




Public Notice – Board of Education Online Public Meeting

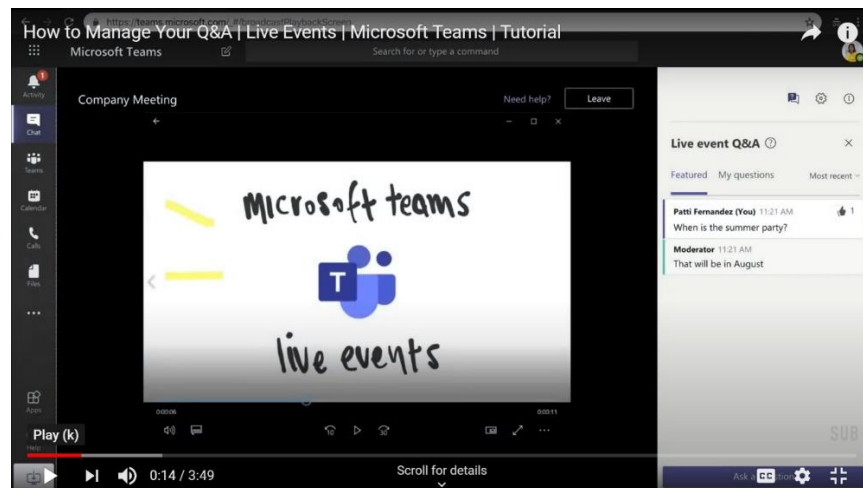
A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on November 5, 2024 at 6:00 pm.**

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.

To participate in the meeting please click on this link: [Follow Link](#)

<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.



EDUCATION-POLICY COMMITTEE

School Board Office

Via MS Teams

November 5, 2024 – 6:00 p.m.

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, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)
2. **Opening Remarks from Chair, Cendra Beaton**
3. **COMMITTEE REPORT** of October 1, 2024 Education-Policy Committee meeting (Page 3)
4. **BAA COURSE PROPOSALS**
 There are no BAA course proposals for this meeting.
5. **NEW BUSINESS** (attached)
 - a. DEI Committee Presentation – Monica Braniff and D'Arcy Deacon (Page 6)
 - b. Feeding Futures Presentation – Dave Strange, Matthew Kemshaw, Mike Bobbitt and (Page 23) Patrick Gale
6. **REVIEW OF POLICIES/REGULATIONS** (attached)
 There are no policies/regulations for this meeting.
7. **FOR INFORMATION**
 - a. Research Project Approval – 'BRIDGE' – Broadening Relationships Through Intergenerational Dementia Guidance and Education – Dr. Jodie Gawryluk, UVic Institute of Aging and Lifelong Health (Page 30)
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** Dec. 3, 2024



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
October 1, 2024 – 6:00 p.m.**

Present: Cendra Beaton, Trustee (Committee Chair)
Allison Watson, Trustee (Committee member)
Amanda Culver, STA
Tim Hamblin, CUPE
Shannon Miller, SPVPA
Sandra Arnold, SPEAC
Paul Block, Superintendent/CEO
Dave Strange, Associate Superintendent
D’Arcy Deacon, Associate Superintendent

Guests: Fred Hibbs, Wayne Kelly

Regrets: Trudy Spiller, Trustee (Committee member)

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc’ianew Nation, and T’Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)

2. Opening Remarks from Chair, Cendra Beaton

The Chair reminded the committee and observers of the proper protocol for participating in discussion and asking questions. The Chair invited members of the committee to share causes for recognition and celebration within the district and the sector. Members of the committee shared various examples highlighting successes in Sooke School District.

3. COMMITTEE REPORT of Sept. 10, 2024 Education-Policy Committee meeting

The committee report for the September 10, 2024 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. BAA COURSE PROPOSALS

There were no BAA course proposals for this meeting.

5. NEW BUSINESS (attached)

- a. Academies and Scholarships – Wayne Kelly, District Principal of Academies

Wayne Kelly provided an overview of the many district academies, with special emphasis on the post-secondary opportunities that students have accessed through their academy participation. The committee was very appreciative of the update and celebrated the work of all the staff involved in the diverse academy programs. Committee members followed with discussion and questions.

b. 2024/25 - Q1 Strategic Plan Report – Paul Block

The Superintendent provided the committee with the Quarter 1 Strategic Plan progress report. The Superintendent called on other Executive members, including Associates D’Arcy Deacon and Dave Strange, and Executive Director of HR Fred Hibbs, to provide an update on a variety of projects and initiatives actioned during Quarter 1. The report was well received, and committee members followed with discussion and questions.

Recommended Motion:

That the Board of Education receive the Q1 Strategic Plan Report as presented at the October 1, 2024 Education-Policy Committee meeting.

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

a. Draft Revised Policy E-358 “Pension Plan Membership” – Fred Hibbs, Executive Director - HR

Executive Director Fred Hibbs spoke to the draft revised policy. Committee members followed with discussion and questions.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy E-358 “Pension Plan Membership”.

b. Draft Revised Policy E-139 “Death Benefits for Excluded Employees” – Fred Hibbs, Executive Director - HR

Executive Director Fred Hibbs spoke to the draft revised policy. Committee members followed with discussion and questions.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy E-139 “Death Benefits for Excluded Employees”.

c. Draft Revised Policy E-331 “Access and Appeal for Excluded Employees” – Fred Hibbs, Executive Director - HR

Executive Director Fred Hibbs spoke to the draft revised policy. Committee members followed with discussion and questions.

Executive Director Hibbs acknowledged the tremendous work of Nora Reid – Strategic HR Manager and the broader team in the development of this and the previous policies presented during this meeting. The Chair reiterated this recognition.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy E-331 “Access and Appeal for Excluded Employees”.

7. **FOR INFORMATION**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE: Nov. 5, 2024**

DRAFT



Committee Info Note
Education-Policy Committee Meeting
November 5, 2024
Agenda Item 5a: DEI Presentation

Background:

The Sooke School District engaged Bakau Consulting to complete a Diversity, Equity, and Inclusion (DEI) analysis in 2023. Bakau looked to identify areas of growth within the school district through exploring whether people felt safe, valued, and a sense of belonging. The analysis reviewed how decisions are made, whose voices are missing, and what barriers continue to prevent equitable access. Through their analysis, Bakau was able to gain insight into organizational structure, demographics, and people's feelings of belonging, inclusion, and trust.

The team at Bakau Consulting gathered and analyzed both qualitative and quantitative data from:

| | |
|------------|---|
| STUDENTS | A survey with approximately 200 respondents, 4 Focus Groups with students from 4 high schools in the Sooke School District. |
| STAFF | A survey with 350 respondents, 3 Focus Groups with Teaching Staff, CUPE Staff, and Non-Teaching and Non-CUPE Staff. |
| CAREGIVERS | A survey with 1,490 respondents, 1 focus group with 6 participants. |
| COMMUNITY | A survey with less than 30 respondents, no focus groups were conducted for community members. |

**Bakau notes that limitations to the data collection and methodology may impact results; it is important to use the data as a starting place for further investigation.*

Timeline:

In April-May 2023, Bakau completed surveys with all partner groups and facilitated staff and parent focus groups. The team completed student focus groups in the fall of 2023. An Executive Summary of their findings was finalized in early 2024 and reviewed through a leadership working group in the spring of 2024. This Information Note provides a high-level overview of the working group's review with the intent of establishing context to support Trustees and partner groups as they receive the Executive Summary Report.

Current Context:

The Leadership Working Group noted three recurrent themes in the report:

| | | |
|---|---|---|
| Polarization Some feel we are doing too much while others feel that it is not enough. Some instances of significant resistance in the community. | Proactive vs Reactive Proactive processes and supports need to be more defined and transparent. Reporting tools are needed and/or more readily shared. | Safety & Trust Staff have witnessed harassment/discrimination. Students/parents/staff are not aware of reporting processes. Some students/caregivers do not feel comfortable or confident that concerns will be resolved. |
|---|---|---|

Bakau Report Recommendations:

| Short Term | Long Term |
|---|--|
| CREATE COMMITTEE Ensure all voices are heard, valued, and integrated into DEI. DISCRIMINATION, BULLYING, AND HARASSMENT Establish reporting process, bystander training, restorative practice. CALL INS AND CALL OUTS Train staff, consider policy work. INCLUSIVITY IN ACTIVITIES & CURRICULUM Activities for all bodies, diverse curriculum. | HIRE A DEI STRATEGIST Lead for internal DEI efforts. DEALING WITH RESISTANCE Raise awareness, clarity around values, explanation of purpose, training & supports to deal with resistance. |

Additional Committee Recommendations:

| Short Term | Medium | Long Term |
|---|--|---|
| ⇒ Code of Conduct ⇒ Pronouns ⇒ DEI Coordination | ⇒ PVP training ⇒ Student Voice ⇒ Diversify Resources | ⇒ Strategic Plan ⇒ Data Analysis ⇒ Student Learning |

Next Steps:

- Initiate a Request for Proposal (RFP) to seek a DEI strategist to create Terms of Reference and lead the formation of a District DEI Committee.
- Consult with Partner Groups for representatives to be part of further DEI district directions.
- Form committee and begin the work.

Respectfully submitted,

Monica Braniff, Deputy Superintendent
D'Arcy Deacon, Associate Superintendent

Sooke School District 62

Audit Report Executive Summary



2023

Prepared by
BAKAU CONSULTING



OVERVIEW

The Sooke School District engaged Bakau Consulting to complete a Diversity, Equity and Inclusion (DEI) audit in 2023. To continue serving their students, staff, caregivers, and community members, the Sooke School District agreed to ask themselves difficult questions on how to effectively and authentically make Sooke School District safer and more inclusive.

METHODOLOGY

The Bakau Consulting team gathered and analyzed qualitative and quantitative data from four main stakeholder groups within the Sooke School District: **Students, Staff, Parents and Caregivers and the Community**. The engagement was conducted through surveys and focus groups. The survey was open from April 24th to May 5th, 2023. Focus groups took place between May – September.

Response rates for the surveys varied with each group excluding the community members for which response rate data was not collected.

Student response rate: 10%

Staff response rate: 13%

Caregiver response rate: 7%

LIMITATIONS

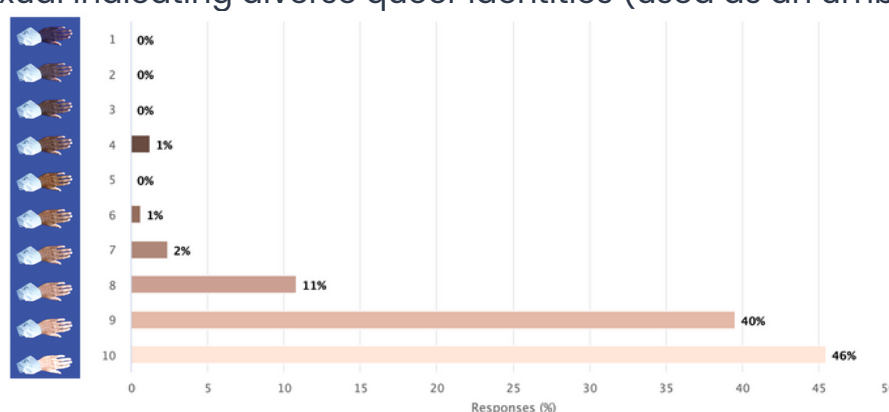
Every survey has limitations that can impact the results; this is important to keep in mind so as not to take data at face value, but rather use it for further investigation.

- All trends listed here are indicative of the sample given.
- Lower-paid or marginalized folks may not have the time to fill out an additional survey outside of work, school, caregiving, or other commitments. As this was a voluntary survey, we may see a skew of responses toward specific demographic groups in this survey.
- We center Black, Indigenous, People of Color (BIPOC) and marginalized voices, so when we find a thread of concern, we investigate. This means that this report may feel hyper-specific or nitpicky, but there is a reason behind it.
- Some participants may not have felt extremely comfortable responding to this survey, and some points may have required additional research (e.g. definitions, concepts) to answer the questions.

DATA AND EXPERIENCES: STUDENTS

STUDENT DATA AT A GLANCE

Two-thirds of student respondents identified as White. Other race and ethnic identities included Asian, Black, First Nations, Indigenous and Métis. The majority of respondents identified as having a skin tone between the 9 and 10 range (86%). Just under a quarter of student respondents noted English as their second language. Just over half of respondents identified as cisgender and heterosexual indicating diverse queer identities (used as an umbrella term).



Those with disabilities (mental and/or physical) made up just under of student respondents. When asked about accommodations, 7% of student respondents said they did not know how to ask for accommodations or were afraid to ask. Those who identified as neurodivergent (that includes ADHD, OCD, Autism etc), made up just over a third of student respondents. When asked about accommodations, 10% of those said they were either afraid to request accommodations or were afraid to.

60%

Student respondents agree or somewhat agree with the statements **"The District is committed to diversity and inclusion"** and **"The District is accessible to everyone"**.

70%

Student respondents who agree or somewhat agree with the statement **"At Sooke School District I am made to feel welcomed"**

NOTABLE STUDENT EXPERIENCES

When asked about Sooke School District's commitment to diversity and inclusion, two-thirds of student respondents agree or somewhat agree that the district is committed and accessible to everyone.

A larger percentage of student respondents also agree, somewhat agree that they are made to feel welcomed at Sooke School District.

DATA AND EXPERIENCES: STUDENTS

NOTABLE STUDENT EXPERIENCES

Just over half of the respondents agree or somewhat agree that they can be open with others about their identity and that people use one another's correct pronouns at Sooke School District.

While this indicates positive movement in Sooke School District's efforts on inclusion and safety, other areas of opportunity for further work were identified. Student respondents noted some difficult experiences faced by gender-queer (used as an umbrella term) students and students of colour. 85% of student respondents who agree or somewhat agree with the statement **"I have felt silenced or dismissed by others at school"** identified as genderqueer or cisgender girls. Over half of those who agreed or somewhat agreed to **"I have been made to feel anxious or uneasy around student and/or staff"** identity as gender-queer or other. 60% of those who identified as people of colour (according to colorism chart), agree or somewhat agree **"There are core parts of my identity and/or culture that are not represented at school."**

Half of the respondents disagree or somewhat disagree with **"I can voice contrary opinions without fear or negative consequences"** and just over half of student respondents agree, somewhat to **"In order to be appreciated, I feel like I have to work harder than others"**.

85%

Student respondents who agree or somewhat agree with the statement **"I have felt silenced or dismissed by others at school"** identified as genderqueer or cisgender girls.

94%

student respondents noted that they have witnessed discrimination, harassment and bullying at school.

When sharing experiences of discrimination, harassment and bullying, 80% agree or somewhat agree with the statement **"People at school make insensitive jokes based on other people's identities"**.

Just under half of the student respondents had experienced discrimination, harassment and bullying at school with size/body, self-presentation, gender and sexual/romantic orientation being the top 4 (over 10%).

94% of student respondents noted that they have witnessed discrimination, harassment and bullying at school with gender, sexual orientation, self-presentation, race/ethnicity, size/body, ability and disability being the top reasons (over 10%).

DATA AND EXPERIENCES: STUDENTS

NOTABLE STUDENT EXPERIENCES

The majority of student respondents (71.4%) are aware of anti-bullying or respectful workplace policies in The District. However, more than half (55.6%) disagree or somewhat disagree about feeling comfortable going to school staff with their complaints.

Approximately half of student respondents indicated they either do not know or do not feel protected or included by existing policies. The majority of student respondents (85.4%) disagree or somewhat disagree that the school district feels safe from bullying and harassment. Out of those who reported incidents, 60% agree or somewhat agree with the statement **“I felt I could report the incident without repercussion.”**

In the focus group sessions, evident in their collective voices were significant calls for a curriculum that not only encompasses a broader range of global histories, including those of marginalized communities but also integrates diverse teaching methodologies for a more engaging learning experience.

Students articulated the necessity for open dialogues on sensitive topics such as discrimination and bullying, advocating for comprehensive educator training to facilitate these discussions effectively.

Furthermore, students highlighted the urgency for improved support mechanisms, quieter spaces for study, increased mental health resources, and comprehensive substance abuse education. They emphasized the potential impact of an inclusive student council that could serve as a platform for advocating student interests and fostering a direct line of communication with school administrators. Emphasizing the need for consistent feedback mechanisms and deeper engagement, students called for enhanced opportunities to contribute to the decision-making processes within their educational community.

DATA AND EXPERIENCES: STAFF

STAFF DATA AT A GLANCE

Staff respondents identified as being majority white and having a lighter skin tone. 16% of respondents indicated they belonged to a racial or ethnic group other than white and 92% indicated having a skin tone between 8 and 10 on the colourism chart. *(Please see the student section for reference)* Just over 75% indicated as being straight and those who are cisgender made up more than 80% of staff respondents. Similar to student respondents, just over 10% of staff respondents with disabilities or neurodivergence, either did not know how to request accommodations or were afraid to do so.

NOTABLE STAFF EXPERIENCES

When staff respondents were asked about Sooke School District's commitment to diversity and inclusion, 70% agree and somewhat agree that the District is committed. Staff respondents rated their working conditions fairly well with over 60% of respondents agreeing or somewhat agreeing with the statements:

- **"I feel that my compensation is fair, relative to similar positions in the Sooke School District."**
- **"Leadership provides us with mentorship, training and professional development."**
- **"Working at Sooke School District allows me to have good work-life balance."**
- **"Space is provided in meetings for me to contribute and be listened to."**
- **"Leadership respects my personal and professional boundaries."**

70%

Staff respondents agree or somewhat agree with the statements **"The District is committed to diversity and inclusion"**.

40%

staff respondents who identified as gender-queer disagree or somewhat disagree that **they feel psychologically safe working at Sooke School District**.

A closer look identified areas of opportunities, especially around mental health and safer spaces for staff.

40% disagree or somewhat disagree **"I can voice a contrary option without fear or negative consequences"**.

Out of staff respondents who identified as gender-queer, 40% disagree or somewhat disagree that they feel psychologically safe working at Sooke School District. Burnout and high stress were two of the highest experiences (+25%) as a result of working at Sooke School District.

DATA AND EXPERIENCES: STAFF

NOTABLE STAFF EXPERIENCES

Experiences of bullying, discrimination and harassment based on gender were reported as the most noted basis (28%). The next highest was ability/disability at 13%. Almost 70% of staff respondents witnessed incidents of discrimination, harassment and bullying. Gender was the highest basis (19%) with ability/disability and race/ethnicity coming in at just over 10%.

When it comes to reporting and policy, the majority of staff respondents (96%) are aware of anti-bullying or respectful workplace policies at Sooke School District. However, more than half (55%) disagree or somewhat disagree about feeling comfortable going to HR with their complaints. Almost half (47%) disagree or somewhat disagree that the workplace feels safe from bullying and harassment.

70%

Staff respondents reported **witnessing instances of discrimination, harassment and bullying.**

47%

Staff respondents disagree or somewhat disagree that the **workplace feels safe from discrimination, harassment and bullying.**

The feedback from the focus group sessions was passionate and wide-ranging about what the Sooke School District could be doing to improve DEI. There was a general sentiment that the work cannot be siloed. Often DEI work is seen as reactive when issues emerge rather than proactive and this means that staff with marginalized identities have to teach their colleagues about the oppression they experience, further compounding their experiences of harm.

Some staff shared that the workplace is racially homogenous and others commented that morale is low amongst their colleagues.

The hierarchy of the organization also impacts feelings of exclusion, especially for non-teaching staff. This can lead to a lack of promotion and training opportunities, including the opportunity to participate in this audit as they may not have access to computers or have time within their schedules to provide their input.

DATA AND EXPERIENCES: CAREGIVERS

CAREGIVER DATA AT A GLANCE

Similar to student respondents, the majority of caregivers respondents (75%) indicated having a skin tone between 9 and 10 on the colourism chart with 75% identifying as white. 14% of caregiver respondents identified English as their second language.

While 20% of caregiver respondents identified as part of the 2SLGBTQIA+ community many non-2SLGBTQIA+ identifying caregivers voiced their discomfort with gender and sexuality throughout the survey.

NOTABLE CAREGIVER EXPERIENCES

When asked about diversity and inclusion, 60% of the caregiver respondents agree or somewhat agree that the Sooke School District is committed to diversity and inclusion while close to 50% agree with the statement **“The school district values marginalized communities”**. Two-thirds of respondents agree or somewhat agree that school communication is clear, welcoming and easy to understand for all families.

60%

Caregiver respondents agree or somewhat agree with the statements **“The District is committed to diversity and inclusion”**.

50%

Caregiver respondents agree with the statement **“The school district values marginalized communities”**.

While the majority of caregiver respondents (70%) agree or somewhat agree that space exists for them to speak up and they can visibly express their cultural and gender identity, not all share that sentiment. Just over a third of respondents who identified as being people of colour (according to the colourism question) and just over half of respondents who identified as gender-queer disagree or somewhat disagree with the statement **“I can voice a contrary opinion without fear of negative consequences.”**

60% of caregiver respondents disagree or somewhat disagree that Sooke School District's values are aligned with their values.

When asked about students, 60% of caregiver respondents disagree or somewhat disagree that all students see themselves and their life experiences reflected in the curriculum.

DATA AND EXPERIENCES: CAREGIVERS

NOTABLE CAREGIVER EXPERIENCES

The highest instances of experienced and witnessed discrimination, harassment and bullying were based on gender and race/ethnicity. (Approximately 15%) On their perception of reporting incidents 80% of caregiver respondents disagree or somewhat disagree that if they were to report an issue, they feel confident that the issue would be dealt with. Just over half (60%) of caregiver respondents disagree or somewhat disagree that they feel they could report an incident without fear of repercussions.

60%

Caregiver respondents disagree or somewhat disagree that they **feel they could report an incident without fear of repercussions.**

80%

Caregiver respondents disagree or somewhat disagree **that if they were to report an issue, they feel confident that the issue would be dealt with.**

During focus group sessions engagement, the caregivers provided valuable insights, shedding light on various issues that they perceive as important within the Sooke School District. The main themes that arose during these sessions included:

- More support for students with disabilities and students dealing with mental health issues.
- Education on how best to support students with neurodivergence.
- Ensuring that the curriculum was inclusive and reflective of student diversity.
- Respecting pronouns of students by staff and ensuring that racially offensive language is not used.

The caregivers identified the Westshore school as a positive and safe school for students to thrive. They commended the teachers at Westshore for trying hard to make sure the students feel included. Moreover, being able to learn Indigenous languages in schools has been lauded as a great positive. The caregivers would like to see more such options offered for students.

RESISTANCE

The feedback from the survey reveals significant resistance to DEI initiatives. People's reactions have varied, including making fun of the work, asking to avoid what they see as "propaganda" or an "agenda," and even sending threats to consultants involved in these efforts. Although this kind of resistance is not new, it's crucial to understand where it comes from and figure out ways to tackle it effectively.

DATA AND EXPERIENCES: COMMUNITY

COMMUNITY DATA AT A GLANCE

Community respondents reported more racial and ethnic diversity than other respondent groups. Just over half identified as white, with the next largest racial category being First Nations (20%) and then Asian (12%). The remainder of the respondents identified as Middle Eastern/North African (8%). Similar to other respondent groups, the majority of respondents identified as having a skin tone between the 8 and 10 range (86%). Sexual or romantic orientation and gender were majority straight and cisgender.

100%

Community respondents agree or somewhat agree with the statements **“Sooke School District values marginalized communities”**

90%

Community respondents agree or somewhat agree that they **feel emotionally, psychologically and physically safe engaging with Sooke School District.**

NOTABLE COMMUNITY EXPERIENCES

Community respondents reported an overwhelming majority of safety at Sooke School District. Notable statements that community respondents agree or somewhat agree with are:

- **“I can be open about most of my identity with others at the District”** (80%)
- **“I feel that space exists for me to speak up”** (90%)
- **“I feel able to visibly express my gender identities”** (90%)
- **“I feel emotionally safe engaging with the District”** (90%)
- **“I feel physically safe engaging with the District”** (90%)
- **“I feel psychologically safe engaging with the District”** (90%)
- **“Sooke School District values marginalized communities”** (100%)

Even when sharing their perception of reporting an incident of discrimination, harassment and bullying, 100% of community respondents agree or somewhat agree that they feel comfortable going to Sooke School District with their complaints, the process of reporting is clear and they feel confident that their issue would be dealt with.

A notable contrast was made by 50% of community respondents who disagree that the Sooke School District is a safer space for people to speak up about their experience of discrimination.

RECOMMENDATIONS

KEY RECOMMENDATIONS

The recommendations made fall into four main categories.

LEADING AND LISTENING

- **Hire a DEI Strategist**
 - Lead for internal DEI efforts
- **Create Committees**
 - Ensure all voices are heard, valued, and integrated into DEI efforts
- **Dealing with Resistance**
 - Raise awareness, clarity around values, explanation of purpose, training and supports to deal with resistance

PROCESSES AND POLICIES

- **Discrimination, Bullying and Harassment**
 - Establish reporting process, bystander training, restorative practices
- **Call Ins and Call Outs**
 - Train staff, consider policies
- **Decolonization, Race, Ethnicity, and Culture**
 - Cultural competency, cultural sensitivity & anti-oppression training

STAFF SUPPORT & EDUCATION

- **Disability, Neurodivergence and Accessibility**
 - Elevate advocacy, engagement & accessibility
- **Gender Identity, Romantic and Sexual Orientation**
 - Gender and sexuality training, online safety, education & awareness
- **Hiring, Promotions and Staff Support**
 - Diverse hiring, prioritize staff well-being and support

STUDENT SUPPORT AND EDUCATION

- **Inclusivity in Activities & Curriculum**
 - Activities for all bodies, diverse curriculum
- **Naloxone Education**
 - Training for students

PRIORITIES FOR CONTINUED WORK

WORK IN PROGRESS

Below highlights the work being carried out in progress by Sooke School District. Some of this work was already underway before engagement with Bakau Consulting.

DECOLONIZATION, RACE, ETHNICITY AND CULTURE

- Cultural competency, cultural sensitivity & anti-oppression training

DISABILITY, NEURODIVERGENCE AND ACCESSIBILITY

- Elevate advocacy, engagement & accessibility

GENDER IDENTITY, ROMANTIC AND SEXUAL ORIENTATION

- Diverse hiring, prioritize staff well-being and support

NALOXONE EDUCATION

- Training for students

Knowing that this work is ongoing, Sooke School District has divided the recommendations into short-term and long-term work to be completed.

SHORT TERM WORK

CREATE COMMITTEES

- Ensure all voices are heard, valued, and integrated into DEI efforts

DISCRIMINATION, BULLYING AND HARASSMENT

- Establish reporting process, bystander training, restorative practices

CALL INS AND CALL OUTS

- Train staff, consider policy work

INCLUSIVITY IN ACTIVITIES & CURRICULUM

- Activities for all bodies, diverse curriculum

LONG TERM WORK

HIRE A DEI STRATEGIST

- Lead for internal DEI efforts

DEALING WITH RESISTANCE

- raise awareness, clarity around values, explanation of purpose, training & supports to deal with resistance

KEY TERMINOLOGY

EQUITY

Where equality means each individual or group of people is given the same resources or opportunities, equity recognizes that each person has different circumstances, and allocates the resources and opportunities needed to help make our experiences more equal. An equitable lens is one of the most powerful tools in this work, as it helps us acknowledge we are not all the same, and we do not all have the same access as everyone around us. Historically and currently, some folks have been centred – treated as neutral or default – while others have been treated as different, exceptional, or 'other.' Equity tells us to:

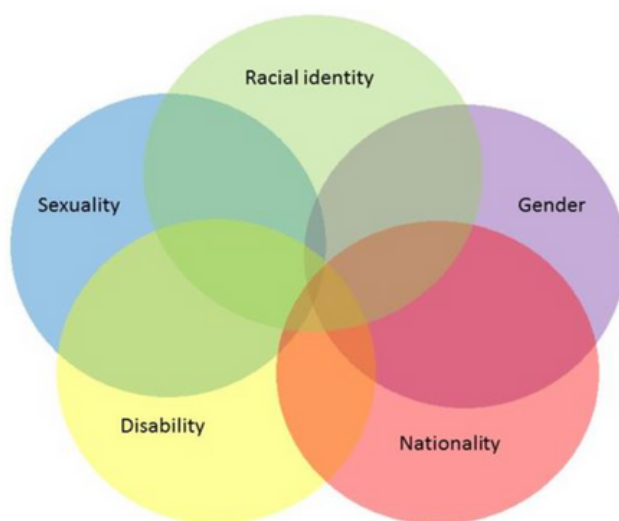
- Notice how different folks are treated in society
- Think critically about the effects
- Strategize how to make things more equal based on current circumstances

INTERSECTIONALITY

Intersectionality, coined in 1989 by Kimberlé Crenshaw, is the concept that all oppression is linked. We have multiple identities such as gender, race, sexuality, ability, religion, and more. These identities overlap and interact with one another, making our experiences unique and complex.

Intersectionality helps us see that we must consider everything and anything that marginalizes people. It pushes us to challenge our assumptions by seeing further detail and complexity. Shared lived experiences are a real thing, and other identities at play will lead to diversity within those shared experience.

See the example identities on the image (many more can be added too). Picture how where certain ones overlap, folks at the intersection of 2 identities would have distinct experiences from those who just held 1 of those identities.



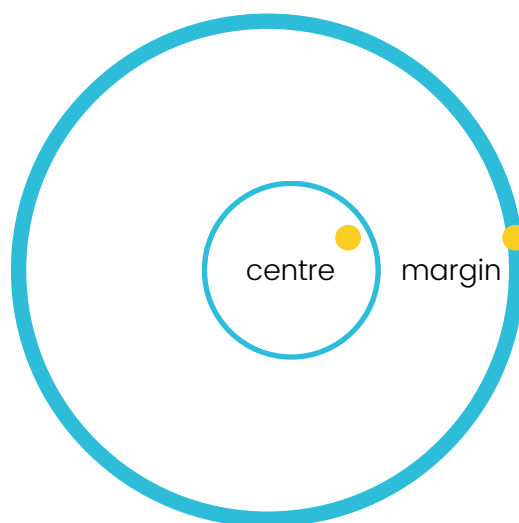
KEY TERMINOLOGY

MARGINALIZED & CENTRED

Many standards exist in society, even unspoken ones! Those who are centred in society are treated as neutral, or the default. Because unconscious bias is a first instinct that attempts to save us time (so we're not constantly pondering what to wear, what to eat, etc.), if we think of someone first, our brains may prevent us from spending the time thinking of others, which leaves them out (exclusion).

Identities that have been marginalized include ones that fall outside of those listed above. These experiences are treated as different, or 'diverse,' and often aren't the first thought. A detriment of not being a 'first thought' is that in a rapidly moving society, you may not be thought of at all. Your needs, desires and magic may be missed altogether.

When we centre a group, it doesn't mean we marginalize everyone else. It means we continue to place various folks at the centre based on needs and experiences.



SAFER SPACE

We use the language 'safer' as opposed to 'safe' in acknowledging that 'safe' can be subjective to one's individual experience. Due to varying lived experiences, we can't guarantee that a space will always be safe for everyone. We can however commit to creating safer spaces, as there are tangible steps and actions that can be taken to make a space safer.

Thank you...

... for trusting us with this important project and we look forward to helping you on your journey to diversity, equity, inclusion and justice.



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Committee Info Note
Education-Policy Committee Meeting
November 5, 2024
Agenda Item 5b: Feeding Futures Presentation

Background:

This year the district will receive approximately \$1.56 million in the form of the Feeding Futures grant. This grant is targeted to addressing food security issues amongst students and ensuring students have regular access to nutritious food while in attendance.

Currently we are two months into operationalizing the 2024-25 plan and are supporting students in SD62 by providing nutritious meals in a universal manner to ensure that hunger is not a barrier to learning. Considerations in the creation of the plan include that the plan be universal, non-stigmatizing, meets criteria of Ministry funding agreement, encourages autonomy and choice by allowing families to opt in or not, and encourages independence and sustainability by providing opportunities for families to contribute what they can.

Current Context:

Guiding our work is the Sooke School District School Food Programs Multi-Year Plan which sets out goals aligned with the vision of creating a nourishing, culturally appropriate, comprehensive school food system for the Sooke School District. To oversee our implementation of this collaboratively developed plan, we are also working to establish a District Food Program Advisory Committee that will provide guidance for our work in this important area.

Currently our main focus is on food service delivery to students. Our efforts have seen our service grow from approximately 650 daily meal servings (breakfasts and lunches) across 17 schools to over 1100 daily meal servings (delivered by Flourish and our secondary school culinary programs) and an additional 2650 daily snack servings (delivered by Flourish through the online School Grocery Store). Through this stream, we believe we are reaching close to 30% of our student population, exceeding ministry expectations of 20%. Additionally, schools supplement this service with partnership with Breakfast Club of Canada and Backpack Buddies.

Our partnership with Flourish is also complimented with innovative school specific food programs such as that offered by the team at Edward Milne Community School. Efforts such as those at EMCS are broadening our reach and ensuring that we are reaching as many students as possible.

The District is establishing itself as a leader in this area and is expanding its focus to include growing student and staff food literacy, developing produce generating school gardens, and strengthening community partnerships focused on regional food security.

Respectfully submitted,

Dave Strange, Associate Superintendent



School Food Program

June 2024

Multi-Year Plan

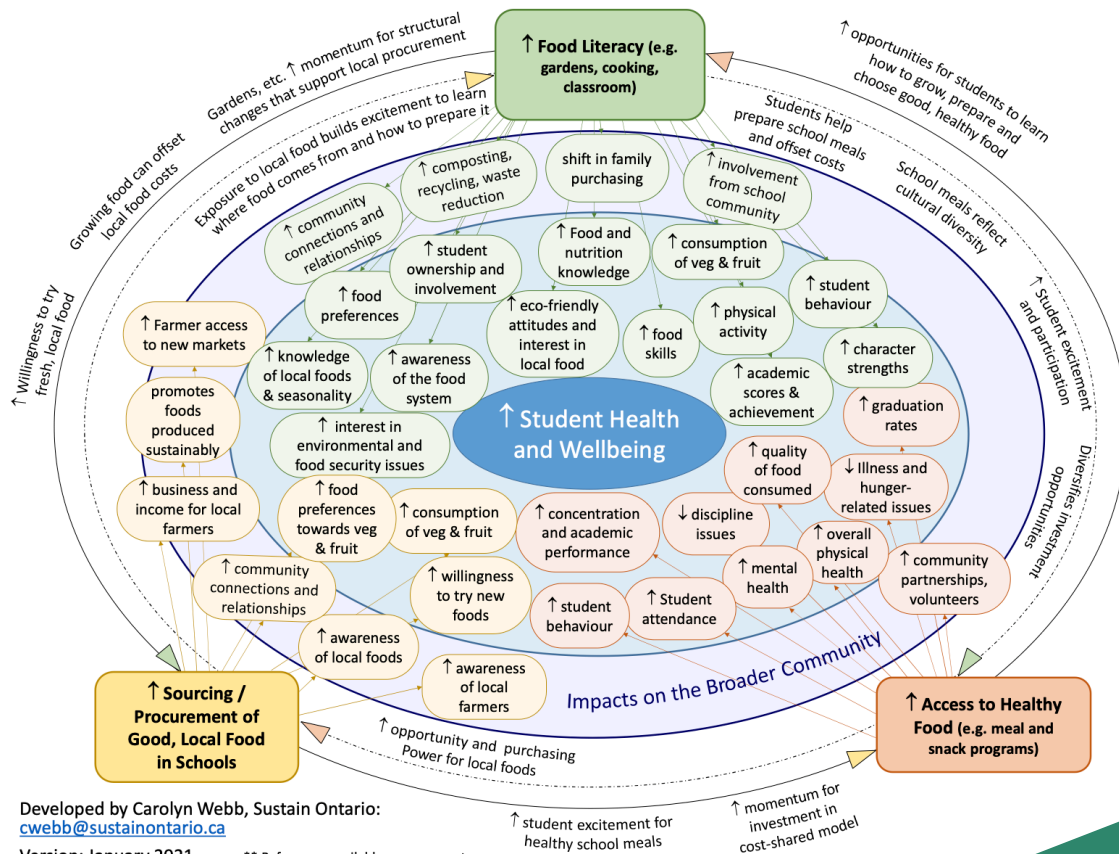
Introduction

Promoting and supporting the health and safety of all students is a priority for the Sooke School District. Fundamental to this is helping ensure all children have access to nutritious foods at school and food literacy* education for a healthy life.

The Sooke School District is committed to achieving our vision of a nourishing, culturally appropriate, comprehensive school food system for the District with the support of the provincial government's Feeding Futures initiative.

*Food literacy is a broader competence encompassing the relationships built through social, cultural, and environmental experiences with food, which supports an understanding of how food decisions impact individual, community and ecological health.

The Potential of School Food Initiatives



Developed by Carolyn Webb, Sustain Ontario:

cwebb@sustainontario.ca

Version: January 2021

** References available upon request

Strategic Framework

Vision

A nourishing, culturally appropriate, comprehensive school food system for the Sooke School District.

Mission

To work collaboratively with community to provide integrated school meal, snack and food literacy programs for all students in the Sooke School District.

Guiding Principles

Inclusive and Student Centred - students have access to food daily in an equitable, accessible and non-stigmatizing manner.

Sustainable - programs support BC foods to grow local communities, economies, and food system resilience, while working to reduce waste and be climate sensitive.

Health Promoting and Evidence Informed - programs are guided by good practice and are in line with Canada's Food Guide, foster a nutritious food environment, and promote overall health and wellbeing.

Integrated - food programs are integrated into pedagogy and curriculum and enable food literacy and food skills education.

Collaborative - working in partnerships, recognizing that this work is situated across many partners, systems and communities. Building synergies with broader food system initiatives.

Food Sovereignty - programs centre and include students, families, First Nation Rightsholders, Indigenous partners and community members in decision-making and program delivery.

Evaluation - committed to evaluation and evidence-based practice.

Strategic Priorities

Our food security program is guided by the four interrelated components of the comprehensive school health framework:

> Teaching and Learning

A school-based food system that creates opportunities for student involvement, supports nutrition education, and develops student's food preparation skills and food literacy.

> Relationships and Environment

Establish school environments that foster strong relationships between students, staff, families and the wider community and have appropriate infrastructure for students to grow, cook and eat together.

> School Policy

Develop an overarching school policy framework that supports a comprehensive school food system across the Sooke School District.

> Community Partnerships and Services

Enhance access to nutritious food for students and families in the Sooke School District.



Our objectives for each of the above goals are outlined on the following page.

Teaching and Learning

GOAL:

A school-based food system that creates opportunities for student involvement, supports nutrition education, and develops student's food preparation skills and food literacy.

OBJECTIVES:

- Support teachers' professional practice in the area of nutrition education.
- Further support integration of Indigenous food and diverse cultural food practices into classroom and school wide practices.
- Support continuity of learning through engagement of parents/caregivers and community partners

Relationships and Environments

GOAL:

Establish school environments that foster strong relationships between students, staff, families and the wider community and have appropriate infrastructure for students to grow, cook and eat together.

OBJECTIVES:

- Identify needs and address opportunities to provide the time and support for the school community to come together to enjoy nutritious foods.
- Based on identified needs, enhance food production and service spaces in schools, including: infrastructure, equipment requirements and appropriate human resources within schools.
- Continue to support the development of school food gardens and composting, in partnership with key District departments (e.g., Curriculum, NA'TSA'MAHT Indigenous Education, Facilities) and the greater community.



School Policies

GOAL:

Develop an overarching school policy framework that supports a comprehensive school food system across the Sooke School District.

OBJECTIVES:

- Conduct a policy review and integrate best practice policies and connect to the larger Safe and Healthy Schools Plan to ensure that this work is embedded into the overall work of the Sooke School District.
- Support and monitor the implementation of federal, provincial and local guidelines and recommendations around food provision in schools.

Community Partnerships and Services

GOAL:

Enhance access to nutritious food for students and families in the Sooke School District.

OBJECTIVES:

- Continue to scale up the existing school food service programs to provide cost effective, sustainable, nourishing breakfast, lunch and snack programs in schools.
- Partner with local food security, food distribution organizations and other interested parties and networks to support efforts to increase regional food security for families.
- Work with and support parents through school Parent Advisory Committees to build alignment with other food related initiatives.
- Partner with local First Nations and NA'TSA'MAHT Indigenous Education to engage Elders in providing opportunities for the school community to learn about the cultural meanings around traditional foods/diets.
- Partner with ethnocultural communities in providing opportunities for the school community to learn about cultural meanings and traditional foods from diverse communities.
- Connect students to farms by serving farm fresh food and raising awareness about food and local food systems.





Permission to Conduct Non-Board-Initiated Research

| | |
|---|---|
| Date of application | October 2, 2024 |
| Applicant's Name | Dr. Jodie Gawryluk |
| Address | Institute on Aging and Lifelong Health, University of Victoria |
| Phone Number(s) | |
| E-Mail Address | gawryluk@uvic.ca |
| Present Position | Associate Professor, University of Victoria |
| SD62 Employee? | No |
| Affiliated institution or organization | Institute on Aging and Lifelong Health |
| Name of facility supervisor (if applicable) | N/A |
| Title of study | “BRIDGE”—Broadening Relationships through Intergenerational Dementia Guidance and Education |
| Type of study | The study involves surveys, education and interviews. |
| Requested date to start and anticipated end date | September 2025-March 2027 (Please see timeline in attached description) |
| Type of participants (i.e. student, parent, teacher, support staff) | Students |
| Any specific cohort focus | Grade 11-12 |
| Plan for recruitment to study | This study would work well if particular classes were asked if they would like to participate. |
| Specific location(s) of study | Within the classroom. |
| Data collection tools | Dementia Friendly Survey, Stigma toward dementia survey, follow up interview on experience interacting with older adults in the community. |
| Ethics approval, date and organization | The protocol will be approved by the University of Victoria Human Research Ethics Board in advance. |
| Anticipated research completion date | March 2027 |
| Once completed would you like to present your research to the Education-Policy Committee (15 min.)? | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| Would you prefer to present virtually or in-person? | Virtual <input checked="" type="checkbox"/> In-Person <input type="checkbox"/> (either) |

E-mail to: Superintendent of Sooke School District: pblock@sd62.bc.ca or mail to Paul Block, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1

Detailed Description

“BRIDGE”—Broadening Relationships through Intergenerational Dementia Guidance and Education

1. OBJECTIVES

Given our aging Canadian population¹, and the increased number of older adults with dementia², it is highly likely that young people will encounter dementia, potentially within their own families, and certainly within the community³. People with lived experience of dementia and informal caregivers have expressed that lack of education and stigma⁴ about dementia can lead to difficulties with engaging in community which thereby increases likelihood of social isolation². The creation of dementia-friendly communities where people can feel understood, welcome and included is a major priority identified by Canadians with lived experience and promoted by the Alzheimer’s Society of Canada⁵. The objective of the current research proposal is to create a BRIDGE by Broadening Relationships through Intergenerational Dementia Guidance and Education.

We will specifically address the following research questions:

1. What level of understanding do youth in high school have about dementia?
2. Can an adapted version of the UK Dementia-Friendly Generation and Flipping Stigma Toolkits be effective in educating youth about dementia-friendly communities and reducing stigma?
3. What are the community-based outcomes of providing dementia-friendly education to high school students?

It is hypothesized that youth will initially have very little understanding of dementia^{6,7} and that will significantly improve following exposure to the lessons in the Dementia-Friendly Toolkit. It is also expected that this learning will translate into improved community interactions between educated high school students and people with dementia⁸.

2. CONTEXT

a. Originality, significance and expected contribution to knowledge

The imperativeness of establishing inclusive age and dementia-friendly communities has been widely accepted and promoted at local, provincial and national levels^{2,9}. Some approaches to creating dementia-friendly communities have focused on physical attributes (e.g. increased signage) and others have championed social approaches (e.g. educating personnel in grocery stores, banks and transit about dementia)⁵. However, there is a distinct lack of focus on educating youth who often volunteer and work in community and who have a great capacity to shape the future^{8,10}. Our team was unable to find any initiatives or resources in Canada that were developed to teach youth about dementia and inclusive dementia-friendly communities. This study would be the first in Canada to teach youth about dementia and how to support people with dementia and their carers in community using a modified version of a resource developed by the UK Alzheimer’s Society¹¹. This research has significant implications for understanding what Canadian youth know about dementia^{6,7}. It also has tremendous potential to advance our understanding of how community-based experiences for both youth and older adults translate into increased empathy, decreased stigma and increased intergenerational connections^{3,6}.

b. Literature review

Vast increases in life expectancy over the last century have led to shifts in population demographics and the emergence of an increasingly aged Canadian population. For the first time, seniors over age 65 years outnumber youth aged 14 years and younger¹². Reports have indicated that 90% of individuals over age 65 years would prefer to age in place¹³. According to data from the Canadian census, the number of individuals who are able to age in place steeply declines with age and cognitive decline including dementia was a strong predictor associated with transitions to living in long-term care facilities¹⁴. Dementia is an umbrella term that includes neurodegenerative disorders, including Alzheimer’s disease, vascular dementia frontotemporal dementia and Lewy body dementia². Age is the

Detailed Description

“BRIDGE”—Broadening Relationships through Intergenerational Dementia Guidance and Education

greatest risk factor for dementia with approximately 1/3 of seniors over age 85 years experiencing Alzheimer’s disease¹⁵. Individuals with dementia experience cognitive decline, loss of former roles and relationships, and have very limited support to adjust to post-diagnostic reality¹⁶. These changes can have a significant impact on both the person with lived experience and their caregivers in terms of quality of life^{2,4}. Members of our team recently published a qualitative study on the challenges that older adults with cognitive decline experience when aging in place and two of the major themes that emerged included social isolation and lack of educational resources¹⁷. Further, although some resources exist, it can be challenging to sift through and determine which are of high quality¹⁸. Notably, both older adults with cognitive decline and informal caregivers expressed concerns about stigma and challenges connecting in community. Both caregivers and people with cognitive decline experience loss of social connections and caregivers can also experience decreased time to participate in activities that support their mental and physical health. The Canadian Coalition for Seniors’ Mental Health recently completed a scoping review which revealed that three-quarters of respondents (care providers) agreed that a lack of community resources either very much (32%) or extremely (43%) impacts their ability to address social isolation and loneliness in older adults¹⁹. Clearly, a major societal challenge exists for a large and growing population of older adults with cognitive decline to connect with and be included in community². Interestingly, in 2017, the Alzheimer’s Society of Canada was involved in a study that asked Canadians affected by dementia about what they believe are the most important research questions to address in an effort to identify the top ten priorities²⁰. One of the top priorities that emerged was dementia-friendly communities, which represent an ideal solution to create an inclusive welcoming community for people with dementia and caregivers as well as society more broadly⁵.

c. Theoretical approach/framework

Dementia-friendly communities occur within “a place or culture in which people with dementia and their carers are empowered, supported and included in society, understand their rights and recognize their full potential.”^{5(p. 10)}

Our team includes members of the CARING (Community Advancing Resources and Initiatives for Nurturing Generations) dementia collaborative. The CARING dementia collaborative is focused on engaging researchers, community members and service providers to work together to develop dementia inclusive communities to improve quality of life for people with dementia and their families. As part of our initiative, we recently held a workshop that included people with lived experience of dementia, informal caregivers, health care workers, nonprofit and government employees as well as academics and students. We sought to learn about priorities for future research shaping dementia-friendly communities. One of topics that was identified as a high priority by all groups was education.

Given that it is common for older people experiencing cognitive challenges to become socially isolated, particularly when contending with the stigma that is often associated with cognitive impairment, it is imperative to promote social inclusion and increase awareness to reduce the stigma of dementia. Indeed, the World Health Organization²¹ details that environments have a great influence on quality of life, social care and the opportunities that aging can offer despite health challenges such as dementia and that functional ability to contribute to society and maintain relationships is also considered dependent on a supportive environment.

An ideal way to promote positive and inclusive environments such as dementia-friendly communities is through education initiatives. With this aim in mind, the Public Health Agency of Canada funded the Dementia-Friendly Canada project, which involved the creation of four ‘Alzeducate’ modules in collaboration with people with lived experience of dementia and their care partners⁵. The intended audience is employees of community organizations including retail, library and recreation and public transit sectors. While these existing tools serve an important role in creating dementia-friendly

Detailed Description

“BRIDGE”—Broadening Relationships through Intergenerational Dementia Guidance and Education

communities, they are not intended for younger audiences. It is also a considerable challenge to entice business sectors to provide time to their employees to engage in these training initiatives²².

Our team argues that one - perhaps an ideal way to reach a broad audience, who are engaged in community through volunteer and work opportunities is to offer education on dementia and dementia friendliness to young people in high school settings. Research to date using an intergenerational engagement framework has indicated a wide range of potential benefits including improved cross-age attitudes and mental health²³. Similarly, the engagement model had demonstrated that older adults' health and cognitive status benefit from increased social interactions and inclusion in community²⁴.

Despite the theoretical benefits and potential impact of engaging with youth, such an initiative has not yet been undertaken in Canada (to our knowledge). In contrast, the UK Alzheimer's Society has developed an age-appropriate Dementia-Friendly Toolkit for youth aged 14-16 years old, aimed at “creating a dementia-friendly generation”¹¹. Ongoing research in BC has also begun the process of developing tools, strategies, and foci for communities to use to help them work towards establishing more dementia-friendly communities. Our team is currently working on a patient-oriented project that engages with members of rural communities to raise awareness and understanding about dementia and decrease stigma for the condition. Specifically, we are providing engagement and education sessions to individuals who work in transit, retail, finance and recreation sectors along with people who have lived experience of dementia. This project and others include the Flipping Stigma on its Ear Toolkit²⁵ which was developed in collaboration with people who have lived experience and focuses on recognizing and responding to stigma and discrimination as well as education and advocacy regarding dementia. The combination of the Dementia-Friendly toolkit and The Flipping Stigma toolkit have tremendous potential for impact.

d. Potential for influence and impact

Educating high school aged youth about dementia and dementia-friendly communities has tremendous potential to improve community-based experiences for both younger and older people^{3,6,7,8,10,26}.

For younger people, learning about dementia may lead to increased empathy, decreased stigma and understanding and skills for how to help people with dementia and their carers in community^{6,7}. Youth who learn about dementia may also better understand risk factors for dementia and how to modify their own risks for dementia. It is also possible that some youth will seek experiences with older adults in community and may be inspired towards a career path caring for older adults.

For people with dementia and their carers, there is potential for increased understanding and inclusivity within community, which could lead to less social isolation and improved quality of life^{3,26}. Raising the visibility of dementia and decreasing stigma in society has also been expressed as an important goal for people with lived experience^{3,4,26}. The implications capture many of the Caring Communities principles that were put forward by patients, professionals, and citizens working as partners to build bridges between medical and social care for people with complex conditions in Canada²⁶. Specifically, the proposed project will increase empathy for people with dementia and caregivers, and build a community that is inclusive, bringing together people who share common values for caring about one another^{2,3,26,27}.

Our research aims to improve quality of life for a significant proportion of our population with both direct and indirect experiences with dementia. Although this initial study will gather evidence within one school district, there is strong potential for the program to be expanded and implemented in all BC school districts as well as across provinces. Ultimately, this research represents an essential and foundational step in creating a BRIDGE, allowing seniors to age in place and thrive in their communities.

Detailed Description

“BRIDGE”—Broadening Relationships through Intergenerational Dementia Guidance and Education

3. METHODOLOGY

Study Design:

Our study aims to provide a dementia-friendly survey to 150 students in grade 11. A recent scoping review detailed assessment tools for measurement of dementia friendliness and included a survey developed by the National Alzheimer’s and Dementia Resource Centre to measure the impact of dementia-friendly education²⁸. The survey has an emphasis on knowledge, attitudes, and behavior or practice change outcomes. We will also ask students to complete a brief survey regarding stigma toward dementia. Similar to previous studies²⁹ stigma toward dementia will be examined using nine items assessing the cognitive, emotional, and behavioral aspects of public stigma. Example item include: “People with dementia should be put into a nursing home”, “I am afraid of people with dementia”, and “I will try to keep distance from people with dementia”. All of the items are rated on a 9-point Likert-type scale, ranging from “strongly disagree” (1) to “strongly agree” (9).

Subsequently, we will work in collaboration with the BC Dementia Care Society³⁰ and people with lived experience of dementia to provide educational sessions within the schools. The BC Dementia Care Society is a non-profit organization founded with the purpose of providing social, recreational, artistic, and educational programs, services, resources, and support to people living with dementia and their carers, while raising awareness, and promoting dementia-friendly and socially inclusive communities. As aforementioned, educational sessions will combine the age-appropriate Dementia-Friendly Toolkit developed by the UK Alzheimer’s Society (www.alzheimers.org.uk/get-involved/dementia-friendly-communities/dementia-teaching-resources/schools) as well as elements of The Flipping Stigma toolkit. Specifically, three, 90-minute lessons will be delivered on the following topics: 1) Understanding how the brain works and an introduction to dementia. This lesson will focus on the symptoms and causes of dementia and what it might be like to live with dementia. 2. Supporting those affected by dementia. This lesson will include discussion of how dementia affects members of the family, support available for someone with dementia, the role of carers and how to support someone with dementia and their carer in community. 3) Creating a dementia-friendly community. This lesson will focus on how positive relationships can improve the lives of people living with dementia and the importance of community support. Each lesson includes interactive and engaging activities such as demonstration of memory, storytelling and discussion. These lessons will be delivered during the student’s grade 11 school year (please see the below timeline for more information).

Following completion of the educational program, the dementia -friendly survey and dementia stigma survey will be re-administered to all 150 students. We will include open-ended questions with the survey asking attendees what they learned that surprised them and how they might incorporate dementia-friendly strategies in their own community.

We will also request feedback on program delivery so that any improvements could be implemented in the future.

Based on requirements of the school system, it is expected that the students will engage in at least 30 hours of community service (volunteer or work hours). The team can help make connections for students who express an interest in volunteering with older adults, including people with dementia.

In the grade 12 school year, we will aim to reconnect with a subset of 20 students that participated in the educational program in grade 11 and who interacted with older adults and individuals with dementia in the community. At this time, we will conduct qualitative interviews with the students to understand the impact that the program had on their interactions within the community and to further explore how their knowledge and understanding regarding dementia, stigma, and dementia-friendly communities has been impacted and improved.

Detailed Description

“BRIDGE”—Broadening Relationships through Intergenerational Dementia Guidance and Education

Survey responses will be examined at the outset of the project to understand the level of understanding that high school students have about dementia. The surveys will be examined in terms of both qualitative and quantitative data (e.g. long answer survey responses, as well as quantitative indices to describe level of understanding/stigma; Research question 1). Survey responses will be compared before and after the implementation of lessons from the UK Dementia-Friendly Generation and Flipping Stigma Toolkits to understand if these programs are able to increase understanding and reduce stigma for dementia (Research question 2). Follow up qualitative interview data will be examined for themes and examples of if, when and how education was applied in the community (Research question 3).

Timeline

