-care	Addressing unmet needs of patients	Social welfare law advice
Improves modifiable lifestyle factors	Reduced prescribing of medicines	Nature community assets	Autonomy	Enhance social infrastructure	Reach marginalised groups
Improves mental health			Activation		Increase skills
Improves quality of life			Motivation		
			Learning new skills		

Figure 1. Outcomes described from social prescribing stakeholders (Social Prescribing Conference Report, 2016²⁰)

Key Messages

- The Pandemic has impacted the social determinants of health universally across all ages and most especially youth and young adults
- The co-occurring emergency of toxic drug poisonings continues. Youth mental health reserves are low. At risk youth are subject to the greatest harms related to the drug poisoning crisis.
- Local responses to the extreme heat emergency and ongoing concerns for drought impacts on the island are significant concerns to be addressed urgently. These emergencies also impact mental health for all.
- Local community leaders play significant planning roles in their community, in collaboration with other partners, to support the health and wellness of their community

Questions?



Dr. Sandra Allison MD MPH CCFP FCFP FRCPC
Sandra.allison@islandhealth.ca

A person in a dark jacket stands on a rocky shore, looking out at the ocean during a sunset. The sun is low on the horizon, casting a bright orange glow across the sky and reflecting on the water. The sky is filled with dark, dramatic clouds. The foreground consists of dark, jagged rocks. The overall mood is contemplative and serene.

**Kwalikum Secondary
School's NOIE
Transition Team**

We are honoured to be present on the Qualicum First Nations territory, and we recognize that we are in a district that is on the shared territory of the Qualicum and Snaw-Naw-As First Peoples.





**I come to you humbly not to tell you what
to do on your journey but to share with
you what I have learned on mine.**

Wab Kinew

KSS's Journey of BEING, BELONGING, AND BECOMING...2021-2022

Inquiry Question:

How does KSS as a learning community create opportunities for equity that foster a sense of belonging for all?

Focus: Grade 8 & 9 Belonging & Community

Grade 10-12 Grade and Grad Transitions

As an educator, can you think of two people that believe you are making a difference? What do these wonderful people do to let you know you are making a difference? How does this impact your practice?

“Personally, I know that my team lifts me up each day. We celebrate our successes, and help each other through our challenges. We reach each barrier knowing that together we will work our way through and come out on the other side knowing better and doing better together. Without my people, or, my ‘cookie people’ like Monique Gray Smith says, I would be lost and overwhelmed. I wouldn’t be the educator that I am, or be in the position that I am in, without the support of my colleagues, NOIE partners, or students - my team. Everyday, I offer gratitude to these compassionate, understanding individuals who invite me to be authentic and keep the learners at the center of this learning and work.” BC NOIE Team Member



“

“Everyday I see teachers and students conversing in the hallways - saying good morning or asking about life events. These are individuals that are no longer involved through a class, but human beings who have made a connection. This shows the kindness that exists in our school. Kindness lifts me up and challenges me to make those connections with all my students.” BC NOIE Team Member



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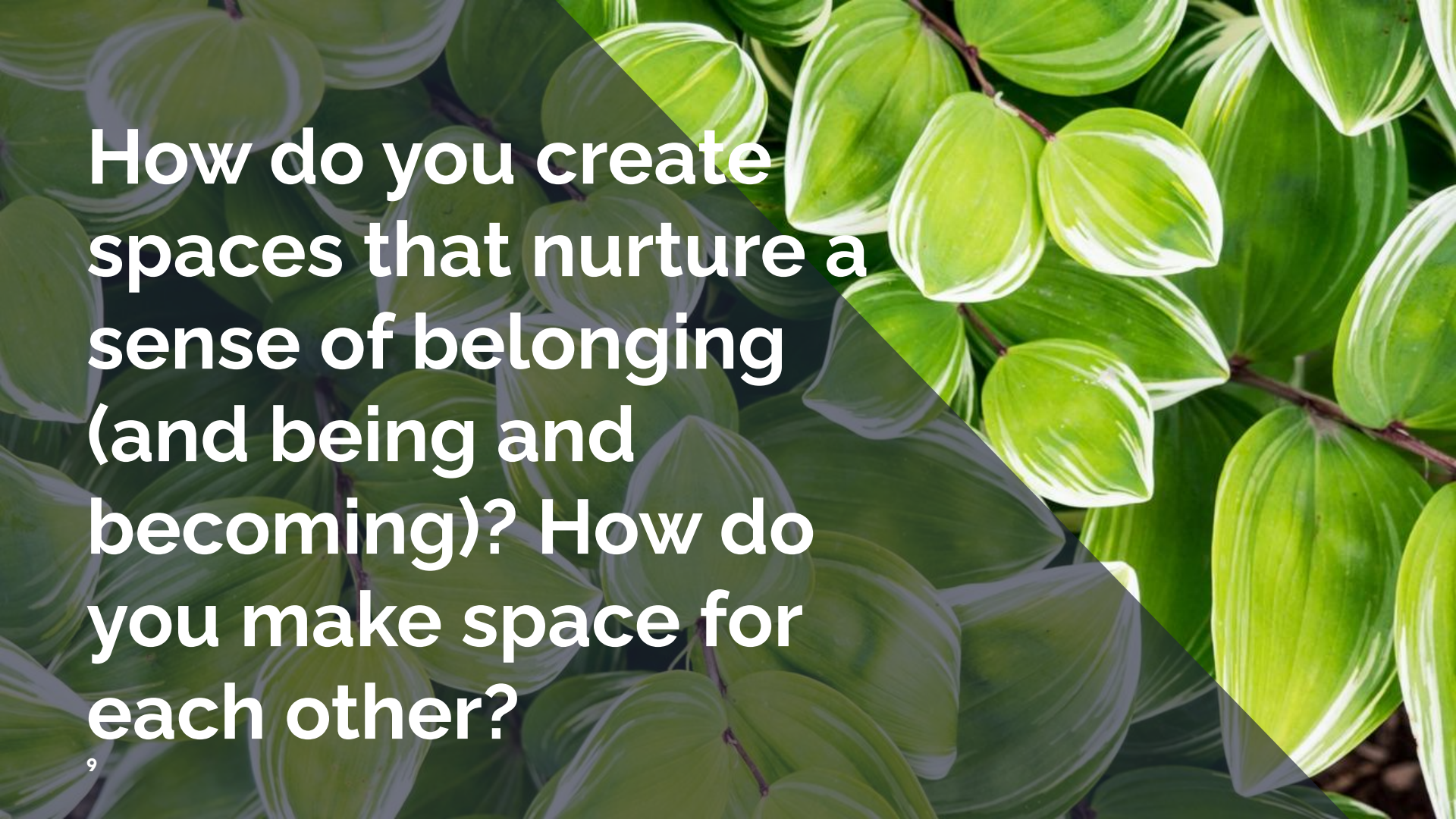
“Yes, I can think of two people that believe that I am making a difference. The first student that I am thinking of tells me that he believes that he wouldn’t have been able to graduate without my support. The second student shows me that I am making a difference by the increase in her engagement after being scheduled a block each day to work with me. When I feel like the work that I do with students and the time that I spend getting to know them and their family on a deeper level makes a difference to their overall confidence and success it makes me want to connect with more students and spend time learning their stories and interests.” NOIE Team Member



“I had a student recently write in a personal reflection assignment that "because of this class I have a better chance of making it in life"; similar things have been said by other students that they appreciate that I am trying my best to prepare them for "adulthood". I have also had parents express that they hope I can be their child's teacher again next year.

It's validating and affirming when students and parents share positive affirmations that I am making a difference for the students. While general feedback like this doesn't impact my classroom decision making directly, these positive messages help "fill my bucket" and help build my resilience for when I find teaching more challenging.”

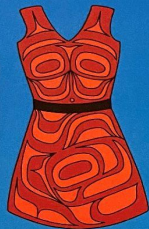
NOIIE Team Member



How do you create spaces that nurture a sense of belonging (and being and becoming)? How do you make space for each other?

Join Us

Lil' Red Dress



Project



Beading Circle

Wednesdays at
lunch
Room 261





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Bring the
children home




ANY MAN VOICE WHO SAYS
"IT'S NOT THE JOB OF US"




All students learning about moon cycles


Moon of the Sandhill Crane




This moon sees the migration of the sandhill cranes.





Sap is running in the devil's club.




Li'mus



Wild currant bushes and salmon berries begin to flower.



Skunk Cabbage emerges from the earth.



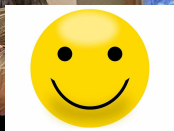
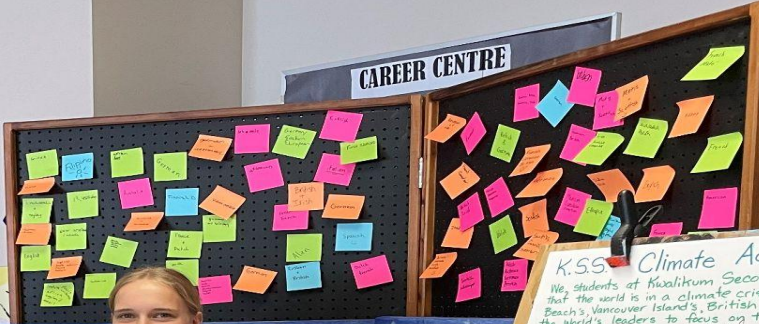
Exploration of identity -
FPPL
Pop-up Booths focused
on Social Justice and
Equity.



EXIT

career
Dual Credit
Work Experi

CAREER CENTRE



K.S.S. Climate Action Petition:
We, students at Qualicum Secondary School recognize
that the world is in a climate crisis and we urge Qualicum
Beach, Vancouver Island, British Columbia, Canada's and
the World's leaders to focus on this crisis at this time.

maya Salland
The Record
Selam
CRYSTAL BURGESS
Pyint
Julia
Jeany Shalony
Enka Pothier
Zezzy
Shay
Tegan Haldie
Gale Regan
Ashley
Avalon Carey





FIRST
PEOPLES

PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of Indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires application of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



Hi, my name is Khloe and I'm a German Shepherd dog



I love to go to
Denman Island
where I hop from
log to log



Then I came upon a
Root, standing oh, so
tall

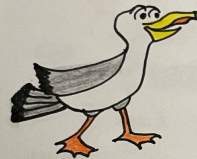


I knew that he had
memories, too many
to recall

The trees, the moss, the creeks, the
ferns are all beautiful, just like a

Park
But best of all he'll watch the
stars with my family after
Dark

Oh, the **Noise!** Khloe
could not believe it and the
sun was barely up.
The seagulls screeched,



the raven
Cawed.

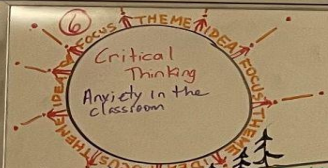


and a bull
frog gave
a **Gulp.**





What should our Inquiry/Theme/Topic be for Large Group Collaboration in April/May 2022?



① Our Initial Thoughts - A Brainstorm - Begin + Develop Ideas:
 Clear chain of how we deal with discipline issues
 - Balanced points of view (not one sided)

Passionate Visitors would have more impact.
 - Whole school gathering (Assembly when possible)

OUR ACTION PLAN:
 IDEAS = Progress

Top down support from The Board
 - Option 1: group of interested ppl to talk
 - Consistent Messaging

Consider a 'Best Action Plan' here.

② Potential - NEXT STEPS: RESOURCES = MOVING TOWARD NEW LEARNING
 - put a policy in writing
 - Critical Thinking skills!
 - History - what does it mean?
 - who still wears sweatshirts w/ waves Confederate flags?
 - Think about what you say, the implications, and how it affects those around you.

Single block sessions might be better

Kids not Parents speaking up/engaging

③ Possible Barriers or Challenges.

* Develop consistent standards

↳ less policing for teachers, more conversations + connecting.



Clothing Improvement + Behavioral Issues decrease ✓

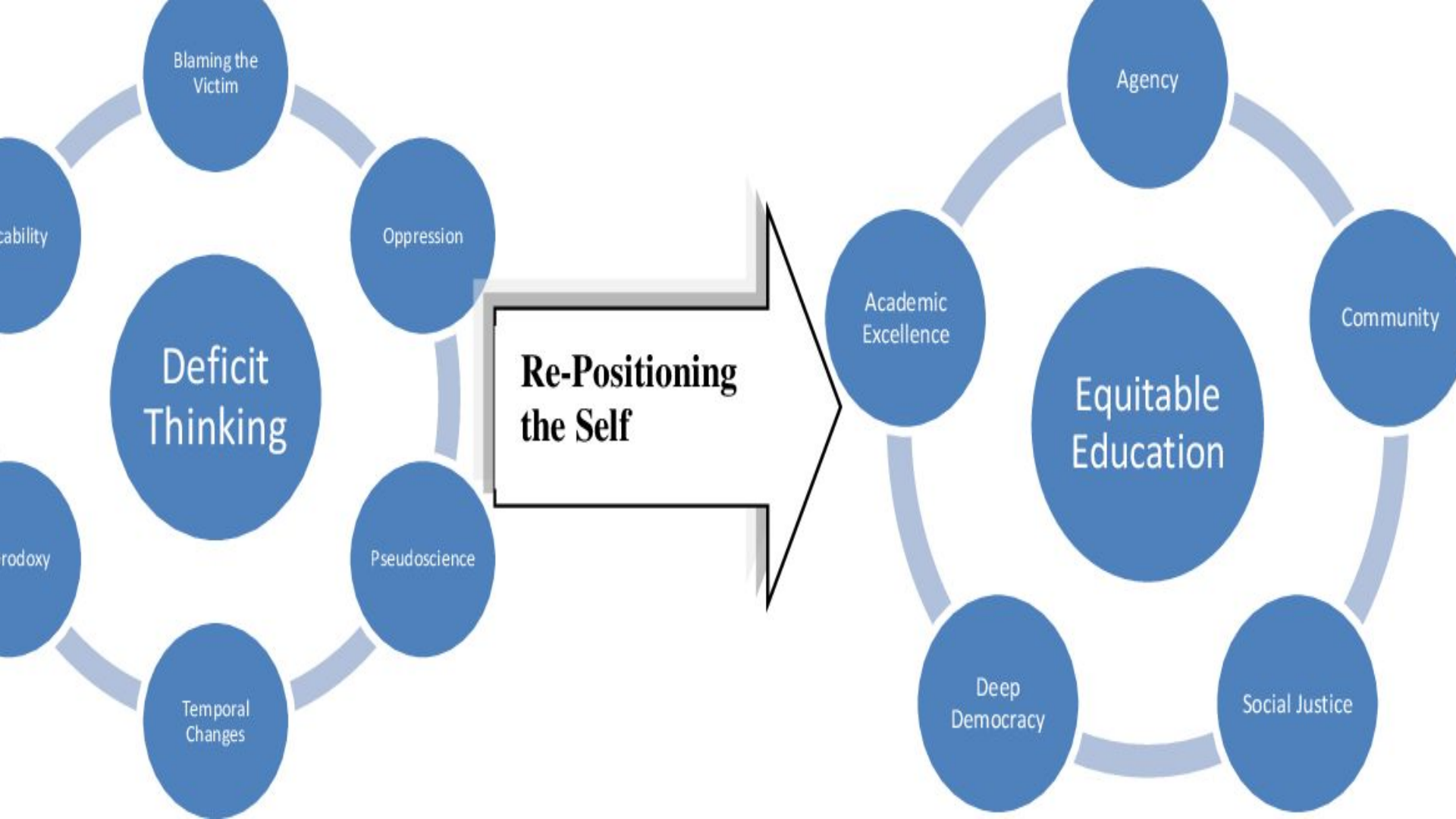
WHEEL OF POWER/PRIVILEGE



Recognizing Privilege and Bias - Calling "in" the conversations with staff and students.

Adapted from ccrweb.ca

@sylvriaduckworth



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**TRANSFORMING
SPACES FOR EQUITY...**
Qualicum School
District 69 is part of
an Equity Scan, and
our KSS team has
been a part of this
process.

“

Are we teaching our kids about
the “culture that is ingrained in
us?”

Are we “challenging the
unwritten rules?” Trent Derreck



**Equity Scan Goal:
How do we support
Indigenous Learners to
know their culture?**



Through the Equity Scan we saw patterns at KSS - three areas to focus on:

- 1. Systemic and Structural**
- 2. Non-Indigenous Learning**
- 3. The heart of the work - the Indigenous learners.**

Systemic and Structural:


- UDL/Collaboration/Curriculum

Non-Indigenous Learning:

- Focusing on Anti-Racism and recognizing privilege & bias/Increasing Indigenous Awareness/Co-conspirator learning and work

Indigenous Learners

- Interviews/Connections/Building Cultural Awareness/Connection to community

A scenic landscape featuring a calm body of water in the foreground, a large dark rock formation in the middle ground, and a range of mountains in the background under a cloudy sky. A dark, diagonal shape cuts across the image from the top-left corner towards the bottom-right, creating a split effect. The text is overlaid on the lighter, upper-right portion of the image.

We need to create a culture that builds confidence and CAPACITY in our learners to call “in” the hard conversations. We need to encourage them to EXPLORE their identities and recognize opportunities for GROWTH. We need to hear their responses and lead them to opportunities promoting EQUITY and INCLUSION.




In other words, we need to create environments that are inclusive and honour both identity and story. We need to create the spaces for our learners to have the conversations and build relationship with each other through collaboration and celebration of diversity.

The background features a dark blue geometric shape, possibly a triangle or a large letter 'A', pointing downwards. The background is filled with numerous small, dark silhouettes of birds in flight, scattered across the frame. At the top center, there are two white quotation marks.

“

**“Nothing in the Universe ever grew from
the outside in”**

(Wagamese, 2016, p. 22).

A person in a dark jacket and shorts stands on dark, wet rocks at the edge of the ocean. The sun is setting on the horizon, creating a bright orange glow and a long, shimmering reflection on the water. The sky is filled with dark, dramatic clouds, some catching the light of the setting sun. The overall mood is contemplative and serene. A diagonal dark blue overlay is present on the left side of the image.

**Hay cep qa,
Team KSS**