



EDUCATION PARTNERSHIP COMMITTEE SCHOOL DISTRICT 10 (Arrow Lakes)

MINUTES

School Board Office

Date: Tuesday April 10, 2018
6:00pm

PRESENT:

MEMBERS: L. Brekke, Q. De Courcy, J. Struck, R. Farrell, M. Teindl, B. Cook (ALELA),
R. Bardati (ALTA)

STAFF: T. Taylor, L. Newman, M. Grenier

REGRETS:

OTHER:

1. CALL TO ORDER:

Board Chair L. Brekke called the meeting to order at 6:07pm.

2. ADOPTION OF AGENDA:

Moved by J. Struck, seconded by R. Bardati that the agenda be adopted as presented.

CARRIED

3. PRESENTATIONS:

Nil

4. REPORTS:

- a) DPAC
No report
- b) ALELA (B. Cook)
 - Report attached
- c) STUDENTS
No report
- d) ALTA (R. Bardati)
No report

- e) CUPE, Local 2450
No report

5. SUPERINTENDENT/SECRETARY-TREASURER UPDATE: (T. Taylor):

- a) Superintendent Report presented in detail (report attached)

6. POLICY MATTERS:

Nil

7. OTHER:

Nil

8. Recommendations to Regular Meeting:

Nil

9. ADJOURNMENT:

The meeting was adjourned at 6:55pm.

ALELA EPC April Report

Lucerne Elementary School

- Hackathon and Maker Day took place Tuesday March 6, and Wednesday 7. In the two days combined we had about 200 students participating in technology and design-based learning activities
- On March 15 LESS hosted a 4 to 6 basketball tournament at the school with NES, EES and Kaslo attending. LESS will be travelling to Brent Kennedy on April 13 to participate in another tournament.
- On April 3 speakers from Ankors and Freedom Quest spoke to our Grade 6 through to 11 students about drug and alcohol abuse. They will return April 11 for another session.
- Kirsten Roodzant has joined our staff as a Special Education Assistant.
- Michael Myhal has joined our staff as our new shop teacher.
- On April 6 we had an amazing Science Fair, and were very thankful to all the community members who attended, and to Lorna Newman and Chaez Johnsin for judging.

Nakusp Secondary School

- Our students participated in the University of Waterloo CRAY Health Survey (attached) this past fall and results are in; data has prompted discussion at staff meetings and we're looking forward to further discussion around this data at the NI School Plan day (April 23).
- Julia Flesaker took several Student's Council members to the recent Student Voice Conference in Nelson.
- Winter Sports season is over, and we have started our spring sports of Girls Soccer, Track & Field and Golf – hoping the snow is off the fields soon so they can dry out...
- Three NSS students participated in the Gazebo construction at NES through the Shoulder Tappers Grant; still searching for students to help with Solar Panel project next week.
- Grad season is in full swing – scholarship and bursaries applications due this week; valedictorian nominations and selection should be done soon as well.
- Numerous Aboriginal Education activities occurring this month including Birch Bark Biting (April 11) and Metis Dancing (April 25 and 26).
- BC Lions are coming to NSS to present their anti-bullying campaign "Don't Be a Bystander" on April 18.
- Term 3 ends on April 20th, with report cards following soon after that.
- All of our students will be participating in the Adolescent Health Survey from Interior Health on April 24.
- Seven students will be attending Robogames in Castlegar on April 28.
- Yes2Know Summits on Youth Empowerment being hosted by the RCMP in Castlegar early next month (May 1 for Grade 8's and May 2 for Grade 10's). Keynote speakers are the Amazing Race Canada participants 'Team Giver' from Nelson.
- As well, our student teacher is assisting with having students participate in the HackerGal event to introduce girls to coding; this event also occurs on May 2.

- Provincial SOGI group has arranged the movie “Out In Schools” to be shown at NSS on May 8.

Nakusp Elementary School

- District Assessment season is here and we have The District Math Assessment, Reading Comprehension Assessment, and District Writing Assessment ahead of us in the next 8 weeks.
- Parents of grade 4 and 7 students can get involved with these assessments by completing the Ministry Student Learning Survey.
- We have two different Aboriginal Education visitors with Birch Bark Biter Pat Bruderer and Metis Jigger Bev Lambert joining us this month.
- We also have Andy the musical scientist joining us this month on April 19!
- Intramurals are back up and running and the primary students are getting in on the games now too!
- NES is working on coming up with a school mascot and colours. Individual classes will choose one animal this month and then compete to see which one represents our school, and then practice voting next month.
- Our robotics club has been working with Mr. Greenhalf in preparation for the Robogames competition on April 28 in Castlegar.
- Ms. Vibe’s class has been making glass decorations with Jolene Minchin and students have been selling these at Save on Foods to raise money for Thai children in need and the Children’s Hospital.
- Many more activities to come so have a look at our newsletters!

Edgewood Elementary School

- Our Edgewood Eagles basketball team played their hearts out and had a solid outing at the SD10 Intermediate invitational in New Denver. A huge thank you goes out to Darcy Goodrich for all his time spent coaching and pushing our team!
- We have some great events coming up this month. We will be visited by a couple of artists: April 12 Traditional Birch Bark Biting and April 19 Andy the Musical Scientist. The school will also be heading to Susan Janzen’s studio on April 26.
- Robogames will happen on April 28 at Selkirk College in Castlegar. PAC and the district have helped out with our gear and registration. We have nine students participating.
- To increase communication with parents and the community EES will put out a supplementary newsletter which will have reminders of upcoming events and an added educational article to help parents stay current with education in BC.
- The students have designed our jerseys and they have been ordered... They will be unveiled soon.
- Our STEAM time will begin shortly as well. Items have been ordered and I’m in the process of working with staff to see how we can use this concept and time with our students.

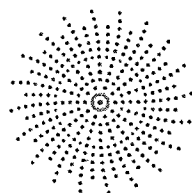


SCHOOL HEALTH PROFILE

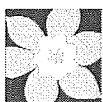
Nakusp Secondary



uwaterloo.ca/crays



PROPEL
CENTRE FOR
POPULATION
HEALTH IMPACT



Canadian
Cancer
Society

Société
canadienne
du cancer



UNIVERSITY OF
WATERLOO

TABLE OF CONTENTS

HEALTHY SCHOOL COMMUNITIES	1
THE ISSUES	2
MENTAL WELLNESS	3
DEPRESSION AND ANXIETY	4
STUDENT ENVIRONMENT.....	5
SCHOOL CONNECTEDNESS.....	5
BULLYING	6
STUDENTS WHO ARE BEING BULLIED AT YOUR SCHOOL	6
HOW STUDENTS REPORT BEING BULLIED AT YOUR SCHOOL	6
STUDENTS WHO BULLY OTHERS AT SCHOOL.....	7
HOW STUDENTS REPORT BULLYING OTHERS AT YOUR SCHOOL	7
TOBACCO USE.....	8
OBTAINING AND SHARING CIGARETTES	8
VAPING (ELECTRONIC CIGARETTES)	9
FLAVOURED TOBACCO PRODUCTS.....	10
MARIJUANA USE AND ABUSE IN STUDENTS	11
FREQUENCY OF USE	11
EASE OF ACCESS.....	11
ALCOHOL USE	12
TRENDS IN ALCOHOL USE AND BINGE DRINKING.....	12
ENERGY DRINKS	13
ENERGY DRINKS AND ALCOHOL	13
NUTRITION.....	14
BREAKFAST.....	15
EATING AWAY FROM HOME.....	16
UV EXPOSURE	17
BELIEFS AND ATTITUDES TOWARDS TANNING	17
BECOMING A HEALTHY SCHOOL COMMUNITY	18
REFERENCES.....	19

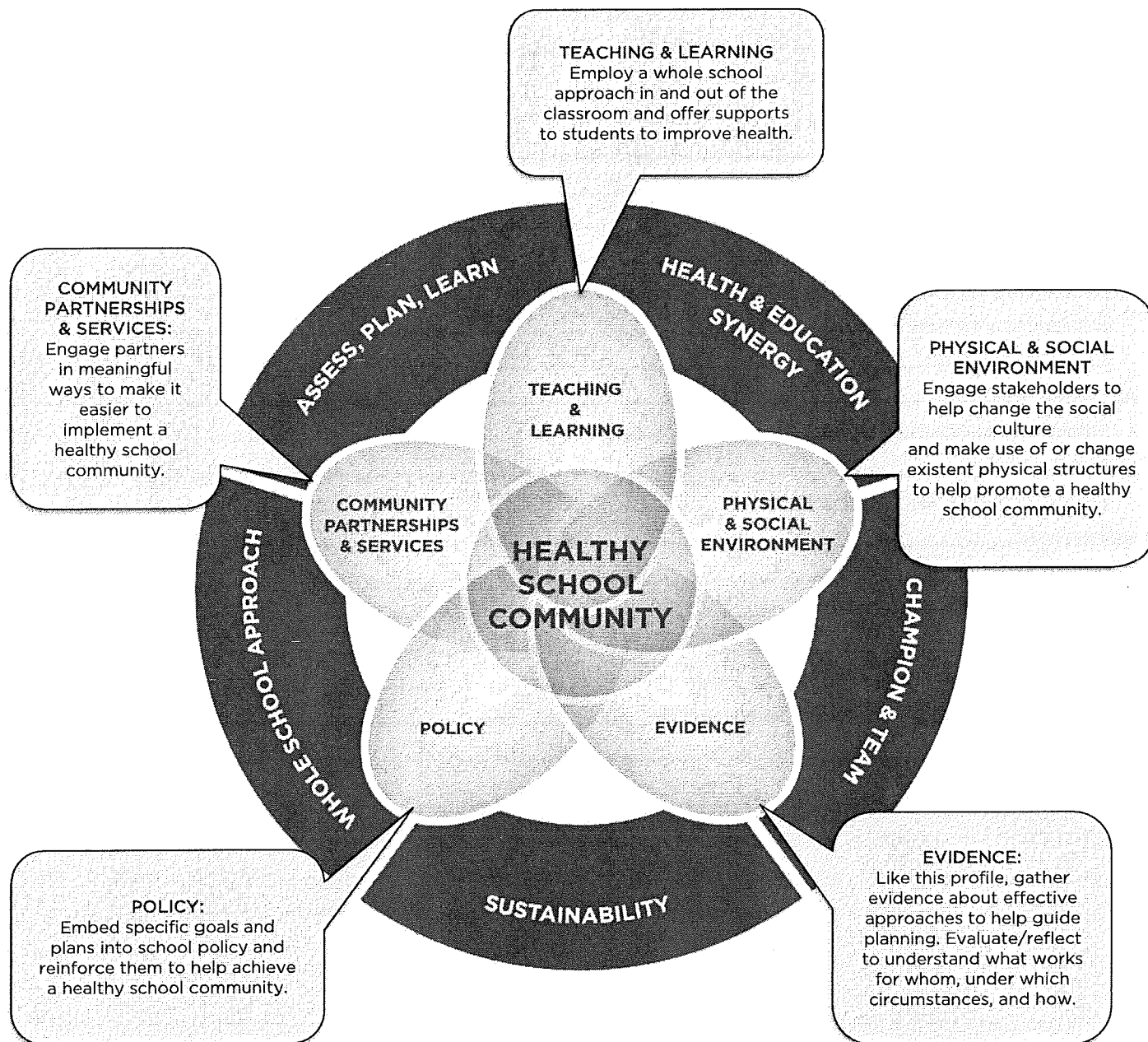
PLEASE NOTE:

1. The graphs and tables in this profile represent student self-reported data.
2. * indicates that data are NOT reportable due to low numbers. In some cases, the results in table columns or rows and graphs may not add to 100% due to rounding.
3. The graphs in this profile include all grades participating in CRAYS even though your school may not include all of these grades. In this way, you can see provincial trends.
4. If sample sizes are small, the data in this profile may not be representative of your school, so please interpret results with caution. Please see your schools' student participation numbers on the introductory page of this report.
5. Provincial data are presented when available from CRAYS 2015.

HEALTHY SCHOOL COMMUNITIES

Healthy school communities promote a culture of wellness among all members: students, staff, administration, parents, and community partners. Together, the community implements plans to create a school environment that supports healthy choices among its members.

The inner circles represent the 5 core components of a Healthy School Community: Policy,^{1,2,3} Community Partnerships & Services,^{4,5,6} Teaching & Learning, Physical & Social Environment,⁷ and Evidence. Consider these 5 core components and approaches as you review your school's results and the "Your School Can" sections throughout this profile. The outer blue ring represents the essential principles of a Healthy School Community Approach. Leaders "set the table" for change and improvements. Change must come from within.



THE ISSUES

This profile presents results for your school on 5 interconnected issues facing students that impact their well-being. We encourage schools to consult the Healthy School Communities Approach described earlier when reviewing these results, to help understand the complexity of student health behaviours.



MENTAL WELLNESS

- Mental wellness is the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face. Schools provide a unique environment to inspire mental wellness.
- Approximately 20% of people with a mental disorder also have a substance use problem.⁸

BULLYING

- Bullying is a form of abuse at the hands of peers which involves repeated aggression in which there is a power differential (e.g., strength, social status, numbers, systemic power, etc.).⁹
- In Canada, 35% of students in grades 7-12 have reported being bullied.¹⁰
- Effective bullying prevention programs involve the whole school and focus not only on reducing incidents of bullying, but also on promoting a positive school climate.¹¹

TOBACCO USE

- Everyday 100 Canadians (2 school buses full of people) die from tobacco use – that's 37,000 people each year.¹²
- In Canada, higher tobacco use rates are seen amongst some marginalized populations such as LGB youth,¹³ youth who are transient or experiencing homelessness,¹⁴ or youth who have lower socio-economic status.¹⁵

NUTRITION

- Increased intake of milk, fruits and vegetables, vitamin A, and vitamin C in young people is associated with a decreased risk of cancer development.¹⁶
- Eating a diet high in fats and red meat in adolescence has been linked to early cancer development.¹⁷

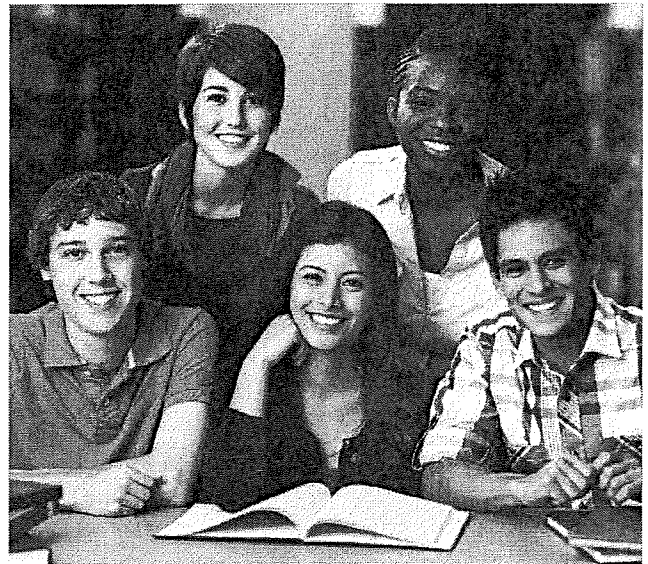
UV EXPOSURE

- Overexposure to ultraviolet (UV) radiation, either from sunlight or through exposure to tanning beds or lamps, accounts for 90% of melanoma in North America, and is preventable.¹⁸
- In Canada, an average of over 80% of youth have intentionally tried to tan, either by being outside, through sprays, lotions, or injections, or by using tanning beds or lamps.¹⁹

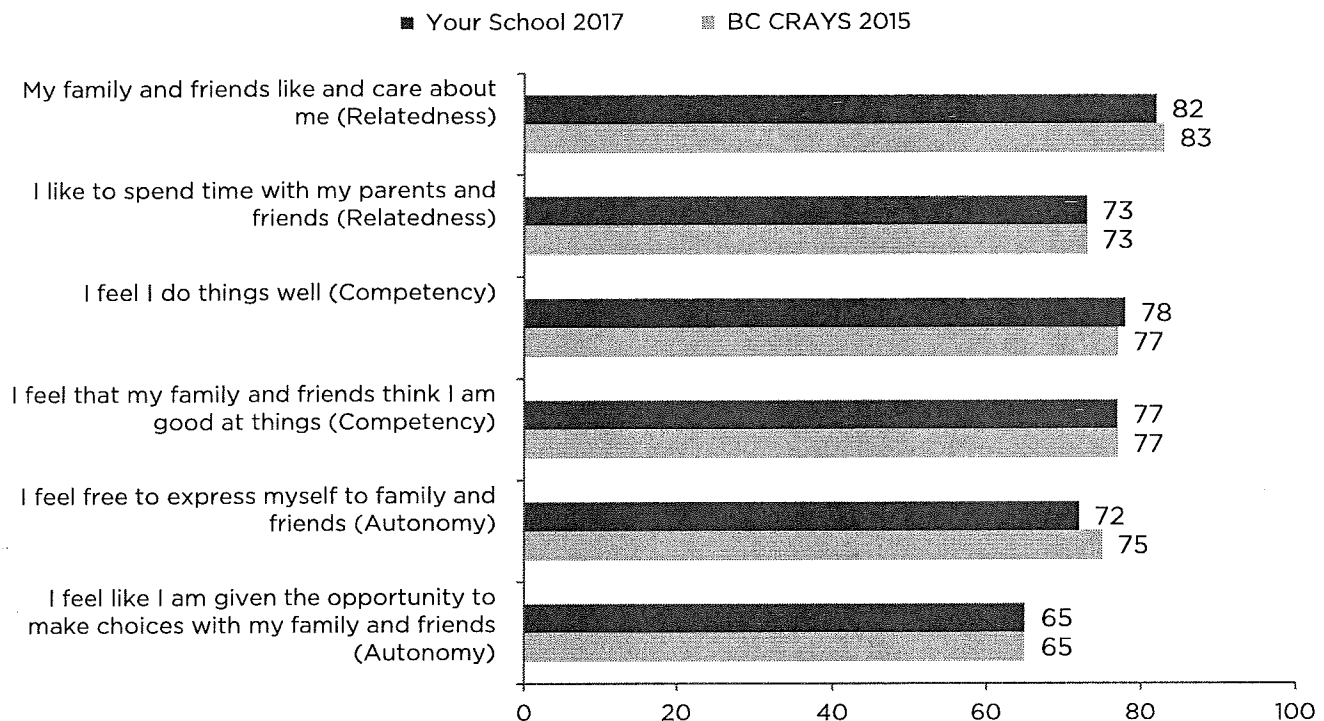
MENTAL WELLNESS

Mental wellness is the ability to think, feel and act in ways that strengthen our capacity to enjoy life and deal with challenges as they arise.²⁰ Students with higher levels of mental wellness tend to report higher levels of school connectedness and exhibit more pro-social behaviours such as helping people or sharing things without being asked. In addition, students with lower levels of mental wellness tend to report more oppositional behaviours.²¹

At your school, 27% of students reported “sort of true for me” or “really true for me” on all questions about mental wellness. You can develop targeted programs, policies, curricula, and environments (that is, a culture) that fosters “mentally well” students by encouraging positive social connections (relatedness), feelings of success (competence), and perception of personal freedom (autonomy).



MENTAL WELLNESS AT YOUR SCHOOL

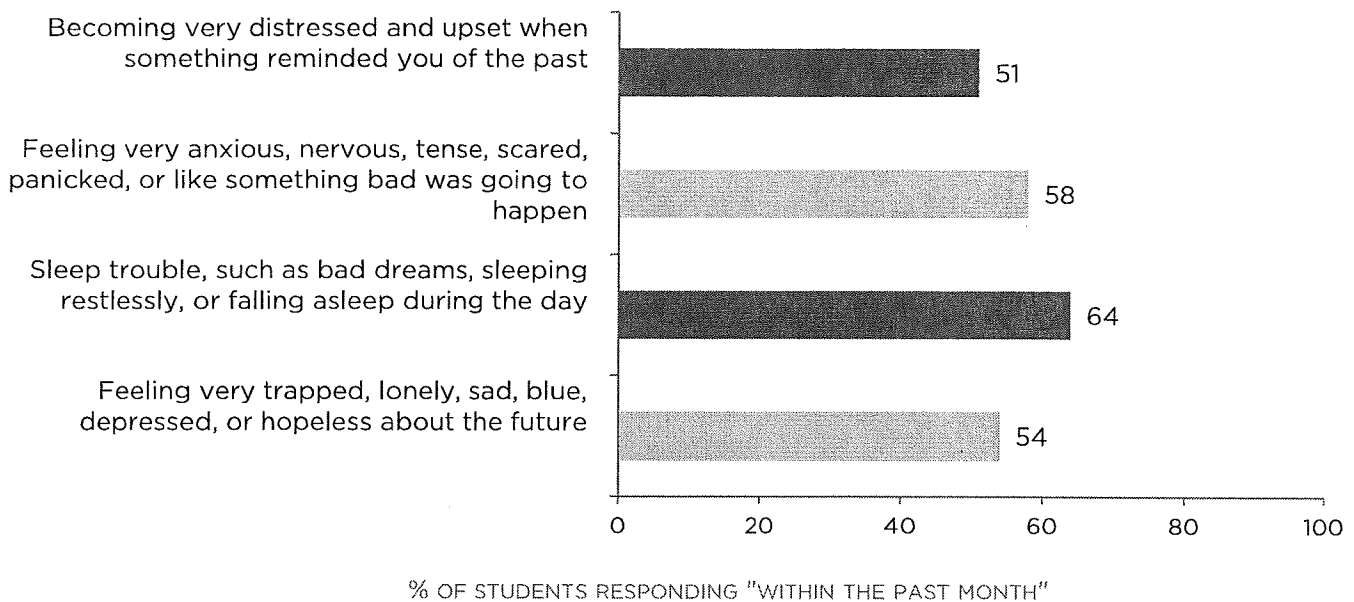


% OF STUDENTS RESPONDING "SORT OF TRUE FOR ME" OR "REALLY TRUE FOR ME"

DEPRESSION AND ANXIETY

Many youth experience depression and anxiety. Bullying, either as a victim or as a bully, can be a risk factor for depression and anxiety.²² Depression rates are generally higher among girls and sexual minority youth (those who do not identify as solely heterosexual or “straight”).²³ It is important to take symptoms of depression and anxiety seriously, as they can be risk factors for substance use and suicide. **At your school, 19% of students reported none of the indicators of depression or anxiety within the past month.**

DEPRESSION AND ANXIETY AT YOUR SCHOOL



Your School Can: Cultivate and Support Mental Wellness²⁴

Embrace Relatedness:

Urge students to volunteer and get involved in their community; practice team-building games and exercises; teach students the importance of appreciation and saying “thank you.”

Inspire Competence:

Teach new skills to promote confidence-building and feelings of success; encourage students to recognize and share their personal gifts and knowledge; focus on identifying strengths in each individual.

Encourage Autonomy:

Promote recognition and expression of emotions, incorporating coping techniques for negative thoughts; provide choices, and encourage voicing opinions; support participation in hobbies and personal interests.

Notice signs of depression:

Watch for changes in feelings, physical health, thinking, or behaviours as potential indicators of depression or other mental health problems.²⁵

Practice strategies for managing stress and anxiety:²⁶

Teach students calming strategies such as breathing, visualization, grounding, journaling, or making artwork; incorporate these as classroom activities.

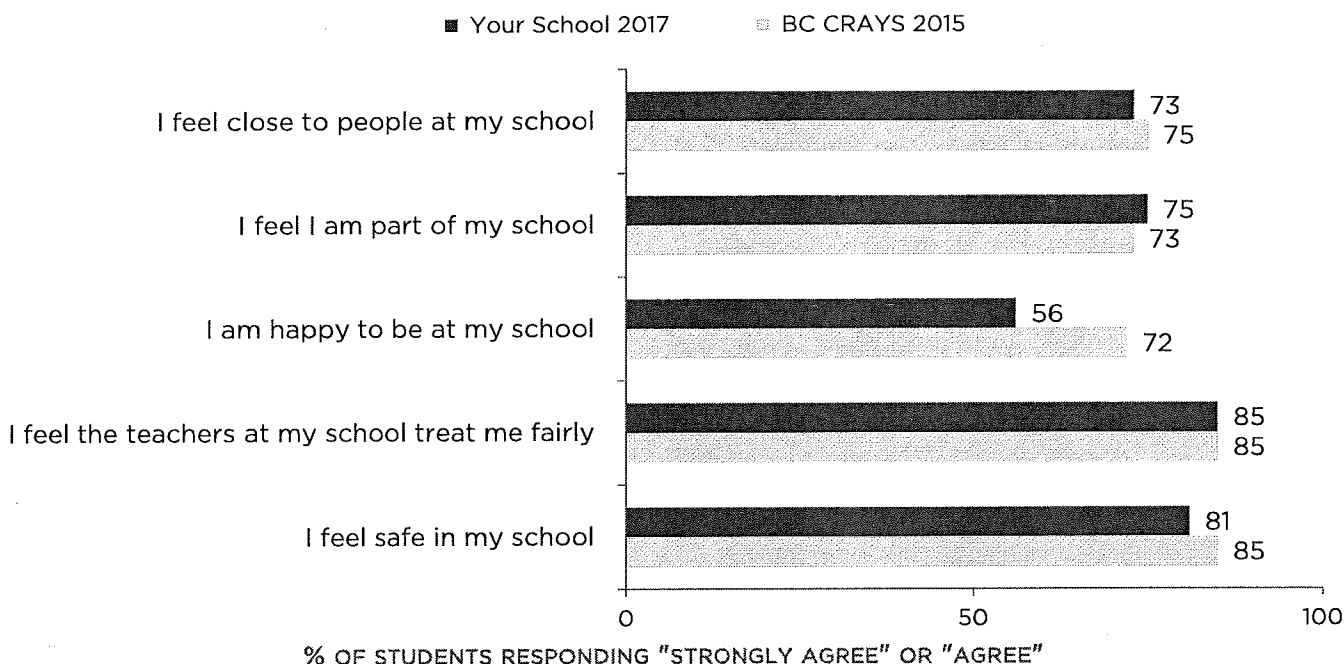
STUDENT ENVIRONMENT

Schools, homes, and communities are key environments influencing student mental wellness. We know that schools influence wellness independent of family, economic, and community factors.²⁷ **Thus, schools possess a unique opportunity to create a culture of wellness for students, ideally in partnership with parents and the community.** Cultivating mental wellness is foundational to healthy behaviour choices and academic success. This type of positive atmosphere is achieved by embracing and taking pride in the physical and social environment at your school, and promoting a united school community.

SCHOOL CONNECTEDNESS

Students who feel an attachment to their school and who consider their teachers to be supportive are more likely to graduate secondary school and experience better educational outcomes. They are also less likely to engage in unhealthy or risky behaviours including smoking cigarettes, drinking, and trying marijuana.²⁷

SCHOOL CONNECTEDNESS AT YOUR SCHOOL



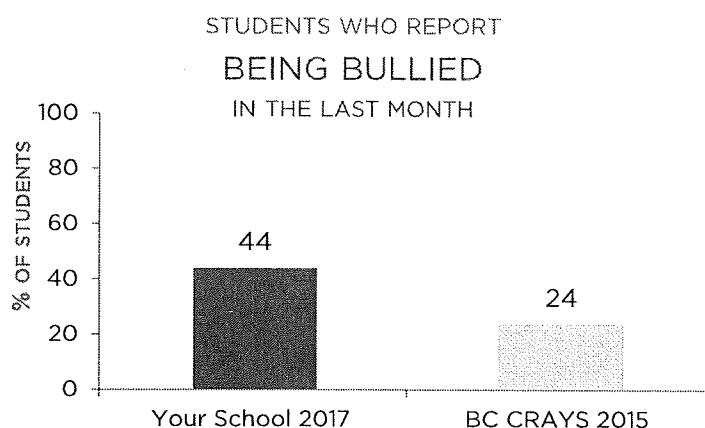
Your School Can: Make Connectedness a Priority

- Ensure every student has a positive connection with an adult at the school. For example, post all student names on a wall. Have staff mark who they "know." Plan to build connections with students who are not linked in.
- Involve staff in identifying and fostering students' innate strengths by providing opportunities for student leadership in activities such as tutoring, mentoring, and peer lunch-mate programs.
- Establish awards that honour pro-social behaviour (behaviour that is intended to help other people).
- Ensure that students are included in decision making processes for setting rules and consequences.

BULLYING

STUDENTS WHO ARE BEING BULLIED AT YOUR SCHOOL

Bullying is a form of abuse at the hands of peers that takes different forms at different ages. Bullying is often an aggressive behaviour imposed from a position of power, which is repeated over time. With each repeated bullying incident, the student who is bullying increases in power while the student being victimized loses power.¹⁰ **At your school, 44% of students report being bullied by other students in the last month.**



HOW STUDENTS REPORT BEING BULLIED AT YOUR SCHOOL

At your school, students who are bullied report verbal attacks as the most common way they are bullied. The table to the right displays the most common forms of bullying as reported by these students. In the 2014/2015 Canadian Student Tobacco, Alcohol and Drugs Survey (CSTADS), of the Canadian students who were bullied, 66% reported being verbally attacked (e.g., getting teased, threatened, or having rumours spread about them).¹¹

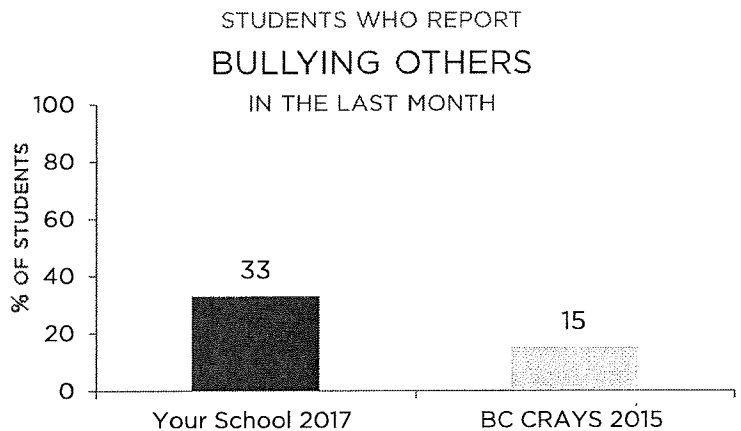
MOST COMMON FORMS OF BULLYING* as indicated by students who reported being bullied by others	
1	Verbal attacks (teased, threatened, rumours spread about you...)
2	Non-verbal attacks (ignored, being left out or excluded...)
3	Cyber-attacks (mean text messages, rumours spread on internet...)
3	Had someone steal from you or damage your things
4	Physical attacks (beaten up, pushed or kicked...)

*where 1 represents the most reported form at your school.

STUDENTS WHO BULLY OTHERS AT SCHOOL

Research shows that bullies and the victims of bullying report the highest levels of substance use.²⁸ Girls are less likely than boys to be involved in bullying but are more likely to be involved in bullying if they smoke, compared to girls who do not smoke.¹¹

At your school, 33% of students report bullying others in the last month. The graph to the right displays the percentage of students at your school who bully others in comparison to provincial estimates.



HOW STUDENTS REPORT BULLYING OTHERS AT YOUR SCHOOL

At your school, students report non-verbal attacks as the most common way they bully others. The table to the right displays a ranking of the different forms of bullying reported at your school by those who report bullying others.

At your school, girls who report bullying others indicate non-verbal attacks as the most common way they bully. Boys report verbal attacks as the most common way they bully others.

MOST COMMON FORMS OF BULLYING* as indicated by students who reported bullying others	
1	Non-verbal attacks (ignoring, leaving someone out or excluding them...)
2	Verbal attacks (teased, threatened, spread rumours about them...)
3	Physical attacks (beat up, pushed or kicked them...)
4	Stole from them or damaged their things
5	Cyber-attacks (mean text messages, spread rumours on internet...)

*where 1 represents the most reported form at your school.

Your School Can: Provide Safe Environments and Address Bullying

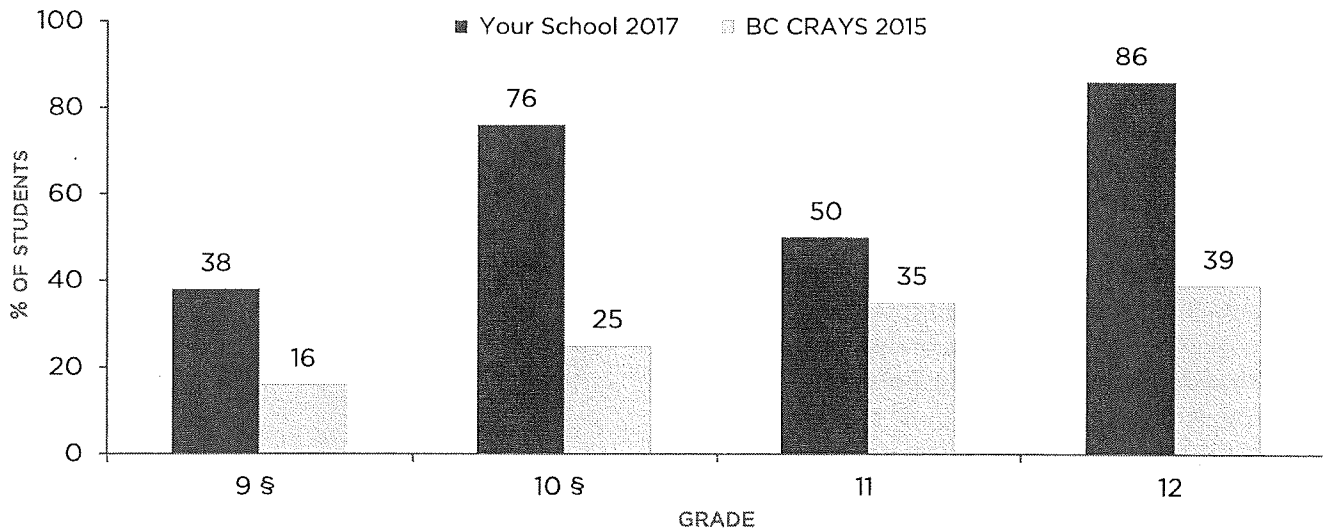
Many organizations are dedicated to ensuring that children grow up in safe and secure school environments. These groups recognize that the issue of student violence is a societal problem; schools cannot resolve it on their own. Shared responsibility is fundamental to the achievement of safe learning environments. Your school may well be addressing bullying already. Here are ideas that may add to your kit:

- Teach students how to identify bullying, particularly attacks that are non-physical.
- Enable students to report bullying anonymously on the school website or an app.²⁹
- Train school staff to recognize target behaviour as it emerges so that intervention occurs early and works to prevent anti-social behaviour from escalating.
- Provide whole classroom consequences when bullying occurs. For example design a classroom 'peace banner' (a student created emblem of the classroom agreement), to communicate that bullying is everyone's issue.
- Ask community youth workers to run restorative justice programs when incidents occur.

TOBACCO USE

Our findings show that **62% of students at your school report having tried a cigarette, even if just a few puffs. At your school, 30% of students also report smoking a cigarette in the last 30 days.** The graph below compares your school to the provincial results from the CRAYS 2015. While rates of use have slowly declined over time, many students remain at risk to experimenting and starting new habits. The next page reports on vaping (electronic cigarettes) as a newer trend in tobacco use.

STUDENTS WHO REPORT EVER TRYING A CIGARETTE



§ Moderate sampling variability, interpret with caution. (CRAYS 2015)

Did You Know...

Students are less likely to begin smoking in the future if they have made a firm decision not to try smoking and if they have the resources to resist pressures to start.³⁰



OBTAINING AND SHARING CIGARETTES

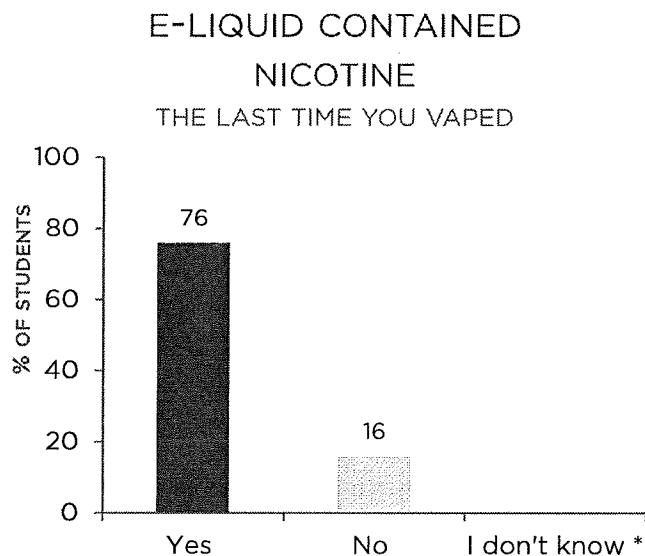
Smoking is a social activity, and as a result, students often obtain their cigarettes from social sources in addition to retail outlets.

- **At your school, 29% of students who smoke report usually getting their cigarettes from a retail source** (e.g., I buy them myself at a store, smoke shack or the internet; A friend or someone else buys them for me at a store)
- **At your school, 61% of students who smoke report usually getting their cigarettes from a social source** (e.g., I buy them from a friend or someone else, a friend or someone else gives them to me, or I take or get them from a family member).

VAPING (ELECTRONIC CIGARETTES)

The jury is still out on e-cigarettes (also known as vaporizers, vapes, vape pens, hookah pens, etc.). E-cigarettes may actually promote trying nicotine products in students or promote continuation of an addiction in adults. E-cigarette use is on the rise, with over 25% of youth aged 15-19 reporting having ever used an e-cigarette in 2015 compared to only 20% in 2013.¹¹ **At your school, 69% of students report having tried e-cigarettes (45% have vaped within the last 30 days). Additionally, of students who reported vaping in the past month, 54% have not smoked cigarettes in the past month.**

E-cigarette liquids (e-liquids) are available in a wide variety of flavours. Popular flavours include tobacco, menthol, fruit, candy, and alcohol, with over 7,000 unique flavours available across hundreds of brands.³¹ Also concerning is some of the e-liquids available contain nicotine, which is harmful to developing adolescent brains, but **only 75% of brands list e-liquid ingredients.**³¹ The graph below shows the proportion of students at your school who reported that the e-juice contained nicotine the last time they vaped.



Trends in Tobacco Use

Students use tobacco products other than cigarettes including: cigarillos, little cigars, cigars, e-cigarettes, water-pipes, and smokeless tobacco (i.e. chewing tobacco). The growing popularity of these products is concerning because students commonly misconceive alternate forms of tobacco as not being as bad for them as cigarettes. Research shows that these alternative forms of tobacco may be worse than cigarettes in some cases.^{32,33}



Did You Know...

In 2017, Health Canada is working to regulate e-cigarettes. In draft form, the senate bill bans the sale and promotion of vaping products to those under 18, prohibits the promotion of appealing flavours (e.g. candy), and requires health warnings on e-cigarette devices.

FLAVOURED TOBACCO PRODUCTS

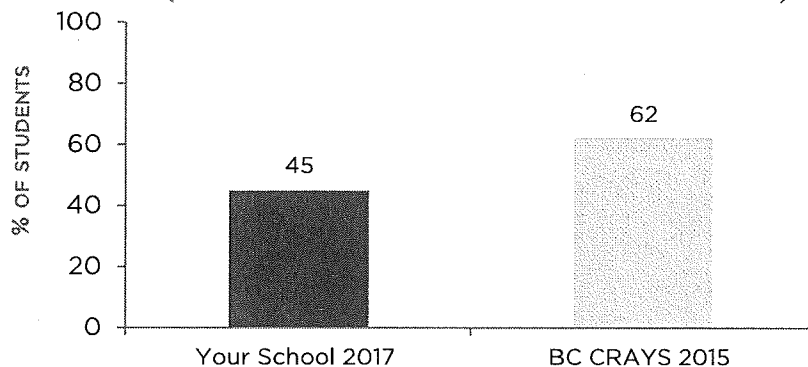
Flavoured tobacco has greater appeal among students: they perceive them as less risky, and perceive the smoke as causing less irritation. In May 2016, the federal government proposed an amended federal *Tobacco Act*, which would forbid the use of menthol in cigarettes, blunt wraps, and cigars, with the purpose of making these products less appealing to youth.

The graph below shows the percentage of students who have used tobacco products who have also used flavoured products in the last month.

Legislative changes...

Several provinces have also introduced legislation that bans the sale of flavoured tobacco products, since availability of flavoured tobacco may be stalling progress in decreasing tobacco initiation and use among Canadian youth.³⁴ In your province, the addition of flavour to tobacco products is not banned.

FLAVOURED TOBACCO PRODUCT USE
IN THE LAST MONTH
(OF STUDENTS WHO USE TOBACCO PRODUCTS)



Your School Can: Help Keep Students from Using Tobacco Products

Even when smoking rates are low, efforts need to focus on preventing susceptible students from experimenting with tobacco products. Your school can support established smokers and those experimenting with using tobacco products in the following ways:

- Brainstorm with students and staff about ways to re-purpose smoking areas (both on and off school property) for more positive uses. Partner with the community to make changes feasible.
- Make sure students are aware that all tobacco products (e.g., cigarillos, cigars, smokeless tobacco flavoured tobacco, etc.) pose about equal health risk. E-cigarettes pose lower risk, but are not without risk.
- Use persuasive writing development or civics lessons to write to persuade local merchants and their staff to not sell or promote tobacco products to youth. Flavoured tobacco products are often targeted at youth. Engage local public health for support.
- Do the math: have students calculate the costs of smoking, including e-cigarettes. Have them decide what they could do with money spent on tobacco over a year, 20 years.

MARIJUANA USE AND ABUSE IN STUDENTS

Periods of transition and encountering new situations—such as when entering high school—tend to be the times when youth are at increased risk for substance use and abuse.³⁵

The use of marijuana has been linked to lower educational achievements, lower income, and even a decline in IQ for those who start using cannabis as an adolescent.^{36,37} **At your school, 65% of students reported having ever tried marijuana.**

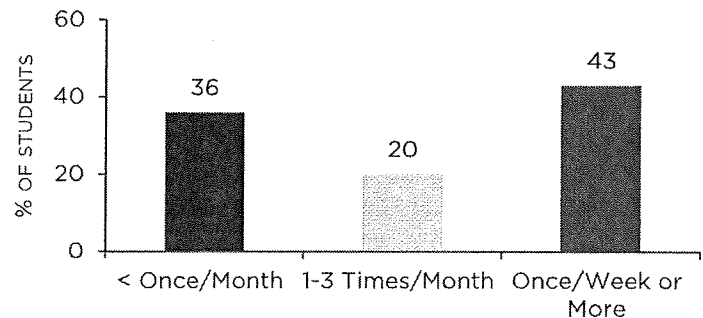
FREQUENCY OF USE

Students who reported using marijuana were also asked how often they engaged in this behaviour. The graph to the right shows the frequency of marijuana use in the past 12 months, among students who report using marijuana. The social acceptance of marijuana has increased over time.³⁸ The impact of expected legalization on youth use remains to be seen.

EASE OF ACCESS

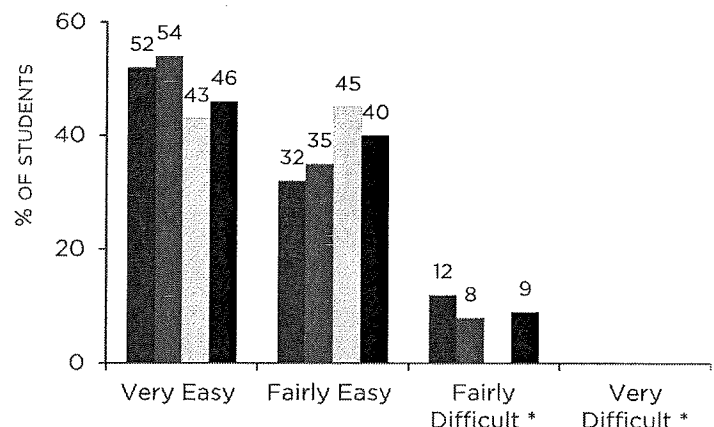
Despite substances being regulated, youth are still able to acquire them with relative ease. Students were asked to evaluate how easy or difficult they felt it would be for them to acquire various substances. The graph shows the responses from students in your school comparing how easily they are able to access various substances.

FREQUENCY OF MARIJUANA USE
(OF STUDENTS WHO USE MARIJUANA)



EASE OF ACCESS

■ Marijuana ■ Alcohol ■ Cigarettes ■ E-cigarettes



Your School Can Help Prevent Marijuana Use

- Create class projects (e.g., in health class, or English class) that explore the long- and short-term health risks of and social influences on marijuana use. Among youth, immediate social influences (rather than health) are more likely to motivate behaviour.
- Ask community resource people (former drug user, clinician) to paint a picture of drug use consequences. Ensure that there are options to deal with issues that surface for students later. Don't rely only on testimonials for long-term culture change.
- Equip students with skills to recognize and avoid situations where they may feel obligated to use marijuana. Where students can't avoid it (e.g., if a joint is passed to them at a party), they should commit in advance to a friend not to use marijuana.
- Focus on developing more positive coping and problem-solving behaviours, as students often turn to drugs as an escape.

ALCOHOL USE

At your school, 92% of students reported ever having a drink of alcohol that was more than just a sip.

TRENDS IN ALCOHOL USE AND BINGE DRINKING

Binge drinking can be defined as drinking five or more drinks on a single occasion. It is the most common pattern of consumption among students who drink alcohol.³⁹

Binge drinking at this age may hinder important developmental changes. The potential for serious and unpredictable consequences are well known. For students, binge drinking isn't "just a phase", not something that "all kids go through". **Of those who had ever had more than just a sip of alcohol, 80% report having 5 drinks or more on one occasion (binge drinking).**

Did you know...

Tobacco, alcohol and marijuana use are strongly related. Among Canadian students who smoked in the last 30 days, **93% drank alcohol and 77% used marijuana in the past year.**¹¹ Among non-smokers, only 36% and 12% used these substances in the last year respectively.



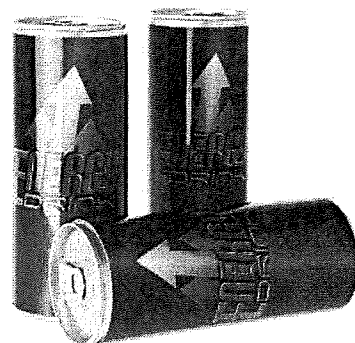
Your School Can: Take Action to Prevent Alcohol Abuse

- Aim to have staff connected to student life so they are aware of and comfortable to address events (e.g., May 24, prom) that typically involve binge drinking so they can provide students with strategies to minimize risk.
- Provide students with the opportunity to discuss the pros and cons of using binge drinking to put people at ease in social situations. Then brainstorm other, more healthy ways, for students to have fun on weekends.
- Have students work with local/provincial advocacy groups to identify how to put the issue of mixing energy drinks with alcoholic beverages in the government's eye. For instance, promote more prominent warnings about risks, or have students develop awareness posters
- Find ways to address common beliefs that can lead to alcohol abuse (e.g., "everyone does it" and "YOLO [you only live once]").

ENERGY DRINKS

Energy drinks (e.g., Red Bull®, Monster®, Rock Star™) have been rising in popularity in recent years. Not only do they contain similarly unhealthy levels of sugar compared to other soft drinks, but they also contain other ingredients like caffeine, which can be harmful to youth.⁴⁰ Additionally, youth often use them for reasons that make them dangerous, such as to stay awake for driving, to mix with alcohol, or to help them lose weight. The table below indicates the most common reasons students at your school consume energy drinks.

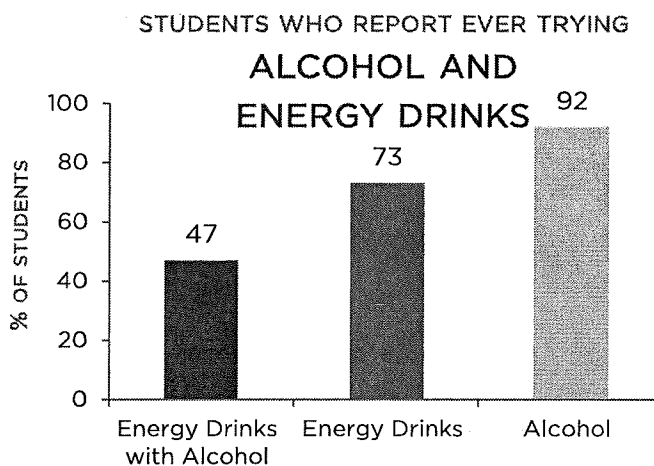
MOST COMMON REASONS FOR DRINKING ENERGY DRINKS as indicated by students who reported drinking energy drinks	
1	For the taste
2	To feel awake in general (not for a specific activity)
3	To stay awake or help concentrate for studying or work
4	For going out or partying
5	To mix with alcohol



ENERGY DRINKS AND ALCOHOL

Consuming energy drinks in combination with alcohol is common among Canadian students. The caffeine in the energy drinks keeps the consumer awake and able to party for a longer period of time. In the 2014/2015 CSTADS, 34% of grades 7-12 students who reported drinking alcohol in the last 12 months also reported consuming an energy drink on the same occasion as drinking alcohol.¹¹

As shown in the graph, at your school 47% of students report having consumed both an energy drink and alcohol on the same occasion.



Did you know...

Students that reported consuming alcohol mixed with energy drinks are:

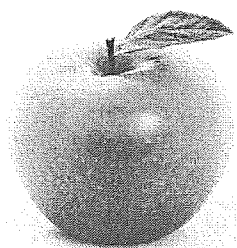
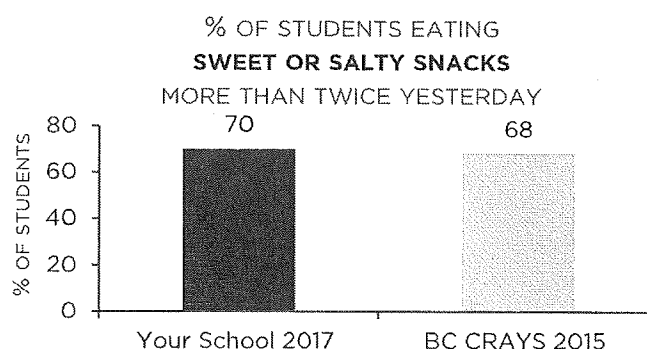
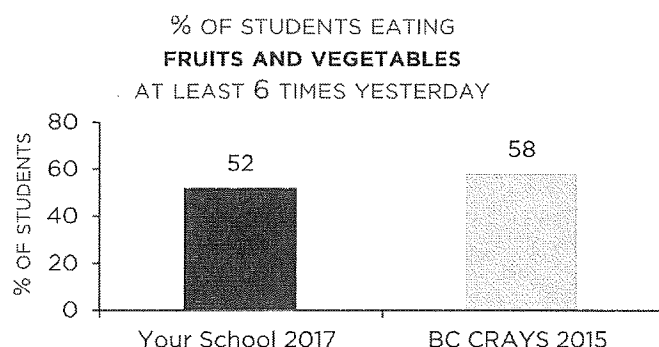
- **More likely to binge drink** compared to students who do not mix their alcohol with energy drinks.¹¹
- **2 times more likely** to report being taken advantage of sexually or to report taking advantage of someone else sexually when compared to drinkers who do not report mixing their alcohol with energy drinks.⁴¹
- **More likely** to report riding with a driver who is impaired by alcohol when compared to drinkers who do not mix their alcohol with energy drinks.¹¹

NUTRITION

In the past 25 years there has been a dramatic increase in the percentage of Canadian adolescents who are overweight or obese. Early intervention is key because obesity in youth often persists into adulthood.⁴² Home, family, and community environments have a significant impact on nutrition and health, and schools are an ideal setting to establish and promote healthy eating amongst children and adolescents.

Canada's Food Guide recommends we eat at least 6 servings of fruit and vegetables every day.⁴³ Your school results show that **52% of students ate fruits and vegetables at least 6 times yesterday***. The Food Guide warns against food and beverages that are high in calories, fat, sugar, or salt, such as fried foods, chips, candy, and desserts.⁴³ **70% of students at your school report eating salty or sweet snacks more than twice yesterday.**

*Note: Students were not asked about serving size, only frequency.



Did You Know...

25% of all calories consumed by teens come from "non-food group foods," which include high fat, sugary, and/or salty foods. Evidence shows that children who eat poorly do not perform as well as they could academically, and that improvements in nutrition can result in improvements in academic performance.⁴⁴

Your School Can: Make Nutrition a Priority

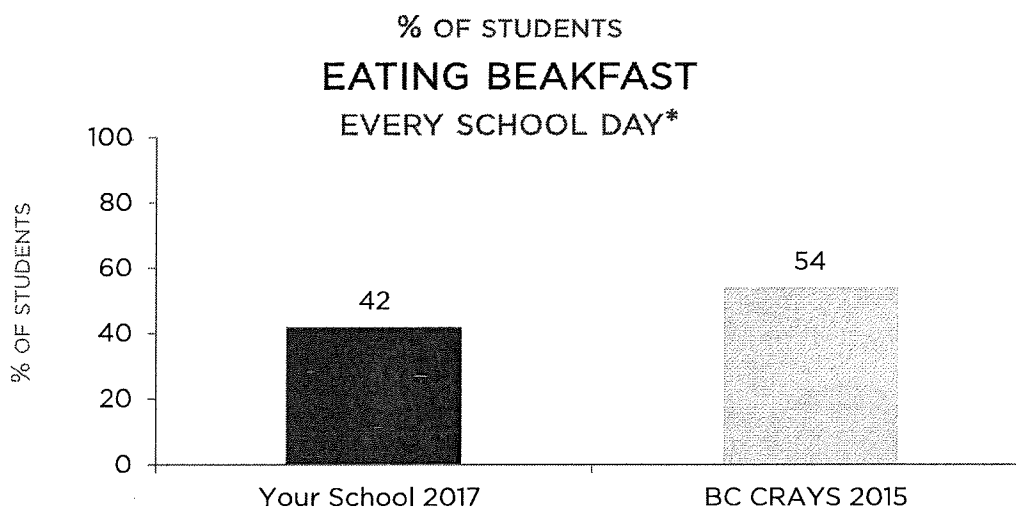
Teach students the importance of a healthy diet through curriculum, as well as promoting healthy eating through activities such as:

- Replacing "pizza day" or class pizza parties with healthy alternatives.
- Removing the sale of junk food and sugary drinks at the school.
- Supporting student groups to help to improve healthy eating awareness in their own schools.
- Inviting local chefs to teach about healthy cooking.
- Providing school nourishment programs (e.g., free breakfasts/snacks).

BREAKFAST

Your school results show that **42% of students report eating breakfast every school day in the last week** prior to the survey. Students who do not eat breakfast every day are less likely to have an adequate diet overall, when compared to those who do eat breakfast. Breakfast eating is also associated with improved academic performance and has been shown to be associated with lower rates of obesity.^{45,46}

Breakfast eating usually declines with age. A number of factors, including concerns with body weight and decreases in shared family meals, appear to influence the decline in breakfast consumption in adolescents.⁴⁷



**In the week prior to the survey.*

Did You Know...

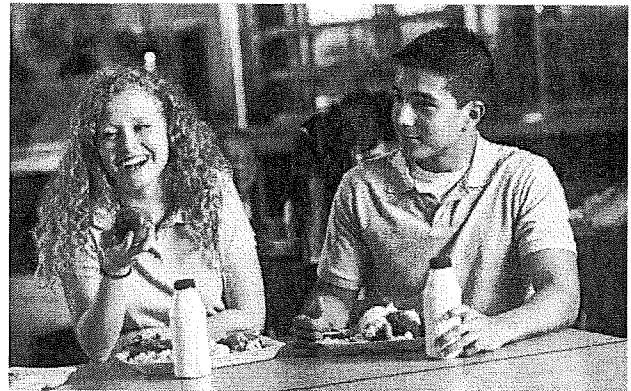
Canada's Food Guide Recommends:

- Eating at least one dark green and one orange vegetable each day.
- Making at least half of your grain products whole grain each day.
- Having meat alternatives such as beans, lentils, and tofu often.
- Satisfying thirst with water instead of juice or soft drinks.⁴³

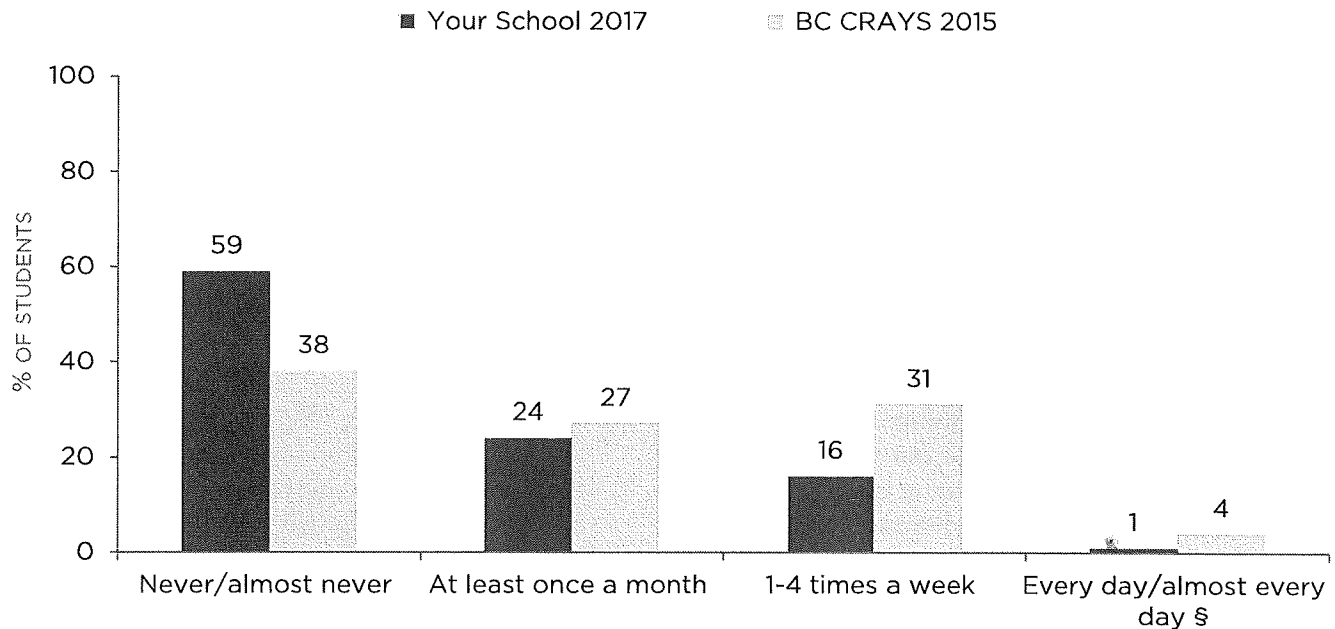
EATING AWAY FROM HOME

Typically, foods eaten away from home are higher in fat compared with foods eaten at home. **64% of students at your school report eating lunch at home or bringing lunch from home at least 3 times in the past week.**

Frequent fast food restaurant use has been associated with a significantly lower intake of fruits, vegetables, grains, and servings of milk.⁴⁸ The graph below displays how often students in your school eat at fast food restaurants and coffee shops.



HOW OFTEN STUDENTS EAT FROM FAST FOOD RESTAURANTS AND COFFEE SHOPS



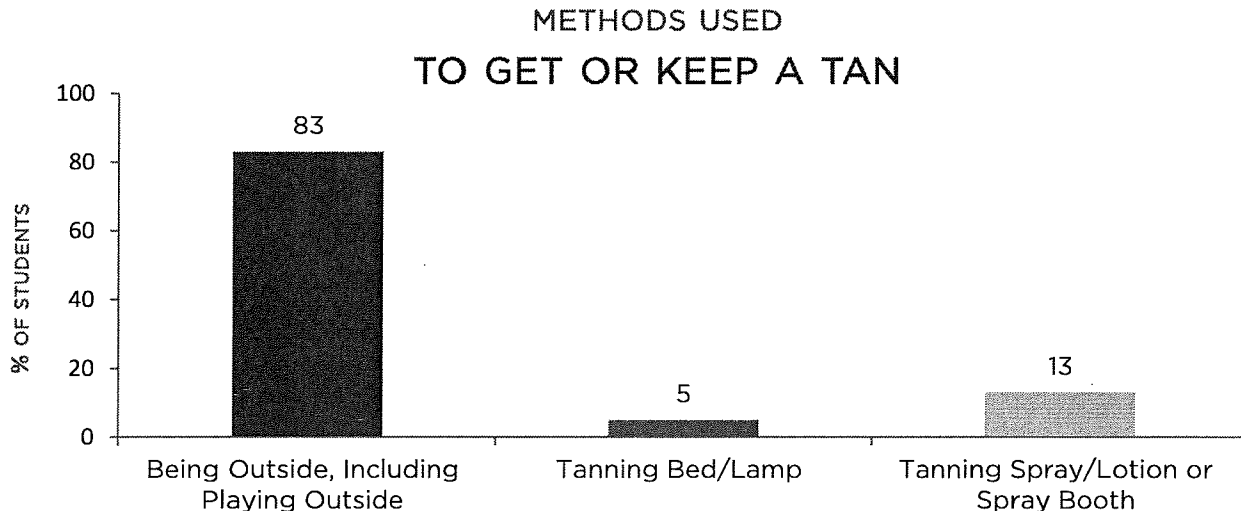
§ Moderate sampling variability, interpret with caution. (CRAYS 2015)

Your School Can: Promote Healthy Choices

Teaching about healthy eating extends beyond the classroom health curriculum into the school environment and the community. Schools can help students learn about the many factors that contribute to food choices, including advertising, media, friends, and family. The more students are aware of these influences, the better prepared they will be to make healthy choices. Recognizing and supporting family connectedness is critical to successful programs aimed at improving the nutrition of children and youth.

UV EXPOSURE

Ultraviolet (UV) radiation, including that from tanning equipment, is carcinogenic to humans. Use of tanning beds at a young age increases the risk of melanoma and other forms of skin cancer. In fact, those who first used tanning equipment under the age of 35 are 75% more likely than never-users to be diagnosed with melanoma. They also have a higher risk of being diagnosed with melanoma at a young age.⁴⁹ Laws to prevent use of tanning beds by youth exist in most, but not all, provinces in Canada. While rates of use have slowly declined over time, many students remain at risk to experimenting with tanning equipment and starting tanning habits. **The graph below shows the types methods students at your school report ever using to get or keep a tan.**



BELIEFS AND ATTITUDES TOWARDS TANNING

Survey results show that **5% of students at your school believe that using a tanning bed or lamp to get a tan is safer than getting a tan from the sun.** It has been found that UV from tanning beds can exceed a UV Index of 13 (similar to midday tropical sun) compared to natural sunlight in Canada which seldom exceeds an index of 10.^{50,51}

Did You Know...

UV radiation from tanning devices as well as the sun is carcinogenic to humans (the same classification of risk as tobacco!) and can lead to melanoma as well as other forms of skin cancer.⁴⁹

Your School Can: Reduce Skin Cancer Risk

- Encourage students to use a broad-spectrum sunscreen, SPF 15 or higher, when out in the sun.
- Plan outdoor activities for early morning or late afternoon when the sun is not as strong.
- During sunny periods, seek shade, cover up, wear a broad brimmed hat, and wear sunglasses with UVA/UVB protection.
- Inform students of the dangers associated with the use of tanning beds, and correct mistaken beliefs, e.g., that tanning beds are less dangerous than the sun.⁴⁹

BECOMING A HEALTHY SCHOOL COMMUNITY

In order to implement a healthy school community approach at your school, consider the 5 fundamental principles required for successful implementation of any component of the Healthy School Community framework presented on p.1 of this profile. **For additional details on the Healthy School Communities Approach, visit:** <http://www.propel.uwaterloo.ca/hsc/>

Assess, Plan, Learn

Does your school community need to focus on a particular area (e.g., mental wellness, tobacco control, nutrition) or building the basic foundations for a healthy school? **Assess** needs and **plan** accordingly. Test what works for your school community and **learn** to adapt.

Champion and Team

Form a healthy school community **team**, and identify a **champion** who will promote healthy behaviours, and lead the school towards improved health overall. It's best to include teaching and non-teaching staff, students, parents, and community partners. Use the expertise of stakeholder groups like public health.

Sustainability

Focus on the **long-term** health of your school community. Plan and implement policies and projects that will lead to lasting changes.

Whole School Approach

Whole school approaches use multiple strategies to promote health and well-being. They focus on the 5 core components of a healthy school community illustrated in the grey circles of the model: teaching & learning, the physical & social environment, policy, partnerships with the community, and using evidence (refer to page 4). They consider "HOW" you do something as much as "WHAT" you do and target the **whole school** community.

Health and Education Synergy

Look for synergy where advancing health can also advance education goals. Engage in joint planning and coordinate resources (e.g., funding, time).

Top 5 Benefits of Building Healthy School Communities

GREATER OVERALL ACHIEVMENT	WELL-ROUNDED STUDENTS	DECREASED DISCIPLINE PROBLEMS AND IMPROVED ATTENDANCE	IMPROVED LIFELONG HEALTH	REDUCED DISPARITIES
Students in healthy school communities learn better and score higher on standardized tests and report cards.	Healthy school communities positively impact self-esteem and social well-being. Healthy students have an increased capacity to learn and develop the values, attitudes and skills necessary to be competent, effective and resilient adults	Healthy school communities experience fewer student behaviour problems and better attendance.	Healthy kids become healthy adults. Many healthy (or unhealthy) behaviours/habits we develop in school stick with us into adulthood.	Approaches to creating healthy school communities can reduce both health and education disparities.

REFERENCES

- ¹ Gleddie DL. (2012). The devil is in the details: Development of policy and procedure in the Battle River project. *Health Education Journal*, 71(1), 28-36. doi:10.1177/0017896910383557
- ² Joint Consortium for School Health. (2008). *What is comprehensive school health*. Retrieved from <http://www.jcsh-cces.ca/upload/JCSH%20CSH%20Framework%20FINAL%20Nov%2008.pdf>
- ³ Saab H., Klinger D., & Shulha L. (2009). *The health promoting school: Developing indicators and an evaluation framework*. Retrieved from <http://www.ccl-cca.ca/pdfs/fundedresearch/Saab-FinalReport.pdf>
- ⁴ Gleddie, DL. (2010). A journey into school health promotion: District implementation of the health promoting schools approach. *Health Promotion International*, 27(1):82-89. Retrieved from <http://heapro.oxfordjournals.org/content/27/1/82.long>
- ⁵ Veugelers PJ, & Schwartz ME. (2010). Comprehensive school health in Canada. *Canadian Journal of Public Health*, 101(8), S5-S8. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/21133195>
- ⁶ Rowling L, Jeffreys V. (2006). Capturing complexity: Integrating health and education research to inform health-promoting schools policy and practice. *Health Education Research*, 21(5):705-718. Retrieved from <http://her.oxfordjournals.org/content/21/5/705.full>
- ⁷ Rowling L, Samdal O. (2011). Filling in the black box of implementation for health promoting schools. *Health Education*, 111(5):347-362. Retrieved from <http://www.emeraldinsight.com/doi/full/10.1108/09654281111161202>
- ⁸ Rush, B., Urbanoski, K., Bassani, D., Castels, S., Wild, T.C., Strike, C., Kimberley, D., & Somers, J. (2008). Prevalence of co-occurring substance use and other mental disorders in the Canadian population. *Can J Psychiatry*, 53(12), 800-9. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/19087478#>
- ⁹ Craig WM., & Pepler DJ. (2007). Understanding bullying: from research to practice. *Canadian Psychological Association*, 48(2), 86-93. <http://dx.doi.org/10.1037/cp2007010>
- ¹⁰ Propel Centre for Population Health Impact (2016). 2014/2015 Canadian Student Tobacco, Alcohol and Drugs Survey Public Use Microdata File. Waterloo, Ontario: University of Waterloo.
- ¹¹ PREV Net. (n.d.). *Bullying and School Climate*. Retrieved from <http://www.prevnet.ca/sites/prevnet.ca/files/factsheet/PREVNet-SAMHSA-Factsheet-Bullying-and-School-Climate.pdf>
- ¹² Rehm, J., Baliunas, D., Brochu, S., Fischer, B., Gnam, W., Patra, J., et al. (2006). The Costs of Substance Abuse in Canada 2002. Ottawa: Canadian Centre on Substance Abuse.
- ¹³ Azagba, S., Asbridge, M., Langille, D., & Baskerville, B. (2014). Disparities in tobacco use by sexual orientation among high school students. *Preventive medicine*, 69, 307-311.
- ¹⁴ Public Health Agency of Canada (2007). Canadian Street Youth and Substance Use Findings from Enhanced Surveillance of Canadian Street Youth, 1999-2003.
- ¹⁵ Langille, D. B., Curtis, L., Hughes, J., & Murphy, G. T. (2003). Association of socio-economic factors with health risk behaviours among high school students in rural Nova Scotia. *Canadian Journal of Public Health/Revue Canadienne de Sante'e Publique*, 442-447.
- ¹⁶ Ruder, E. H., Thiébaud, A. C. M., Thompson, F. E., Potischman, N., Subar, A. F., Park, Y., Cross, A. J. (2011). Adolescent and mid-life diet: Risk of colorectal cancer in the NIH-AARP Diet and Health Study. *The American Journal of Clinical Nutrition*, 94(6), 1607-1619.
- ¹⁷ Potischman, N., & Linet, M. S. (2013). Invited Commentary: Are dietary intakes and other exposures in childhood and adolescence important for adult cancers? *American Journal of Epidemiology*, 178(2), 184-189.
- ¹⁸ Canadian Cancer Society's Advisory Committee on Cancer Statistics. *Canadian Cancer Statistics 2014 Special topic: Skin cancers*. Toronto, ON: Canadian Cancer Society; 2014.
- ¹⁹ Propel Centre for Population Health Impact (2016). 2015 Cancer Risk Assessment in Youth Survey (CRAYS) Microdata File. Waterloo, Ontario: University of Waterloo
- ²⁰ Public Health Agency of Canada, (2014). *Mental Health Promotion*. Retrieved from <http://www.phac-aspc.gc.ca/mh-sm/mhp-psm/index-eng.php>
- ²¹ Joint Consortium for School Health. (n.d.). *Pan-Canadian joint consortium for school health*. Retrieved from <http://www.jcshpositivementalhealthtoolkit.com>
- ²² Kaltiala-Heino, R., Rimpelä, M., Rantanen, P., & Rimpelä, A. (2000). Bullying at school—an indicator of adolescents at risk for mental disorders. *Journal of adolescence*, 23(6), 661-674.
- ²³ Marshal, M. P., Dermody, S. S., Cheong, J., Burton, C. M., Friedman, M. S., Aranda, F., & Hughes, T. L. (2013). Trajectories of depressive symptoms and suicidality among heterosexual and sexual minority youth. *Journal of youth and adolescence*, 42(8), 1243-1256.
- ²⁴ Government of New Brunswick (2015) *Mental Fitness*. Retrieved from <http://www2.gnb.ca/content/dam/gnb/Departments/hic-csi/pdf/Wellness-MieuxEtre/MentalFitness.pdf>
- ²⁵ Canadian Mental Health Association. (n.d.). Children, youth, and depression. Retrieved from http://www.cmha.ca/mental_health/children-and-depression/
- ²⁶ AnxietyBC. (n.d.). Coping strategies for supporting students. Retrieved from <https://www.anxietybc.com/sites/default/files/anxiety-bc-coping-strategies-v3.pdf>
- ²⁷ Bond L., Butler, H., Thomas, L., Carlin, J., Glover, S., Bowes, G., Patton, G. (2007). Social and school connectedness in early secondary school as predictors of late teenage substance use, mental health, and academic outcomes. *Journal*

- of Adolescent Health, 40(4), 357.e9 - 357.e18. Retrieved from <http://www.sciencedirect.com/science/article/pii/S1054139X06004228>
- ²⁸ Radiff, K.M., Wheaton, J.E., Robinson, K., & Morris, J. (2012). Illuminating the relationship between bullying and substance use among middle and high school youth. *Addictive Behaviour*, 37(4), 569-572. <http://dx.doi.org/10.1016/j.addbeh.2012.01.001>
- ²⁹ Toronto Catholic District School Board (n.d.). TCDSB Anonymous alerts. Retrieved from <https://www.tcdsb.org/ProgramsServices/SafeSchools/Pages/AnonymousAlerts.aspx>
- ³⁰ Pierce, J.P., Choi, W.S., Gilpin, E.A., & Farkas, A.J. (1996). Validation of susceptibility as a predictor of which adolescents take up smoking in the United States. *Health Psychology*, 15 (5), 355-361. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/8891714>
- ³¹ Zhu, S. H., Sun, J. Y., Bonnevie, E., Cummins, S. E., Gamst, A., Yin, L., & Lee, M. (2014). Four hundred and sixty brands of e-cigarettes and counting: implications for product regulation. *Tobacco control*, 23(suppl 3), iii3-iii9.
- ³² Raad D., Gaddam, S., Schunemann, H. J., Irani, J., Abou Jaoude, P., Honeine, R & Akl, E.A. (2011). Effects of waterpipe tobacco smoking on lung function: A systematic review and meta-analysis. *Chest*, 139(4), 764-74. Retrieved from <http://journal.publications.chestnet.org/article.aspx?articleid=1087831>
- ³³ Cobb C., Ward, DK., Maziak, W., Shihadeh, AL., & Eissenberg, T. (2010). Waterpipe tobacco smoking: An emerging health crisis in the United States. *American Journal of Health Behaviour*, 3(3), 275-285. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3215592/>
- ³⁴ Minaker L, Manske S, Rynard VL, Reid JL & Hammond D. (2014). *Tobacco use in Canada: patterns and trends- special supplement: flavoured tobacco use-2014 edition*. Retrieved from http://www.mantrains.ca/assets/tobaccouseincanada_2014_flavoursupplement.pdf
- ³⁵ National Institute on Drug Abuse. (2003). National Institutes of Health, U.S. Department of Health and Human Services. Available at <https://www.drugabuse.gov/publications/preventing-drug-abuse-among-children-adolescents/acknowledgments>
- ³⁶ Gruber AJ, Pope HG Jr, Hudson JI, & Yurgelun-Todd D. (2003) Attributes of long-term heavy cannabis users: a case-control study. *Psychol. Med.*, 33, 1415-1422.
- ³⁷ Meier MH, Caspi A, Ambler A, Harrington H, Houts R, Keefe RSE, McDonald K, Ward A, Poulton R, & Moffitt TE (2012). Persistent cannabis users show neuropsychological decline from childhood to midlife. *PNAS*: /doi/10.1073/pnas.1206820109.
- ³⁸ Webster, L., Chaiton, M., & Kirst M. (2014). The co-use of tobacco and cannabis among adolescents over a 30-year period. *J Sch Health*, 84 (3), 151-9. doi: 10.1111/josh.12137
- ³⁹ Miller JW., Naimi TS., Brewer RD. & Jones ES. (2007). Binge drinking and associated health risk behaviours among high school students. *Pediatrics*, 119(1), 76-85. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/17200273>
- ⁴⁰ Seifert, S. M., Schaechter, J. L., Hershorin, E. R., & Lipshultz, S. E. (2011). Health effects of energy drinks on children, adolescents, and young adults. *Pediatrics*, 127(3), 511-528.
- ⁴¹ O'Brien MC, McCoy TP, Rhode SD, Wagoner A, & Wolfson M. (2008). Caffeinated cocktails; energy drink consumption, high-risk drinking, and alcohol-related consequences among college students. *Acad Emerg Med*, 15(5):453-460. doi: 10.1111/j.1553-2712.2008.00085.x
- ⁴² Shields, M. (2005). Nutrition: Findings from the Canadian Community Health Survey - Overweight Canadian Children and Adolescents. Catalogue no. 82-620-MWE2005001. Retrieved from: http://s3.amazonaws.com/zanran_storage/www.calgaryhealthregion.ca/ContentPages/18451313.pdf
- ⁴³ Health Canada (2011) *Eating Well with Canada's Food Guide: A Resource for Educators and Communicators*. Retrieved from http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/pubs/res-educat-eng.pdf
- ⁴⁴ Action for Healthy Kids. (2004). The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools. Available online: <http://extension.oregonstate.edu/marion/sites/default/files/documents/goodnutritionschools.pdf>
- ⁴⁵ Rampersaud, G. C., Pereira, M. A., Girard, B. L., Adams, J. & Metz, J. D. (2005). Breakfast habits, nutritional status, body weight and academic performance in children and adolescents. *Journal of the American Dietetic Association*, 105(5), 743-760.
- ⁴⁶ Florence, M. D., Asbridge, M. & Veuglers, P. J. (2008). Diet quality and academic performance. *Journal of School Health*, 78(4), 209-215.
- ⁴⁷ Timlin, M. T., Pereira, M. A., Story, M. & Neumark-Sztainer, D. (2008). Breakfast eating and weight change in a 5-year prospective analysis of adolescents: Project EAT (Eating Among Teens). *Pediatrics*, 121(3), 638-645.
- ⁴⁸ French, S.A., Story, M., Neumark-Sztainer, D., Fulkerson, J.A. & Hann, P. (2001). Fast food restaurant use among adolescents: associations with nutrient intake, food choices, and behavioral and psychosocial variables. *International Journal of Obesity*, 25, 1823-1833.
- ⁴⁹ Cancer Care Ontario. Cancer Fact: Tanning equipment use high in grade 12 students. June 2012. Available at <https://www.cancercare.on.ca/cancerfacts>.
- ⁵⁰ Gerber B, Mathys P, Moser M, Bressoud D, Braun-Fahrlander C. (2002). Ultraviolet emission spectra of sunbeds. *Photochemistry and Photobiology*. 76(6):664-8.
- ⁵¹ Wester U, Boldemann C, Jansson B, Ullén H. (1999) Population UV-dose and skin area--do sunbeds rival the sun? *Health Physics*. 77(4):436-40.



World Class Learning in a Rural Environment

April 10, 2018

Superintendent/Secretary Treasurer Report
*Presented at the Education Partnership Committee,
 and Regular Meeting of the Board of Education*

My Education BC: Student Enrollment Numbers																
As of:	Apr 4															
Grade:	Gr.K	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	TOTALS	March	Dif
BAS														0		
DL	3	5	1	3	2	5	1	2	1	2	7	5	8	45	45	0
EES	1	3	1	1	0	8	4	3						21	21	0
LESS	9	6	3	12	4	12	9	7	5	5	7	5	0	84	83	1
NES	9	16	23	18	19	25	23	19						152	151	1
NSS									31	29	21	20	26	127	127	0
TOTAL Per Grade	22	30	28	34	25	50	37	31	37	36	35	30	34			
District Total														429	427	2

1. Enrollment notes –

- Total September 30th, 2017, 1701 Head Count enrollment was 435.47 FTE students, a decline of 7 FTE enrollment since September 2016
- April's FTE count is 429 (down 6.47 FTE since September 2017)

2. Upcoming Pro-D day plans

Monday, April 23rd Pro-D day –

- Teachers, EAs and PVPs will examine student reading, writing and numeracy data and exemplars of student work over time, and consider socio-emotional learning data from EDI, MDI and the Ministry Student Learning Survey at their schools; examine the impact of their teaching in these areas; and plan for the final term of the 2017-18 school year for their learners as well as refine their School Growth Plans
- School Growth Plans aim to improve success for all learners and provide a powerful opportunity to reflect on where we are and where we need to go to enhance learning for all our learners
- Bus drivers, custodians, and maintenance staff with work with Turning Point Resolutions mediation consultant, Raj Dhasi on defusing conflict and enhancing communication.

Friday, May 18th Pro-D day –

- Our last Pro-D day of the year will bring all employees together for some time in the morning with the Board of Education, focused on the District Strategic Plan
- A Staff Appreciation Lunch, honouring all of our staff and particularly our long term employees and retirees, will be hosted by the Board of Education
- Primary teachers and EAs will focus on Early Intervention and Improving Literacy during the remainder of the day, while intermediate and secondary teachers will aim their learning in learning deeper using the Redesigned Curriculum or Environmental Education or Mental Health Literacy.

3. District Focus on Teacher Collaborative Inquiry and Professional Learning

- Supporting teacher collaborative inquiry continues as a major professional learning focus in SD10

- i. ***All teachers from K-secondary work alongside numeracy consultant, Carole Fullerton, to embed strategies aligned with the redesigned numeracy and mathematics curriculum***

- Final sessions with Carole are May 24th and 25th, 2018
 - Numeracy professional learning with Carole over the past three years has been valuable for our teachers to gain greater familiarity with critical thinking and problem-solving teaching and the use of manipulatives and hands-on strategies - key aspects of the redesigned curriculum
 - Given improving results in numeracy Carole's work in the district after this school year will discontinue
 - ii. **10 district teachers and 3 WKTEP teacher candidates are immersed in working with Dr. Leyton Schnellert as they "Collaborate to Engage All Learners"**
 - Each teacher chooses an inquiry focus based on the needs of their learners and their professional learning interests and works throughout the year on this inquiry
 - Many of our early career teachers and experienced teachers find a home for their professional learning on this team as seen in the June 2017 film Building a Community for Pedagogical Inquiry <https://youtu.be/Ugd1eRohjzM> co-produced with UBC
 - The team meets five times per year
 - The final C2EAL inquiry sharing session and celebration is scheduled for May 1, 2018
 - iii. **Teacher involvement in Network of Inquiry and Innovation inquiry projects continues to deepen**
 - This year, over 25 of our teachers are involved in NOII inquiry projects
 - Thanks for Lorna Newman, Director of Learning, for organizing Feb 22, April 26 progress and sharing sessions to great success
 - Final NOII Inquiry Celebration Showcase is planned for Monday June 11th at NES – 4 pm
 - One teacher from each school, two PVPs, Director of Learning and Superintendent will also attend the annual NOII Symposium held in Richmond May 11 and 12 with speakers Dr. Jal Metta from Harvard, Dr. Catherine McGregor from UVic, Amelia Peterson, Harvard doctoral candidate, Shelley Moore, and Drs. Judy Halbert and Linda Kaser amongst other BC educators
<http://noii.ca/wp-content/uploads/2018/02/2018-NOII-Symposium-Feb-2018.pdf>
 - iv. **April 15 and 16th Education Technology Summit in Nelson**
 - District budget is supporting one teacher from each school who volunteers to learn and be a Google Education lead teacher for their school at the Education Technology Summit
 - Interest in using Google Classroom technologies continues to deepen as Peter Gajda, Principal at NSS has done a number of workshops with NSS and NES staff and we are building greater capacity in all schools
- 4. 2018-19 Budget Consultation Update**
- Our budget consultation process continues and now two of three Finance Committee meetings have been completed with the third taking place on Tuesday, April 17th
 - Two scenarios were shared with the Finance Committee on April 10th:
 - **Scenario One** is a status quo budget (roll everything we are doing in 2017-18 forward, add known cost increases and take into account the Ministry operating funding for 2018-19. This scenario does involve using about \$250,000 of accumulated surplus to offset expenses.
 - **Scenario Two** includes increases which build on feedback from budget consultation and other district needs: an increase of 1.0 Band/Fine Arts teacher; increase of 1.0 Classroom Support teacher; increase of Library Clerk/clerical time at BES; and increase of .2 HR Support
 - The Board and Finance Committee discussed how these scenarios align with the District Strategic Plan Goals:
 - Goal 1: Enhance Teaching and Learning
 - Goal 2: Cultivate Connections and Relationships
 - Goal 3: Expand Advocacy for SD 10
- 5. Mental Health Literacy Training**
- The district is joining with districts across the province and UBC to improve mental health literacy for staff, students and parents

- With the expertise of Dr. Stan Kuchner, teams from across BC will participate in a “train the trainer” symposium, learning skills to teach mental health literacy and build capacity in their own schools and the district
- Our SD 10 team consists of two school counsellors – Keith Greenhalf at NES and EES and Richelle Johnston at Lucerne as well as Vice-Principal Brent Cook
- As our educators and community continue to identify mental health as an area to strengthen, we are happy to be able to participate in this UBC-Ministry of Education initiative

6. Playground Replacement Submission

- Our Manager of Operations, Art Olson, has submitted an application for playground replacement at two schools based on facility reports completed last year
- We hope to be able to replace play equipment at two schools: Lucerne and Edgewood Elementary based on the Ministry criteria and documentation provided by our consultant

7. School Enhancement Program Funding Approved

- We are very happy to have received SEP funding for two capital projects which will make a difference to our schools
- \$176,000 has been approved for improvements to energy efficiency and building envelope at NSS
- \$442,000 has been approved for replacement and enhancement of sawdust extractors in the shops at NSS and at Lucerne
- Thanks to Art Olson and Shelly Woolf for the excellent collaboration in putting the five year capital plan into place with all the documentation to support these projects
- Big thanks to the Ministry of Education for prioritizing maintenance and capital projects for our students and our schools

8. Burton Elementary School Update

- Registration at Burton Elementary School was held on Monday, April 9th
- In all, 8 children have registered for the September 2018 re-opening of Burton Elementary
- Posting for the teacher will take place shortly

9. Fauquier Property Update

- We have now received the PLA Non-Approval from the Regional District for the proposed subdivision of the former Fauquier School property
- Next steps: geotechnical survey and lot surveys

10. Funding Model Review Update

- The Board of Education, with assistance from the Assistant Secretary-Treasurer and Superintendent/ST, has prepared a submission to the Ministry Funding Review (attached)
- Documents related to the Funding Review process included the Rural Task Force draft report, a March 2018 Funding Model Review discussion paper, and a summary report of the Fall 2017 Funding Review Survey data on can be found on the Ministry website at <https://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/k-12-funding-and-allocation/k-12-public-education-funding-model-review/inputs-fmr>
- Thus far, feedback on the need to look at rural and remote funding issues seems to be well captured in the March 2018 discussion paper and January 2018 survey summary
- Next steps for the FMR process include regional meetings with the Independent Review Panel for Board Chairs, Superintendents and Assistant Superintendents - ours is April 30th in Nelson