

### Public Notice – Board of Education Online Public Meeting

A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on May 3, 2022 at 6:00 pm.**

**Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.**

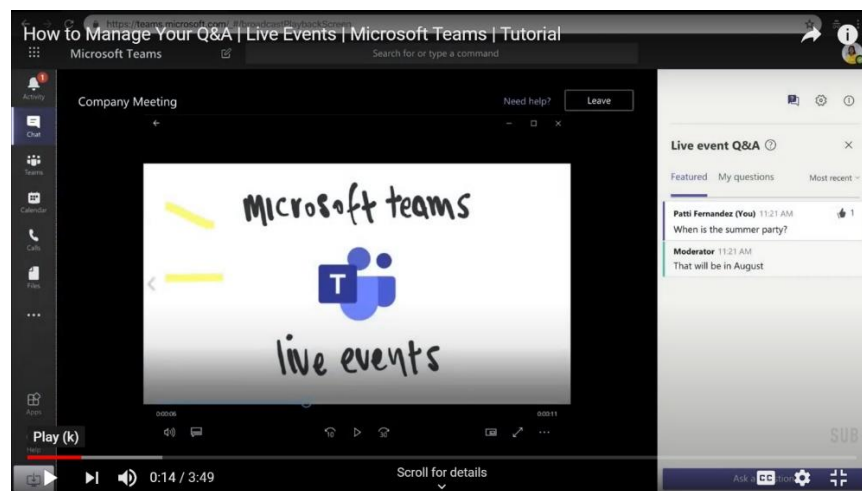
Furthermore, the meeting will be livestreamed via MS teams, to encourage more public participation.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-May-3-2022>

To guide you, the following is information on how to join a live event in MS Teams.

<https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84>

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
  - Select the **Q&A** function on the right side of the screen.
  - When asking a question using the Q&A function, please identify yourself. **Anonymous questions will not be responded to.**
    - A reminder for Stakeholder groups to use the **Q&A** function.
  - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.



If you have questions regarding the meeting and how to access it that aren't answered in the link above please email [info@sd62.bc.ca](mailto:info@sd62.bc.ca).



## EDUCATION-POLICY COMMITTEE

School Board Office  
Via MS Teams  
May 3, 2022 – 6:00 p.m.

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### A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**  
*We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.*
2. **Opening Remarks from Chair, Allison Watson**
3. **COMMITTEE REPORT** of April 5, 2022 Education Standing Committee meeting (attached) **Pg. 3**
4. **BAA COURSE PROPOSALS**  
There are no BAA course proposals for this meeting.
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
  - a. Draft Revised Policy and Regulations F-501 "Emergency Preparedness" – Stephanie Hedley-Smith **Pg. 5**
6. **NEW BUSINESS** (attached)
  - a. Middle School Philosophy – Stephanie Hedley-Smith **Pg. 55**
  - b. Presentation – Competency Based IEPs & Communicating Student Learning – Janine Brooks, Linda Lamers and Jennifer Poole **Pg. 65**
  - c. Presentation – Dogwood & Canadian Physicians for the Environment Presentation – Graham Tarling and Dr. Geoffrey Blair **Pg. 79**
  - d. Q3 Report – Strategic Plan – Scott Stinson **Pg. 87**
7. **FOR INFORMATION**
  - a. Research Project Approval – Dawn Wright – "Supporting Speech-to-Text and Text-to-Speech in the Inclusive Classroom in a Universal Design for Learning Format" **Pg. 102**
  - b. Research Project Approval – McKenna Simpson – "Teacher Motivation and Leadership in British Columbia Public School Sport Academies" **Pg. 105**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** June 7, 2022



**COMMITTEE REPORT OF THE  
EDUCATION-POLICY COMMITTEE via MS Teams  
April 5, 2022 – 6:00 p.m.**

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- Present: Ravi Parmar, Board Chair (Acting Committee Chair)  
Margot Swinburnson, Trustee (Committee Member)  
Dianna Seaton, Trustee (Committee Member)  
Christina Kempenaar, STA  
Lou Leslie, CUPE  
Sandra Arnold, SPEAC  
Georgette Walker, SPVPA  
Scott Stinson, Superintendent/CEO  
Paul Block, Associate Superintendent  
Stephanie Hedley-Smith, Associate Superintendent  
Dave Strange, Associate Superintendent
- Guests: Harold Cull, Randy Cobb, Vanessa White, Jamie Adair, Denise Wehner, Bryan Johnson
- Regrets: Allison Watson, Trustee (Committee Chair)

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**

*We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.*

2. **Opening Remarks from Acting Chair, Ravi Parmar**

Acting Chair, Ravi Parmar, welcomed everyone to the meeting and passed on regrets from Chair Watson. Mr. Parmar welcomed people back from the break with hopes that everyone had an enjoyable Spring break. The committee and guests were informed that today's meeting is hybrid with members and guests attending both in person and virtually through MS Teams.

3. **COMMITTEE REPORT** of March 1, 2022 Education Standing Committee meeting

The committee report for the March 1, 2022 Education-Standing Committee meeting was reviewed by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

5. **REVIEW OF POLICIES/REGULATIONS** (attached)

- a. Draft Revised Policy and Regulations F-100 "Transportation" – Harold Cull and Randy Cobb

Harold Cull presented on the draft revised policy and regulations and began with an overview of the proposed changes that had gone out through the Notice of Motion process. Based on feedback, the only change made to the proposal was to revert to the original policy language that supported out of catchment bussing to students attending programs of choice and academies.

In addition, an overview of several proposed operational changes was provided. Randy Cobb, Transportation Manager, also provided insight regarding the work being done to plan more efficient routes that may lead to cost savings. Discussion and questions followed.

### **Recommendation**

Given the required period for Notice of Motion for draft revised Policy and Regulations F-100 "Transportation" has been served, that the Board adopt the revised Policy and Regulations F-100 "Transportation".

### 6. **NEW BUSINESS** (attached)

- a. Presentation – VTRA Team - Safe & Healthy Schools – Vanessa White, Jamie Adair, Lou Leslie  
The Safe Schools team of SD62 presented on their work in the district. This included a review of each team member's roles and responsibilities. Discussion and questions followed.
- b. Presentation - Curriculum Transformation Operational Plan Update– Denise Wehner  
Denise Wehner provided an update on progress made in implementing the Curriculum Transformation Operational Plan Update. Discussion and questions followed.
- c. Presentation - Na'tsa'maht Enhancement Agreement Renewal – Bryan Johnson  
Bryan provided an update on the work ongoing to renew the Enhancement Agreement. An overview of the process was provided including timelines and events that are being offered in support of the process. Discussion and questions followed.

### 7. **FOR INFORMATION**

### 8. **FOR FUTURE MEETINGS**

### 9. **ADJOURNMENT AND NEXT MEETING DATE:** May 3, 2022



**Committee Info Note**  
**Education-Policy Committee Meeting**  
**May 3, 2022**  
**Agenda Item 5a: Emergency Preparedness Policy**  
**and Regulations F-501 - last reviewed 2013**

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**Purpose**

To review the Emergency Preparedness Policy and Regulations F-501 last revised March 26/13.

The policy advises school teams how to deal with sudden and unexpected occurrences. This policy is in line with the District's business continuity plan (BCP) that was worked on this year by Farzaan Nusserwanji and Harold Cull. The policy was updated to ensure that it is in line with current practices district and provincial. Boards of Education recognize that emergency preparedness is not limited to what is in the policy, but the procedures help to act as guidelines.

**Background**

The two-year pandemic, the heat wave, and the atmospheric river has required the Executive to attempt to be prepared for disasters that may impact schools directly and indirectly. It was during this last two years of disasters that the policy was carefully considered as to what needed to be changed, deleted and updated.

This policy was reviewed by Vanessa White from a CIRT perspective and the Hold and Secure section has been updated. It is also necessary to withdraw certain sections of the policy such as LOCKDOWN and HOLD and SECURE. They will be moved to Administration Procedures in order to ensure confidentiality. This is recommended by SAFER SCHOOLS. It is not advised to have information about school procedures that could be accessed by the public that may be used against a school.

This policy was also reviewed during the "reunification" process that Associate Superintendent Hedley-Smith initiated three years ago. The parent release form was updated to match the process and the provincial standards. This release form will need to be updated as the province continues to improve emergency procedures.

The policy was reviewed by Christine Merner from a Health and Safety standard. It was decided that due to the significant changes that would need to occur during a pandemic, the required section needed to be removed in order to remain current. This procedure will be updated continuously by the District JOHS committee to ensure that all practices are current.

The policy was reviewed from the perspective of the BCP (business continuity plan). The District now has a plan for continuing the business of education during and post disaster.

The policy had a number of links that are no longer available, and these links have been deleted. It is difficult to keep links updated in a policy.

Associate Superintendent Hedley-Smith has created, with the help of a teacher, a handbook for schools for Principals and Vice-Principals to ensure that they have the resources required to deal with emergency situations. These resources will be on-line and in a binder. This will ensure that all administrators have

access to appropriate information from the policy. Also, she has ensured that all schools have an emergency container and that each school has the necessary supplies. These will need to be refreshed and updated and this process is on-going.

In addition to updating the policy, she has created with teacher and administrator input, the Principal and Vice-Principal school emergency planning resource binder. The binder has checklists as well as an annual planning check list for schools and an updated Fire safety procedure. Also, posters are now in every classroom with simple pictures for emergency situations. All of these are in-line with the policy.

**Recommendation**

That the Board of Education give Notice of Motion to draft revised Policy and Regulations F-501 "Emergency Preparedness".

Respectfully submitted,

Stephanie Hedley-Smith  
Associate Superintendent

**School District #62 (Sooke)**

<b>EMERGENCY PREPAREDNESS</b>	No.: F-501
	Effective: Mar. 27/07 Revised: Mar. 26/13; Reviewed: Feb. 1/22; May 3/22

**SCHOOL BOARD POLICY**

An emergency is a sudden, unexpected occurrence requiring immediate action to stabilize a situation. Emergencies effecting school facilities and/or school transportation that may prevent use for an unspecified period of time may include **but not limited to**, the following:

- a) Fire
- B) Threats to School Occupants or Facilities (i.e. Bomb Threat)
- C) Hold and Secure & Lockdown  
Lockdown Drills
- D) School Bus Accident
- E) Severe Weather
- F) Earthquake  
Earthquake Guidelines for Bus Drivers
- G) Hazardous Spills, Accidents, or Explosions
- H) Abduction
- I) Incident on Field Trip
- J) Pandemic

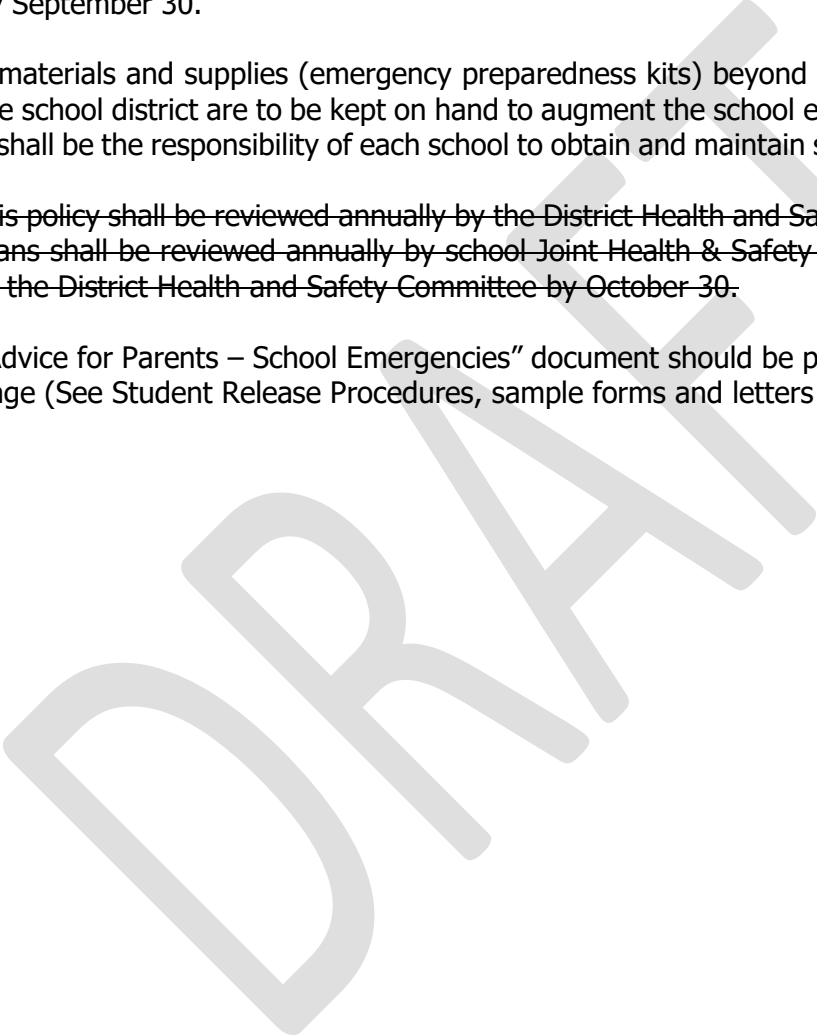
See also (Appendix A – Student Release Procedures)

The Board recognizes the importance of being prepared for various types of emergencies, both natural, **technological** and human, that could occur while school is in session. This necessitates the need to develop appropriate plans and procedures to deal with such emergencies at school facilities or involving school transport. To this end it is important that students, employees and parents be knowledgeable about the various emergency plans and procedures and to be prepared should such an emergency occur.

Direct responsibility for what may occur immediately following a response to a 911 call will lie with the Prime **First** Responders (such as the RCMP, fire department, **BC Ambulance Service**, Regional Emergency Operation Center, or VIHA Chief Medical Officer). The District’s first responsibility is to ensure the immediate safety of students and staff by activating the appropriate emergency plan.

To assist and expedite setup **an appropriate emergency response to any situation affecting the District**, the Board directs that emergency plans and procedures be developed, implemented and maintained for all school, district facilities and school buses, and that:

- a) all employees shall be made aware of the emergency plans and procedures to be followed at their work site, to ensure their safety and the safety of others.
- b) students and employees shall practice the emergency procedures implemented at their school or work site.
- c) parents shall be advised of the emergency procedures developed at their child(ren)'s school(s) by September 30.
- d) if materials and supplies (emergency preparedness kits) beyond those normally provided by the school district are to be kept on hand to augment the school emergency procedures, then it shall be the responsibility of each school to obtain and maintain such supplies in good order.
- e) ~~this policy shall be reviewed annually by the District Health and Safety Committee, and school plans shall be reviewed annually by school Joint Health & Safety Committees and submitted to the District Health and Safety Committee by October 30.~~
- f) "Advice for Parents – School Emergencies" document should be posted on each school's web page (See Student Release Procedures, sample forms and letters section).





**School District #62 (Sooke)**

<b>EMERGENCY PREPAREDNESS</b>	No.: F-501
	Effective: Mar. 27/07 Revised: Mar. 26/13; Reviewed: Feb. 1/22; May 3/22

**ADMINISTRATIVE REGULATIONS**

**1. Emergent**

- a) In the event of an emergency, employees are expected to remain at their worksite to ensure the safety and security of students under their care and/or the District’s care until otherwise directed by the school principal (or designate) or facilities supervisor; those employees who have a child(ren) in other schools should have arrangements in place for the care of their child(ren) by others until they can be released from their duties.
- b) Immediately after calling 911, the caller is to notify the school principal (or designate) who will notify the Superintendent of Schools (or designate).
- c) All emergencies impacting on the normal operation of a school facility or school bus transporting students are to be immediately reported to the Superintendent of Schools, indicating the nature and location of the emergency and people involved, including type and severity of possible injuries and if assistance of district staff is required.
- d) The Superintendent of Schools or designate(s) will:
  - i. provide appropriate direction regarding the specific emergency, from an emergency command centre located at the School Board Office or where required.
  - ii. liaise with local government agencies according to the type of emergency, including the R.C.M.P., local fire departments, hospital officials, Ministry of Children and Families, and others.
  - iii. as the emergency warrants, ensure prompt and accurate information is released to staff, parents and media, when appropriate, to stem isolated comments or opinions that might cause unnecessary anxiety concerning the particular incident. The official media contact will be the Superintendent (or designate).

**2. School/Site - Planning**

An Emergency Preparedness Plan is to be developed and maintained annually:

- a) The Principal shall be responsible for the administration and maintenance of an Emergency Preparedness Plan at the school.
- b) The Transportation Manager shall be responsible for the administration and maintenance of school bus Emergency Preparedness Plans.
- c) The Facilities Manager (or designate) shall be responsible for the administration and maintenance of district work sites, other than schools, and school bus Emergency Preparedness Plans.

- d) The Emergency Preparedness Plans for each school/site should be based on the District plan, adjusted according to the school/site needs, and must consider the following factors:
- i. method of immediate response in accordance with the nature of the event.
  - ii. method of evacuation, primary and secondary routes of egress (an emergency evacuation drawing shall be posted at the entrance/exit of each school district building and room, displaying the primary evacuation route to the outside assembly area).
  - iii. number of physically-challenged people requiring assistance to evacuate the facility/school bus including wheelchair-bound students, employee(s) and visitors.
  - iv. first aid treatment, including qualified first aid attendants and supplies, and procedures for getting school first aid kit(s) to evacuation area, if required.
  - v. personal care, including appropriate supervision, psychological counselling as required, arrangements to provide nourishment, alternate washroom facilities.
  - vi. time of day.
  - vii. potential for inclement weather conditions.
  - viii. potential school/site interior and exterior hazards, including:
    - natural gas and propane service lines and shut off valves,
    - storage of chemicals and flammable materials,
    - power lines, to building facilities,
    - water mains, septic systems to building,
    - location and height of interior storage, including size and materials stored,
    - location of combustible artwork displays and teaching materials that are attached to classroom and school hall walls (should not exceed 20% of the area of the wall).
  - ix. method of accounting for whereabouts of students, staff and visitors, including procedures for student release.
  - x. inventory of neighbourhood hazards, resources and temporary shelter sites.
  - xi. protocol for release of employees from their work responsibilities after an emergency occurs to attend personal affairs.
  - xii. emergency communication in the event of a power failure.
  - xiii. methods for contacting staff and parents/guardians.
- e) Principals (or designates)/supervisors are to ensure each employee under their direction is aware of the Emergency Preparedness Plans for each identified emergency that could affect their work and work site.
- f) The school "Emergency Preparedness Plan" should be easily identifiable and located in an office for access by all school employees, as well as any other location(s) deemed necessary, including classrooms, and a copy shall be kept in the Fire Safety Box for First Responders.
- g) An emergency evacuation drawing shall be posted at the entrance/exit of each school district building and room, displaying the primary evacuation route to the outside assembly/muster area.
- h) A sign-in book for all non-staff such as visitors, parents, guests etc. to be readily accessible at the main office. Proper signage posted at all entrances to remind all non-staff to sign-in/out when doing business in the schools and/or school grounds. Staff should be encouraged to wear/carry their School ID Card on their person at all times.

- i) Emergency drills are to be practiced on a regular basis for students and employees as follows:
- Schools:** a minimum of 6 fire (3 each semester), 1 earthquake, 1 Lockdown, 1 student release drill (may be held in combination with fire or earthquake drill, and can be planned for end of school day).
  - Facilities/Board Office:** a minimum of 1 fire, 1 earthquake.
  - Transportation:** a minimum of 1 bus evacuation (all drivers).
- A record of the date, time and comments for each drill will be kept at the school, site or by the bus supervisors.
- j) Parents of new students enrolling in a school during the school year shall be made aware of the school's Emergency Preparedness Plan as part of the enrollment material.

### **3. Roles and Responsibilities**

- a) School/Site Joint Occupation Health & Safety Committees:
- will review and **adjust** submit the school/site Emergency Preparedness Plans to the District Health & Safety Committee by October 30.
- b) ~~District Health and Safety Committee:~~
- ~~• will review and approve all site Emergency Preparedness Plans by Christmas each year, to ensure the readiness of the plans.~~
- c) Principal:
- is responsible for the administration and maintenance of the Emergency Preparedness Plan
  - will make parents/guardians aware of school's Emergency Preparedness Plan and procedures for parents/guardians to take in the event of an emergency at their child's (children's) school.
  - will ensure that all staff (including replacement staff) are provided with appropriate keys for their work areas, and will ensure the keys are returned when the staff member's assignment ends.
- d) School/Site Staff:

As part of an Emergency Preparedness Plan, the roles and responsibilities of all employees shall be defined and reviewed annually by the school/site Joint Health & Safety Committee. All staff will make themselves familiar with their responsibilities.

The following is a suggested list of these roles and responsibilities.

- i. A principal or supervisor is the "person in charge" of developing, implementing and coordinating the site emergency plan which includes assigning responsibilities for: the initial site sweep during any evacuation, first aid support, student assembly area, Parent Check In/Student Release Area and utilities, ensuring:
- establishing a command post.
  - monitoring evacuation of building(s).
  - receiving reports from evacuated staff, recording details, monitor evacuation or assigned tasks relating search and rescue, first aid, communications, utilities, assembly area(s) and student release station(s); maintain continued safety of

- students, staff and visitors; delegate any other tasks that may be required to be completed.
- ii. Initial site sweep (**only if safe to do so as per RDA**):
    - by assigning individuals to check for persons during evacuation to determine the building is clear.
  - iii. Site first-aid personnel - to develop procedures to:
    - store first aid equipment and supplies in marked, safe accessible areas at the site for use in an emergency.
    - establish a first aid reception area to treat the injured, including special needs students.
    - identify "medical alerts".
    - maintaining first aid reception area in a clean and organized state.
    - report the status of injured to principal (or designate)/supervisor as directed.
  - iv. Communications - to develop plans to:
    - provide communications to the principal (or designate) or supervisor to coordinate with prime responders, first aid station, student assembly area, Parent Check In/Student Release Area.
    - establish communications with the Superintendent of Schools to advise of the condition of students and staff, including any district staff, student support staff, maintenance/custodial staff and/or transportation staff that may be located at the school site; and condition of facility/bus.
    - communicate with the local community emergency operations centre of Provincial Emergency Plan, if circumstances so warrant.
  - v. Student Assembly Area - to develop plans to:
    - provide a safe assembly area away from known and/or potential hazards with clearly defined boundaries, (i.e. using marking tape and/or traffic cones, etc.), including other facilities within the community.
    - conduct a head count of all students.
    - provide personal care as required.
  - vi. Develop plans for student release.
  - vii. Site Utilities - to develop procedures to:
    - shut off natural gas/propane supply, electrical supply and water supply to school building, if possible, without exposing persons to greater risk of injury should the emergency require this action be taken, but ONLY if it is necessary to do so.

#### **4. After the Emergency - Review**

- a) The principal (or designate) or site coordinator will prepare a procedural "debrief" document which will:
  - i. Outline the incident or event.
  - ii. Note what worked, based on the Emergency Plan.
  - iii. Describe necessary change should a similar incident or event occur.
  - iv. Conclude with recommendations.
- b) To prepare this document, prime responders, students, employees and parents may be consulted by the writer.

- c) The debrief document will be forwarded to the Superintendent and the District Health and Safety Committee **Department.**

DRAFT

**School District #62 (Sooke)****EMERGENCY PREPAREDNESS**

No.: F-501

Effective: Mar. 27/07

Revised: Mar. 26/13

**~~ADMINISTRATIVE PROCEDURES F-501~~****EMERGENCY PREPAREDNESS PROCEDURES****a) Fire**

1. As the possibility of a fire occurring at a school facility is real, appropriate procedures must be established for the safety of all students and staff, as well as the recognition of potential fire hazards.
2. Fire practice drills shall be held three times each fall term (September to December) and three each spring term (January to June) at schools and annually at the School Board Office, including Maintenance and Transportation facilities. A record of the date, time and comments for each drill will be kept in the Fire Safety Plan box.
3. The emergency fire safety plan will be updated annually and will:
  - a) include a school floor and site plan, showing the locations of:
    - all fire emergency pull stations.
    - all firefighting equipment.
    - fire alarm panel.
    - mechanical and furnace/boiler room(s).
    - fire evacuation routes to outside and assembly area.
    - fire department connection to building sprinkler system.
    - fire hydrant(s) located on or near school.
    - location of gas and power shut offs.
  - b) provide a list of physically-challenged and/or wheelchair-bound students and staff indicating their whereabouts during the school work day and the need for assistance to evacuate these people (with advice from the local fire department).
  - c) provide a list and location of hazardous materials that might be harmful to students, staff and/or fire department personnel, should they become involved with a fire.
4. When a fire is found or suspected:
  - a) activate the facility fire alarm before making any attempt to extinguish the fire, **if trained.**
  - b) ensure all occupants are able to evacuate the building immediately to a safe assembly area.
  - c) attempt to confirm the location of the fire in the facility, to advise the responding fire department.

d) telephone 911, advising the operator of:

- name of school.
- location/address of school.
- nature of fire, if known.
- whereabouts of school/building occupants.

e) upon hearing a fire alarm, teachers should:

- ensure all classroom activities stop, (gas and equipment ,where applicable, are shut off).
- ascertain if safe to exit classroom via designated evacuation route, (if classroom door closed, before opening determine if door is excessively hot; if so, do not open).
- if able to exit classroom as planned, direct students to walk in a quiet and orderly manner along evacuation route to designated assembly area.
- when exiting, attempt to close classroom windows, if possible.
- allow students to take clothing immediately accessible to them when evacuating.
- ensure class list, which includes that day's attendance, is taken out and attendance is immediately taken at the assembly area.
- immediately report any missing students, staff and/or visitors to the Principal (or designate).
- if unable to exit the classroom, have students sit on floor against outside wall.
- if unable to exit via classroom door, open exterior window and evacuate if on ground floor or call for help if unable to evacuate through open window.

f) Principal (or designate) (or person in charge, i.e. Chief Fire Marshall) to check site property access:

- to determine if all students/staff, and visitors have safely exited the school building(s), informing fire department officials immediately upon their attendance of names and ages of unaccounted for students, staff, visitors and their possible location in the building including **a site specific plan to support any wheelchair bound students and staff to evacuate from the building**. ~~any wheelchair bound students waiting in secure areas of the school for assistance to be removed from the building.~~
- to ensure all entrances to school property are open and not blocked.
- to stand by and be of assistance to fire department officials as needed.

g) Visiting SD62 Staff /Contractors/ Other Visitors:

- must exit building and report to Principal (or designate)/Chief Fire Marshall

5. Physically-challenged individuals must be assisted by SD62 staff members to evacuate the building.
6. If it is determined the safest place for a physically-challenged student is in the classroom or at a refuge area, the Principal (or designate) (or person in charge) shall be immediately notified of the student's identity and location so emergency rescue personnel can remove the student safely.

7. Should it be impossible or unsafe to return to the school building due to the fire, dismissal procedures should be followed. If it is a time other than normal dismissal time, follow emergent student release procedures.
8. All media queries regarding a fire at a school district school or facility shall be handled through the office of the Superintendent of Schools, in consultation with the local fire department.

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## **b) Threats to School Occupants or Facilities (i.e. Bomb Threat)**

1. Threats to school may involve a bomb, chemical substance or any other material that can cause physical harm to the buildings' occupants and to school district facilities.
2. All threats will be taken seriously.
3. The details of a threatening call are to be recorded immediately including:
  - a) if possible, use telephone trace \*69 to identify source of the call
  - b) the date and time of the call,
  - c) the exact wording of the threat,
  - d) the time the threat will occur,
  - e) if a bomb, its location and appearance,
  - f) the name of the caller,
  - g) the age and gender of the caller,
  - h) any noticeable accent or identifying vocal characteristics,
  - i) background noise which might identify the location from where the call is originating.
4. Notify Principal/Supervisor as soon as possible who will, in turn, notify the District designate responsible for Violence Threat Risk Assessments.
5. If a written communication is found on a school district site or in a building. Notes on paper should be handled with care (by the edge) placing it in a folder as soon as possible so as to not disturb any physical characteristics of the note or any evidence that might be on the note. Notes written on walls etc. should be photographed and the surrounding area secured so that no one can tamper with it prior to police inspection.
6. When a threat to school occupants and/or school facility, including school grounds, is received, the school Principal (or designate) is to be immediately advised in a confidential manner.
7. A school Principal (or designate) will notify the local RCMP (911) first, and then the Superintendent of Schools.
8. In consultation with the RCMP, and Principal (or designate) shall decide whether to evacuate the school premises.
9. Evacuation should follow the same procedures as a fire drill, with students and staff exiting the building in an orderly manner and assembling in a designated area where attendance of students can be determined. (Ensure class lists with day's attendance are taken out with class, as well as staff list.)
10. If the threat received indicates a "bomb", the use of school "walkie-talkie" radios is to be curtailed immediately until it is determined the threat is false or the bomb's mechanism does not include a radio frequency transmitter.
11. School staff noting any objects that seemed out of place or looked suspicious should not disturb the item(s) but report their location immediately to the RCMP or principal (or designate) present.
12. A school that has been evacuated and a search results in no threat being present, the students and staff shall return to the school at the direction of the Principal (or designate) after consulting with the attending RCMP.

13. All media queries regarding incidents of this nature are to be handled by the RCMP, in consultation with the Superintendent of Schools.

### **e) Hold and Secure & Lockdown**

A violent incident or threat may include armed or physically abusive intruders, students possessing weapons, gang or group assaults, hate-motivated violence, or any other type of occurrence where the "act or threat of violence" is or may interfere with the safety and security of students and staff and the normal operation of a school.

Violent Incidents/Threats at school district sites will be dealt with by either initiating Hold and Secure or Lockdown procedures, and may be initiated by the Principal (or designate), person in charge, or the police (RCMP).

**Hold and Secure** is a procedure that prevents unauthorized persons from entering the school and is commonly used when the threat, i.e. contamination, weapons or weather, is threatening the general community. This procedure allows school activities to continue as normal during the outside disruption and until the threat is cleared.

1. Hold and Secure signal is given via PA speakers (or other method determined by site emergency plan); "This is a Hold and Secure, this is a Hold and Secure, this is a Hold and Secure." (repeat 3 times).
2. Office staff will call 911 (unless emergency services personnel were the ones to initiate the Hold and Secure procedures) and then call or email the School Board Office to notify Superintendent (or designate). Notification regarding Hold and Secure should also be posted on school website and social media site(s).
3. Staff/Students go directly to their respective classrooms. Have students who are outside immediately return to school building by bell tone or bullhorn signal. Students with a spare block are to report to the nearest classroom or staffroom or office.
4. Principals/vice principals and/or assigned staff check that all exterior doors and entrances are locked and secure. Non-enrolling teachers/staff go to nearest classroom or staffroom or office.
5. Teachers/Staff secure classrooms:
  - Lock the door,
  - Take and submit attendance,
  - Record any additional staff/students that are in the room.

Each room is unique, so do the best you can. The primary concerns are remaining in the building, locking doors and taking attendance.

6. The principal (or designate) will announce the nature of the Hold and Secure so that everyone knows what is happening. Updates may come over the PA or by other prearranged method. Teachers can inform students of situation updates.
7. Depending on the outside threat, teachers may have students do quiet seatwork and use discretion regarding bathroom breaks and classroom movement.

- ~~8. Monitor main entrance and allow only AUTHORIZED personnel into building through this point. It may be necessary to restrict people from leaving. This is the job of the office staff and VPs.~~
- ~~9. "All Clear" will be announced 3 times after threat has been resolved.~~

### **Examples of Hold and Secure situations:**

- Police incident nearby (search warrants, K9 track, high risk arrests nearby)
- Serious car accidents nearby
- Bear on school property
- Downed trees/power lines/residential gas leak/house fire

NOTE: **Hold and Secure** may move to **Lockdown** should threat become active inside the school.

### **Communication:**

- The Superintendent (or designate) will be responsible for communication with the community via various media.
  - Information pertaining to the reason for the Hold and Secure will be updated to the school website. The District will also post updates on the District website.
  - The principal (or designate) will inform teachers of the nature of the Hold and Secure.
  - The principal (or designate) or the teachers will inform students of the reason for the Hold and Secure.
- \* It is important to remember that while many of these Hold and Secure situations will be brief in nature and will not affect most classroom activities, there are cases where there may be a lengthy disruption of regular activities.
- \* In a situation where there are injuries, the status and location of the individuals should be made known to the Principal and all attempts should be made to provide first aid.

**Lockdown** is a procedure used when there is an immediate threat to the school, i.e. school intruders. Lockdown minimizes the intruders' access to the school and secures staff and students in rooms. As part of this procedure, everyone must remain in the room until the situation has been declared safe by an authorized person, i.e. principal or police personnel. It is intended to limit access and hazards by controlling and managing staff and students in order to increase safety and reduce possible victimization.

Should a threat be identified, the individual who identifies the threat should contact the principal or vice-principal who will determine if Lockdown procedures should be initiated. Based on an immediate threat to school safety, school officials or local law enforcement agencies may call a Lockdown.

1. Lockdown signal is given by PA speakers (or other method determined by site emergency plan); **"This is a Lockdown, this is a Lockdown, this is a Lockdown."** (repeat 3 times).
2. Office staff call 911—remain on the line with the Police. The caller will be required to provide updated information to police to assist in their response.
3. Contact the Superintendent's office as soon as safely possible. This will be done by a Vice Principal or designated office staff member.
4. All persons report to the **nearest securable** classroom immediately. If you see the threat and can get out of the building—do it!
5. Teachers/staff **check hallways for students**. Once students are in the classroom:
  - **Lock doors,**
  - Turn out lights,
  - Instruct students to be **quiet,**
  - **REMAIN CALM,**
  - Move students **out of line of sight** of doors and windows,
  - Pull interior window shades—only if applicable,
  - Encourage students not to talk or use cell phones,
  - **DO NOT CONTACT THE OFFICE,**
  - **DO NOT LEAVE THE CLASSROOM UNTIL DIRECTED TO DO SO BY ADMINISTRATION OR POLICE PERSONNEL,**
  - The Principal or Vice Principal will contact you to determine if you are missing any students from your class or if there are extra students.

Each room is unique, so do the best you can. The primary concerns are locking doors, keeping quiet and remaining out of sight.

**\* IF TEACHERS AND STUDENTS ARE IN OTHER AREAS OF THE SCHOOL \***

School emergency plans should include directions for students/staff members who may not be in a classroom at time a Lockdown is called, and could include:

Gyms, counselling offices, library, cafeteria, supply room, staff room—if room has a door that locks, remain in the room and lock the door, otherwise move to nearest classroom.

Shop or cooking class—Shut down all equipment and follow Lockdown protocol.

Washrooms—Go to nearest classroom.

~~Outside Classes—Teachers should gather students and proceed to a predetermined safe zone away from the school. Stay in place until emergency personnel arrive.~~

~~Office—Outside office doors are to be locked. Office secretaries, principal and vice principal are to remain in main office.~~

~~**If safe to do so**, the principal or vice principal will designate an office staff member to go out front and liaise with arriving emergency personnel.~~

~~An office secretary will be designated to:~~

- ~~• Receive other students to the main office.~~
- ~~• Supervise students/visitors in main office.~~
- ~~• Lock office doors.~~

~~6. Teachers/Staff are not allowed to open doors for ANYONE under ANY circumstances. **You don't know who the threat is or how many there are.**~~

~~7. Teachers/Staff take attendance and record staff/students that are in the room, missing and extra students from the hall and await further instructions, if possible.~~

~~8. If safe, a representative from the office staff will move to the front entrance of the school to liaise with responding emergency personnel. It will be their job to give detailed information regarding school layout. They will have radio contact with either a vice principal or principal.~~

~~9. All activities cease. Ignore Fire alarms and automated time bells, unless there is FIRST hand knowledge of fire.~~

~~10. Students/Staff outside building must evacuate to a predetermined, off-campus location. Rally point may change under direction of police.~~

~~**"All Clear"** will be announced 3 times after threat has been resolved.~~

~~A principal or vice principal will then begin calling individual rooms, checking on classroom Lockdown status and student/staff attendance— if possible given the circumstances of the situation.~~

~~\* In a situation where there are injuries, the status and location of the individuals should be made known to the Principal and all attempts should be made to get first aid.~~

~~A Lockdown or Hold and Secure may occur on any day and at any time, including the beginning or the end of the school day. A Lockdown may last for several hours.~~

## How to Run Lockdown Drills

**\*\* NOTE FOR DRILL PURPOSES** — LOCKDOWN delegates will circle school

- ~~The words **LOCKDOWN DRILL** will be used instead of **LOCKDOWN**.~~
- ~~Admin and police (if available) will check washrooms, gym, staff room, classrooms and library doors.~~
- ~~Admin and police (if available) will check to ensure hallways are clear.~~
- ~~Admin and police (if available) will return to office area with report.~~
- ~~The **ALL CLEAR** will be given and classes will resume.~~
- ~~A follow-up email or announcement will be given on the success of the drill.~~

### d) School Bus Accidents

1. In the event of a school bus accident or fire:
  - a) drivers are to take appropriate action to evacuate students from the bus to a safe and secure area.
  - b) drivers are to report the accident, via radio if possible, to Dispatch or the Transportation Manager or another bus driver, and will make the appropriate notes in the bus "Accident Investigation Report" book.
  - c) The recipient (Dispatch, Transportation Manager, or other bus driver) shall immediately contact emergency services (police, fire, ambulance – 911) and will notify the Superintendent of Schools of the details of the incident.
  - d) the Transportation Manager or designate will arrange for alternate transportation for students and will advise the affected school Principal (or designate) of the accident.
  - e) the Transportation Manager will obtain a list of students eligible to be on the bus at the time of the accident; and, with the school Principal (or designate) or school representative, determine which students were on the bus at the time of the accident. They will record the names of students transferred to the hospital and those students en route to or from school. The Supervisor shall then communicate this information to the Superintendent of Schools.
2. Should the accident cause injury to students and/or the bus driver, the Superintendent of Schools will appoint a school district representative(s) to attend at the hospital(s) to ascertain the extent of injuries and to assist hospital officials as may be required.
3. The Superintendent of Schools will delegate an employee to contact a parent of each student involved in the bus accident, to advise of the accident and the student's condition, and present whereabouts. (Persons making contact with parents should not discuss causes of the accident or give opinions.)
4. Students will be given the opportunity to speak with a district or school counsellor(s) concerning the accident.
5. All media queries are to be directed to the Superintendent of Schools.

### **e) Severe Weather (including flooding)**

1. If a severe storm does occur in this area during non-school hours, the Superintendent of Schools, upon receiving appropriate information, will determine the need for school closure.
2. If a violent storm occurs during school hours, students and staff should remain in the school building away from exterior windows and walls, ensuring classroom windows are closed.
3. The Superintendent of Schools is to be advised immediately if evacuation of a school is necessary (with details of the incident).
4. If evacuation of the school building is required, standard evacuation procedures are to be followed. *[See section a) Fire]*
5. Should it be necessary to dismiss students from school or an evacuation site, student release procedures should be implemented. *[See Appendix A]*

### **f) Earthquake**

Earthquakes happen with no warning; therefore, life-protecting actions must be taken at the first indication of ground shaking. Even in the most severe earthquakes, buildings rarely collapse completely. Injury and even death are most often caused by the shattering and falling of non-structural elements, such as window glass, ceiling plaster, lighting fixtures, chimneys, roof tiles, and signs. There will be no time to think what to do; therefore, of all earthquake preparedness measures, EARTHQUAKE DRILLS ARE THE MOST IMPORTANT.

#### **PRIOR TO AN EARTHQUAKE**

##### Earthquake Plan

Each school/site must prepare, and review annually, an earthquake plan that includes;

- standard procedures (see below).
- identification of specific areas of concern at the site (propane tanks, gas lines, power lines, trees, shops, kitchens, etc.).
- responsibilities of staff members.
- evacuation routes and muster area(s).
- plans for moving to an alternate site (including location of alternative sites and method of transportation).
- method(s) for communicating at the site, with school board office and parents.
- student release procedures.

##### Earthquake Drills

Earthquake drills must be conducted at least once a year at all school district schools and sites. Staff is encouraged to coordinate the school drill with the annual BC ShakeOut drill.

School drills should be preceded by classroom discussions. These should be about the need for and purpose of drills. The noises of building movement, windows breaking, and objects falling, that accompany an earthquake, can cause emotional stress and panic. Students should be prepared for this by classroom discussion.

Drills are most effective if they simulate emergencies such as jammed doors, and blocked hallways and stairways. Simulation exercises should occur outdoors as well as inside the school.

Drills must include "Drop, Cover, Hold" procedures and should include evacuation and muster procedures (like fire drills).

Thought should be given to any changes in procedures required if an earthquake should occur at times other than during class time, i.e. recess, exam week, during an assembly, at the beginning or end of the day.

### Emergency Kits

Since it may be necessary to "shelter in place" for an unspecified amount of time, it is suggested that schools put together earthquake kits.

School emergency kits (preferably stored in outdoor kiosk) must include:

- Copy of your emergency plan.
- Current staff list including emergency contact info (may be kept in school office).
- Current whole school student list with emergency contact info (may be kept in school office).
- First aid kit.

### **Please see Appendix B for a list of other supplies that could be included.**

- ~~AM/FM Radio—wind up or battery powered (and extra batteries).~~
- ~~Dust Masks (enough for all staff & students).~~
- ~~Water (6 litres per person if possible).~~
- ~~Cups.~~
- ~~Food that won't spoil (i.e. "Mayday Emergency Rations").~~
- ~~Paper towel.~~
- ~~Waterproof matches.~~
- ~~Flashlights—wind up or battery powered (and extra batteries).~~
- ~~Plastic garbage bags.~~
- ~~Emergency blankets/wool blankets.~~
- ~~Water purification drops.~~
- ~~Tarps and tents.~~
- ~~Shovels.~~
- ~~Gloves.~~
- ~~Safety goggles.~~
- ~~Hard hats.~~
- ~~Rope.~~
- ~~Survivor saw.~~
- ~~Axe.~~
- ~~Marking tape.~~
- ~~Temporary toilet.~~
- ~~Toilet paper.~~



Classroom emergency kits (in a waterproof container) could include:

- ~~Current class List with Contact/Release Information.~~
- ~~Paper.~~
- ~~Pen.~~
- ~~First aid kit.~~
- ~~Gloves plastic (non-latex).~~
- ~~After Bite.~~
- ~~Safety pins.~~
- ~~Toilet paper.~~
- ~~Wet wipes.~~
- Whistle.

## DURING AN EARTHQUAKE

When an earthquake or after-shock occurs, take cover immediately.

If you are indoors "DROP, COVER, HOLD ON, COUNT TO 60":

- **DROP** under desks or tables or other solid furniture.
- **COVER** your head and torso to prevent being hit by falling objects.
- **HOLD on** to the object you're under so that you remain covered. Be prepared to move with the object until the shaking has finished.
- **COUNT TO 60 before coming out of your safe spot to allow objects that may have shifted during the shaking to settle.**
- If you can't get under something strong, or if you are in a hallway, flatten yourself or crouch against an interior wall and protect your head and neck with your arms.
- Face away from windows or glass display cases.
- If you are in a wheelchair, lock the wheels and protect the back of your head and neck.
- Count out loud until all the shaking has stopped, then recount again to 60, as this allows time for items to finish falling and possibly the first after-shock to occur.
- 60 seconds after all shaking has stopped carefully check for injuries and dangerous objects around, such as broken glass before moving or standing up.
- In science labs and industrial ed. shops, extinguish all burners before taking cover (or as soon as possible).
- In science labs and industrial ed. shops stay away from hazardous chemicals that may spill.
- In library, move away from where books and bookshelves may fall and take cover.
- Do not use an elevator. If you are in an elevator during an earthquake, hit the button for every floor and get out as soon as you can.

Ground shaking during an earthquake is seldom the cause of injury. Most earthquake-related injuries and deaths are caused by collapsing walls and roofs, flying glass and falling objects. It is extremely important for a person to move as little as possible to reach the place of safety he or she has identified because most injuries occur when people try to move more than a short distance during the shaking.

If you are outdoors:

- Stay outside.
- Go to an open area away from buildings, trees and power lines. The most dangerous place is near exterior walls.
- Stay at least 10 meters away from downed power lines to avoid injury.

If you are in a vehicle:

- The driver should pull over to a safe place and turn off the engine. It is important to keep the roads clear for rescue and emergency vehicles.
- Avoid bridges, overpasses, underpasses, buildings or anything that could collapse.
- Driver and passengers should stay in the vehicle. It is especially important not to exit the vehicle if downed power lines are across it.
- If in a bus, stay in your seat until the bus stops. Then, take cover in a protected place if possible. Otherwise, sit in a crouched position and protect your head from falling debris.
- Place a HELP sign in your window if you need assistance.
- Listen to the radio for instructions from emergency officials.

If you are near the coastline (in tsunami zone) during a strong earthquake:

- Evacuate to higher ground as soon as possible.
- Do not re-enter area until officials declare it safe.

**AFTER AN EARTHQUAKE**

Conditions after an earthquake vary considerably and judgment will be required.

All staff members are expected to remain at work to assist with students, until authorized by their Principal/Supervisor to leave. However, every effort will be made to help staff ascertain the status of their own family so that they can focus on the task at hand with an easier mind.

If no significant damage has occurred to the building it will not be necessary to evacuate, and Hold and Secure procedures should be followed while school and community officials determine the full extent of damages.

If little damage has occurred at the school/site, but damage has occurred elsewhere and roadways or communications have been disrupted, or if it is unsafe to exit the building due to conditions in the immediate area, it may be necessary to "shelter in place" for a period of time.

In cases of fire or gas leak evacuate immediately.

Where structural damage has occurred:

- staff and students will need to evacuate buildings, or parts of buildings. Be prepared to find alternate exit routes.
- evacuate SLOWLY and CAUTIOUSLY to be safe. Watch for debris hanging over exits.
- take earthquake kits with you if they are located in the building and can be reached on the way out.

- muster at predetermined area if safe to do so, otherwise another location will have to be chosen based on the circumstances.
- take attendance.
- do not re-enter building until it has been determined it is safe to do so (preferably by someone trained in rapid damage assessment).
- District staff will assist wheelchair bound individuals to evacuate.
- if you are unable to evacuate a damaged area, or you need assistance, hang the HELP sign in the window.
- After evacuating, the Principal or Supervisor, in consultation with the Superintendent and Emergency Rescue personnel, will need to determine if students (and staff) will be released from the site, or if they will be moved to an Emergency Social Services Reception center. In either case, standard release procedures will be followed [see section e) Severe Weather].

#### Things to keep in mind:

- Stay calm and help others if you are able.
- Be prepared for aftershocks. Stay away from brick walls and chimneys as they may be damaged or weakened and could collapse during aftershocks.
- If power has gone out, and it is safe to do so, turn off all lights and appliances to avoid fire danger when power is turned back on.
- Do not turn off utilities UNLESS they are damaged. Leaking gas will smell like rotten eggs. Once gas is turned off it may NOT be turned back on except by a licensed gas technician.
- Do not flush toilets if you suspect sewer or septic lines are broken.
- Use extreme caution with hazardous materials or spills. When in doubt leave the area.
- Only make phone calls if you require emergency services.
- Texting is the method of communication least likely to be affected, but use it sparingly to check on the safety of family members. Do not "chat".

#### The main priorities after an earthquake are:

- Immediate safety and first aid.
- Establishing communication at your site, within the school district, with emergency services and with families of students and staff.

## **Earthquake Guidelines for Bus Drivers**

### Minor Earthquakes

In minor earthquakes, stop and/or "take cover" procedures should be followed, and vehicles should be driven to a safe point and halted. If there is no reported damage to roads and structures, normal operations should resume if electrical service is operable and there are no fires, gas leaks, or visible, serious damage to buildings.

### Major Earthquakes

This plan is intended for implementation only in case of a major earthquake and/or where there is obvious damage to roads and structures. The basic emergency plan assumes that damage will be widespread, roads will be difficult or impossible to use, and buses will be rerouted to those schools that are still operating. In local emergencies such as chemical spills, follow the instructions from the Transportation Manager.

If a major earthquake occurs during non-school hours, employees should wait for instructions before coming to work. The instructions may be given by telephone contacts, radio over the Emergency Broadcast System, or broadcast on local TV stations.

### **Instructions for Drivers During an Earthquake**

1. If travelling, pull to the side of the road away from tall buildings, trees, tall signs, street lights and power lines, if possible.
2. Do not stop on or below freeway overpasses or bridges.
3. Monitor radio for instructions.
4. Keep students on the bus because they are safer there.
5. Students should be told to take cover by putting their heads down between their knees and remaining in their seats until an "all clear" is given.
6. When shaking stops, avoid areas of downed trees, buildings or power lines and park the vehicle safely.
7. Leave the door closed and go through the bus to check for student injuries.
8. Calm the students and render first aid if necessary.
9. Drive the students to the nearest Emergency Shelter. Contact the Transportation Manager to notify which Emergency Shelter you have taken your bus to so that parents can be notified.
10. If your vehicle is inoperable or the streets are damaged, keep your door closed. Radio dispatch and wait for assistance.

Drivers are to await further instructions from the District. Even though students may be badly frightened, they must not be allowed to leave without adequate adult supervision. The driver should carry the bus roster personally to keep track of students and report injuries during the emergency and to report the name and identification of any parent, certified employee or police official relieving him/her of the responsibility for bus passengers.

## **g) Hazardous Material Spills, Accidents or Explosions**

1. When a hazardous material (toxic chemicals, flammable and/or explosive substances) accident, spill, or explosion occurs at a school facility or site, involving school-controlled materials, report the circumstances immediately to the principal (or designate) (or site supervisor) who should determine:
  - a) need for assistance from district maintenance staff, **District Health and Safety department**, and/or local emergency services (fire, ambulance, police - 911), to assist with control/security of affected area, aid to injured, and containment and clean-up of material.
  - b) the need to initiate Hold and Secure procedures (see section B) or to identify a safe evacuate area for school or site occupants, if required.
  - c) the type of material involved (i.e. toxic, flammable, explosive; name of material; stability of material; obtain information from the MSDS sheet).
  - d) location of accident, spill, or explosion, size of area affected, and containment of the material involved.
  - e) effect to school/site occupants.
  
2. If a hazardous material accident, spill or explosion occurs off-school property, involving materials under the care and control of others, but affecting the normal operation of the site, report the incident to the principal (or designate) or supervisor who should determine:
  - a) name(s) of any individuals injured and/or requiring medical attention.
  - b) location and type of accident, spill, or explosion in proximity to school, type of material involved and associated hazards.
  - c) any recommendations from officials and/or company personnel involved in the spill containment/clean-up or investigation of accident, regarding any evacuation of school facilities.
  - d) time allowed to evacuate or if evacuation occurring, location and method of evacuation to safe area.
  - e) Principal (or designate) or supervisor will report the details to the Superintendent of Schools.
  
3. If evacuation from the building (or part of it) is required, the principal (or designate) or supervisor will:
  - a) advise the local emergency services immediately (fire, ambulance, police - 911), giving details of the location, severity, material involved, and area evacuated to.
  - b) notify the Superintendent of Schools immediately that evacuation of a school is necessary, with details of the incident.
  
4. Communication with the media, parents, and community-at-large will be the responsibility of the Superintendent (or designate).

## **h) Abduction**

### **Suspected:**

- Verify that the student is missing and possibly abducted.
- Call 911.
- Alert Administration.
- Search the building and grounds.
- Question student's friends to obtain information about when and where the student was last seen.
- Call parents/guardians to obtain information, such as last known whereabouts, clothing worn, identifying features, etc.

### **Attempted:**

- Ensure that an adult stays with the student involved to provide emotional support and reassurance.
- Call 911.
- Alert Administration.
- Gather as much information as possible from the student and witnesses.
- Inform parent/guardians.

### **Confirmed:**

- Call 911 (with as much information as possible).
- Inform parents/guardians.
- Alert Administration.
- Call Superintendent or Assistant Superintendent.
- Contact the District Critical Incident team if appropriate.
- Meet with staff as soon as possible and advise teachers on sharing information with students.
- Talk to students about safe travel practices between home and school.
- Identify students at risk.
- With police, develop a fact sheet to respond to telephone inquiries.
- Direct media to the Superintendent's office. Prepare for media onslaught and continue to direct all calls to the Superintendent.
- Send a letter home to all parents/guardians outlining facts, as known, and alerting them to any possible concerns, as well as school/police initiatives and ways they can support their children.
- Develop a plan for immediate and follow-up support for students.

Refer to *Responding to Critical Incidents: A Response Guide for Schools* for further details <http://www.bced.gov.bc.ca/specialed/rci/resteams.htm>

### i) **Incident on a Field Trip**

Ensure that all staff members taking students on field trips carry the phone numbers (home and cell) of their principal (and designate) and parents/guardians. Staff should know to immediately call and personally speak to the school principal (or designate) if a serious accident occurs.

#### **PRINCIPAL (OR DESIGNATE) WILL THEN:**

- Gather preliminary information about the incident (location, description of incident, emergency personnel involved, number of students involved, seriousness of injuries, names of students, staff of parents/guardians taken to hospital, their condition, if known, and the name of the hospital receiving the injured, if applicable).
- Establish a contact person and a number at the site of the incident where that person can be reached at all times. Establish a back-up plan if phone contact cannot be made (e.g. alternate contact number).
- Notify the Superintendent of Schools **and the District Health and Safety Department**.
- Meet with all of your school's administrators to formulate an initial plan to handle the incident and assign responsibilities. Decide whether to request one of the administrators to attend the scene. If an incident is serious or involves casualties, it is advisable to do this, if at all possible.
- Direct all media inquiries to the Superintendent's Office.
- Request involvement of District Critical Incident Response Team, if appropriate.
- Notify parents/guardians of the students on the trip. Give them only verified information and invite them to meet at the school for further information.
- Provide the staff handling the telephone with a script to share with parents/guardians and the community.
- Contact PAC President to inform them of the accident.
- Establish a room for parents/guardians/students in which to meet and ensure an administrator or Critical Incident Team member is present to provide information on an ongoing basis. Provide separate rooms for parents/guardians of critically injured student(s).
- Arrange for a staff meeting (or other method of communication) to pass on information and outline the plan for handling the situation.
- If applicable, write a statement informing staff and students of the incident.
- Write a letter to parents/guardians, if appropriate, informing them of facts about the accident, support provided by school and ways they can support their children.
- Develop a plan for immediate and follow-up support for students and staff.

Refer to *Responding to Critical Incidents: A Response Guide for Schools* for further details <http://www.bced.gov.bc.ca/specialed/rci/resteams.htm>

## **Pandemic**

The District has developed this Exposure Control Plan in the event of flu or other pandemic.

### **Exposure Control Plan**

When a worker is at risk, or may reasonably be expected to be at risk, of harmful contact with a biological agent specified by WorkSafeBC, the employer is required to implement an exposure control plan as specified in Section 5.54 of the Occupational Health and Safety Regulation.

#### Health Hazards of Pandemic Influenza

##### Symptoms

Seasonal flu affects people to varying degrees, with symptoms including headache, fever, fatigue, sore throat, and runny nose. In some cases, secondary infections such as pneumonia may develop.

Symptoms of pandemic influenza are likely to include high fever (higher than 38°C), chest pain, and difficulty breathing. The effects of pandemic influenza are expected to be much more severe than for seasonal influenza because most people will not have any immunity to the virus.

##### Transmission

The BC Centre for Disease Control advises that influenza is communicable for 24 hours before the onset of symptoms and 3-5 days afterward (this may be longer in some children and some adults).

Pandemic influenza is spread in the same way that seasonal influenza is spread. Exposure to the virus may occur in a variety of ways, including the following:

- Shaking hands with an infected person or touching a surface contaminated with the virus, followed by touching one's eyes, nose, or mouth.
- Infectious droplets (from a coughing or sneezing person) landing in the eye or onto the mucosa (moist inner surfaces) of the nose or mouth.
- Breathing infectious airborne droplets or particles (from coughing, sneezing, or aerosol-generating medical procedures on infected patients).
- Sharing food items or utensils with an infected person.



## **Statement of purpose**

The Board is committed to providing a safe and healthy workplace for all of our staff. A combination of measures will be used to minimize worker exposure to pandemic influenza, including the most effective control technologies available. Our work procedures will protect not only our employees, but also other employees, students and parents who enter our facilities. All employees must follow the procedures outlined in this plan to prevent or reduce exposure to pandemic influenza.

## **Responsibilities**

### Employer responsibilities

On Behalf of the Board, Human Resources will:

1. Ensure that the materials (for example, gloves, alcohol-based hand rubs, and washing facilities) and other resources (for example, worker training materials) required to implement and maintain the plan are readily available where and when they are required.
2. Select, implement, and document the appropriate site-specific control measures.
3. Ensure that supervisors and workers are educated and trained to an acceptable level of competency.
4. Ensure that workers use appropriate personal protective equipment (PPE) — for example, gloves or eye protection.
5. Conduct a periodic review of the plan's effectiveness. This includes a review of the available control technologies to ensure that these are selected and used when practical.
6. Maintain records of training and inspections.
7. Ensure that a copy of the exposure control plan is available to workers.

### Senior management responsibilities

Senior management will:

1. Contact the Vancouver Island Health Authority to seek advice on what to communicate to parents and staff regarding the outbreak. We will keep in regular contact with Vancouver Island Health Authority and follow any "directives" provided by the Chief Medical Officer.  
The school district Superintendent will work closely and directly with their regional medical health officers and the Provincial Health Officer in each instance that a school closure is being considered.

### Supervisor and Administrator responsibilities

Our supervisors and administrators will:

1. — Ensure that employees are adequately instructed on the controls for the hazards at the location.
2. — Direct work in a manner that eliminates or minimizes the risk to workers.
3. — Send sick staff members home to reduce the spread of illness.

### Employee responsibilities

Influenza is caused by viruses, and is generally spread when an infected person coughs or sneezes. Here are six simple precautions:

1. — Stay home when you're sick or have influenza symptoms. Get plenty of rest and check with a health care provider as needed.
2. — Avoid close contact with people who are sick. If you are sick, keep your distance from others to protect them from getting sick.
3. — Cover your mouth and nose with a tissue when coughing or sneezing, and throw the tissue away immediately. It may prevent those around you from getting sick.
4. — Wash your hands. Washing your hands often will help protect you from getting sick. When soap and water are not available, use alcohol-based disposable hand wipes or gel sanitizers.
5. — Avoid touching your eyes, nose or mouth. You can become ill by touching a surface contaminated with germs and then touching your eyes, nose or mouth.
6. — Practice other good health habits. Get plenty of sleep, be physically active, manage stress, drink plenty of fluids, eat nutritious foods, and avoid smoking, which may increase the risk of serious consequences if you do contract the flu.

Employees will:

1. — Know the hazards of the workplace.
2. — Follow established work procedures as directed by the employer or supervisor.
3. — Use any required personal protective equipment (PPE) as instructed.
4. — Report any unsafe conditions or acts to the supervisor.
5. — Know how and when to report exposure incidents.

If you have a fever or cough illness, regardless of where you have travelled, stay home from work or school and limit contact with others to keep from infecting them. See a health care provider if your symptoms become worse but call ahead of time to let them know you have fever or cough illness.

## **Risk identification and assessment**

Three primary routes of transmission are anticipated for pandemic influenza, all of which need to be controlled. These include contact, droplet, and airborne transmission.

### Contact transmission, both direct and indirect

Direct contact involves skin to skin contact, such as patient care or emergency response activity that requires direct personal contact (for example, assisting a student with a cut or an injury). Indirect contact involves a worker touching a contaminated intermediate object such as a table, doorknob, telephone, or computer keyboard, and then touching the eyes, nose, or mouth. Contact transmission is important to consider because influenza viruses can persist for minutes on hands and hours on surfaces.

### Droplet transmission

Large droplets may be generated when an infected person coughs or sneezes and also during certain medical procedures, such as cough induction. Droplets travel a short distance through the air, and can be deposited on inanimate surfaces or in the eyes, nose, or mouth.

### Airborne transmission

Airborne (inhalable) particles can be generated from some medical procedures such as endotracheal intubation, bronchoscopy, nebulizer treatment, or airway suctioning. They can also be generated from coughs and sneezes. Coughs and sneezes produce both large droplets and smaller airborne particles. The smaller particles remain suspended in air for longer periods, and can be inhaled. The large droplets can also evaporate quickly to form additional inhalable particles. As the distance from the person coughing or sneezing increases, the risk of infection from airborne exposure is reduced; but it can still be a concern in smaller, enclosed areas, especially where there is limited ventilation. As the number of infected people in a room increases, the risk of infection can increase.

The following risk assessment table is adapted from WorkSafeBC Regulation Guideline G6.34-6. Using this guideline as a reference, we have determined that the risk level of our employees ranges from low to moderate.

Most of our employees work in an office type environment. There is a lot of exposure to members of the public due to the number of students and parents who are always in our midst. There is always a chance that they may be handling potentially contaminated objects.

## Risk assessment for pandemic influenza

	Low risk	Moderate risk	High risk
	Workers who typically have no contact with people infected with pandemic influenza	Workers who may be exposed to infected people from time to time in relatively large, well-ventilated workspaces	Workers who may have contact with infected patients or with infected people in small, poorly ventilated workspaces
Hand hygiene	Yes (washing with soap and water, using an alcohol-based hand rub, or using hand wipes that contain effective disinfectant)	Yes (washing with soap and water, using an alcohol-based hand rub, or using hand wipes that contain effective disinfectant)	Yes (washing with soap and water, using an alcohol-based hand rub, or using hand wipes that contain effective disinfectant)
Disposable gloves	Not required	Not required (unless handling contaminated objects on a regular basis)	Yes, in some cases (for example when working directly with pandemic influenza patients)
Aprons, gowns, or similar body protection	Not required	Not required	Yes, in some cases (for example when working directly with pandemic influenza patients)
Eye protection—goggles or face shield	Not required	Not required	Yes, in some cases (for example when working directly with pandemic influenza patients)
Airway protection—respirators	Not required	Not required (unless likely to be exposed to coughing and sneezing)	Yes (minimum N95 respirator or equivalent)

## **Risk control**

### **Education and Training**

Employees will receive training in the following:

- The risk of exposure to pandemic influenza, and the signs and symptoms of the disease.
- Safe work procedures to be followed, including hand washing and cough/sneeze etiquette.
- Location of washing facilities, including dispensing stations for alcohol-based hand rubs.
- How to seek first aid.
- How to report an exposure to or symptoms of pandemic influenza.

### **Health Monitoring**

District staff will promptly report any symptoms of the pandemic influenza to their manager/supervisor and the first aid attendant.

The WorkSafeBC Regulation requires employers to implement infectious disease controls in the following order of preference:

1. Engineering controls.
2. Administrative controls.
3. Personal protective equipment (PPE).

It is not necessary to implement engineering controls in our workplace because the risk of exposure can be controlled using administrative controls (for example, hand washing and cough/sneeze etiquette) and PPE (respirators, masks). Any requests for PPE equipment should be referred to Human Resources.

### Hand washing

Hand washing is one of the best ways to minimize the risk of infection. Proper hand washing helps prevent the transfer of infectious material from the hands to other parts of the body—particularly the eyes, nose, and mouth—or to other surfaces that are touched.

Wash your hands immediately:

- Before leaving a work area.
- After handling materials that may be contaminated.
- Before eating, drinking, smoking, handling contact lenses, or applying makeup.
- After using the washroom.

We recommend that when you wash your hands—with soap and warm water—that you wash for 15 to 20 seconds. When soap and water are not available, non-alcohol-based disposable hand wipes or gel sanitizers may be used. You can find them in most supermarkets and drugstores. If using gel, rub your hands until the gel is dry. The gel doesn't need water to work.

## Hand Washing Procedure

1. Press hands palm to palm. \_\_\_\_\_ 2. Press each palm over back of opposing hand.



3. Interlace fingers, palm to palm. \_\_\_\_\_ 4. Interlock fingers.



5. Rotate each thumb in palm. \_\_\_\_\_ 6. Rotate fingertips in palm.



Use soap and warm running water. (It doesn't have to be hot to do the job.) If water is unavailable, use a waterless hand cleanser that has at least 70% alcohol. Follow the manufacturer's instructions on how to use the cleanser. Alcohol-based hand rub dispensers are located in areas where sinks are not available such as libraries.

## Cough/sneeze etiquette

Our employees are expected to follow cough/sneeze etiquette, which is a combination of measures that minimizes the transmission of diseases via droplet or airborne routes.

Cough/sneeze etiquette includes the following components:

- Educate workers in control measures, including hand washing.
- Post signs at entry points to instruct everyone about control measures.
- Cover your mouth and nose with a sleeve or tissue when coughing or sneezing.
- Use tissues to contain secretions, and dispose of them promptly in a waste container.
- Turn your head away from others when coughing or sneezing.
- Wash hands regularly.

### **~~If employees show symptoms of pandemic influenza~~**

~~If employees are ill with pandemic influenza, they should stay home. If they develop symptoms of influenza while at work, they should leave the workplace. Employees should only return to the workplace once they have recovered from influenza and no longer show symptoms. Employees should inform their manager or supervisor if they are ill with pandemic influenza.~~

### **~~Health monitoring~~**

~~Our employees will promptly report any symptoms of pandemic influenza to their manager or supervisor and the first aid attendant.~~

### **~~Record keeping~~**

~~The Board will keep records of instruction and training provided to workers regarding pandemic influenza, as well as exposure reports and first aid records.~~

### **~~Annual review~~**

~~This Exposure Control Plan will be reviewed at least annually and updated as new and updated information is made available.~~

### **~~Latest updates~~**

~~Updates on the impact of flu outbreaks in B.C. are being provided regularly by Public Health Agency of Canada at the following website: [www.fightflu.ca](http://www.fightflu.ca)~~

~~If you have questions about the health situation in your district, you can call HealthLink BC at 8-1-1, 24 hours a day/seven days a week or see their website: [www.healthlinkbc.ca](http://www.healthlinkbc.ca)~~

## Appendix A Student Release Procedure Guidelines

These Guidelines are intended to help school Joint Health and Safety Committees to prepare their school student release procedures.

### OVERVIEW

Release of students may be advised by public safety officials or authorized by the principal or superintendent whenever a condition exists warranting such action. Such conditions include earthquake, flood, severe winter storm, etc.

Parents will be advised of release criteria and procedures, in writing, at the beginning of each school year. Guidelines may be modified for the release of students as long as they are released in a safe and orderly manner.

When the decision has been made to release students, local Fire and Police Departments will be notified. School closure and reopening will also be reported to radio stations by the superintendent or designate.

- ◆ All students will remain under the supervision and care of the school until released to a parent or authorized designee.
- ◆ **Students will only be released to an authorized adult listed on the Student Emergency Release Form.**
- ◆ Students must be signed out by the authorized representative.
- ◆ Students who are not picked up or who are unable to proceed home will be kept at the school or at the designated alternative shelter.
- ◆ Parents are responsible for notifying the persons designated as authorized emergency contacts for their children so that they are aware that such authorization has been given and are aware of any medical needs of the child.

**PARENTS SHOULD NOT ATTEMPT TO PICK UP THEIR CHILDREN DIRECTLY FROM THE STUDENT ASSEMBLY AREA.** Students will only be released to individuals authorized by a parent or guardian on the Student Emergency Release Form. Parents and authorized adults are required to go to the Parent Check In/Student Release Area before the child will be released from the campus.

### SITE PLAN

Each school should identify an interior and exterior area where students may be kept until they are released to an authorized adult, depending on the circumstances of the emergency. Possible sites should also be established ahead of time for Incident Command Post and Parent Check In/Student Release Area. Thought should also be given to possible traffic control issues.



## RESPONSIBILITIES

1. Incident Commander (school principal, vice principal or designate): Set up Incident Command Post (ICP). Notify staff of school evacuation and communicate that this is not a drill. Direct teachers to a pre-designated spots. Analyze situation; re-evaluate evacuation spot to determine if students should be moved. Determine medical and assistance needs after population assessment. Determine search and rescue needs. Reassess as situation changes. Keep staff informed as to status of missing students. Report to responding emergency personnel. Keep Superintendent of Schools (or designate) updated.
2. Classroom Teachers: Evacuate students to designated area, with students grouped as determined by district or school site. Take attendance and make note of any students or staff unaccounted for or who have sustained injuries. Send report to up Incident Command Post (ICP) by student runner. Organize students. Monitor students' medical and emotional condition. As runners come to take students to Parent Check In/Student Release Area note their status on class attendance list.
3. First Aid (if necessary): Set up first aid station and administer first aid as required. Monitor patients' medical and emotional condition.
4. Student Release Team: Set up the designated Parent Check In/Student Release Area. If possible, set out tables at least 20 feet apart to reduce crowding. For large student body, establish several lines for speedier processing. Post signs and set out Student Emergency Release Form for each line. Note status on forms of absent, injured and missing students (when information received from Incident Command). Identify volunteer runners and review where to find students.
5. Traffic Controller(s): Set out parking area traffic cones if necessary. Keep parent vehicles from blocking access by first responders.
6. Other Staff: should report to Incident Command Post to be assigned other duties as required, i.e. man a parent information station, act as runners, provide crowd control, set up temporary toilets.
7. Parents/Authorized Adults: read all signs, listen carefully and be patient so that all children can be accounted for and released in an orderly manner.

## POPULATION ASSESSMENT

As soon as a classroom has evacuated, teacher or alternate staff member will:

- TAKE ATTENDANCE.**
- MARK STATUS** of students (present/absent/needs first aid/unknown).
- SEND** student runner to take report to Incident Command, then return.

After reviewing attendance reports, Incident Command will:

- SEND** names of students who are absent and those who need first aid to the Parent Check In/Student Release Area so Student Emergency Release Forms can be updated.
- SEND** staff member to classroom muster areas where first aid requirements have been noted. They will help move injured to first aid station.

Depending on the size of the school population and the duration of the emergency, a secondary population assessment may need to be done to provide Incident Command with an update on the location and condition of the student and staff population.

## PARENT CHECK IN/STUDENT RELEASE AREA

- ❑ **CHECK** Student Emergency Release Forms against roster of absent students. NOTE absent status on forms and file them separately (in alphabetical order).
- ❑ **CHECK** Student Emergency Release Forms against roster of students needing first aid. NOTE on Student Emergency Release Form that student has been taken to the First Aid Station.
- ❑ **VERIFY** photo ID of adult requesting student release. CHECK Student Emergency Release Form to verify adult is authorized for pickup. **WRITE** initials on Request Form to note that both ID and authorization have been checked.
- ❑ **VERIFY** Student Emergency Release Form is completed with signature, sign out time, destination and telephone and send runner to get student.
- ❑ **RELEASE** student to parent, guardian or authorized adult, along with student's medication, if applicable.
- ❑ **FILE** completed Student Emergency Release Forms alphabetically.

## RUNNERS

- ❑ **REPORT** to Parent Check In/Student Release Area.
- ❑ **WHEN DIRECTED, REPORT** to teacher in Student Assembly Area to collect a student. Teacher calls student forward and notes student status on attendance roster.
- ❑ **ESCORT** student to Parent Check In/Student Release Area.
- ❑ **(OR) RETURN** to Parent Check in/Student Request Area with student status information if student is not in area.

## TRAFFIC FLOW

Parking at many schools is limited. In times of an emergency, the first responders—fire officials, law enforcement and public works—need priority access to the campus for their vehicles.

- ❑ For the safety of all, traffic should be directed by signs, cones and staff.
- ❑ Spaces for emergency vehicular parking should be cordoned off with traffic cones and/or caution tape.
- ❑ Post a large site map near the main parking area with a walking path designated for parents picking up students.
- ❑ Colour-coded signs are useful; e.g., yellow signs identifying the Student Request Table and yellow for student requests; green for the Student Release Table.
- ❑ Schools with no room for parent parking and turnaround may develop a student release procedure that enables students to be released directly to the authorized adult's vehicle.

## CROWD CONTROL

For every student, there may be at least one adult descending on the campus in an emergency.

### Be prepared for the following:

- Traffic jams which block emergency vehicles;
- Crowd control problems on campus; and
- Unreasonable, agitated and demanding parents.

Parents and other authorized adults **MUST** go to the Parent Check In/Student Release Area before the child will be released from the campus.

## PARENT NOTIFICATION

It is important that parents understand procedures that they and school staff must follow in the event students are released prior to the end of the academic day. All adults should be prepared to provide photo identification in order to have a child released to them.

Attempts to notify parents as to the situation should be made as soon as possible. Multiple forms of communication should be used such as: telephone tree, website alert, radio announcement and school auto-dialer. Depending on the extent of the emergency, it may be possible to get help from the Board Office, especially with mass media communication.

## SUGGESTED SUPPLIES FOR STUDENT RELEASE

### INCIDENT COMMAND POST

- Bullhorn with extra batteries
- Portable AM/FM radio with extra batteries
- Two-way radios
- Yellow caution tape and duct tape
- Hats or vests to identify emergency staff and volunteers
- Master roster of students and staff

### STUDENT ASSEMBLY AREA

- Master roster of students, per teacher
- Minor first aid supplies
- Emergency Kits [*see suggested Earthquake Supplies - section F*]

### PARENT REQUEST/STUDENT RELEASE AREA

- Folding tables
- Folding chairs
- Student Emergency Release forms (alphabetized in file box)
- Copy of Master roster of students and staff
- Hats or vests to identify emergency staff and volunteers
- Clipboards (many) and pens for Student Request Forms
- Stationary supplies (pens, pencils, stapler, tape, Post-its, etc.)
- File box(es) with alphabetical dividers for completed Student Emergency Release Forms

### TRAFFIC/CROWD CONTROL

- Directional signs
- Traffic cones
- Caution tape
- Site map (enlarged) with key areas highlighted: First Aid Station, Parent Request/Student Release Area
- Handouts of site map
- Two-way radios
- Hats or vests to identify emergency staff and volunteers
- Note pads, pencils, tape

**See the following pages for these sample forms and letters**

*(Note: page numbers have been removed from this point on to make coping & editing easier for individual schools.)*

[Emergency Preparedness Letter to Parents](#)

[Student Release Form](#)

[Earthquake Drill Letter to Parents](#)

[Lockdown Drill Letter to Parents](#)

[Advice for Parents – School Emergencies](#)

[Earthquake Preparedness Pamphlet](#)

[Class Status Report for Incident Command](#)

[Staff Sign out Sheet – for Earthquake or Other Major Emergency](#)

## **EMERGENCY PREPAREDNESS LETTER TO PARENTS - SCHOOL EMERGENCIES**

SCHOOL DISTRICT NO. 62 (SOOKE)

Dear Parents/Guardians:

Our school is developing an emergency preparedness plan to help ensure the safety and well-being of your child(ren) and staff in the event of an emergency affecting the normal operation of the school. This plan includes procedures relating to fire, threats to the school, violent incidents, school bus accidents, severe weather, earthquake, hazardous spills, pandemics, abduction and incidents on field trips.

In the event of an emergency requiring the closure of school, these procedures will be followed:

- Students will only be allowed to leave with adults authorized on the Student Emergency Release Forms in our files.
- All authorized adults who come to pick up students must ensure that they report to the Parent Check In/Student Release Area. Children will be signed out here.
- Do not directly seek out your child(ren) as school staff has established routines for their orderly release (following calm, orderly procedures will help all children feel less frightened).
- If you are unable to reach the school, contact your authorized emergency contact to collect your child(ren).
- Do not call the school as telephone lines must remain open for emergency calls.
- If the school is in Lockdown, do not call students on personal cell phones.
- Do not drive immediately to the school as school access routes and street entrances must remain clear for emergency vehicles. Also, in some instances, it may be necessary for staff and students to be

evacuated to an Emergency Social Services Reception Center, and you may need to pick up your child(ren) there. Listen to local media or check the school or District website for updates.

- Any emergency instructions regarding the status of students at a district school will be broadcast on local radio stations – CFX 1070AM in particular.
- Please also check the District website for updates: [www.sd62.bc.ca](http://www.sd62.bc.ca).

It is critical that we have your instructions regarding the release of your child(ren) if you are unable to reach the school should an emergency occur that affects the normal operation of the school. Please complete the Emergency Release Form and return it to your child's teacher as soon as possible. Please discuss this information and your family emergency plan with your child(ren).

Yours respectfully,

Principal

DRAFT



## STUDENT(S) RELEASE FORM

(pg. 1 of 2)

Last  
Name

### STUDENT(S) IN THE SCHOOL

ABSENT

PICKED UP

Name: \_\_\_\_\_



Name: \_\_\_\_\_



Name: \_\_\_\_\_



Name: \_\_\_\_\_



### PARENT/LEGAL GUARDIAN:

RELEASED TO:

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

### PARENT/LEGAL GUARDIAN:

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

### OUT OF PROVINCE CONTACT:

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_



**MEDICAL ALERT:**

### SPECIAL INSTRUCTIONS FOR STAFF:

### PARENTS/AUTHORIZED GUARDIANS:

1. Please go to the Release Gate [2].
2. Give this part of the form to a staff member at the gate.
3. Please wait at the Release Gate [2], a staff member will locate the student(s) and bring them to you.

**ONCE YOU HAVE THE STUDENT(S), PLEASE EXIT THE SCHOOL GROUNDS. THANK YOU FOR YOUR PATIENCE.**

**Student(s) Release Form – pg. 2 of 2**

In the event of a significant emergency or disaster, the school may implement an Emergency Reunification of students for their safety and well-being. Should this be necessary, the school will only release your child(ren) to persons authorized on this form, or if necessary, to medical personnel.

**AUTHORIZED GUARDIANS:**

**RELEASED TO:**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_  
 Home Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Cell Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_  
 Home Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Cell Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_  
 Home Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Cell Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_  
 Home Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Cell Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

**FOR SCHOOL USE ONLY  
 AUTHORIZATION FOR STUDENT(S) RELEASE**

**PICTURE ID:** CONFIRMED  NOT AVAILABLE  ID VERIFIED BY STAFF

**DESTINATION:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**STAFF SIGNATURE:** \_\_\_\_\_

**PARENT/GUARDIAN SIGNATURE:** \_\_\_\_\_

RELEASED TO: \_\_\_\_\_  
 Student's Full Name: \_\_\_\_\_  
 Student's Full Name: \_\_\_\_\_  
 Student's Full Name: \_\_\_\_\_  
 Student's Full Name: \_\_\_\_\_

Parent  Authorized Guardian   
 A – Z: \_\_\_\_\_ Div.: \_\_\_\_\_  
 A – Z: \_\_\_\_\_ Div.: \_\_\_\_\_  
 A – Z: \_\_\_\_\_ Div.: \_\_\_\_\_  
 A – Z: \_\_\_\_\_ Div.: \_\_\_\_\_

## EMERGENCY DRILL LETTER TO PARENTS

SCHOOL DISTRICT NO. 62 (SOOKE)

Dear Parents/Guardians:

Our school is developing an emergency preparedness plan to help ensure the safety and well-being of your child(ren) and staff in the event of any emergency affecting the normal operation of the school.

Our school is practicing an earthquake drill and the student release process. The "earthquake" will take place at \_\_\_\_\_ on \_\_\_\_\_. At this time we wish to practice the procedures for emergency pick up of our students. If you or one of your emergency alternates is able, please imagine you feel an earthquake at this time then proceed to the school to pick up your child(ren).

It is important that your student release information is current (with the names of everyone who is authorized to pick up your children, including you!) and has been submitted to the office.

**Please report to the Parent Check In/Student Release Area which will be located**

\_\_\_\_\_. Please **DO NOT** go to the student assembly area. Runners will get your child(ren) for you once you have checked in and signed the student release form.

We are participating in this drill to learn what will work and what things we can do differently to improve our student release procedures. Buses and other after school pick-ups will operate at their regular times for parents who cannot make arrangements to participate in the drill.

Thank you in advance for your participation in this important drill. We are interested in any feedback you may have.

Yours respectfully,

Principal



## LOCKDOWN DRILL LETTER TO PARENTS

SCHOOL DISTRICT NO. 62 (SOOKE)

Dear Parents/Guardians,

As you know, we practice a number of safety drills at school, including fire, earthquake, hold and secure, and lockdown drills to ensure that students and staff are prepared in the event of an emergency. Our next scheduled lockdown drill will be on \_\_\_\_\_. Below you will find more information about this drill. Safety drills can sometimes cause anxiety in children and we request that parents discuss the upcoming drill with their children. Please reassure them that emergencies in schools are rare and that drills are for their safety.

**Lockdown** is used when there is an immediate threat to the school (i.e. school intruders). Lockdown minimizes the intruders' access to the school and secures staff and students in rooms. As part of this procedure, everyone must remain silent in rooms until the situation has been declared safe by an authorized person (i.e. principal or police personnel). Please note that during a lockdown it is important that students do not use cell phones – this is to ensure the safety of our students.

**Hold and Secure** is a procedure which keeps students secure inside a school when something such as a gas leak, weather, unsafe animals or persons outside of the school is threatening the general community. During a hold-and-secure procedure only authorized people may enter the school. All doors will be locked and a notice posted indicating that the school is in a hold and secure situation. This procedure allows school activity to continue as normal during the outside disruption until the threat is cleared.

A lockdown or hold and secure situation may occur on any day and at any time, including the beginning or the end of the school day. A lockdown or hold and secure situation may last for several hours.

If you have any concerns, please contact our administrators or counselor at 250-\*\*\*-\*\*\*\*.

Yours respectfully,

Principal

## **ADVICE FOR PARENTS - SCHOOL EMERGENCIES**

1. **PREPARE YOUR CHILD.** Children who are prepared experience less fear and hysteria. Let your child know who can make the pickup at school if you are unable to do so. Reassure your child that he/she will be cared for until you arrive.
2. **KEEP YOUR CHILD'S EMERGENCY CONTACT FORM UP-TO-DATE.** The only people other than yourself who will be allowed to pick up your child are those whom you authorize on the Student Emergency Release form. No student will be allowed to leave with another person, even a relative, unless the school has prior written permission from the parent/guardian.
3. **REMAIN CALM.** Your child is probably safer at school in the event of a disaster. School personnel are certified in CPR, First Aid and Emergency Preparedness. In the event of a disaster, school staff will ensure that your child is cared for.
4. **DO NOT CALL THE SCHOOL AND TIE UP THE SCHOOL PHONE.** Use the designated hotline for a recorded message. Phone lines will be needed for emergency communications.
5. **WALK FROM YOUR HOME, IF POSSIBLE.** Leave the streets free for emergency vehicles. You may get to school faster by foot or bicycle.
6. **PARK ONLY IN AREAS DESIGNATED FOR PARENTS.** Leave adequate room for emergency vehicles to park and turn around.
7. **DO NOT ATTEMPT TO PICK UP YOUR CHILD DIRECTLY FROM THE STUDENT ASSEMBLY AREA.** Parents and authorized adults must report to the Parent Check In/Student Release Area
8. **BRING A PHOTO ID WITH YOU TO THE PARENT CHECK IN/STUDENT RELEASE AREA.** Students will only be released to their parents or to an adult designated on the Student's Emergency Release Form.
9. **PICK UP ALL STUDENTS FOR WHOM YOU ARE AUTHORIZED.**
10. **SIGN OUT AT THE PARENT CHECK IN/STUDENT RELEASE AREA.** The staff will locate and bring your child to you. No student will be released without a parent signature, noting time of release, destination and phone number.
11. **LEAVE THE CAMPUS IMMEDIATELY AFTER BEING REUNITED WITH THE STUDENT.**
12. **KEEP EMERGENCY SUPPLIES IN YOUR CAR,** including comfortable walking shoes, water and warm jackets.

**Class Status Report**

Use this report to record for the Incident Commander the injured, missing, or absent persons from each site. This sheet includes two copies of the report; six copies should be included in each grab-n-go kit.

**Class Status Report**

Time: \_\_\_\_\_ All Okay: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Location: \_\_\_\_\_

Student Name	Absent (from school)	Injured	Helper (i.e. "runner")	Missing (note possible location)

Number of Students Remaining: \_\_\_\_\_

Message for Incident Commander (if any): \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

**Class Status Report**

Time: \_\_\_\_\_ All Okay: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Location: \_\_\_\_\_

Student Name	Absent (from school)	Injured	Helper (i.e. "runner")	Missing (note possible location)

Number of Students Remaining: \_\_\_\_\_

Message for Incident Commander (if any): \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_



## Appendix B Emergency Equipment and Resources

Ref: Ministry of Education, The Emergency Management Planning Guide for Schools, Districts, and Authorities, 2015.  
(pg. 54-56)

### Emergency Container (E-Can)

#### Emergency Container (E-Can)

- **Communication**
  - Megaphone w/ spare batteries
  - Hand held radios w/ spare batteries, or charger
  - AM/FM Radio w/ spare batteries
  
- **First Aid Supplies**
  - Adhesive bandages
  - Latex-free disposable gloves
  - CPR Face Shields
  - Elastic bandages-different sizes
  - Sterile gauze pads, rolls
  - Adhesive tape
  - Triangle bandages
  - Thermometer
  - Heavy-duty scissors
  - Forceps/tweezers
  - Pocket knife
  - Non-aspirin pain tablets
  - Anti-histamines
  - Anti-nausea tablets
  - Hydrogen peroxide
  - Antibiotic skin ointment
  - Safety pins
  - Splints
  - Towels
  - Wool blankets
  - Eye protectors
  - Water treatment chemicals (aqua tabs)
  
- **Damage Control**
  - Tool box
  - Adjustable crescent wrench
  - Hacksaw
  - Axe
  - Sledge hammer
  - Nylon rope – 3/8 inch, 50ft
  - Pliers
  - Shovel
  - Pipe wrench
  - Tie wire
  - Vice grips
  - Leather work gloves

- **Sanitation and Hygiene**
  - 5 gal pails with lids
  - Plastic liners/garbage bags
  - Toilet paper
  - Hand Sanitizer 1L
- **Shelter**
  - Plastic sheeting/tarps
  - Pop-up tent
- **Power/Light/Heat**
  - Matches and candles
  - Flares
  - Emergency Foil Blankets
- **Staff Comfort**
  - Sleeping bags
  - Folding Cots
  - Essential hygiene products (soap, toothpaste/brush, sanitary napkins, towels)
- **Food and Water**
  - As much water as can be stored, in both individual bottles and carboys
  - Non-perishable, high energy compact food
- **Student Comfort**
  - Teddy bears/small toys/books
  - Playing cards, paper, coloured pencils, sharpeners
  - Extra warm clothing, boots, warm hats

### **Main Office**

(Resources to be in, or in close proximity to the Incident Command Bag)

- Keys (school, e-can, and utility spaces)
- Student medications (including epi-pens)
- Charged cell phone
- Portable radios w/chargers
- List of that day's class trips
- List of that day's substitute teachers
- Visitor Sign-in/sign-out sheet, if pertinent
- School Emergency Management Plan
- Student data (name, phone number, address, emergency contact person, pertinent medical information, sign-in/sign-out sheet if applicable)
- Student release forms
- Staff data (name, phone number, address, emergency contact person, pertinent medical information, sign-in/sign-out sheet if applicable)
- List of staff with any emergency training/skills/ICS responsibilities
- School profile and building information
- Map of school area
- Map of relocation route (if not included in the school area map)

***Copies of office records – (to be kept in emergency container outside of the school building)***



**Information Note**  
**Education-Policy Committee Meeting**  
**May 3, 2022**  
**Agenda Item 6a: Middle School Philosophy**

---

### **Purpose**

- To provide the Committee with the Middle School Philosophy. This philosophy is important as it will help to guide future decisions about middle schools.

### **Background**

- The purpose of developing a Middle School Philosophy was to review and clarify the philosophy behind what makes middle schools a significant time in a child's educational development and why School District 62 supports middle schools.
- The District now has five middle schools: Journey, John Stubbs, Spencer, Dunsmuir and opening September 2022, Center Mountain Lellum.
- Principals began a formal discussion about middle school philosophy in 2021 despite the overwhelming pressures of the pandemic. During the development they took as much time as possible to share their mutual understanding of the value and impact of middle schools.
- We requested that Laura Lancaster and Dr. Leyton Schnellert (Associate professor, UBC, in the Department of Curriculum and Pedagogy) inform us about the most recent and effective approaches to middle school students in terms of brain and social development.
- Dr. Schnellert and Laura Lancaster worked with administration to get clarity on the criteria and parameters of a middle school philosophy.
- The middle school administration teams and staff worked with the book, "*The successful middle school: This we believe-keys to educating young adolescents*" by Penny Bishop and Lisa Harrison. This book was purchased for administration and any staff that wished to read the book.
- A draft middle school philosophy was developed over 18 months. Spencer School and staff took the lead and supported the process for all middle schools.
- Three different Thought Exchanges were developed to gather feedback: One to middle school parents, one to middle school students and one to staff for feedback.
- The results are the attached draft Middle School Philosophy.
- A brief slide show will be presented at the Education-Policy Committee meeting to highlight the relevant feedback from the Thought Exchanges.

### **Next Steps**

- The Middle School Philosophy will go to the Board of Education meeting in May 2022 for consideration.
- If the Board of Education approves the Middle School Philosophy, it will then be included on all middle school webpages and on the SD62 District website.
- The philosophy will be used as a guide for middle school decisions.

- There will be internal and external communications about the philosophy to let the community know about the philosophy.
- The Thought Exchange results gathered during the development of the philosophy, will be shared on the SD62 page.

**Recommendation**

Associate Superintendent Hedley-Smith would appreciate a motion of support for our schools and their ongoing implementation of the Middle School Philosophy in the school communities in our District.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) accept and endorse the 2022 Middle School Philosophy as presented.

Respectfully submitted,

Stephanie Hedley-Smith  
Associate Superintendent



## **DRAFT – Plain text version**

### **Middle School Philosophy:**

This We Believe in SD 62 Sooke

In alignment with the overall goals and aspirations of the school district, the middle years represent the defining period when young adolescents explore their beliefs, their values, and their place in the world.

### **Understanding Adolescence: Who are the Middle Years' Learners?**

Adolescents undergo significant changes in their social, emotional, cognitive, psychological and physical development.

- They engage with their families and peers, interact with their community, their present and future world, encounter new experiences, and make complex life choices.
- They develop their identity, interdependence, and sense of responsibility;
- Their growth, development and self-determination will dramatically shape their future.

### **This We Believe**

#### **SD 62 Middle Schools**

- are responsive to the social, emotional, cognitive, psychological and physical development of young adolescents;
- foster a unique environment where students are respected and celebrated for their diversity, strengths and successes;
- provide learning experiences that spark curiosity, are purposeful, relevant, exploratory, and joyful;
- provide curriculum, instruction and assessment that is challenging, stimulating, integrative and diverse;
- have staff who understand the unique needs of adolescent learners and are compassionate, committed, collaborative and flexible;
- encourage high expectations and resiliency;
- respond to diverse learning needs;
- empower a school community that is inclusive, safe, welcoming and supportive so that learners are valued, known and connected.

#### **Guiding principles**

- Middle school staff value and respect adolescents and have the unique skill set and disposition to work with adolescents;
- Educators are prepared to teach young adolescents and have a depth of understanding in content areas and commit to working collaboratively in service to students;
- Students are provided with rich, diverse and varied experiences in order to help them identify passions and interests;
- Instruction is challenging, active, purposeful and reflective of student voice and encourages cross-curricular connections between core areas and exploratories;
- Organizational structures and timetables are flexible and contribute to collaboration or common prep time for teachers;
- Varied assessment is ongoing, purposeful and authentic and advances learning as well as measures it;
- The environment is safe, welcoming and inclusive and helps keep kids younger;
- Every student is guided by an adult advocate and participates in a robust advisory program;
- Daily interactions and problem solving are addressed proactively, justly and reflectively;

- School-wide programs and a wide range of supports address social-emotional well-being and meet students' needs;
- Create opportunities for students to demonstrate socially responsible interactions and relationships between students, families and the community.

# Exchange Summary

SD 62, School District No. 62 Sooke  
February 25, 2022

Reflecting on your child's middle school experience, what is working well?

1



## PARTICIPATION

Breakdown of Participation



**194**  
Participants



**238**  
Thoughts



**3,112**  
Ratings

2



**PARTICIPATION**  
Breakdown of Participation



What school is your child presently enrolled?



%	Person Icon	Answer
25%	(46)	John Stubbs (French Immersion)
35%	(65)	Dunsmuir
24%	(46)	Spencer
14%	(27)	Journey
2%	(4)	Other


3



**WORDCLOUD**  
Top Rated
















4




## THOUGHTS

### Key Thoughts




<b>Having extra curricular, like sports and clubs is great.</b>	4.3  (16  ) Ranked #1 of 238
<b>The varied experiences and classes the students have access to. So students can experience more than just the core academic courses, explore other interests.</b>	4.1  (19  ) Ranked #2 of 238
<b>ADST opportunities to try different subjects and learn hands-on skills</b>	4.1  (17  ) Ranked #3 of 238
<b>Opportunity to be in both band and applied skills. Great specialist teachers teaching wood, tech, art, foods. Opportunity to join athletic teams. Allows for children to have experts teaching them igniting passion in areas of interest.</b>	4.1  (16  ) Ranked #4 of 238
<b>Outdoor time, fresh air</b> Fresh air and separation from screens are essential to healthy minds and bodies	4.1  (15  ) Ranked #5 of 238
<b>Music Program</b> helps with other academics, helps my anxious child have a change in her day, provides motivation	4.1  (11  ) Ranked #7 of 238







5



## THOUGHTS

### Kids



<b>Middle school is a good transition from elementary to highschool because it's gives the children a period of time to adjust. The expectations and environments are so different and some kids need a more gradual shift to highschool.</b>	4.0  (16  )
<b>Inclusive school</b> Kids should feel comfortable in their school	3.9  (19  )
<b>Good transition phase.</b> Let's the kids learn expectations and behaviours expected in high school without seeing them grow up too fast.	3.8  (16  )

6



### THOUGHTS Experience



- The varied experiences and classes the students have access to. So students can experience more than just the core academic courses, explore other interests. 4.1 ★★★★★ (19)
- Students graduating Grade 8 did not get the full middle school experience. This year they get to experience a more normal time but it's a bit late. Spencer pre covid was a very active school with fun events. I hope they can return to this next year as I feel it would help build community. 3.9 ★★★★★ (15)
- Very easy academically so they feel successful but experience a rude awakening once they go to high school. Not prepared Need more academic preparation 3.5 ★★★★★ (6)

7

## Exchange Summary

SD 62, School District No. 62 Sooke  
February 25, 2022

Thinking about your middle school experience, what would you hope that future middle school students could also experience?

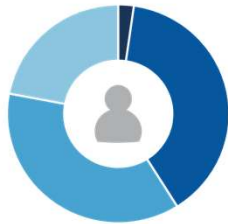
8



**PARTICIPATION**  
Breakdown of Participation



What school do you attend?

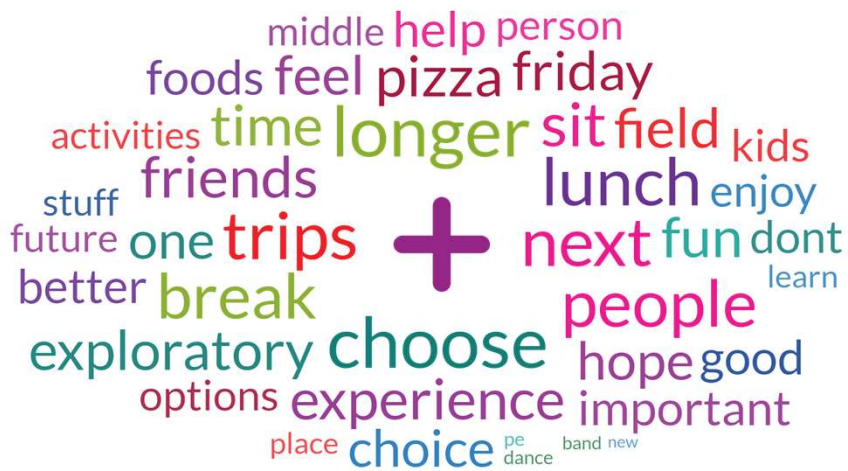


%	Person Icon	Answer
2%	(1)	John Stubbs (French Immersion)
39%	(26)	Dunsmuir
37%	(25)	Spencer
22%	(15)	Journey
0%	(0)	Other

9



**WORDCLOUD**  
Top Rated



10

**Middle School Philosophy:**

This We Believe in SD 62 Sooke

In alignment with the overall goals and aspirations of the school district, the middle years represent the defining period when young adolescents explore their beliefs, their values, and their place in the world.

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- They develop their identity, interdependence, and sense of responsibility;
- Their growth, development and self-determination will dramatically shape their future.



11



12





**Committee Info Note**  
**Education-Policy Committee Meeting**  
**April 25<sup>th</sup>, 2022**  
**Agenda Item 6b: Competency Based IEPs and**  
**Communicating Student Learning**

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Background

Aligning with the changes to the new BC Curriculum, Inclusive Education Services has introduced the Competency Based Inclusive Education Plan, the CBIEP.

Rationale and Context

The traditional IEP focused on Needs and Challenges, used adult voice and perspective and had an emphasis on evaluation. The new Competency Based IEP is Strength based and is connected to the new BC Curriculum. There is a focus on student voice while emphasizing Universal Supports that help all students, and Essential Supports that are specific to the individual. Using the CBIEP, Student learning is primarily communicated through the classroom teacher through Points of Progress. The CBIEP supports our most vulnerable learners, aligning with our mission to help develop informed, literate and resilient citizens through engagement in a safe, respectful, inclusive and responsive SD62 learning community.

Respectfully,

Janine Brooks  
District Principal – Inclusive Education Services

# Communicating Student Learning

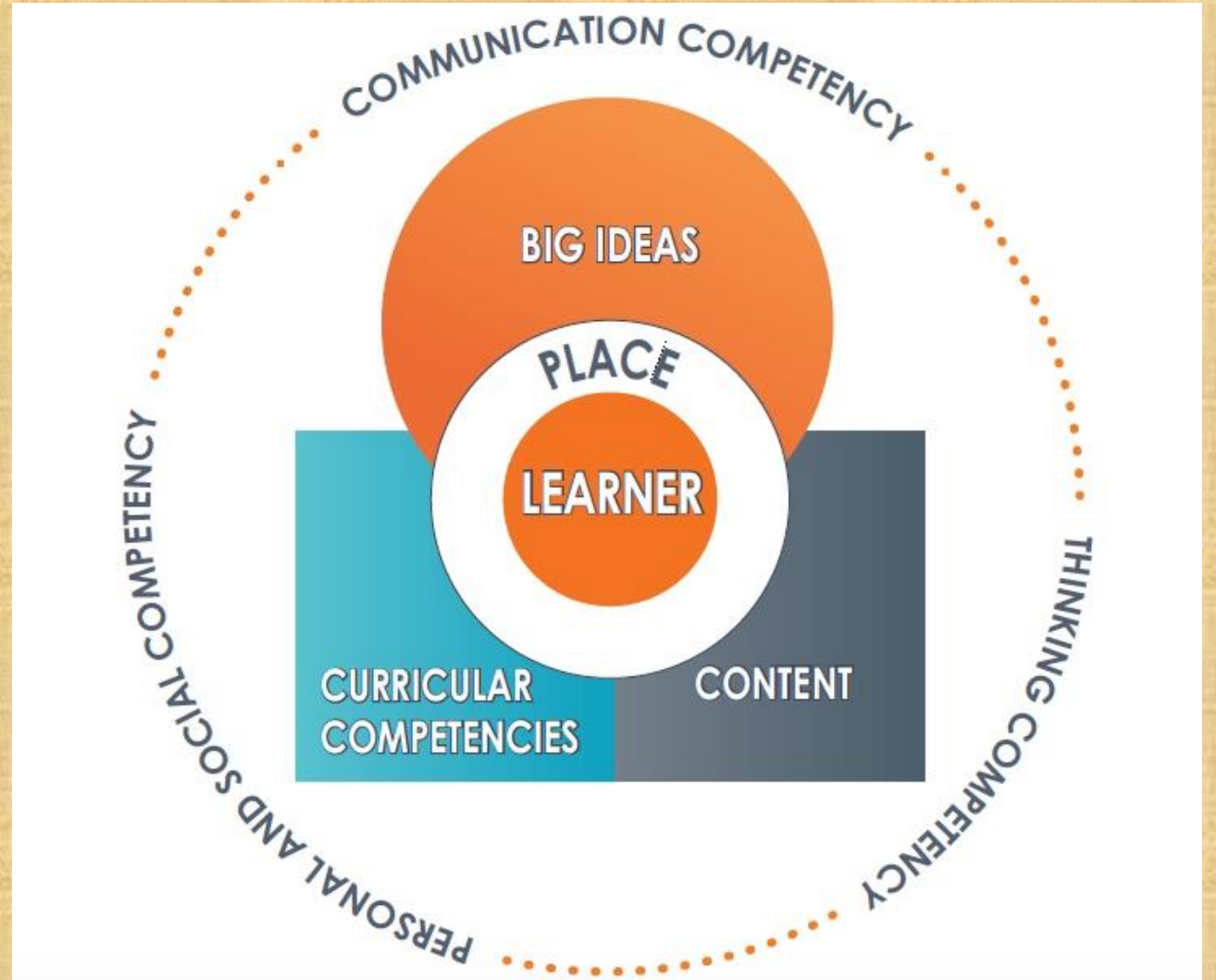
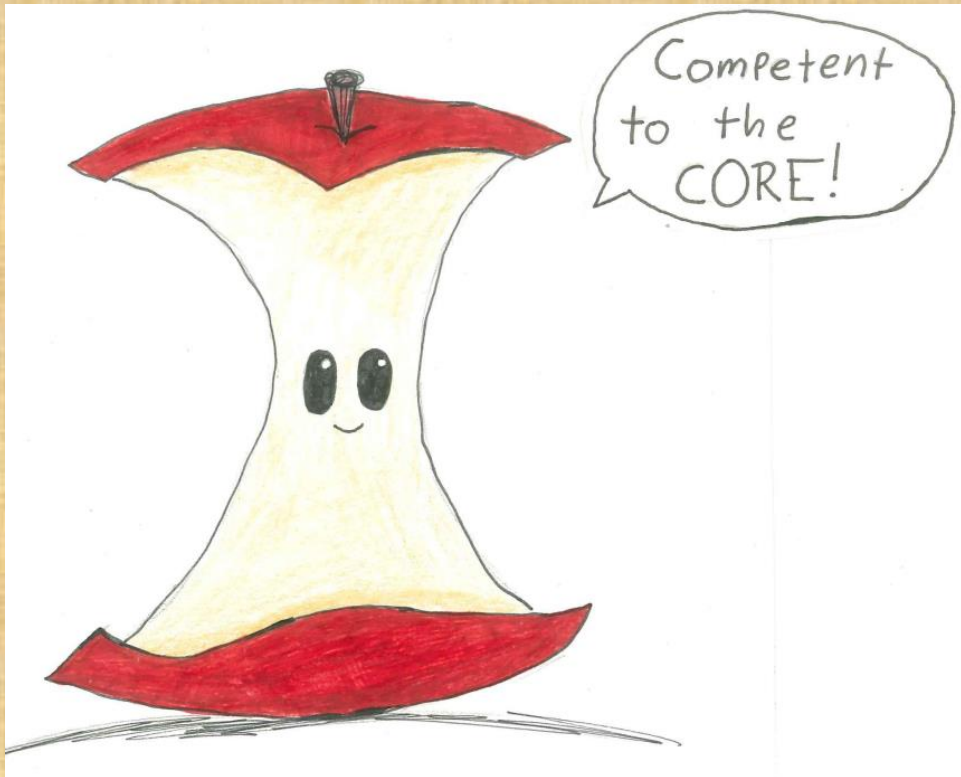
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Competency Based Inclusive Education Plans (CBIEPs)

May 3, 2022

# Competency-Based Curriculum

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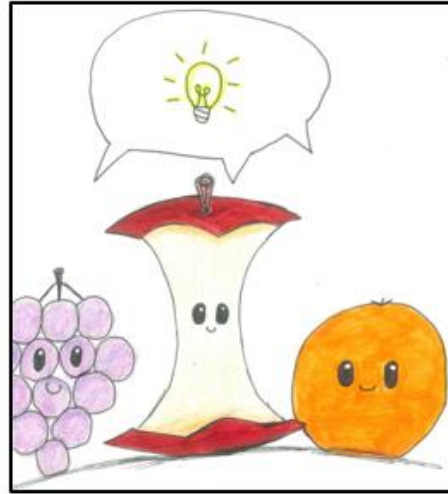


# Curricular Competencies



Science	English Language Arts	Social Studies	Mathematics
Questioning	Engaging and Questioning	Inquiry and Questioning	Questioning and Investigating
Procedures and Evidence	Processing	Evidence and Interpretation	Connecting and Reflecting
Analysis	Analyzing	Analysis	Reasoning and Analyzing
Ethics	Recognizing Identity and Voice	Ethics and Decision-making	Understanding and Solving
Communicating	Constructing and Creating	Communication and Justification	Communicating and Representing

# Core Competencies

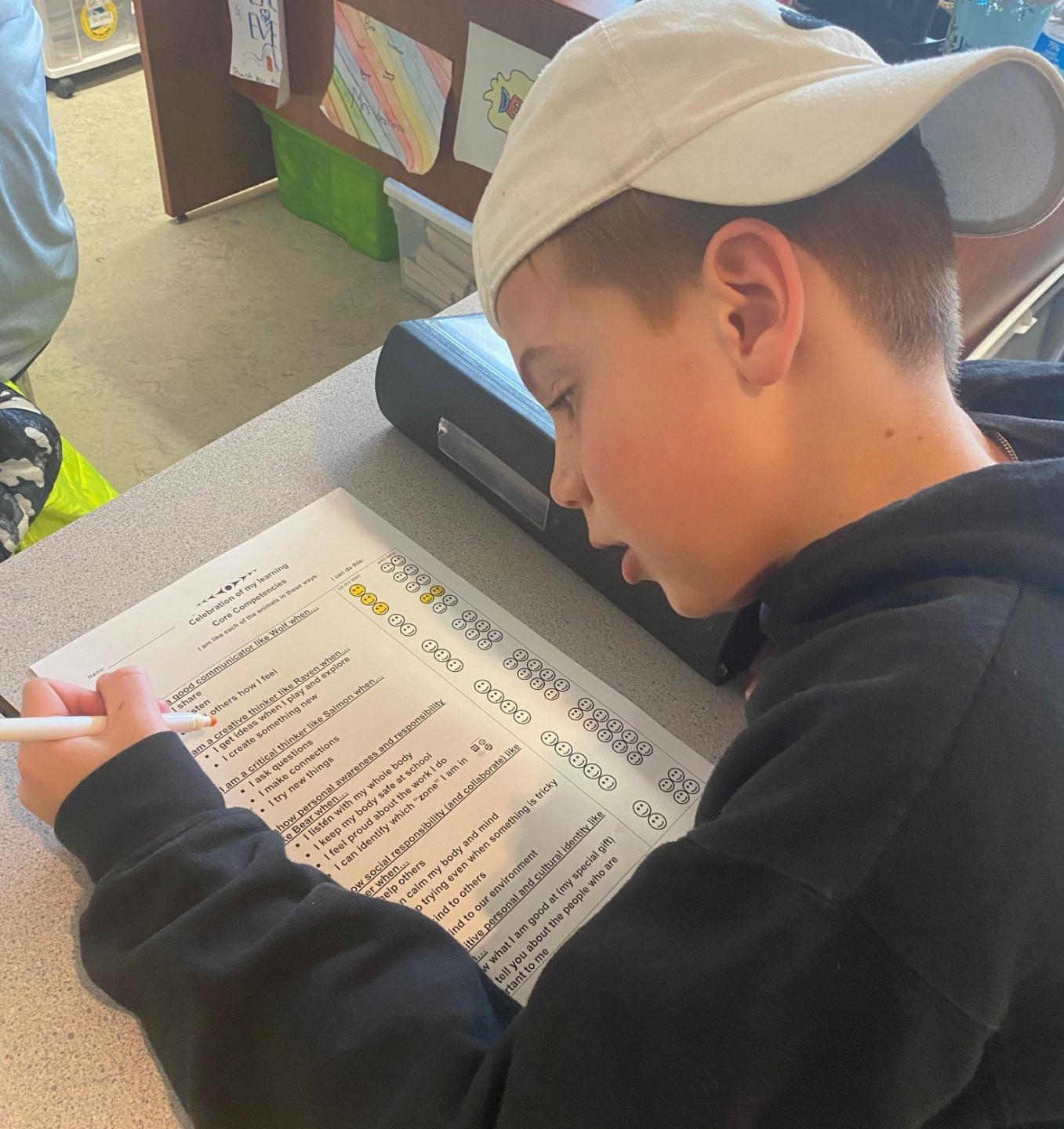


# Collaboration



- Working together
- Helping
- Listening
- Talking
- Sharing
- Taking turns





# Core Competencies



**Communicating**

**C**

- Connecting and engaging with others
- Focusing on intent and purpose
- Acquiring and presenting information

**Collaborating**

**C**

- Working collectively
- Supporting group interactions
- Determining common purposes

**Creative Thinking**

**T**

- Creating and innovating
- Generating and incubating
- Evaluating and developing

**Critical & Reflective Thinking**

**T**

- Analyzing and critiquing
- Questioning and investigating
- Designing and developing
- Reflecting and assessing

**Personal Awareness & Responsibility**

**PS**

- Self-advocating
- Self-regulating
- Well-being

**Positive Personal & Cultural Identity**

**PS**

- Understanding relationships and cultural contexts
- Recognizing personal values and choices
- Identifying personal strengths and abilities

**Social Awareness & Responsibility**

**PS**

- Building relationships
- Contributing to community and caring for the environment
- Resolving problems
- Valuing diversity



# Competency-Based Inclusive Education Plan

your child,  
your voice

# CBIEP Student Learning Profile

## My Learning Profile

<input type="checkbox"/> <i>Thoughts from my team</i>	<b>Personal</b> <i>What I am able to do on my own</i>	<b>Social</b> <i>What I am able to do with others</i>	<b>Intellectual</b> <i>How I think</i>
<b>My Strengths</b>			
<b>My Stretches</b>			

**My Focus Area This Year**




*These learning domains can inform the IEP development in these core competency areas*

### Core Competency Connections



[Personal Awareness and Responsibility](#)

[Positive Personal and Cultural Identity](#)

### Core Competency Connections



[Communicating](#)



[Collaborating](#)



[Social Awareness and Responsibility](#)

### Core Competency Connections



[Creative Thinking](#)



[Critical and Reflective Thinking](#)



# Learning Core Competencies



# Core Competencies Self-Reflection



## My Core Competencies Self-Reflection

74

Name: ROBBIE

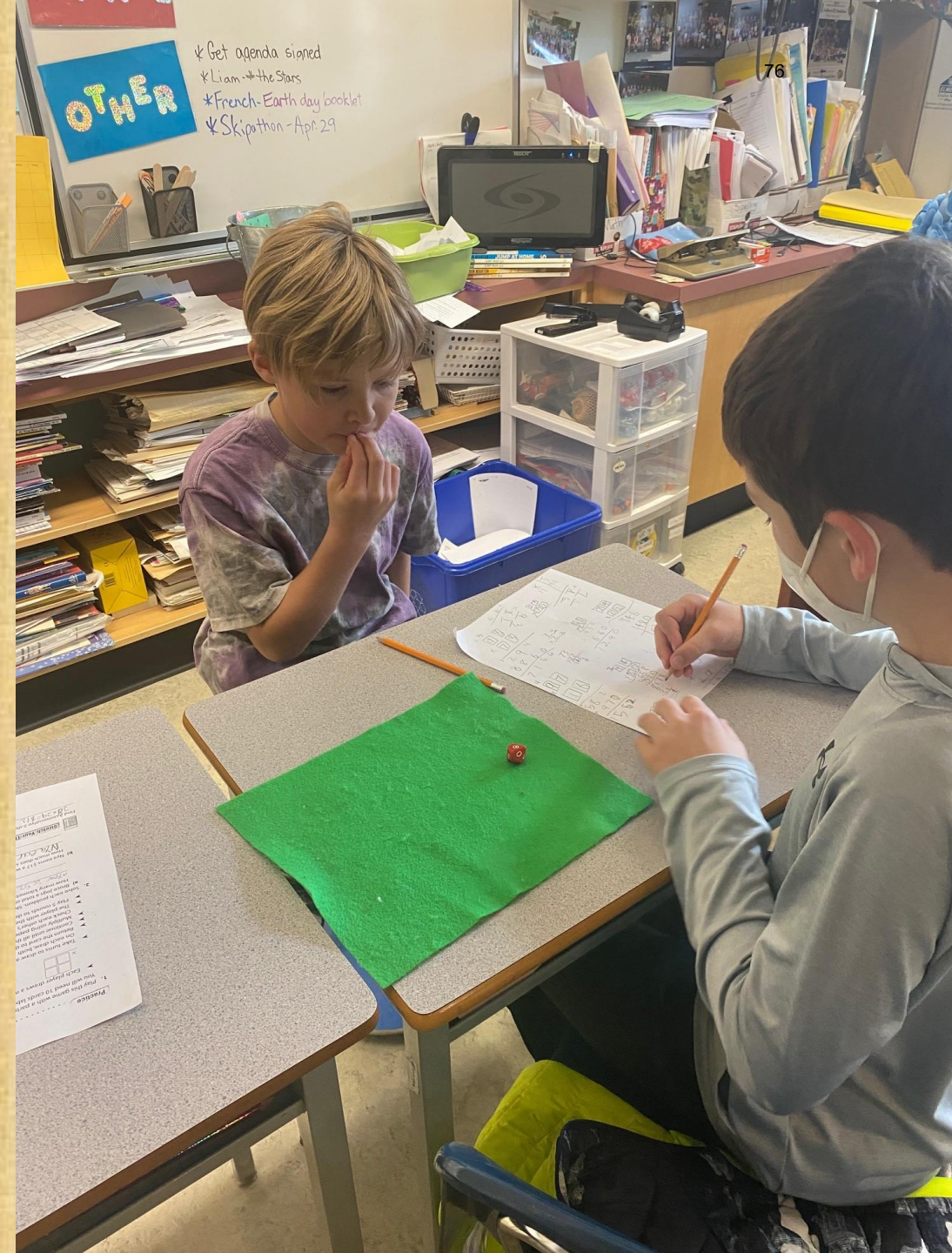
Date: APR 13 2022



# CBIEP Core Competency Goal

Core Competency Goals	
Personal Awareness & Responsibility	I can take action toward meeting my own wants and needs and finding joy and satisfaction, and work toward a goal or solving a problem.
Objective	Strategy
...by working with supportive adults	<ul style="list-style-type: none"> <li>- implementing help from adults when feeling overwhelmed by assignments (teacher, EAs, IST)</li> <li>-asking questions of adults to clarify or scaffold assignments</li> </ul>
....by working on my organizational skills	<ul style="list-style-type: none"> <li>-using a planner to keep track of assignments</li> <li>-putting loose papers in assigned duotangs and notebooks</li> <li>-organizing desk to be able to find supplies easily</li> <li>-giving a "daily report" to parents about each subject in class to review the day's work. Check-in about what what was finished and what is still being worked on in class</li> </ul>

# Curricular Competencies



## Area of Learning: MATHEMATICS

Grade 4

Ministry of Education

### BIG IDEAS

Fractions and decimals are types of **numbers** that can represent quantities.

Development of computational **fluency** and multiplicative thinking requires analysis of patterns and relations in multiplication and division.

Regular changes in **patterns** can be identified and represented using tools and tables.

Polygons are closed shapes with similar **attributes** that can be described, measured, and compared.

Analyzing and interpreting experiments in **data** probability develops an understanding of chance.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Reasoning and analyzing</b></p> <ul style="list-style-type: none"> <li>Use reasoning to explore and make connections</li> <li><b>Estimate reasonably</b></li> <li>Develop <b>mental math strategies</b> and abilities to make sense of quantities</li> <li>Use <b>technology</b> to explore mathematics</li> <li><b>Model</b> mathematics in contextualized experiences</li> </ul> <p><b>Understanding and solving</b></p> <ul style="list-style-type: none"> <li>Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving</li> <li>Visualize to explore mathematical concepts</li> <li>Develop and use <b>multiple strategies</b> to engage in problem solving</li> <li>Engage in problem-solving experiences that are <b>connected</b> to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>number concepts</b> to 10 000</li> <li><b>decimals to hundredths</b></li> <li>ordering and comparing <b>fractions</b></li> <li><b>addition and subtraction</b> to 10 000</li> <li><b>multiplication and division</b> of two- or three-digit numbers by one-digit numbers</li> <li>addition and subtraction of <b>decimals</b> to hundredths</li> <li>addition and subtraction facts to 20 (developing <b>computational fluency</b>)</li> <li>multiplication and division <b>facts</b> to 100 (introductory computational strategies)</li> <li>increasing and decreasing <b>patterns</b>, using tables and charts</li> <li><b>algebraic relationships</b> among quantities</li> </ul>

# CBIEP Curricular Competency Goal

Area of Learning		
Mathematics	Supplemental Goal	Teacher Responsible :
Learning Standards		
Mathematics - Develop mental math strategies and abilities to make sense of quantities		
Objective	Strategy	
..by increasing math fluency	<ul style="list-style-type: none"> <li>-number talks</li> <li>-using math at home in cooking and creating schedules</li> <li>-flash cards</li> <li>-math games and card games</li> </ul>	
...by gaining skills in problem solving	<ul style="list-style-type: none"> <li>-visually representing problems</li> <li>-using manipulatives</li> <li>-using a calculator</li> <li>-choosing graph paper for assignments</li> </ul>	

# Acknowledgements

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- Shelby Pollitt, Curriculum Coordinator Early Learning and Elementary
- Alyssa Richard, Inclusion Support Teacher and Teacher of the Visually Impaired
- Liska Rodger (Inclusion Support Teacher at Hans Helgesen)
- Kelly Hancock (Teacher at Happy Valley Elementary)
- Erika Sweetland, Leah Devries, Sarah McGregor, Kloe Holmes, Katie Heath, and Catrina Snook (Teachers at Lakewood Elementary)
- Corey the Apple



**Committee Info Note**  
**Education-Policy Committee Meeting**  
**May 3, 2022**  
**Agenda Item 6c: Dogwood & Canadian Physicians**  
**for the Environment Presentation**

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**Purpose:**

To raise awareness about Fortis BC's Energy Leaders curriculum.

**Background:**

Fortis, B.C.'s largest energy provider, has introduced 'curriculum-connected' learning resources that are being used by educators to teach children about 'energy solutions, conservation and safety.' This education resource amounts to propaganda that misleads students about the nature of energy and downplays the consequences of using fossil energy. It also misrepresents key facts about energy and climate change.

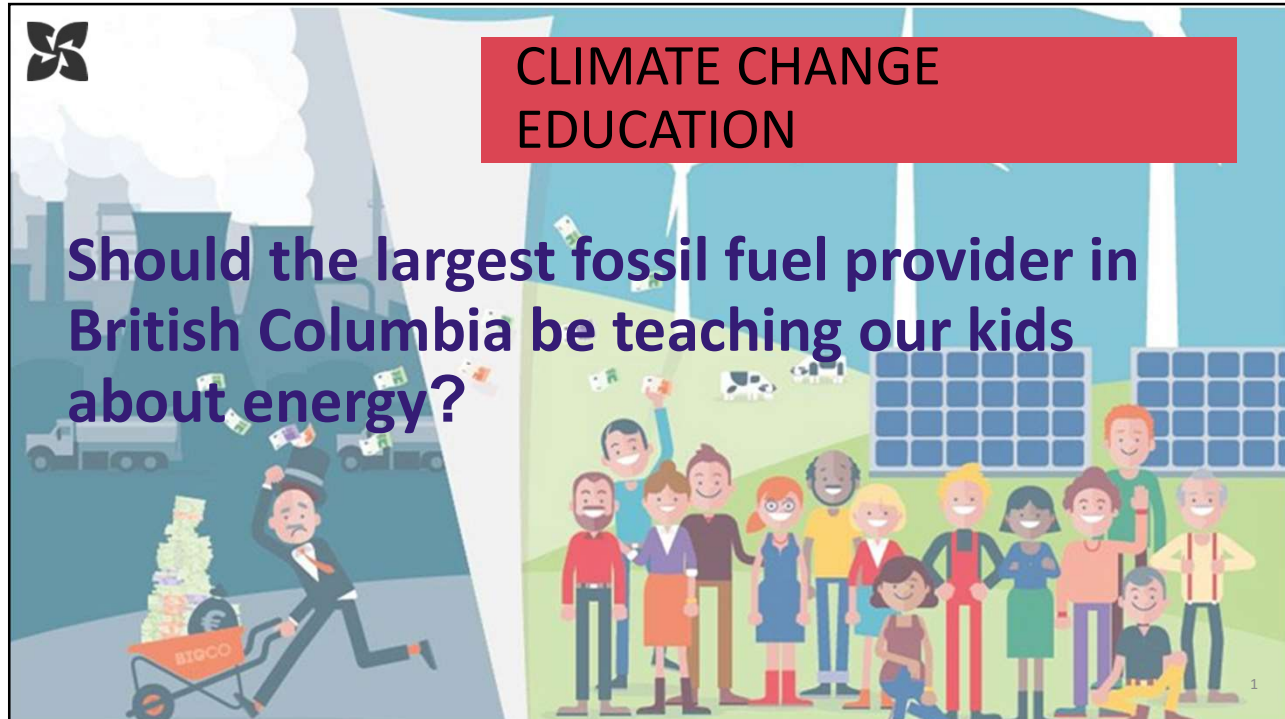
**Our request:**

**That:**

- School District No. 62 protect children from industry influence in the school curriculum, by ensuring that teachers have easy and facilitated access to unbiased, science-based curriculum resources.
  
- School District No. 62 consider writing to the Ministry of Education requesting that they ban fossil fuel influence and advertising in classrooms.

Respectfully,

Graham Tarling & Geoffrey Blair



**CLIMATE CHANGE EDUCATION**

**Should the largest fossil fuel provider in British Columbia be teaching our kids about energy?**

1

1

**Natural gas and associated emissions from buildings**




- Over half of carbon pollution in our major cities
- Rising at a rate of 11% per year
- In Southern BC one utility—Fortis—has a monopoly to sell and distribute gas.

2

2



# Climate change is an energy problem.

- Climate change - **not a story with two sides.**
- Fortis curriculum - **not impartial**
- The curriculum's definition of energy - **narrow and exclusive**
- Curriculum from corporations?? 



3

## The role Fortis plays fighting action on climate



- "Consortium to Combat Electrification"
- Influence over suppliers and installers
- Funds Energy Managers
- Proxies fight climate action
- Sued North Delta School district

**ESC's Consortium to Combat Electrification**

EVERSOURCE ENERGY

- Members from 15 utilities
- Eversource is co-leader
- Mission: Create effective, **customizable** marketing materials to fight the electrification/anti-natural gas movement
- Deliverables:
  - Messaging

**Consortium Members**

- Atmos
- DTE Gas
- Exelon
- Enbridge
- Eversource
- FortisBC
- MDU
- Muni Gas Authority of GA
- National Fuel
- SoCalGas
- South Jersey Gas

BE AN INDUSTRY CHAMPION. BECOME A CIPH MEMBER



4

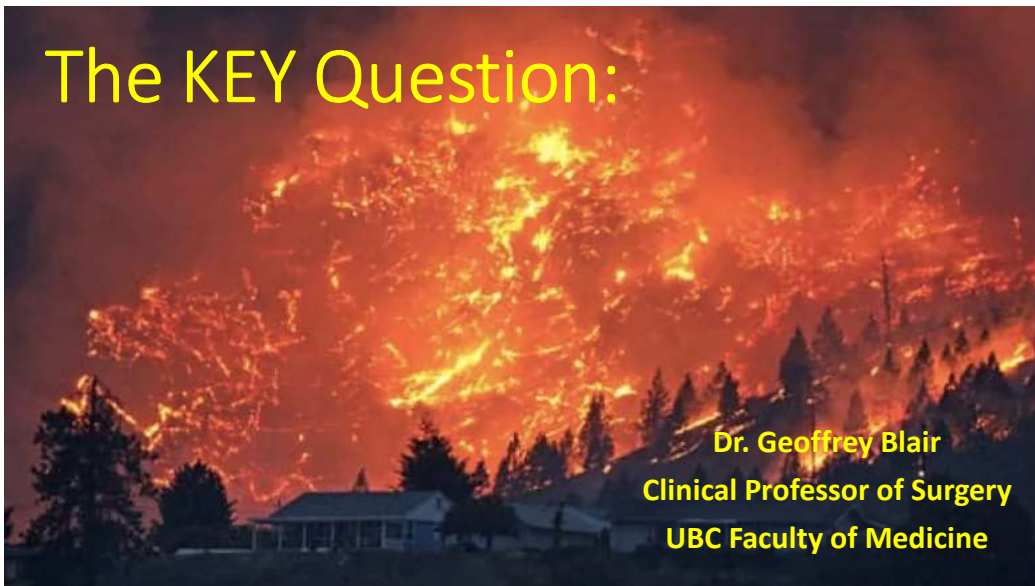
## RNG Realities

- Promoting renewable natural gas (RNG) as a climate solution is new
- In the curriculum it's "environmentally conscious"
- RNG is only 1% of current supply, never likely to be more than 10%
- No local reduction in emissions when RNG is burned



5

## The KEY Question:



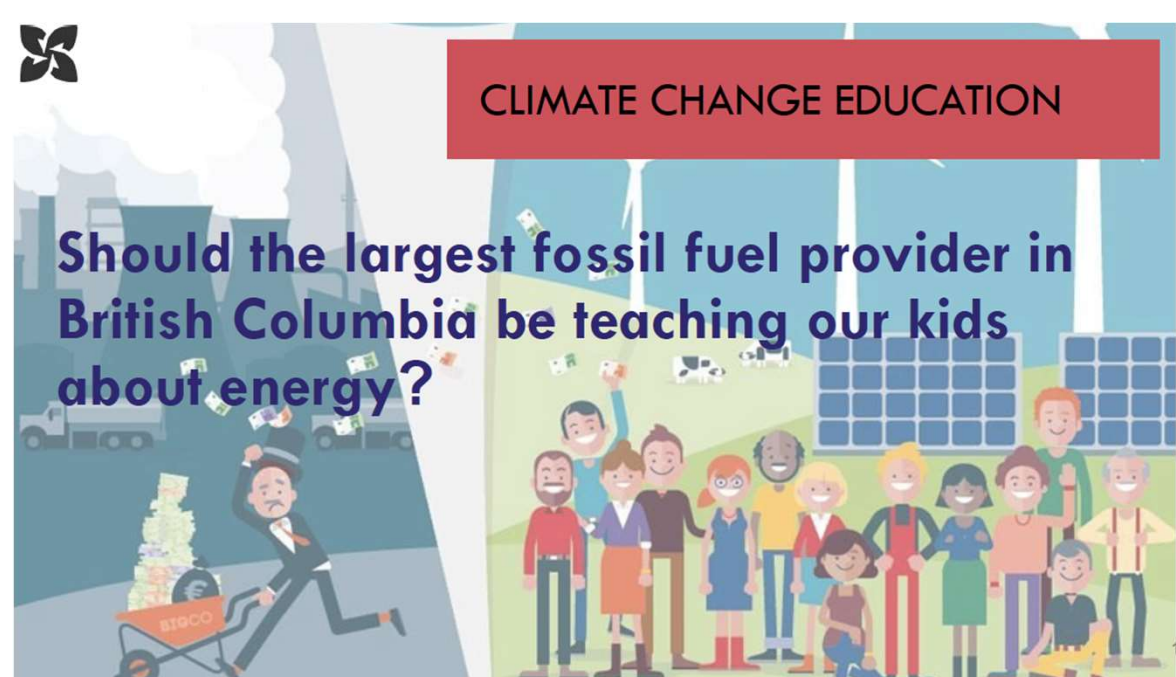
**Dr. Geoffrey Blair**  
**Clinical Professor of Surgery**  
**UBC Faculty of Medicine**

6



**I have no conflicts of interest to declare**

7



**CLIMATE CHANGE EDUCATION**

**Should the largest fossil fuel provider in British Columbia be teaching our kids about energy?**

8

# Learning Resources Policy Statement (2017)

- Boards of education may only use educational resource materials (i.e., learning resources) that **the board considers appropriate...**



- Boards of education have responsibility for **determining how learning resources are chosen** for use in schools.
- The Ministry of Education and Child Care no longer conducts evaluation processes to recommend learning resources. **This responsibility now rests with boards.**

[gov.bc.ca/gov/content/education](http://gov.bc.ca/gov/content/education)

9

# FortisBC Energy Leaders Educational Curriculum



[fortisbc.com](http://fortisbc.com)

Energy Leaders

Elementary (K-7)

Secondary (8-12)

Distance Learning



LESSON PLANS

## Elementary

When it comes to teaching British Columbia's next generation about being energy conscious, the best place to start is in the classroom. That's why we have created FortisBC Energy Leaders, an online education platform for BC teachers that provides engaging, bias-balanced curriculum connected lessons and classroom resources.

 [Download a sample lesson plan](#)



10

Energy at work FORTIS BC

**Greenhouse gases occur naturally and the greenhouse effect is a natural process which is generally a good thing for humans.**

FortisBC: Grade 7 lesson "Climate Change"

**Natural gas and the rock cycle** **GRADE 5**

**Without the greenhouse effect, the Earth would be much colder than it is now and we wouldn't be able to live here.**

FortisBC: Grade 7 lesson "Climate Change"

**GRADE 2: WHY WE NEED NATURAL GAS**

11

**Resources for teachers: through gov.bc.ca**

**Various Pros and Cons of Natural Gas**

Natural gas is one of the big three fossil fuels that the world runs on. In recent decades, there has been more of an effort to move away from coal and gas when it comes to providing heat and power as they produce high levels of pollution. The reserves for coal and natural gas are also being swiftly depleted, Natural gas is the obvious choice for replacing them as a major energy source, but there are many pros and cons of natural gas use.

Proponents of both sides, when it comes to talking about the pros and cons of natural gas have a tendency to only stick to isolated facts in promoting their view. The real scientific evaluation of the viability of an energy source comes in seeing both sides together. Natural gas is not a lot different from diesel and gasoline. It is a product of fossil fuel and the safest, cleanest and most used form of energy in our daily lives. In order to decide how viable natural gas is, we should consider the pros and cons of natural gas.

**RETHINKING Energy**  
**Our Changing Climate**

Climate change is a term students hear on a regular basis. Climate change is not a myth and it has an impact on everyday life and poses real challenges for people, plants and animals in all parts of the world. Introducing students to the basics of global warming will help them better understand the vital role they can play in shaping a sustainable future for the planet.

**Images of Change**  
grades 5 theme 3

12

## Our request

That:

- **Sooke SD 62 protect children from industry influence in the school curriculum, by ensuring that teachers have easy and facilitated access to unbiased, science-based curriculum resources.**
- **You consider writing to the Ministry of Education requesting that they ban fossil fuel influence and advertising in classrooms.**



**Committee Information Note**  
**Education-Policy Committee Meeting**  
**May 3, 2022**

**Agenda Item: 6d: Strategic Plan Third Quarter Report**

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**Background:**

- The Board of Education, through motion, has directed staff to bring forward quarterly reports on progress related to the Strategic Plan and to the Framework for Enhancing Student Learning (FESL).
- Under our renewed Strategic Plan for 2021-2025, we have sought to build a comprehensive process of accountability that links strategic plan outcomes and new Ministry of Education student success metric reporting through a continuous improvement lens.
- September 30, 2021 was the first time the [FESL report](#) was required to be submitted to the Ministry of Education.
- Since that submission, district staff have been working to build out the accountability framework for the district to demonstrate the work and progress occurring related to the strategic plan.
- The Third Quarter Report contains a lot of data that links to the Operational Plan for 2021-2022 which forms the annual work that will be undertaken towards the Strategic Plan 2021-2025.
- Included in this report:
  - Learning
    - Middle School Philosophy
    - Mental Wellness
    - Sexual Orientations and Gender Identities
    - Take a Hike
    - Climbing Academy
    - Trustee Student Forum
  - Engagement
    - Na'tsa'maht Enhancement Agreement
    - Strategic Communications
    - Wellness
  - Growth
    - Diversity Survey
    - Competencies
    - School Board Office (SBO) Feasibility Study
    - Student Success Dashboard Extension
    - Automation of Practices OH&S
    - Emissions Report
    - Class Size
- The Fourth Quarter Report will provide a summary of the 2021-22 school year operational plan work and be presented to the Education-Policy Committee and then the Board of Education Meeting in September 2022.

**Recommended Motion:**

That the Board of Education receive the Strategic Plan Progress – Quarterly Report (Q3) for consideration and future discussion.

Respectfully submitted,

Scott Stinson, Superintendent of Schools/CEO

# Quarterly Reporting 2021-22

# Q3



# STRATEGIC PLAN

2021-2025







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# Introduction

The district is committed to regular reporting in relation to its Strategic Plan and in alignment with the Ministry of Education’s Framework for Enhancing Student Learning (FESL).

The Board of Education, through motion, has directed staff to bring quarterly reports on progress related to the Strategic Plan and student outcomes forward for information. The district accountability process links strategic plan outcomes and Ministry of Education student success metric reporting through a continuous improvement lens.

Data and evidence from a variety of sources becomes available at various times throughout the school year and are reported to the Board at key intervals. These quarterly reports will be utilized as the base from which the Board’s annual report will be completed.

The SD62 Strategic Plan has three strategic priorities of Learning, Engagement and Growth. Each priority has four objectives to be achieved between 2021 and 2025.

Learning 1	To provide opportunities for learners to understand, respect and appreciate diversity and inclusion
Learning 2	To provide opportunities for learners to develop critical and creative thinking skills
Learning 3	To ensure our learning environments are safe, accessible and welcoming
Learning 4	To enhance student choice and voice
Engagement 1	To develop, expand and implement, inclusive and collaborative, practices and processes
Engagement 2	To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'
Engagement 3	To develop, expand and implement respectful, effective, clear and transparent communications
Engagement 4	To continue to develop, expand and implement a culture of wellness
Growth 1	To strengthen organizational practices to ensure equity, diversity and inclusion
Growth 2	To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging
Growth 3	To embrace 'digital technologies' and manage increasing complexity through leveraging the strategic use of resources
Growth 4	To expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment

# Learning

**Learning 2 To provide opportunities for learners to develop critical and creative thinking skills**

## **Middle School Philosophy**

The Middle School Philosophy, which has been developed by staff over the last 18 months and considered via three Thought Exchanges (staff, student, parents), was drafted to put before the Board of Education. The philosophy considers how to focus educational support during the specific development experienced by students in Grades 6-8 and will help to guide future decisions about middle schools.

**Learning 3 To ensure our learning environments are safe, accessible and welcoming**

## **Mental Wellness**

During the third quarter, Safe and Healthy School's staff have continued to work to support efforts in mental wellness. Teachers Teaching on Call (TTOC) shortages have impacted some of the planned projects and they are currently modifying plans for the spring to offer programs and projects that are less dependent on release time. However, several important activities and projects have been offered and/or completed.

Mental Wellness:

- District Social and Emotional Learning (SEL) coaches have been working with school-based staff to develop their awareness and capacity related to Social Emotional Literacy.
- District staff are working closely with school staff co-planning and co-teaching students on topics related to SEL.
- Professional Development sessions were offered at the April Collaborative Professional Development (Pro-D) day. One example was the virtual workshop titled SEL - Trauma Informed Practice - Strategies and Resources for the Classroom, presented by Vanessa White and school counsellor Katherine Chan.

## **Sexual Orientations and Gender Identities (SOGI):**

- Gender Neutral Washroom signage has been installed at all single stall washrooms throughout our schools and facilities sites.
- The Inclusive Washroom study has been completed and the draft proposals for retrofitting our existing middle and secondary schools has been shared with our Inclusive Washroom Committee. Next steps will be communicating the findings to the Executive and the Board.

## Learning 4 To enhance student choice and voice

### Trustee Student Forum

The first Trustee Student Forum was held on March 11, 2022, at Belmont Learning Commons. Thirty-eight (38) students from SD62 Middle and Secondary schools attended and spoke with Trustees on issues related to designing new schools. Their thoughts have been added to existing staff input on draft design principles for the district. We are consulting our community partners via Thought Exchange to gather additional feedback on school design. The most frequent feedback on the best thing about the Forum was that students liked being listened to and having their thoughts valued.



### Take a Hike

Registration and staffing are underway for the 2022-23 program of Take a Hike which is coming to SD62. The objectives of Take a Hike are:

- Increase youth attendance and engagement in school and community.
- Engage youth in regular mental health supports and encourage their involvement in their own mental and physical health and well-being.
- Improve academic success, leading to high school graduation.
- Empower youth with the social and emotional skills and resilience they need to build healthy relationships.

The ultimate goal is to empower youth with the skills and resiliency they need to graduate high school, build healthy relationships, and navigate the challenges of young adulthood after they leave the program.

The four program pillars of the Take a Hike program community are:

- **ADVENTURE** - Youth are engaged in experiential and land-based learning one day each week, and during three multi-day wilderness trips.
- **COMMUNITY** - Connects youth to their community and offers them a chance to give back.
- **COUNSELLING** - A full-time registered clinical counsellor provides youth with regular mental health support.
- **ACADEMICS** - Youth have an Individual Education Plan (IEP) and spend each day, including trips, with their primary teacher and class.

## Climbing Academy

Efforts are underway to establish the Climbing Academy at Belmont High School for the 2022-23 school year which the Board of Education approved at the January 25, 2022 Board Meeting. Within days of registration opening on February 7, the first cohort of 30 students had already secured their spot for the 2022-23 school year.

Demand for all of the SD62 Academy Programs continues to grow. As of April 19th, 2022, we have had 921 registrations for the next school year compared to 718 registrations at the same time last year. This has resulted in many of our programs filling up early in the registration cycle.

The Climbing Academy is a year-long program which will take place within the timetable in the morning blocks. Classes will be hosted both at BoulderHouse Climbing Gym and at Belmont Secondary School. Students will train climbing skills at BoulderHouse on Mondays, Wednesdays, and Fridays, and work on strength training, flexibility, and theory at Belmont on Tuesday and Thursdays.

### PROGRAM GOALS:

The Belmont Climbing Academy will introduce students to **bouldering**\* on different wall types, including slab, cave, vertical, 45°, etc. as they explore various difficulty levels through the climbing gym's circuit system. Students will develop climbing skills and techniques such as heel hooks, toe hooks, edging, smearing, knee bars, dynos, etc., as well as increase their strength, fitness, flexibility, and endurance. The program will promote personal goal setting, problem-solving, personal and social awareness, safety management, and an active lifestyle.

*\*Bouldering – a form of rock climbing performed on small rock formations or low artificial walls without the use of a harness or rope. These rocks or walls are significantly lower in height than those involved in top rope climbing. Bouldering sequences are relatively short but dynamic, requiring explosive movement and a combination of horizontal, diagonal, and vertical movements.*

# Engagement

Engagement 2	To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'
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## Na'tsa'maht Enhancement Agreement

The Na'tsa'maht Enhancement Agreement Renewal (NEAR) is underway. The terms of reference for the renewal process include:

- Revisiting the current goals in the Enhancement Agreement, ensuring the goals continue to create equity and enhance opportunities for Indigenous students and families.
- Ensuring that all partners and stakeholders understand the relationship between the Na'tsa'maht Enhancement Agreement and the Na'tsa'maht Indigenous Education Department's Operational Plan.
- Ensuring that the Enhancement Agreement reflects the collective voice of all partners and stakeholders.

As part of the original development of the Na'tsa'maht Enhancement Agreement, an Advisory Team consisting of representation from the T'Sou-ke Nation, Sc'ianew Nation, Pacheedaht Nation and the Métis Association of Greater Victoria was created. A new team consisting of some of the original members as well as new members is in place to oversee the renewal process. The committee is implementing a consultation plan that mirrors the original plan implemented in 2016. This includes:

- Leadership Meeting Consultation Activity (April 5).



- Surveys for all Partner Groups and the General Public: Surveys were open for three weeks beginning April 4 and closing April 22).
- Community Consultation Dinner Gatherings: Saseenos Elementary (April 11) and Ruth King Elementary (April 12).
- Student Forums at all Middle and Secondary Schools in April and May.
- Na'tsa'maht Indigenous Education Council Consultation Activity (April 20).

- In consultation with SD62's Manager of Strategic Communications, regular communication will occur with families and communities to ensure everyone is aware of the opportunities for involvement.



All survey and consultation data will be reviewed by the NEAR Advisory Team and the team will provide regular input and feedback as the draft of the new Enhancement Agreement is created.

The final draft will be created by the end of June. An official signing ceremony will be planned in September on Thursday, September 29th in advance of Truth and Reconciliation Day (Friday, September 30<sup>th</sup>).

<b>Engagement 3</b>	<b>To develop, expand and implement respectful, effective, clear and transparent communications</b>
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## Strategic Communications

Great strides have been made by the district this year to develop, expand and implement respectful, effective, clear and transparent communications. Initiatives include:

- Transition to a new Manager of Strategic Communications in January, 2022.
- Review Strategic Communications Plan.
- Improve regular communications via Wednesday Bulletin for Leadership Team and all staff.
- Increase engagement opportunities for staff, students and school communities.
- Draft brand guidelines, including PowerPoint templates, signature blocks and style guide.
- Broad-based communications to district families and communities, using social media, direct email contact and website posting.
- Transition social media to one-way communication in order to track and respond to inquiries more effectively.
- Forming new relationships with local media. Arranging interviews, comments and connections for the media.

Progress:

- Strategic Communications Plan:
  - Utilizing the previously developed plan, our new Manager of Strategic Communications has been observing district actions and culture to assist in next steps and direction.
  - A calendar of events, including national and international “day-of” entries to acknowledge and recognize the diversity in our district as well as key district events and initiatives.
  - Draft Branding Guidelines, templates and style guide have been created and are currently being vetted.
- Wednesday Bulletin:
  - Consolidation of information to staff and Leadership Team to reduce the amount of email traffic and to create a central repository of information.
  - This initiative originated during the pandemic for COVID related information and has since been adapted to more closely link to the District’s Engage website.



- All bulletins are posted to Engage so that staff can review information and return to archived versions.
- Engagement Opportunities:
  - Over the course of this school year a number of engagement activities have been offered, including:

<i>Activity</i>	<i>Audience</i>	<i>Number</i>
All Staff Gatherings	SD62 Staff	2
Student/Trustee Forum	Students	1
Surveys	Students	2
	Staff	9
	Families	3
Thought Exchange	Students	2
	Staff	5
	Families	3

- Broad-based communications, highlights include:

<i>Activity</i>	<i>Engagement Type</i>	<i>Timeline</i>	<i>Number</i>
Kindergarten Registration	Print and web ads Website “news”	Dec to Jan.	Social media, Main website news
Academies	Emails Social media	Feb- March	5 emails (Grades 5-12), social media
COVID-19 Updates	Emails Social Media	Feb - April	4 emails (all families), social media when needed
Transportation	Emails Social Media Website “news” Engagement page Information Bulletin	March - April	3 emails (families), social media, main website news, engagement page, information bulletin
SD62 2022-23 Budget	Website Video Social Media	Feb-May	Main page website, video, social media
Middle School Blended Learning	Email Social media	March	1 email (Grades 5-7), social media
Na'tsa'maht Enhancement Agreement Renewal (NEAR) Survey	Email Social Media Website “news” Engagement page	April	1 email (families), social media, main website news, engagement page
Homestay Recruitment	Email Social media Website “news”	April	1 email (families), social media, main website news

<b>Engagement 4</b>	<b>To continue to develop, expand and implement a culture of wellness</b>
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## Wellness

The district continues to build out its approach to supporting wellness for staff and students. Highlights from the third quarter include:

- Wellness Mini Grants: Funds (\$27,900) released for school and worksite Wellness plans. Sites are actively planning and offering staff wellness opportunities. Grants range from \$650-2,500 depending on the size of the school.
- Wellness Book Club offered to staff.
- Staff Learning opportunities offered including Sleep (42 attendees), Grief and Loss (20 attendees), Mental Health Literacy (several full day or part day sessions at schools where all staff attended, 4 classes at RBSS), Trauma Informed Practice (85 attendees).
- District Wellbeing Committee welcomed new CUPE 459 representations.
- Thought Exchange used to seek staff input for new email communication guidelines.
- Safe and Healthy Schools' staff supported development of the Staff Wellness Forum.
- District continued its leadership role at the HSHP Community Table. Current work includes rebranding of the table and working collaboratively with ministries, non-profits and municipalities to partner in space sharing and space development for service delivery.

# Growth

Growth 1	To strengthen organizational practices to ensure equity, diversity and inclusion
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## Diversity Survey

Staff have created a Diversity Equity and Inclusion Committee which has been meeting to discuss the scope of a survey for all staff that will focus on collecting and analyzing equity data towards ensuring we have an equitable workforce and to advance employment equity at SD62.

The survey will define those who self-identify with the four designated groups as well as gender identification. We will also provide definitions for all the groups identified.

SD62 is committed to the practices of equity, diversity and inclusion in all aspects of employment. These resources will help remove barriers for hiring processes and support fair, equitable hiring.

We hope to understand how bias affects decisions and produce self-start guides for hiring using an equity lens. We will create equity practices at different phases of the search process.

## Competencies

In October 2020, SD62 staff were asked their views on “what skills or abilities do we all need to have to work in SD62” through Thought Exchange. The thoughts were merged into draft competencies which were shared through another survey that was sent out in October 2021 asking all SD62 staff to provide their feedback on the proposed competencies to make sure we got them right. This further feedback was reviewed and incorporated to finalize the below SD62 competencies for both Staff and Leaders. These competencies define who we are as a District and who we want to attract to join the SD62 team. These competencies also align to [BC’s Curriculum - Student Core Competencies](#) and encompass SD62 Values (Relationships, Choice, Respect, Integrity, Trust, Safety, Diversity, Equity).

Go to Engage for more details [SD62 Competency Framework](#) and [SD62 Competency Definitions](#)

<b>Growth 3</b>	<b>To embrace ‘digital technologies’ and manage increasing complexity through leveraging the strategic use of resources</b>
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### Student Success Dashboard Extension

Under the Provincial policy on the Framework for Enhancing Student Learning (FESL), SD62 is required to develop school plans that are aligned with the District Strategic Plan. In support of this, Information Technology (IT) in partnership with District Principals has developed a template and website for schools to enter their school plan information. IT has also developed dashboards per school related to Student Success. These dashboards contain enrolment and projections, school demographics, attendance, grade to grade transitions, equity scan, student learning survey, assessments, course marks, and other relevant metrics.

Dashboards can be found under [IT Services and Processes | Staff Intranet \(sd62.bc.ca\)](#) via [Student Success - School Plan Data | Staff Intranet \(sd62.bc.ca\)](#)

### Automation of Practices OH&S

OH&S with the assistance of the IT department purchased an online tracking and forms software platform. It is designed to eliminate duplication and streamline reporting providing greater efficiency. There is less manual inputting and less chance for missing data as the function sends reminders and blocks moving forward without required fields populated. The platform provides for easy access and faster response times.

<b>Growth 4</b>	<b>To expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment</b>
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### Emissions Report

The District collects emissions data on a monthly basis and reports out on a calendar basis. The following table reflects these emissions for the 2021 year as compared to 2010 (base year) and from last year’s performance. This table reflects, even though the number of students, staff, buildings and fleet vehicles have increased since 2010, our emissions have decreased by 27.5% for buildings and 13.3% for the fleet. Staff will break the total emissions down to a per building and fleet unit perspective to better reflect the actual reductions.

Emissions tCO2e	2010	2020	2021
Natural Gas	1,795	1,332	1,327
Propane Gas	11	43	50
LFO	78	27	28
Electricity	155	268	73 *
<b>Building , Total</b>	<b>2,038</b>	<b>1,670</b>	<b>1,478</b>
<b>Reduction-building</b>		<b>-18.1%</b>	<b>-27.5%</b>
Gasoline,	174	185	191
Diesel,exempted	577	350	460
<b>Fleet total</b>	<b>751</b>	<b>536</b>	<b>651</b>
<b>Reduction-fleet</b>		<b>-28.6%</b>	<b>-13.3%</b>
Paper	106	64	85
<b>Emissions total, tCO2e</b>	<b>2,895</b>	<b>2,270</b>	<b>2,214</b>
			<b>-23.5%</b>

## Operational Capacity and Class Size

Class size is currently above the provincial average – a figure we would like to reduce. The District continues to grow exponentially and be the fastest growing district in B.C. The forecasted growth for 2021-22 was 206 FTEs (full time equivalents) but the actual growth was 735 FTEs. If forecasts are accurate, we will have increased by 2,000 students in 5 years and 3,300 by 2035. The District is forecast to be at 120.11% capacity by 2027.

Currently we have nine schools operating between 5-19 per cent over operational capacity. Seven schools are operating at 20 per cent or more over operational capacity. Eleven schools are at standard operational capacity.

### Operational Capacity of Schools

No of Schools	\$ above operational capacity
11	0
9	5-19
7	20%+

### Class Size

Grade	Average SD62 Class Sizes			Provincial Average
	2019	2020	2021	Sept 2021
Kindergarten	18.7	18.3	19.6	17.4
Grades 1-3	20.9	18.1	21.2	19.2
Grades 4-7	25.6	22.2	25.2	23.2
Grades 8-12	23.7	12.5 <sup>1</sup>	23.7	21.4

<sup>1</sup> Reflects COVID-19 Octamester



## Permission to Conduct Non-Board-Initiated Research

Date of application	<b>April 7, 2022</b>
Applicant's Name	<b>Dawn Wright</b>
Address	
Phone Number(s)	
E-Mail Address	<b>dawright@sd62.bc.ca</b>
Present Position	<b>Inclusion Support Teacher</b>
SD62 Employee?	<b>Yes</b>
Affiliated institution or organization	<b>Vancouver Island University</b>
Name of facility supervisor (if applicable)	<b>William McGann William.McGann@viu.ca</b>
Title of study	<b>Supporting Speech-to-Text and Text-to-Speech in the Inclusive Classroom in a Universal Design for Learning Format</b>
Type of study	<b>Master's degree in special education</b>
Requested date to start and anticipated end date	<b>April 19-22?</b>
Type of participants (i.e. student, parent, teacher, support staff)	<b>Special education teachers in the district</b>
Any specific cohort focus	<b>No</b>
Plan for recruitment to study	<b>Email request</b>
Specific location(s) of study	<b>All schools in the district</b>
Data collection tools	<b>Google Forms Survey</b>
Ethics approval, date and organization	<b>REB: Research Ethics Board, December 16, 2021</b>

E-mail to: Superintendent of Sooke School District: [sstinson@sd62.bc.ca](mailto:sstinson@sd62.bc.ca)  
 or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1

April 8, 2022

Dear Mr. Stinson,

Please consider this written proposal for my survey that is part of my master's degree in special education. The purpose of this 10-15 minute survey for special education teachers is to discover successful means to incorporate assistive technology into the inclusive classroom in a universal design for learning format. I am looking at speech-to-text and text-to-speech technology for those students who are cognitively at grade level yet have difficulty with reading and writing. Often, but not always, these students have a dyslexia diagnosis. Without means in the classroom to read and write using technology, these students are at a disadvantage to independently produce their work. We have technology available and need to discover how to use it effectively in the classroom.

In 2010 Glazzard conducted a study on students diagnosed with dyslexia. He asked questions around self-esteem and confidence. In Glazzard's words "The feeling of isolation was a consistent theme across the interview data in my study. The students spoke about their dislike of being expected to produce the same amount of written work as their peers within the same time constraints" (p. 65). Though this study was conducted twelve years ago, students with reading and/or writing difficulties are still having the same struggles today in inclusive classrooms.

Chambers and Forlin (2020) wrote about how assistive technology should be used in an inclusive classroom and why this should be done using a UDL format. Though an inclusive classroom with a universal design for learning that incorporates assistive technology appears to be the direction in which schools should go, assistive technology has yet to be systemically implemented to support students, particularly for those who are cognitively similar to their peers, but struggle in the area of literacy.

I have used Google Forms to create a survey that consists of nine quantitative questions that are answered on a 5-point Likert scale and four open-ended qualitative questions. The 13 questions ask special education teachers to share successes, challenges, and corrections to challenges that they have witnessed with implementing assistive technology in inclusive classrooms. I requested the participants to consider filling in the survey within five days of receiving their email notification. Participants remain anonymous by using the Google Forms survey. Email addresses are not attached with the survey.

No funding has been received for this degree.

Depending on results discovered, a successful manner to incorporate assistive technology in the inclusive classroom can be introduced by myself in upcoming professional development days.

The Research Ethics Board at Vancouver Island University has accepted my approval. I have attached their approval to this letter. Please contact my supervisor, William McGann at [William.McGann@viu.vu](mailto:William.McGann@viu.vu) with any questions. If you would like to meet with me in person, I am available at your convenience.

Sincerely,

Dawn Wright, IST in SD 62

[dawright@sd62.bc.ca](mailto:dawright@sd62.bc.ca) Personal email and phone contact: [dawngonehappy@gmail.com](mailto:dawngonehappy@gmail.com) 250-880-1452

Chamber, D., Forlin, C. (Eds.). (2020). *Assistive technology to support inclusive education*.

<https://web-s-ebshost>

Glazzard, J. (2010) The impact of dyslexia on pupils' self-esteem. *Nasen*. 25(2), 63-69.

<https://doi-org.ezproxy.viu.ca/10.1111/j.1467-9604.2010.01442.x>





## Permission to Conduct Non-Board-Initiated Research

Date of application	April 21, 2022
Applicant's Name	McKenna Simpson
Address	
Phone Number(s)	
E-Mail Address	19181043@brookes.ac.uk
Present Position	SD63 employee Oxford Brookes University student
SD62 Employee?	No
Affiliated institution or organization	Oxford Brookes University
Name of facility supervisor (if applicable)	Dr. Mark Gibson
Title of study	Teacher Motivation and Leadership in British Columbian Public School Sport Academies
Type of study	Masters Dissertation
Requested date to start and anticipated end date	April 21, 2022-Dissertation due Sept. 2022 (participants will be invited to fill out one questionnaire)
Type of participants (i.e. student, parent, teacher, support staff)	Sport academy teachers
Any specific cohort focus	
Plan for recruitment to study	An email with study information and invite to fill out attached questionnaire
Specific location(s) of study	Teachers from across BC will be asked to complete online questionnaire
Data collection tools	Questionnaire
Ethics approval, date and organization	Oxford Brookes University ethics approval April 11, 2022

E-mail to: Superintendent of Sooke School District: [sstinson@sd62.bc.ca](mailto:sstinson@sd62.bc.ca)  
 or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1

**Janice Foulger**

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**From:** Mckenna Simpson <19181043@brookes.ac.uk>  
**Sent:** Wednesday, April 20, 2022 12:52 PM  
**To:** Scott Stinson; Janice Foulger  
**Subject:** Re: Master's Dissertation Research Permission  
**Attachments:** GDPR Privacy Notice Template for Researchers ver 4.5 April 22.docx; Participant Information Sheet Form.docx

CAUTION - EXTERNAL SENDER: This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

Hello Ms. Foulger and Mr. Stinson,

My name is McKenna Simpson. I am teacher in the Saanich School District currently working on my Masters of Education Leadership & Management at Oxford Brookes University. For my dissertation I am looking at teacher motivation and leadership in British Columbian public school sport academies. In order to complete my research I have created a questionnaire that I will be asking teachers who are teaching a sport academy class this school year to complete. Before approaching the teachers I am asking for your permission to contact the teachers in your school district. I reached out Laura Fulton at Belmont and she said to contact you two for permission. The teachers are not required to participate if you provide consent, it only allows me to contact them asking them to participate in my research. They can individually decide if they would like to partake in the research study or not. If you are willing to have me conduct research in your school district please send me a reply email expressing permission. At the bottom of this email I have included the Participant Information sheet and the GDPR Privacy sheet to provide you with more information on the research I am completing.

If you have any questions please reach out. I am looking forward to being given the opportunity to do more work at Belmont after doing my observation there last year.

Thank you for your time,  
McKenna Simpson