

NOTICE OF MEETING

Vancouver School Board
Secretary-Treasurer's Office
September 23, 2020

Student Learning and Well-Being:

Jennifer Reddy
Barb Parrott
Carmen Cho
Janet Fraser

Suzanne Hoffman, Superintendent of Schools
J. David Green, Secretary Treasurer

Notice of Meeting

A Meeting of the **Student Learning and Well-Being** will be held on Teams Live Broadcast on **Wednesday, September 23, 2020 at 5:00 PM.**

Other Trustees:	Fraser Ballantyne Lois Chan-Pedley Estrellita Gonzalez	Oliver Hanson Allan Wong
Student Trustee-Elect:	Ricky Huang	
District Management		
Staff:	Chris Allen Carmen Batista Deena Buckley Pedro da Silva Aaron Davis Rosie Finch John Dawson Mette Hamaguchi Joann Horsley-Holwill Michele Kelly Adrian Keough	Jody Langlois Patricia MacNeil Jim Meschino David Nelson Collette O'Reilly Alison Ogden Lorelei Russell Rob Schindel Shehzad Somji Chris Stanger Richard Zerbe
Reps:	Treena Goolieff, VSTA Joanne Sutherland, VESTA Damian Wilmann, VASSA Rose Mackenzie, VEPVPA Audrey Van Alstyne, PASA Karen Tsang, DPAC Debbie Mohabir, CUPE 15 Harjit Khangura, IUOE Neil Munro, Trades Brent Boyd, CUPE 407	Alt. Alyssa Reid, VSTA (Alt.) Danielle Durant, VESTA David Nicks, VASSA Mark Cormack, VEPVPA (Alt. 1) Shannon Burton, VEPVPA (Alt. 2) Krista Sigurdson, DPAC (Alt. 1) Sandra Bell, DPAC (Alt. 2) Tim DeVivo, IUOE
Others:	Secretary-Treasurer's Office District Parents Bithia Chung Lynda Bonvillain Communications	Ed. Centre Engineers Rentals Maisie Louie Kathie Currie, CUPE 15

COMMITTEE MEETING

STUDENT LEARNING & WELL-BEING COMMITTEE

Wednesday, September 23, 2020, 5:00 pm

Teams Live Broadcast and Room 114

AGENDA

The meeting is being held on the traditional unceded territory of the Musqueam, Squamish and Tsleil-Waututh Nations. The meeting is being live-streamed and the audio and visual recording will also be available to the public for viewing after the meeting. The footage of the meeting may be viewed inside and outside of Canada.

Meeting Decorum:

The Board has a strong commitment to ethical conduct. This includes the responsibility of committee members to conduct themselves with appropriate decorum and professionalism. As Chair of the Committee it is my responsibility to see that decorum is maintained. To do that I ask that:

- i. All members/delegates request to speak through the chair;
- ii. Civility towards others is maintained as stakeholder representatives and Trustees share perspectives and participate in debate;
- iii. Staff be able to submit objective reports without influence or pressure as their work is acknowledged and appreciated;
- iv. Committee members refrain from personal inflammatory/accusatory language/action;
- v. Committee Members, Trustees, representatives and /staff present themselves in a professional and courteous manner.

Please see reverse for the Purpose/Function and Power and Duties of this Committee.

1. Information Items

1.1 COVID-19 Update: Wellness & Mental Health

Presenters

Suzanne Hoffman, Superintendent of Schools
Alison Ogden, Director of Instruction
Janis Myers, District Principal, SEL Program Support

2. Discussion Items

3. Items for Approval

4. Information Item Requests

5. Date and Time of Next Meeting

Wednesday, November 18th, 5:00 pm

Student Learning and Well-Being Committee

3.1 Purpose/Function:

- 3.1.1 To review student learning and well-being indicators, and where warranted provide recommendations to the Board.

3.2 Powers and Duties:

- 3.2.1 Strategic Planning and Reporting: Annually review the Strategic Planning Accountability Report acknowledging accomplishments and if deemed appropriate recommend revisions to the plan.
- 3.2.2 Annually review the Student Learning Accountability Report, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 3.2.3 Annually review the Student Well-being Accountability Report, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 3.2.4 Annually review the Indigenous Education Enhancement Agreement, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 3.2.5 Review and make recommendations to the Board regarding proposed Board Authority Authorized Courses.
- 3.2.6 Student Learning or Student Well-Being Matters Referred to the Committee by the Board:
 - 3.2.6.1 Review matters referred and make recommendations as requested.
- 3.2.7 Review and make recommendations regarding the implementation and cessation of District programs and approve changes in fees for those programs that charge fees.
- 3.2.8 Review and make recommendations to the Board in regard to:
 - 3.2.8.1 the District calendar and
 - 3.2.8.2 Local school calendar proposals.



Memorandum

vancouver school board



Date: September 18, 2020

ITEM 1.1

TO: Student Learning and Well-Being Committee

FROM: Alison Ogden, Director of Instruction
Janis Myers, District Principal, Learning Services

RE: **September Restart – Mental Health and Well-Being**

Reference to Strategic Plan:

Create a culture of care and shared social responsibility

Encourage and enhance practices that support cultural, emotional, physical, and mental well-being

INTRODUCTION:

The District approached the September restart based on the premise that in order to “rebuild thriving schools, we need to prioritize safe, supportive, culturally sustaining, and equitable learning environments that promote the social and emotional competencies of both students and adults” (CASEL, 2020).

Shane Safir has been working with the District’s team of administrators and recently said, “We cannot traumatize people by jumping into business as usual as schools reopen. We MUST create space for healing, reflection, and metabolizing the pain of the moment we are in. Set the task list aside and create space for affinity groups, deep listening, and restorative practices”.

BACKGROUND:

To those ends, two professional development sessions specifically targeting mental health and well-being were organized to launch a series for educators:

- September 4 - A Conversation with Dr. Kim Schonert-Reichl and Chas Desjarlais - Building Compassionate Communities in a New Normal and Why This Is Important
- September 10 - Holly Vivier and Paula Foran - Compassion (trauma informed practice), Connection (Social Emotional Learning), and Care for self and others (mental health) – An overview

Three weekly follow-up sessions are scheduled:

- September 17 - Compassion
- September 24 – Connection
- October 1 – Care for Self and Others

Designing opportunities where adults can connect and build their capacity to support students is even more critical during these very disrupted times. Other professional development sessions targeting mental health and well-being for staff and students are being planned for the coming year.

Additionally, at the beginning of this school year, several other professional development sessions for educators were organized to support our restart of school following the CASEL premise that in order to support overall well-being, we must address safety, culturally sustaining practices and equitable learning environments.

- August 26 - Shane Safir and Suzanne Hoffman – A conversation about deeper learning from the lens of equity
- August 27 – Beth Applewhite, James Morton, and Kenneth Headley – Navigating racism, bias, microaggressions and privilege in schools and their greater communities.
- September 3 - Elka Walsh – Building a Hybrid Classroom – How to use technology to connect with our students and with each other to support learning (it starts with personal connection, trust and well-being)

The learning services team is providing direct training and resources in various areas of mental health, including several programs, lesson plans and information to address social emotional learning and well-being. The counsellors in the District, in both elementary and secondary schools, continue to support students in many areas of social emotional learning and mental well-being. Throughout the COVID-19 pandemic, District staff have proactively reached out to students identified as vulnerable through counsellors, Indigenous support workers and youth and family workers. Through the District's partnership with Child Youth Mental Health (CYMH); students have also been connected to their virtual service.

School teams work collaboratively with parents and community partners to ensure the success of all students. Staff will continue to work with outside agencies to ensure vulnerable students are connected to the necessary supports, services, and resources.

With the partial resumption of in-class instruction in BC in June, the District provided several resources for educators to assist them with students who may have experienced a range of emotions such as uncertainty about being back in school. This included workshops and resources which included a variety of calming and wellness strategies to help students who may have a variety of feelings and emotions when they were back in their classrooms, as well as recognizing how students were feeling, to spot signs of anxiety and to offer ways to help support students. More information on these supports can be found at: [Supporting the social-emotional well-being of students with the partial return to in-class instruction](#)

A number of counsellors are also being trained in the Ministry of Education's Everyday Anxiety Strategies for Educators (EASE) resources, that are evidence-informed anxiety prevention and resilience-building resources for use with students in grades K-7.

Furthermore, the District also recently partnered with Child Youth Mental Health (CYMH), a division of Vancouver Coastal Health (VCH), to launch a Mental Wellness Initiative. The initiative includes:

- Training teachers on strategies to use in the classroom to promote and maintain mental well-being
- Training principals and vice-principals on strategies to promote good mental health
- Dedicating Mental Wellness Champions for each school to provide additional support
- Providing mental health toolkits to elementary schools

- Sharing recommended materials online so they are readily accessible

PLAN MOVING FORWARD

Learning Services staff will continue to work to support educators with resources and strategies that promote social and emotional well-being and will meet with various stakeholder groups to explore what targeted supports should be prioritized in the coming year.

CONCLUSION:

Staff have a vital role in creating a safe physical and emotional environment in schools, so that all students can succeed. Support from Learning Services plays a critical role in ensuring schools and educators have the resources, support, and guidance needed to carry out these actions.

RECOMMENDATION(S):

This report is provided for information.

STUDENT LEARNING WELL-BEING COMMITTEE

The meeting will start shortly

September 23, 2020

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Live-streamed

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Committee Roll Call

- Please all unmute
- Once your name is called please confirm your presence and mute yourself

ITEM 1.1

COVID-19 Update: Wellness & Mental Health

Suzanne Hoffman, Superintendent of Schools

September Restart - Mental Health and Well-Being

Student Learning and Well-Being Committee September 23rd, 2020

- Alison Ogden, Director of Instruction
- Janis Myers, District Principal, Learning Services

Why is mental health and well-being important right now?



We cannot traumatize people by jumping into business-as-usual as schools reopen. We **MUST** create space for healing, reflection, & metabolizing the pain of the moment we are in. Set the task list aside and create space for affinity groups, deep listening, and restorative practices.

Shane Safir

Mental Health and Well-Being

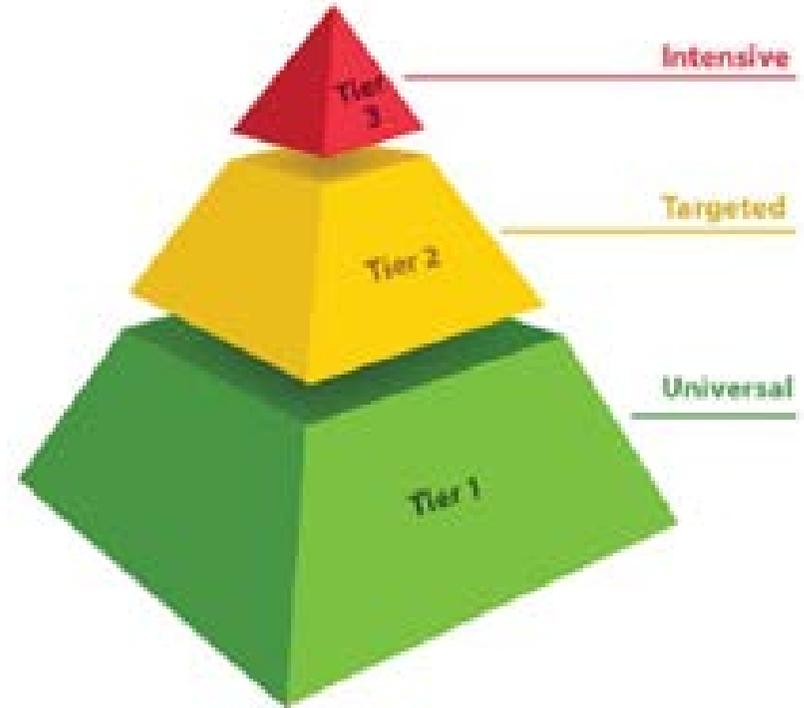
- Schools are the ideal environment to learn about and practice positive mental health. This means thriving in areas of physical, mental, emotional and social well-being.
- Vancouver schools have supportive foundational practices that utilize evidence based social emotional learning and mental health literacy programs that promote culturally safe wellness, prevention and early intervention practice.

Social Emotional Learning

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to :

- understand and manage emotions
- set and achieve positive goals
- feel and show empathy for others
- establish and maintain positive relationships
- make responsible decisions

- **Tier 1:** Universal, all students. Every classroom, policy and procedures, preventative and proactive.
- **Tier 2:** Group interventions. Small subset of students, high efficiency, rapid response, reactive.
- **Tier 3:** Individual intervention. Smaller set of students based on academic and behavioral assessments. Higher intensity, longer duration.



Community Partners and Outside Agencies

- Vancouver Coastal Health
- Child and Youth Mental Health
- Ministry for Children and Family Development
- Vancouver Aboriginal Child and Family Services Society
- Crisis Center
- YMCA

Mental Health Initiative

- Mental Health Toolkits for all elementary schools
- More than 40 school counsellors were trained to use the mental health toolkits
- These counsellors service all 90 elementary schools in the District

Professional Development Opportunities

A Conversation about Deeper Learning from the Lens of Equity

Shane Safir and Suzanne Hoffman, August 26

Navigating Racism, Bias, Microaggressions and Privilege in Schools and their Greater Communities

Beth Applewhite, James Morton and Kenneth Headley, August 27

Building Compassionate Communities in a New Normal and Why This Is Important

Dr. Kim Schonert-Reichl and Chas Desjarlais, September 4

Professional Development Opportunities

Building a Hybrid Classroom – How to use Technology to Connect with our Students and with Each Other to Support Learning

Elka Walsh, September 3

Compassion, Connection and Care for Self and Others – An Overview

Holly Vivier and Paula Foran, September 10

Compassion (Trauma-informed practice) - September 17

Connection (Social Emotional Learning) - September 24

Care for Self and Others (Mental Health) - October 1

Social Emotional Learning – An Overview

Holly Vivier, September 25

QUESTIONS?

ITEM 1.1

COVID-19 Update: Wellness & Mental Health

Information Item Request

Date and Time of Next Meeting

Wednesday, November 18, 2020 at 5:00 pm

Thank you for your time,

The End

