



COMMITTEE MEETING

Thursday, September 26, 2024

SCHOOL BOARD OFFICE - Board Room: 4:15 - 6:00 pm



REPRESENTATIVES	COMMITTEE MEMBERS				
Board of Education	Lisa Guderyan		Wayne Broughton, alternate		
Indigenous Education	Christina Verhagen		Simone Gauthier		
ARC Programs	Cassy Lukey			Courtney Hannigan	
COPAC	Kristina Grant	Leslie Atwell		Camila Biffard	Nicola Baker (alternate)
COPVPA	Robbie Franklin via Teams				
COTA	Mary Hope		Lois Aeckersberg		Kevin Robinson
CUPE	George York			Jen Nethercote (alternate)	
District Student Council (DSC)	Mila Kresina			Cadence Quigley	
HPS Coordinators	Andrea Locke			Alicia Kudryk	
Interior Health Authority (IH)	Virginia Bowman			Leah Perrier	
Child and Youth Mental Health (CYMH)	Ping Flynn			Elizabeth Lindsay	
Sexual Health Educators	Nicole Weremy	Leanne Woodrow	Karen Ellis	Jenny Rabinovitch	Emily Rice
District Staff	Rhonda Ovelson		Sherri Roche		Angela Kreklewetz
Guest	Renee Opperman, K-12 SEL Team Teacher				

MINUTES

1.	WELCOME & ACKNOWLEDGEMENT - Rhonda welcomed everyone to the meeting and the return to another school year. - Alicia Kudryk read the land acknowledgement, incorporating her own personal experiences/interests with nature, gardening, hiking, and informed us on the Syilx moon calendar. - Comment: Great reminder, especially with Truth and Reconciliation Day on Monday, of our collective responsibility to the stewardship of the land	Rhonda & Alicia
2.	AGENDA - We reviewed our mandate from the Terms of Reference, meeting intentions, and highlighted our responsibly to take learning back to our constituents. 2.1 Adoption of September 26, 2024, Agenda - Motion to adopt agenda- Cassy Lukey, second- Jen Nethercote.	All
3.	MINUTES 3.1 Adoption of May 30, 2024, Minutes - Last meeting we looked at mental wellbeing with Ping's presentation on anxiety, which was relevant, as recent data shows that youth in the Central Okanagan are struggling with anxiety and anxiety disorders. - We reviewed the minutes and asked if there were any changes to be made. - Motion to adopt minutes- Simone Gauthier, second- Emily Rice.	All
4.	SUB-COMMITTEE ACTION ITEM(S) Meeting Intention: <i>to act as a resource for and receive input from the school-based liaison(s) interested in health promotion</i> 4.1 Update(s) on Action Item(s): HPS School Liaison Bulletin - Andrea Locke updated the committee on the status of the HPS Liaisons. Invitations were sent out 2 Mondays ago and 20 new liaisons were added, which makes a total of 50 liaisons throughout the district. Half of the elementary schools are represented; all the middle schools, and all high schools except for 1 have liaisons. - Very excited to have these new liaisons!	Andrea

	- Sent out HPS Liaison Bulletin recently, which was tied in with the Syilx moon calendar, time of the choke cherry, social wellbeing, togetherness, and belonging. Data and resources on belonging in bulletin. - The information in the bulletin is also shared in the Superintendent's Newsletter. - Request for feedback: Should the bulletin follow the same format as last year- monthly? Any topic suggestions? - Comment- One member stated that they liked the current timing of the bulletins, monthly. - Comment- We could omit the bulletin for December and March and have 8 issues per year. - Question? Who receives this bulletin? All CUPE and COPA members in the district, ex. teachers, CEAs, clerical etc. - If you have further suggestions or ideas for the bulletin, please email Andrea and Alicia.	
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5.	DISTRICT HEALTH PROMOTING SCHOOLS PLAN ACTIVATE Meeting Intention: <i>to assist in the implementation, review and evaluation of the District Health Plan (see Physical, Mental and Social Wellbeing plans)</i> 5.1 Notice, Name, Nurture It - The theme of this year is togetherness. - For our activity we formed pairs and shared something that we did over the summer break (or recently) that nurtured our health. - We noticed how it made us feel; named the aspect of our health it affected and how it nurtured us. 5.2 Review Social Well-Being Goals/Areas of Priority - Our District Health Plan says 2023/2024 because it is a multi-year plan. We may see it again in the future- 2023-2026. It is a continuing plan with our focused areas of priorities. - Social wellbeing is the focus of this evening. - Students have been through a transition recently with going back to school- new schools, new peers, new teachers. These are all significant events for youth. - It is important, especially now during transition, to ensure connection and belonging for each youth- bring voices of youth into the room. - Key findings from new MDI data: 63% of youth feel important to the school (agreed a lot or a little) 70% often feel left out/feel social isolation 76% of youth have friends to share ups and downs with 71% proud of their backgrounds - Many youths feel discriminated against- 27% of because of physical appearance, 15% gender/sex, 9% sexual orientation, 5% disability. - Most common place for discrimination was at school, next was social media. - Belonging and connection is important, especially as we are coming out of the pandemic. - Kids want to learn more about how to cope with bullying/stereotyping but also what to do when witnessing it. - Social wellbeing has strong curricular connections- ex. grade 4-7 PHE curriculum, students able to describe discrimination/stereotyping. - Comment- Sherri Roche mentioned that many children are not feeling safe coming forth with an issue, as they might be a target etc. We have the ERASE anonymous reporting tool that youth or guardians can use to report what is happening anonymously. Issues get sent to the Safe School Coordinator (Sherri), then triaged to schools, from there students can be monitored. The reports can also show patterns of what is happening in schools. ACQUIRE Meeting Intention: <i>to commit to continuous growth and learning in regards to Health Promoting Schools research and practice</i> 5.2 Learning Presentation – Diversity, Equity and Inclusion - Guest speaker this evening- Renee Opperman Activity, grades K-12 SEL teacher. - Diversity and inclusion can make you feel various feelings, good/bad etc. be aware of response. - We started with an activity of pictures of people and sorted them into whatever categories we chose, and discussed what school might have been like for these people.	Rhonda Rhonda Renee
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	• Our next activity was to make a list of things that are important to you- what makes up who you are? Ex. family, friends, work, religion etc. We then filled our circle sticker with slices of what makes us, us. • We looked at the Wheel of Intersectionality- visual representation of power and privilege- moving further to the outer edge individuals become more marginalized. (Email Renee or Angela if you would like a digital copy.) Looking at the Wheel and discussing privilege affects how we sorted the pictures of our people. There was a great deal of discussion from the group/between pairs. • We watched a video with the people from the pictures; it gave more background information on them; realized our initial judgments may have been inaccurate. • Makes us more aware of our lens- how we see the world- and realizing that it is just one point of view- a stereotype is just a single story. • Look at initial judgments and be willing to learn- open to accept others' concerns. • We can support inclusion by talking about it; learning about a different cultures; being active listeners; getting to know someone instead of putting them in a "box;" having more uncomfortable conversations to drive change; being open to having conversations and being open to being wrong. • Reminds us to "step back- did I hear everybody in the room?" ○ Comment- Your lens/how you see the world is valid- we all see the world in a different way and we cannot help what we were raised/what we were indoctrinated with, which will be our first lens; we do not need to feel shame or blame; have compassion, be gentle and kind with yourself; "when we know better, we do better." ○ Question raised about white privilege, how to speak up/tools? Don't be afraid to come back to an issue at a later date; it might not be safe at the moment but there is always time to come back and address the situation. • Feel free to email Renee if you have any other questions or comments. APPLY Meeting Intentions: <i>to represent constituent groups by communicating, educating and providing feedback to the committee; role-modeling HPS principles and practices; and, providing leadership and guidance to constituent members</i> <i>to support, participate and contribute to the business of the committee</i> 5.3 Reflection How might information and resources best be shared by each of us with constituent groups? • We reflected on the activities that Renee shared with us and thought about what we would take away from activity and bring to our role, and what learning we would bring back to constituents. • We discussed in small groups and/or wrote in our journals. • Rhonda's reflection- As we create these HPS evenings this reminds me that we all have a different lens that we bring into these meetings, so we need to be aware of what we bring into the meetings so that we can be better together. Diversity and various perspectives and experiences make us stronger and more impactful. • Any input on how you would like the meetings to go; areas you would like to pursue? Should we continue with social wellbeing? Email Rhonda with your feedback.	All
6.	ADJOURNMENT- • We reviewed the activity from the start of the meeting on a healthy activity we did over the summer. We raised our hands if the activity nurtured our physical, mental, or social health, and the results showed that the healthy activities shared were evenly distributed over the three aspects of health. Next Meeting Dates: • Proposed Dates for 2024-25 ○ November 21st February 20th April 17th June 12th	All