



EDUCATION COMMITTEE OF THE WHOLE AGENDA

Wednesday, November 24, 2021, 4:00 P.M.

IMC Facility

Behind the School Board Office

Pages

1. Call to Order

Trustee Pierre will deliver a traditional welcome to the territory of the Okanagan (Syilx) First People.

2. Adoption of Agenda

MOTION:

That the agenda be approved.

3. Presentations

3.1. Mental Health in Schools Strategy

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Director of Instruction - Inclusive Education, Shaune Gowe, will present a brief overview of the how Ministry grants are funding District initiatives to support the mental health and well-being of students and staff in our school communities.

3.2. Early Learning and Early Literacy Helping Teacher

3

Kelsey Allison will provide a brief overview on the role of the Early Learning and Early Literacy Helping Teacher position.

3.3. Communicating the Roles of both the Learning Recovery Teacher and the Indigenous Learning Recovery Teacher in SD67

4

Rachel Peters, Learning Impact Support Teacher and Bonny Lynn Donovan, Indigenous Learning Recovery Teacher will present information about the two new District Learning Recovery Teacher positions.

4. Information Items

5. Action Items

6. Question Period

7. Adjournment



School District No. 67 (Okanagan Skaha)

Office of the Secretary-Treasurer/CFO

BRIEFING NOTE

TO: Board of Education **DATE:** November 24, 2021

FROM: Shaune Gowe, Director of Instruction – Inclusive Education

RE: **Mental Health in Schools Strategy for 2021-22**

Purpose

The purpose of the upcoming presentation is to provide the Board of Education with a brief overview of targeted initiatives that are occurring across the District to support the mental health and well-being of students and staff in our school communities.

Background

The Ministry of Education has provided the District with a grant in the amount of \$122,845 to address and mitigate the mental health impacts of COVID-19 by supporting mental health promotion and capacity building of both staff and students. This grant is a combination of the one-time COVID-19 Recovery Plan grant as well as the Early Actions Initiative funding.

This funding is designed to support our District's work on the Ministry's [Mental Health in Schools Strategy](#) by building capacity of staff and students in three key areas:

- Social Emotional Learning (SEL) – a set of specific skills that helps individuals set goals, manage behaviour, build relationships and process and remember information
- Trauma Informed Practice – promotes inclusive and compassionate learning environments; understanding coping strategies; supporting independence; and addressing students' needs to minimize additional stress or trauma
- and Mental Health Literacy – the knowledge and understanding of how to develop and maintain mental well-being; identify risk factors and signs of mental health challenges; access help when needed; and reduce stigma around the topic of mental health.

The District has also been fortunate to receive a one-time ERASE School Mentorship grant of \$21,000 which will be used to promote substance use awareness and counselling.

Supports that have been put into place through these three grants for the 2021/22 school year include:

- .304 FTE of district SEL teacher time
- 10 hours a week of youth worker support for middle schools
- Support for teacher training for Mind Up and EASE
- Support for School Wellness Leads in each school
- Substance Use counsellor for middle and high schools
- Implementation of UBC's Middle Years Development Instrument (MDI)

Recommendation

It is recommended that the Board of Education of School District No.67 receive this briefing note for information.

Respectfully submitted,

Shaune Gowe
Director of Instruction – Inclusive Education



SCHOOL DISTRICT NO.67
OKANAGAN SKAHA

MEMO/ BRIEF

TO: SD67 Board of Education
FROM: Kelsey Allison
SUBJECT: Communicating Early Literacy and
Early Learning

DATE: Wednesday November, 24 2021

PURPOSE

The purpose of the upcoming presentation is to provide the Board of Education with brief overview on the role of the Early Learning and Early Literacy Helping Teacher.

BACKGROUND

The role of the Early Learning and Early Literacy Helping Teacher has been on and off in our district the past few years, this year we are fortunate to have 0.4 FTE for this position. The goal of Early Literacy and Early Learning is to support educators in our district and community, build a sense of connection and share what current research supports for children in our learning environments.

In this role there is in class support, planning and running training sessions and presentations, providing resources and connecting educators who would work well in collaboration.

Sincerely,

Kelsey Allison

School District No. 67

MEMO/BRIEF

TO: SD 67 Board of Education

Date: November 19, 2021

FROM: Ms. Rachel Peters, Learning Impact Support Teacher

Ms. Bonny Lynn Donovan, Indigenous Learning Recovery Teacher

SUBJECT: Communicating the roles of both the Learning Recovery Teacher and the Indigenous Learning Recovery Teacher in SD67

PURPOSE

The purpose of the upcoming presentation is to provide the Board of Education with information about the two new District Learning Recovery Teacher positions.

BACKGROUND

In response to the unprecedented events of the Covid-19 pandemic and the learning disruption of K-12 students, SD 67 created two new district helping teacher roles. The purpose of these support positions is to examine current research and identify learning trends across the district as it relates to the residual impact of learning during the pandemic. Following these trends, each teacher collaborates with school based teams to identify and facilitate support for students who are transitioning back to school and who are at-risk of not performing at grade level.

Our objective is to identify students who are not yet performing at their current grade level and determine what, if any, supports are already in place or explore ulterior options that may be successful. On occasion, one-to-one support and intervention becomes a priority for chronic non-attendees and students who have exhausted the current support systems.

Sincerely,

Rachel and Bonny Lynn