

HEALTH PROMOTING SCHOOLS COMMITTEE MEETING

"MINUTES"

Thursday, JUNE 1st, 2023

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



REPRESENTING :	C O M M I T T E E M E M B E R S				
Board of Education	Lisa Guderyan	Wayne Broughton, alternate			
Indigenous Education	Deanna Necan				
ARC Programs	Cassy Lukey, Counsellor				
COPAC	Camila Biffard, ELEM	Tanya Leshuk, MID		Mike Figurski, SEC	
COPVPA	Bryce Owens, ELEM	Scott Sieben is looking for a MID Rep		Robbie Franklin, SEC	
COTA	Mary Hope, ELEM	Lois Aeckersberg, MID		Kevin Robinson, SEC	
CUPE	George York				
District Student Council	October Angell-Janfield (CPS)	Mila Kresina (KSS)	Kaiya Lee (MBSS)	Jessie Beggs (MBSS)	Chloe Leyao (RSS)
HPS Coordinators	Andrea Locke	Alicia Kudryk			
IHA	Virginia Bowman, Public Health	Leah Perrier, Public Health Dietitian			
Mental Health	Ping Flynn, CYMH				
Sexual Health Educators	Nicole Weremy	Leanne Woodrow		Jenny Rabinovitch	
District Staff	Al Lalonde, Assistant Superintendent	Sherri Roche, District Principal	Learning Support Services	Wendy Kennedy, Recording Secretary	

ATTENDEES BOLD & HIGHLIGHTED IN YELLOW

1. **WELCOME & ACKNOWLEDGEMENT** Sherri Roche
2. **AGENDA** Sherri Roche
 - 2.1 Adoption of June 1st, 2023 Agenda
Motion to accept; Bryce Owens and Lois Aeckersberg Carried
3. **MINUTES** Sherri Roche
 - 3.1 Adoption of April 6th, 2023 Minutes
Motion to accept; Alicia Kudryk and Leanne Woodrow Carried
4. **PRESENTATIONS**
5. **2022-23 HPS ACTION PLAN UPDATE** Andrea & Alicia
The slide deck presentation is attached. Brief discussion and game around MDI Report of 2022/23.
The question/answer sheet is attached.
6. **BUSINESS**
 - 6.1 Sexual Health Education – update Leanne, Nicole & Jenny
Leanne Woodrow advised that Emily Kluftringer will be joining the SHEP team at the start of the 2023/24 school year.
 - 6.2 Mental Health Support/Social Emotional Learning – update Sherri Roche
 - Central Okanagan Public Schools was publicly acknowledged at the Mental Health in Schools Conference by Dr. Tyler Binfet, as being one of the contributing districts to the field of Social Emotional Learning Research
 - The second round of District SEL Modules has been completed. The models will be offered again in October 2023 and February 2024

- We are excited to launch the Take a Hike (TAH) Program in September 2023. TAH is a full-time mental health and well-being program that uses the outdoors and adventure to engage youth in experiential learning, intentional clinical counselling, and community. The program will be running on the west side with a maximum of 20 students. Further updates and details will be available to share at our October 2023 HPS meeting.

7. FUTURE PRESENTATIONS

- Weight Bias and Stigma Resource
- Teach Food First Tool Kit

Leah Perrier

Leah Perrier

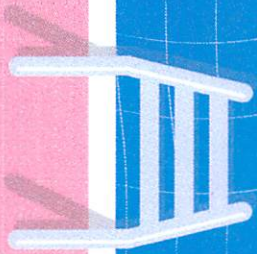
8. 2022-2023 HPS COMMITTEE MEETINGS are on Thursdays; 4:15 pm - 6:00 pm

Next Meetings: In person or zoom?

To be determined before the first meeting in October. A poll will be sent out in September 2023.

- October 5, 2023
- December 7, 2023
- February 1, 2024
- April 4, 2024
- June 6, 2024

9. ADJOURNMENT: 6:00 pm



SD 23 Health Promoting Schools!

June 2023



**We acknowledge that we are uninvited guests and
are learning together on the unceded territory of
the syilx Okanagan people.**



Table of contents

1. School Programs

Playground Leaders

Chefs in the Classroom

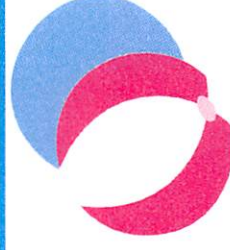
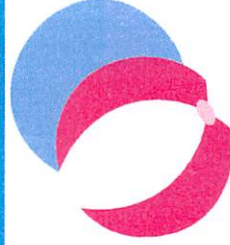
3. YDI update

Results released Monday

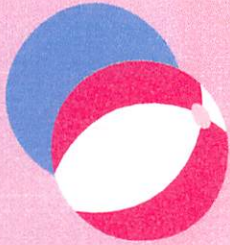
2. MDI Update

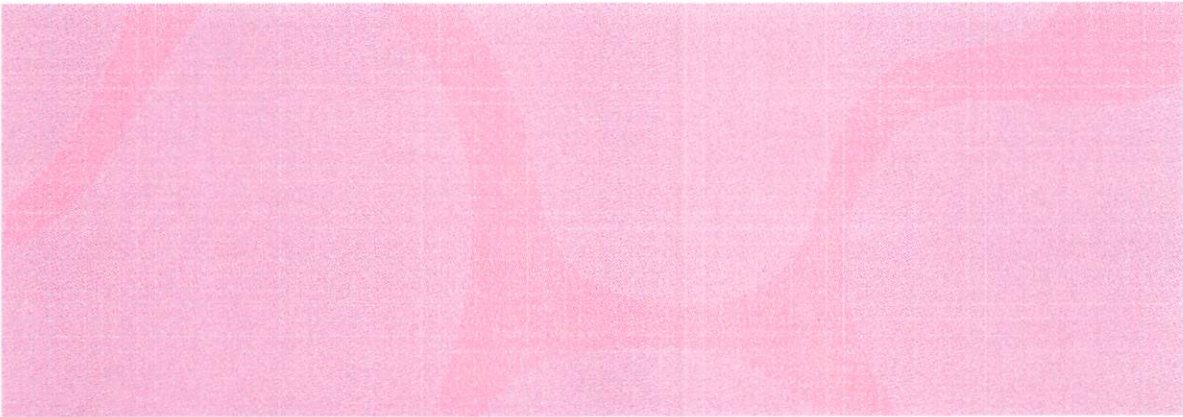
Scavenger Hunt

4. Other notables....



Playground Leaders





Chefs in the Classroom



MDI Data

Scavenger Hunt Time!

Questions

Answers



MDI (Middle Years Development Instrument) Scavenger Hunt

As a group please find answers to as many of the questions below as you can in 10 minutes

1. What grade level did we survey here in Sd23?
2. How many students participated in the MDI survey in Sd23 and what was the participation rate?
3. What are the 5 measures in the Well-Being Index?
4. What percentage of students are considered to be thriving or have high well-being in Central Okanagan?
5. In order to be considered at the low-well being category, how many measures does a student need to score low on?
6. What are the 4 assets that are measured in the Assets Index?
7. What two assets in Sd23 are higher in percentage than the average for all participating districts?
8. Name 3 of the 5 dimensions that are measured in the MDI survey? Hint: one is Social & Emotional Development, can you name 3 others?
9. Looking at the Physical Health and Well being data, what percent of students are participating in 60 mins of physical activity 5-6 days a week?
10. Looking at the Physical Health and Well being data, what percentage of students are going to bed before 9pm during the weekdays?
11. Looking at the Physical Health and Well being data, what percentage of students report eating food like pop, candy, potato chips 5+ times/week?
12. Looking at the Social and Emotional Development dimension, what percentage of students report high levels of self esteem?
13. Looking at the Connectedness dimension, what is the percentage of students who report having 2 or more important adults?
14. Looking at the Use of Out of School Time dimension, when students made wishes to have additional activities out of school time, what category saw the highest percentage of wishes?
15. Looking at the School Experience dimension, what is the percentage of students reporting a high level of school belonging?

MDI Scavenger Hunt Answers:

1. What grade level did we survey here in Sd23? Grade 5
2. How many students participated in the MDI survey in Sd23 and what was the participation rate? 1469, 86%
3. What are the 5 measures in the Well-Being Index? Optimism, self esteem, happiness, absence of sadness and general health
4. What percentage of students are considered to be thriving or have high well-being in Central Okanagan? 38% (this is up 3% over last year and 5% higher than all participating districts)
5. In order to be considered at the low-well being category, how many measures does a student need to score low on? At least 1 of the 5
6. What are the 4 assets that are measured in the Assets Index? Adult Relationships, Peer Relationships, Nutrition and Sleep, Out of school Activities
7. What two assets in Sd23 are higher in percentage than the average for all participating districts? Adult relationships and peer relationships (compared to last years data, we are up 4% in the adult relationship asset and up 3% in the peer relationship)
8. Name 3 of the 5 dimensions that are measured in the MDI survey? Hint: one is Social & Emotional Development, can you name 3 others? Physical Health and Well-Being, Connectedness, Use of After school time, School Experiences
9. Looking at the Physical Health and Well being data, what percent of students are participating in 60 mins of physical activity 5-6 days a week? 22% (no data on this from last year's survey, perhaps a new question??)
10. Looking at the Physical Health and Well being data, what percentage of students are going to bed before 9pm during the weekdays? 43% (this is up 6% over last year's score, last year 37% reported going to bed before 9pm)
11. Looking at the Physical Health and Well being data, what percentage of students report eating food like pop, candy, potato chips 5+ times/week? 27% (this is up 2% from last year's data)
12. Looking at the Social and Emotional Development dimension, what percentage of students report high levels of self esteem? 75% (this has gone up 3% from last year)
13. Looking at the Connectedness dimension, what is the percentage of students who report having 2 or more important adults? 70% (this is up 5% over last year)
14. Looking at the Use of Out of School Time dimension, when students made wishes to have additional activities out of school time, what category saw the highest percentage of wishes? Physical and/or outdoor activities, 62%
15. Looking at the School Experience dimension, what is the percentage of students reporting a high level of school belonging? 66% (this went up 7% from last year's score)

YDI DATA

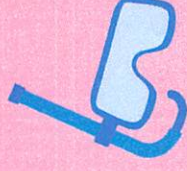
Grade 11 students surveyed
230 students from George Elliot Secondary, Central
School and Rutland Secondary

Highlights:

- Summary: Strengths & Areas of Focus–Page 36
- Actioning the YDI data– Page 37

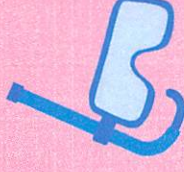
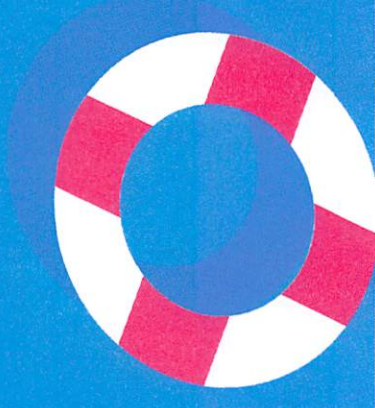
Next steps:

- Engaging students.
- YDI recommends that students be informed of, & engaged in, decisions about the implementation of specific mental health and wellbeing programs & practices.



Other notables...

- Grade 11 & 12 Consent lessons
 - Reflective survey shared to help guide the process for next year
- Substance Use and Harm Reduction Education
 - HPS collaboration with ARC to coordinate Pro-D for the summer sessions
- Action Plan Update



CENTRAL OKANAGAN PUBLIC SCHOOLS

HEALTH PROMOTING SCHOOLS 2022-2023 ACTION PLAN

Main Goals

1. To strengthen our District Educators' capacity to support the Physical and Health Education (PHE) curriculum, with specific emphasis on the development of physical literacy skills, active play, food literacy, personal safety strategies, outdoor education/connection with nature, indigenous learning experiences and substance use prevention education.
 2. To strengthen our district's capacity to foster positive school environments by working with community partners and connecting resources that align with the Comprehensive School Health framework.
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1. To strengthen our District Educators' capacity to support the Physical and Health Education (PHE) curriculum, with specific emphasis on the development of physical literacy skills, active play, food literacy, personal safety strategies, outdoor education/connection with nature, indigenous learning experiences and substance use prevention education.

PILLAR	PLAN / ACTION	EVALUATION
Social and Physical Environment 	Connect at the beginning of the school year with elementary, middle and secondary school administrators, support staff and teachers to identify areas that need support	
Teaching and Learning	- Organize and facilitate professional learning opportunities to support the Physical and Health Education curriculum (Physical Literacy, Health lessons, Personal Safety K-3, Food Literacy) - Establish a Scope and sequence to guide K-12 physical literacy competency that teachers can use to help create consistency through SD23 - Collaborate with the Social Emotional Learning (SEL) Team to provide co-planning and co-teaching opportunities with teachers to implement the Physical and Health Education curriculum (with emphasis on personal safety, vaping awareness, and positive mental health) - Collaborate with the Social Emotional Learning (SEL) Team to create a middle school scope and sequence for implementation of the health competencies of the Physical and Health Education curriculum - Connect and share with the District Collaborative Learning Services Team and other District Consultants to provide enhanced support to school learning communities - Update and adapt the Chefs in the Classroom curriculum to align with the BC Education curriculum in order to support hands-on learning around nutrition and food security - Support schools by researching and sharing resources for outdoor education, outdoor play and connection with nature - Collaborate with the Instructional Leadership Team and Indigenous Education Team to provide co-planning and co-teaching opportunities with teachers to implement the PHE curriculum with embedded indigenous content - Complete Everyday Anxiety Strategies for Educators (EASE) online course and connect resources with curriculum development and teachers - Provide learning sessions on ways educators can expand Substance Literacy Initiatives in their elementary classrooms. ●	
Healthy School Policy	Support schools on an as needed basis with implementation of provincial healthy school policies (such as Tobacco-Free Schools , Guidelines for Food and Beverage Sales in BC Schools, BC School Fruit and Vegetable Nutrition Program, Farm to School Program, Daily Physical Activity)	
Partnerships and Services 	Access programs and specialists to enhance our learning as coordinators in order to better support teachers (such as the Interior Health Tobacco Health Coordinator, Interior Health Dietitian, etc)	

2. To strengthen our district's capacity to foster positive school environments by working with community partners and connecting resources that align with the Comprehensive School Health framework.

PILLAR	PLAN / ACTION	EVALUATION
Social and Physical Environment 	• Continue to support school store and hot lunch programs on a as needed basis to align with the Guidelines for Food and Beverage Sales in BC Schools • Continue to support schools by providing resources such as posters and health related announcements to enhance the school environment • Share the monthly Interior Health digital healthy school newsletter with administrators. • Support schools within the district to complete a healthy schools assessment using the BC Adolescence Survey(McCreary), Middle Years Development Index(MDI) and the Youth Development Index(YDI)	
Teaching and Learning 	• Maintaining the HPS website keeping up to date content in an easy to use interface • Provide school and community workshops/presentations to share resources, information, and knowledge exchange opportunities around District Health Promoting School initiatives	
Healthy School Policy 	• Collate CommunityLINK data and complete annual CommunityLINK Report ● • Submit semi-annual Summary Reports to Interior Health, dates TBD • Support the District School Meals Program, including facilitating a satisfaction survey with participating students and school coordinators • Support the District Breakfast Program, including regular check-ins with the Food for Thought Coordinator	
Partnerships and Services 	• Organize swim lessons in partnership with the H2O Centre, the Kelowna Family Y, and the Across the Lake Swim Society to provide free swim lessons for Grade 3 students in the Central Okanagan • Provide updates at the District Health Promoting Schools Committee meetings on an ongoing basis to support healthy school goals at the District level • Participate in and contribute to Interior Health Health Promoting Schools Coordinators teleconferences (5X per year) and education meetings (2X per year) • Build and maintain District Partnerships with UBC Okanagan, Community Recreation Coordinators, Interior Health, Food for Thought, Chefs in the Classroom, PacificSport Okanagan • Continue to identify potential community partners and grant opportunities to support health promoting schools initiatives • Administrate the Middle Years Development Instrument (MDI) to all Grade 5 students in the District in coordination with the Human Early Learning Partnership • Build understanding of existing programs and continue to support the vetting process • Implement vetting document for external presenters • Collaborate with SEL team in supporting implementation of Open Parachute Program	