



EDUCATION AND STUDENT SERVICES COMMITTEE PUBLIC MEETING AGENDA

The Central Okanagan Board of Education acknowledges that this meeting is being held on the Traditional Territory of the Okanagan People.

DATE: Wednesday, October 2, 2019
TIME: 6:00 pm
LOCATION: School Board Office, Board Room
1040 Hollywood Road S.
Kelowna, B.C.

1. AGENDA

Additions/Amendments/Deletions

2. REPORTS/MATTERS ARISING

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2.1 Public Education and Student Services Committee Report – June 5, 2019
(Attachment)

3. RECOGNITION/PRESENTATIONS/DELEGATIONS

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3.1 Nutrition Programs for Students in Kindergarten to Grade 12
(Attachment)

Presenter: Vianne Kintzinger, Assistant Superintendent

3.2 Draft Central Okanagan Public Schools Equity in Action Agreement 2020-2025
(Materials to be provided at meeting)

Presenters: Terry-Lee Beaudry, Deputy Superintendent
Joanne De Guevara, District Principal – Indigenous Education

4. PUBLIC QUESTION/COMMENT PERIOD

5. COMMITTEE MEMBERS QUERIES/COMMENTS

6. DISCUSSION/ACTION ITEMS

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6.1 Proposal to Support the Canadian Under-age Substance Abuse Prevention (CUSP) Trial and Preventure Program Student Survey
(Attachment)

Presenters: Vianne Kintzinger, Assistant Superintendent
Al Lalonde, District Principal – Learning Support Services
Dr. Marvin Krank, Dean of Graduate Studies, University of British Columbia

STAFF RECOMMENDATION:

THAT: The Education and Student Services Committee recommends to the Board:

THAT: The Board of Education approve Grade 10 student participation in the Canadian Under-age Substance Abuse Prevention (CUSP) Trial and Preventure Program Student Survey, as attached to the Agenda, and as presented at the October 2, 2019 Education and Student Services Committee Meeting.

7. DISCUSSION/INFORMATION ITEMS

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7.1 Professional Standards for BC Educators
(Attachment)

Presenter: Terry-Lee Beaudry, Deputy Superintendent

8. COMMITTEE CORRESPONDENCE

9. ITEMS REQUIRING SPECIAL MENTION

**10. RECOMMENDATIONS/REFERRALS TO
THE BOARD/COORDINATING COMMITTEE/OTHER COMMITTEES**

11. ITEMS FOR FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS

- *How Are We Doing? Children and Youth in Government Care and Youth on Youth Agreements*

November 6, 2019	January 8, 2020 (tbc)	February 5, 2020 (tbc)
Proposals for Board Authority/Authorized Courses Proposal for Substantive Change – Academy of Engineering (KSS) Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) Career Life Programs and Dual Credit Programs Review – Level 3 (V. Kintzinger) Central Okanagan Public Schools Equity in Action Agreement 2020-2025 (J. De Guevara) Proposal for External Partnership with Westbank First Nation – Elders in Residence Program	Report on Advanced Placement (AP) Programs in Central Okanagan Public Schools	Proposals for Substantive Change
March 4, 2020 (tbc)	April 1, 2020 (tbc)	May 6, 2020 (tbc)
	Proposals for Board Authority/Authorized Courses	Draft Program Review Cycle and Meeting Schedule 2020/2021 <i>Deputy Superintendent</i> (T. Beaudry)
June 3, 2020 (tbc)		
Enhancing Student Learning Framework <i>Superintendent/CEO</i> (K. Kaardal)		
<u>LEVEL ONE REVIEW</u> • District-wide surveys involving all stakeholders • Focus Groups • Interviews with key staff and clients <u>LEVEL TWO REVIEW</u> • Surveys to a representative sample group of stakeholders • Optional Focus Groups and personnel interviews as appropriate <u>LEVEL THREE REVIEW</u> Limited or no surveying and/or interviews to gather informal feedback		

12. FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS

- November 6, 2019

13. MEDIA QUESTIONS

14. ADJOURNMENT

CENTRAL OKANAGAN PUBLIC SCHOOLS – BOARD COMMITTEE REPORT

COMMITTEE: Education and Student Services DATE: June 5, 2019

CHAIRPERSON: Trustee Norah Bowman STAFF CONTACT: Terry-Lee Beaudry, Deputy Superintendent

*The Committee Chairperson acknowledged that the meeting was being held on the
Traditional Territory of the Okanagan People.*

Board Attendees:

Trustee N. Bowman - Chairperson
Trustee A. Geistlinger – Committee Member (*arrived at 4:45 pm*)
Trustee M. Baxter
Trustee J. Fraser

Staff:

K. Kaardal, Superintendent of Schools/CEO
Y. Hildebrandt, Executive Assistant (Recorder)

Absent:

T. Beaudry, Deputy Superintendent of Schools

Absent:

Trustee C. Desrosiers – Committee Member

Partner Group Representation:

COPAC	Sarah Shakespeare
COPVPA	Al Lalonde
COTA	Susan Bauhart
CUPE	Margaret Varga
District Student Council	No Representative

*Trustee Baxter was appointed Voting Committee Member in the absence of Trustee Geistlinger.
Trustee Fraser was appointed Voting Committee Member in the absence of Trustee Desrosiers.*

Agenda – Additions/Amendments/Deletions

Public Education and Student Services Committee Agenda – June 5, 2019 – approved as presented.

Reports/Matters Arising

Public Education and Student Services Committee Report – May 1, 2019 – received as presented.

Presentation

1. Supports for Children in Care

The Superintendent of Schools/CEO gave an overview of how the District is supporting children in care and shared the educational outcomes of these students in District schools. The District recognizes the importance of being proactive, focussing on outcomes and supports. The District is working with the Ministry of Children and Family Development, Interior Health Authority, and other government agencies for ways to improve communication and supports for this vulnerable population.

The Superintendent of Schools/CEO shared six recommendations from the report *Room for Improvement: Toward Better Education Outcomes for Children in Care*, submitted by the Representative for Children and Youth.

Outcome:

The Education and Student Services Committee recommended to the Board of Education:

THAT: The Board of Education write a letter to the Ministry of Education and MCFD and the Ministry of Health and the Representative for Children and Youth, expressing strong support of the six 'Room for Improvement' Recommendations, and ask for a progress update.

Discussion/Action Items

1. Proposal to Transfer the Grade 7/8 Okanagan Mission Secondary School Hockey Canada Skills Academy to Canyon Falls Middle School

The Superintendent of Schools/CEO presented a Proposal for Substantive Change – Hockey Canada Skills Academy at Canyon Falls Middle School. This proposal ensures students enrolled in grade 7 for the fall of 2019 at Canyon Falls Middle School have the opportunity to participate in a Hockey Canada Skills Academy; and, upon transitioning to Okanagan Mission Secondary School in grade 9, students will have the option to continue in the Okanagan Mission Secondary School Hockey Canada Skills Academy.

Outcome:

The Committee recommended that the Board of Education approve the transfer of the grade 7 Okanagan Mission Secondary School Hockey Canada Skills Academy to Canyon Falls Middle School and adopt the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) for the fall of 2019, as attached to the Agenda, and as presented at the June 5, 2019 Education and Student Services Committee Meeting.

The Committee also recommended that once the Canyon Falls Middle School Parent Advisory Council has been established and approved by the Board of Education, the Principal of Canyon Falls Middle School seek confirmation from the Parent Advisory Council as to the Proposal for Substantive Change – Grade 7 and Grade 8 Hockey Canada Skills Academy (Canyon Falls Middle School).

In addition, the Committee recommended that the Canyon Falls Middle School Principal bring the final Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) to the Education and Student Services Committee in the Fall of 2019.

4:55 pm - Trustee Geistlinger arrived and assumed the role of Voting Committee Member.

2. Proposal to Conduct the Canadian Index for Adolescent Health Upstream Project Survey

Al Lalonde, District Principal – Learning Support Services, presented the Canadian Index for Adolescent Health Survey, developed by Upstream Canada – Raising the Roof. As part of the City of Kelowna's Journey Home Strategy, the City is working together with Upstream Canada to identify youth who are at risk of homelessness. Surveying grade 8 students at two middle schools can provide an initial review of students' vulnerability.

Outcome:

The Committee requested additional information on the proposal to conduct the Canadian Index for Adolescent Health Upstream Project Survey with Grade 8 students in two middle schools.

Discussion/Information Items**1. School Meal Options for Students in K to Grade 12**

Jon Rever, Assistant Superintendent, shared an update of meal options at schools in the District. The provision of food for hungry children across the District is a topic of high priority in Central Okanagan Public Schools given the number of vulnerable children served on a daily basis. The Brown Bag Lunch program is a consistent and efficient means to provide students in need with a daily nutritious and adequate lunch. Similarly, the Food for Thought Breakfast program provides a consistent approach to serve a quality breakfast to students in need at the start of the day. Many volunteers, food donations from community organizations and local businesses make this program a success in the District schools. All food offered in these programs to students aligns with the Ministry of Health Guidelines for Food and Beverage Sales in B.C. Schools.

2. Board/Authority Authorized (BAA) Courses – Revised

The Superintendent of Schools/CEO shared that sixty-two Grade 11 and 12 Board/Authority Authorized (BAA) courses were revised to align with the new Ministry of Education format for BAA courses. The Board of Education previously approved these BAA courses, which are now converted to the new format as directed by the Ministry of Education.

Recommendations/Referrals to the Board/Coordinating Committee/Other Committees**Public Board Meeting Action Items**

- Supports for Children in Care – The Board of Education to write a letter expressing support for the six 'Room for Improvement' Recommendations and to request a progress update. (Letter to be addressed to the Ministry of Education, MCFD, the Ministry of Health, and the Representative for Children and Youth.)
- Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School)

Public Board Meeting Information Item

- Board/Authority Authorized (BAA) Courses – Revised

Items for Future Education and Student Services Committee Meetings

October 2, 2019	November 6, 2019	January 8, 2020 (tbc)	February 5, 2020 (tbc)
The Canadian Index for Adolescent Health Upstream Project Survey <i>Assistant Superintendent (V. Kintzinger)</i> Career Life Programs and Dual Credit Programs Review – Level 3 <i>Assistant Superintendent (V. Kintzinger)</i> Nutrition Programs in Schools <i>Assistant Superintendent (V. Kintzinger)</i>	Proposals for Board Authority/Authorized Courses Proposal for Substantive Change – Academy of Engineering (KSS) Aboriginal Education New "Equity in Action" Agreement 2020-2025 <i>District Principal (J. De Guevara)</i>	Report on Advanced Placement (AP) Programs in Central Okanagan Public Schools	Proposals for Substantive Change
April 1, 2020 (tbc)	May 6, 2020 (tbc)	June 3, 2020 (tbc)	
Proposals for Board Authority/Authorized Courses	Draft Program Review Cycle and Meeting Schedule 2020/2021 <i>Deputy Superintendent (T. Beaudry)</i>	Enhancing Student Learning Framework <i>Superintendent/CEO (K. Kaardal)</i>	
REVIEW LEGEND			
<u>LEVEL ONE REVIEW</u> • District-wide surveys involving all stakeholders • Focus Groups • Interviews with key staff and clients			
<u>LEVEL TWO REVIEW</u> • Surveys to a representative sample group of stakeholders • Optional Focus Groups and personnel interviews as appropriate			
<u>LEVEL THREE REVIEW</u> Limited or no surveying and/or interviews to gather informal feedback			

Future Education and Student Services Committee Meetings

- October 2, 2019 and November 6, 2019.

Questions – Please Contact:

Trustee Norah Bowman, Chairperson

Terry-Lee Beaudry, Deputy Superintendent of Schools

E-mail: Norah.Bowman@sd23.bc.ca

Phone: 250.470.3225 e-mail: Terry.Beaudry@sd23.bc.ca

Norah Bowman, Chairperson

Central Okanagan School District (SD No. 23)

School-Based Meals

September 2019

Vianne Kintzinger
Assistant Superintendent of Schools

Central Okanagan School District (SD No. 23)
School-Based Meals
2019 - 2020

Introduction:

This report details school-based meals options (breakfast and lunch) available in the Central Okanagan School District. The two current school-based meals options offered in our District schools are known as the Food for Thought Breakfast Program and the 'Brown Bag Lunch'. Additionally, background information on food security has been provided in an effort to establish the context and better understand the food insecurity of the students for which these programs endeavor to serve on a daily basis.

National Profile

At its most basic level, food security refers to an individual's ability to obtain safe, culturally acceptable, and nutritionally adequate food. Healthy eating and food security are closely tied. Food security has been identified as one of the key socio-economic determinants of health (Public Health Agency of Canada, 2014). Financial constraints remain to be one of the major causes for individuals or households to experience food insecurity, whereby nutritious food is unavailable, unaffordable, or the supply is not stable (Dietitians of Canada, 2016). Recent data indicates that one in eight Canadian households experience food insecurity, which represents over 4 million adults and children (Dietitians of Canada).

The alarming rates of food insecurity across Canada is of serious concern. Canada continues to be the only G7 country that does not have a national school-based nutrition program (Conference Board of Canada, 2015). Encouragingly, the federal government just recently announced that the 2019-2020 federal budget includes specific allocations to support local food projects and a national school food program. Details are anticipated in the coming months.

Provincial Profile

Child poverty rates in the province of British Columbia indicate they remain alarmingly high at 20.3%, with one in five children living below the poverty line (First Call, 2018). This rate continues to remain slightly above the Canadian average, which nationally was 19.6% in 2018. Our most vulnerable populations with the greatest risk of living in poverty include Indigenous children, children of recent immigrants, children of lone-parent families, and children of 'visible minorities' (racialized families) (First Call, 2018). Additionally, the current provincial vulnerability rate is 32.2%, meaning that one in three of British Columbia's kindergarten students are starting school with vulnerabilities in one or more areas of healthy development on the Early Development Instrument (HELP, 2016).

Community Profile

Within the Central Okanagan Regional District, there is an overall child poverty rate of 17.7%, with high concentrations of poverty reported in downtown West Kelowna, Rutland, and near downtown Kelowna (First Call, 2018). Only 54% of students living within the Okanagan report they "always" eat breakfast on school days while 9% report they sometimes go to bed hungry due to insufficient money for food at home (McCreary Centre Society, 2018).

District Profile

The provision of food for hungry children across our district is a topic of high priority for our schools given the number of vulnerable children we service on a daily basis. The 'Brown Bag Lunch' program is a consistent and efficient means to provide all self-identified students in need with a nutritiously adequate lunch on a daily basis. Similarly, our partnership with the Food for Thought Breakfast Program has also provided a more consistent approach across all schools in need of serving students with a quality breakfast to start their day. As well, Food for Thought now has expanded to help many families through a weekend food 'Backpack' program. Food For Thought has consistently rallied an incredible volume of community food donations and volunteers to make these program such a success in our schools.

Current Sources of School-Based Meals Options:

1. Food for Thought Breakfast Program

- Average number of children served on a daily basis: approximately 2,000
- Participating schools: 27
- Number of volunteers that directly support the program: 15+
- Types of breakfast foods offered: cereal, eggs, bagels, fruit (apples, oranges, and bananas), muffins, waffles, bread, oatmeal, granola bars, juice, yogurt, cheese strings, apple sauce, pancake mix.
- Condiments such as butter, syrup, jam, and cream cheese are also provided.

2. 'Brown Bag Lunch' School Meals Program

- Average number of children served on a daily basis: 850
- Participating schools: 36+
- Projected yearly cost supported through Community LINK allocation: \$780,270.00
- 1 independent contractor provides the lunches
- Menu attached-See Appendix A

Summary:

Our District schools continue to be innovative in accessing additional sources of food for hungry students throughout the school day. For example, all 41 schools participate in the BC Fruit and Vegetable Nutrition Program, which provides BC fresh fruit and vegetables to schools on a bi-weekly basis. This program is provincially supported by the Province of British Columbia and the Provincial Health Services Authority. Periodically, we also receive private donations through anonymous donors, community organizations (such as the Kelowna Professional Firefighters Association), and local businesses.

	SECONDARY SCHOOLS	Breakfast Program (yes/no)	Brown Bag Program (yes/no)	Funding Source
1.	George Elliot	Yes	Yes	Food For Thought, School Discretionary, CommunityLINK
2.	Kelowna Secondary	Yes	Yes	Food For Thought, School Discretionary, CommunityLINK
3.	Mount Boucherie	Yes	Yes	Food for Thought, School Discretionary, CommunityLINK
4.	Okanagan Mission	No	No	School Discretionary
5.	Rutland Senior	Yes	Yes	Food for Thought, School Discretionary, CommunityLINK

	MIDDLE SCHOOLS	Breakfast Program (yes/no)	Brown Bag Program (yes/no)	Funding Source
1.	Const. Neil Bruce	Yes	Yes	Food for Thought, School Discretionary, CommunityLINK
2.	Dr. Knox	Yes	Yes	Food For Thought, School Discretionary
3.	Glenrosa Middle	Yes	Yes	School Discretionary, CommunityLINK
4.	K.L.O.	Yes	Yes	Food For Thought, School Discretionary, CommunityLINK
5.	Rutland Middle	Yes	Yes	Food For Thought, School Discretionary, CommunityLINK
6.	Springvalley Middle	Yes	Yes	Food for Thought, School Discretionary, CommunityLINK
7.	Canyon Falls	No	Yes	CommunityLINK

	OTHER SCHOOLS	Breakfast Program (yes/no)	Brown Bag Program (yes/no)	Funding Source
1.	Central School	Yes	Yes	Breakfast for Learning Grant (Food For Thought), School Discretionary, CommunityLINK

	ELEMENTARY SCHOOLS	Breakfast Program (yes/no)	Brown Bag Program (yes/no)	Funding Source
1.	Anne McClymont	No	Yes	CommunityLINK
2.	A.S. Matheson *	Yes	Yes	Food for Thought - donated foods, Fire Fighters, CommunityLINK
3.	Bankhead	Yes	Yes	Food for Thought, School Discretionary, CommunityLINK
4.	Belgo	Yes	Yes	Food for Thought, School Discretionary, CommunityLINK
5.	Black Mountain	No	No	School Discretionary
6.	Casorso	Informal program	Yes	Food for Thought (food support – yogurt and milk), CommunityLINK
7.	Chief Tomat *	Yes	Yes-Alternate Program	Food for Thought, Local Church, CommunityLINK
8.	Chute Lake	No	No	School Discretionary

9.	Dorothea Walker	No	Yes	CommunityLINK
10.	Davidson Road	No Formal breakfast program	No	Food Bank, School Discretionary
11.	Dorothea Walker	No	No	School Discretionary
12.	Ellison	Yes	Yes	Food for Thought, Discretionary
13.	George Pringle	Yes	Yes	Breakfast for Learning Grant (Food For Thought), School Discretionary, Food Bank, CommunityLINK
14.	Glenmore	Yes-informal	Yes	School Discretionary, CommunityLINK
15.	Glenrosa	Yes		Food for Thought, School Discretionary, outside donations, CommunityLINK
16.	Helen Gorman	No	No	
17.	Hudson Road	Yes	Yes	Food for Thought, CommunityLINK
18.	Mar Jok	No	No	
19.	North Glenmore	Yes	Yes	Food for Thought, School Discretionary, CommunityLINK
20.	Oyama	Yes	Yes	Food for Thought, CommunityLINK
21.	Peachland Elem. *	No formal one	Yes	PAC Funds to support bringing in healthy fruit and snacks for breakfast, CommunityLINK
22.	Pearson Road	Yes	Yes	Food for Thought, Fire Fighters, Food Bank, CommunityLINK
23.	Peter Greer	Yes	Yes	Food for Thought, Food Bank, CommunityLINK
24.	Quigley *	Yes	Yes	Food for Thought, CommunityLINK
25.	Raymer *	Yes	Yes	Food for Thought, Fire Fighters, CommunityLINK
26.	Rose Valley	No	Yes	CommunityLINK
27.	Rutland	No formal breakfast program but Community LINK funding`	Yes	Food for Thought, CommunityLINK
28.	Shannon Lake	No	Yes	CommunityLINK
29.	South Kelowna	No	No	School Discretionary
30.	South Rutland *	Yes	Yes	Food for Thought, CommunityLINK
31.	Springvalley Elem *	Yes	Yes	Food for Thought, Fire Fighters, CommunityLINK
32.	Watson Road	No	Yes	CommunityLINK

Total 32 Schools plus our storefront schools – Westside and Rutland

- * These schools are using a weekend 'Backpack' Program to ensure food for a number of families.

Central Okanagan School District Breakfast Programs are supported at the school level with the primary service provider being the Food for Thought people (40 volunteers). Schools have all developed strategies to source funding or have donations in kind with local churches, Food Bank, one time only donations, or service organizations.

Schools operate on limited funding and often the donations of food from local sources etc. really make the difference.

Food for Thought (FFT) also works with:

Rutland Learning Centre

Rutland Boy's and Girl's Club

Downtown Boy's and Girl's Club

Sensisysten House of Learning

References:

- Conference Board of Canada (2015, May 12). *School-Based meal Programs Need to Be Available to All Canadian Children*. Retrieved from: http://www.conferenceboard.ca/press/newsrelease/13-08-27/school-based_meal_programs_need_to_be_available_to_all_canadian_children.aspx
- Dietitians of Canada (2016). *Addressing Household Food Insecurity in Canada: Position Statement and Recommendations*. Retrieved from: <https://www.dietitians.ca/Downloads/Public/HFI-Executive-Summary-Dietitians-of-Canada-FINAL.aspx>
- First Call: BC Child and Youth Advocacy Coalition (2018). *British Columbia 2018 Child Poverty Report Card*. Retrieved from https://still1in5.ca/wp-content/uploads/2019/05/First_Call_Report_Card_2018_web_Nov_20.pdf
- Human Early Learning Partnership (2016). EDI BC 2016 Provincial Report. Retrieved from:
- McCreary Centre Society (2019). *Results of the 2018 BC Adolescent Health Survey*.
- Public Health Agency of Canada (2014). *Report on the State of Public Health in Canada, 2014*. Retrieved from: <http://www.phac-aspc.gc.ca/cphorsphc-respcacsp/2014/assets/pdf/2014-eng.pdf>

Weekly Menu for BBL- Week 1 Sample

**All necessary condiments, utensils and cups provided daily

MONDAY	ELEMENTARY BAGGED	MIDDLE/ SENIOR BAGGED	BULK SCHOOLS
Entre	Pepperoni Pizza Slice 85gr grain, 35gr dairy, 30gr protein, Prepared on site ✓	Roast Beef & Turkey Bun 30gr protein, 56gr grain, 440mg sodium, 3gr fat ✓	Roast Beef & Turkey Bun 30gr protein, 56gr grain, 440mg sodium, 3gr fat ✓
Breakfast	Apple Sauce 104ml ✓✓	Yogurt 100gr ✓✓	Yogurt 100gr ✓✓
Fruit	Cantaloupe/ Pineapple ½ cup ✓✓	Watermelon Slice ¾ cup ✓✓	Ambrosia Apple, Golden Delicious Apple, Watermelon Slice, Cantaloupe, Navel Orange Slices. ¾ cup portions ✓✓
Veggies	Carrots ½ cup ✓✓	Carrots ¾ cup ✓✓	Peas/Carrots/ Grape Tomatoes, Carrots, Grape Tomatoes, Peas ¾ cup portions ✓✓
Snack	Cheese & Crackers 29gr pkg ✓	Rice Crispy Square 22gr ✓	Granola Bar, Cheddar Penguins, Cheese & Crackers 29gr pkg, Rice Chips 28 grs ✓ - ✓✓

TUESDAY			
Entre	Roast Beef & Turkey Bun 30gr protein, 56gr grain, 440mg sodium, 3gr fat Yogurt 100gr ✓	Chicken Caesar Salad w/ Focaccia & 15ml Caesar Dressing 45-50gr protein, 2 cups veg, 35gr grain ✓✓	Chili w/ 35gr focaccia (ground beef, celery, peppers, tomatoes, kidney beans, baked brown beans) Prepared On Site 1 cup 45-50gr protein ✓✓
Breakfast		Banana Loaf 40gr ✓	Yogurt Tube 60gr ✓
Fruit	Watermelon Slice ½ cup ✓✓	Whole Apple medium ✓✓	Sliced Navel Oranges, Cantaloupe, Honeydew, Red Delicious Apple, Watermelon ¾ cup portions ✓✓
Veggies	Broccoli/ Cauliflower w/ 15ml Ranch Dip ½ cup ✓✓	2% Milk Cup 4oz (Veg Replacement) ✓✓	Peas/ Grape Tomatoes, Carrots, Grape Tomatoes, Peas/ Carrots ¾ cup portions ✓✓
Snack	Garden Veggie Straws 20gr, (portioned in house) ✓	Fruit Snack 22gr ✓✓	Fruit Snacks, Granola Bar, 2 Rice Cakes, Rice Crispy Square ✓ - ✓✓

WEDNESDAY			
Entre	Chicken Caesar Salad w/ Focaccia & 15ml Caesar Dressing 40-45gr protein, 1 ½ cups veg, 35gr grain ✓✓	Turkey & Lettuce Sandwich 68gr grain, 30gr protein, 59gr sodium, 3gr fat, ½ cup veg ✓	Chicken Caesar Salad w/ Focaccia & 15ml Caesar Dressing 45-50gr protein, 2 cups veg, 35gr grain ✓✓
Breakfast	Banana Loaf 40gr ✓	Yogurt Tube 60gr ✓	Banana Loaf 40gr ✓ Honeydew, Pineapple, Golden Delicious Apple, Honey Crisp Apple, Clementine's ¾ cup portions ✓✓
Fruit	Whole Apple Sm-med ✓✓	Whole Orange Med ✓✓	
Veggies	2% Milk Cup 4oz- veg replacement ✓✓	Peas/ Grape Tomatoes ¾ cup ✓✓	1% Chocolate Milk 4 pz (Veg Replacement) ✓✓
Snack	Cookies (2) 37.5 gr ✓	Granola Bar 24gr ✓✓	Cheese & Crackers 87gr pkg, Cookies, Granola Bar, Fruit Snack ✓ - ✓✓

THURSDAY

Entre	Turkey & Lettuce Sandwich 68gr grain, 30gr protein, 590gr sodium, 3gr fat, ½ cup veg ✓	Ham, Cheese & Lettuce Bun 30gr protein, 56gr grain, 20gr dairy, 630mg sodium, 3gr fat, ½ cup veg ✓	Chicken Vegetable Noodle Soup Low Sodium Broth 30gr Protein (Celery, Carrots, Peas, Corn, Rotini, Chicken) Prepared On Site ✓✓
Breakfast	Yogurt Tube 60gr ✓	Fruit Cup 107ml ✓✓	Yogurt Tube 60gr ✓
Fruit	Whole Orange Med ✓✓	Cantaloupe/ Honeydew ¾ cup ✓✓	Pineapple/ Honey Dew, Sliced Navel Oranges, Watermelon, Clementine's, Ambrosia Apple ¾ cup portions ✓✓
Veggies	Cauliflower/ Tomatoes ¾ cup ✓✓	Broccoli/ Cauliflower w/ 15ml Ranch Dip ¾ cup ✓✓	Peas/Carrots/ Grape Tomatoes, Carrots, Grape Tomatoes, Cauliflower ¾ cup portions ✓✓
Snack	Fruit Snack 22gr ✓✓	Cookies (2) 37.5gr ✓	Granola Bars, Bean Chips 28 gr, Popcorn (Kernels Seasoning) Cheddar Penguins ✓ - ✓✓

FRIDAY

Entre	Ham, Cheese & Lettuce Bun 30gr protein, 56gr grain, 630mg sodium, 3gr fat ½ cup veg ✓	Peperoni Pizza Slice 95gr grain, 30gr protein, 40gr dairy Prepared on site ✓	Pepperoni, Hawaiian & Cheese Pizza Slices 95gr grain, 30gr protein, 40gr dairy Prepared on site ✓
Breakfast	Fruit Cup 107ml ✓✓	Apple Sauce 104ml ✓✓	Apple Sauce 104ml ✓✓
Fruit	Honeydew/ Cantaloupe ¾ cup ✓✓	Honeydew/ Pineapple ¾ cup ✓✓	Ambrosia Apple, Golden Delicious Apple, Clementine's, Watermelon Slice, Cantaloupe, Navel Orange Slices ¾ cup portions ✓✓
Veggies	Carrots ¾ cup ✓✓	Carrots/ Peas ¾ cup ✓✓	Peas/ Grape Tomatoes, Broccoli/ Cauliflower, Celery/ Grape Tomatoes, Carrots, ¾ cup portions ✓✓
Snack	Granola Bar 24gr ✓✓	Sensible Portion Garden Veggie Straws 20gr (Portioned in house) ✓	Granola Bar, Veggie Straws 28 gr, Cheddar Penguins, Cheese & Crackers 29gr pkg, Rice Chips 28 gr ✓ - ✓✓

** All meats sliced in house. Roast Beef- 30g (270mg Sodium, 1g fat) Smoked Turkey- 30g (270mg Sodium, 1g fat) Black Forest Ham-30g (300mg Sodium, 1g Fat) Cheese- light, mild natural (160mg Sodium, 4g Fat)

** Bulk Elementary Schools- The Entre and breakfast items are consistent with bagged lunches,

** On salad days, the veggie portion is replaced with milk

Weekly Menu for BBL-Week 2 Sample

**All necessary condiments, utensils and cups provided daily

MONDAY	ELEMENTARY BAGGED	MIDDLE/ SENIOR BAGGED	BULK SCHOOLS
Entre	Pepperoni Pizza Slice 85gr grain. 35gr dairy, 30gr protein Prepared on site ✓	Ham & Roast Beef Bun 56gr grain, 30gr protein, 455mg sodium, 3gr fat ✓	Ham & Roast Beef Bun 56gr grain, 30gr protein, 455mg sodium, 3gr fat ✓
Breakfast	Fresh Cut Fruit Salad (80% fresh, 20% canned) prepared on site. 4oz ✓✓	Yogurt Cup 100gr ✓✓	Assorted School Safe Cereal w/ 2% Milk (Minimum 50% choose most Cereal) ✓✓
Fruit	Whole Apple Sm-med ✓✓	Cantaloupe/ Pineapple ¾ cup ✓✓	Apples, Clementine's, Pineapple and Watermelon ¾ cup ✓✓
Veggies	Broccoli/ Cauliflower w/ 15ml ranch dip ½ cup ✓✓	Carrots ¾ cup ✓✓	Carrots, Cauliflower, Carrots/ Grape Tomatoes, Broccoli ¾ cup ✓✓
Snack	Cheddar Penguins 28gr ✓	Cheddar Penguins 28gr ✓	Granola Bar, Cheddar Penguins, Cheese & Crackers 29gr pkg, Rice Chips ✓ - ✓✓
TUESDAY			
Entre	Ham & Roast Beef Bun 56gr grain, 30gr protein, 455mg sodium, 3gr fat ✓	Turkey & Lettuce Sandwich 590mg sodium, 3gr fat, 68gr grain, 30gr protein, ½ cup veg ✓	Pasta with Meat Sauce & 35gr focaccia (Rotini, ground beef, crushed tomato, diced tomato) prepared on site. 1 cup serving, 45-50gr protein ✓✓
Breakfast	Yogurt Cup 100gr ✓✓	Yogurt Tube 60gr ✓	Yogurt Cup 100gr ✓✓
Fruit	Cantaloupe/ Pineapple ½ cup ✓✓	Whole Apple medium ✓✓	Sliced Navel Oranges, Cantaloupe, Honey Dew, Red Delicious Apple, Macintosh Apple ¾ cup portions ✓✓
Veggies	Carrots ½ cup ✓✓	Broccoli/ Cauliflower w/ 15ml ranch dip ¾ cup ✓✓	Peas/ Grape Tomatoes, Broccoli/ Cauliflower, Carrots, Grape Tomatoes ¾ cup portions ✓✓
Snack	Cheese & Crackers 29gr pkg ✓	Granola Bar 24gr ✓✓	Fruit Snacks, Granola Bar, Cookies, Rice Crispy Square ✓ - ✓✓
WEDNESDAY			
Entre	Turkey & Lettuce Sandwich 590mg sodium, 3gr fat, 68gr grain, 30protein, ½ cup veg ✓	Taco Salad w/ 15ml Ranch Dressing 45-50gr protein, 2 cups veg, 20gr dairy Prepared on site ✓✓	Taco Salad w/ 15ml Ranch Dressing 45-50gr protein, 2 cups veg, 20gr dairy Prepared on site ✓✓
Breakfast	Yogurt Tube 60gr ✓	Half Bagel w/ Margarine 62.5gr grain ✓✓	Half Bagel w/ Margarine 62.5gr grain ✓
Fruit	Watermelon Slice ½ cup ✓✓	Orange medium ✓✓	Cantaloupe, Pineapple, Golden Delicious Apple, Honey Crisp Apple, Clementine's ¾ cup ✓✓
Veggies	Peas/ Grape Tomatoes ½ cup ✓✓	2% Milk Cup 4oz (Veg Replacement) ✓✓	1% Chocolate milk 4oz (Veg Replacement) ✓✓
Snack	Granola Bar 24gr ✓✓	Fruit Snack 22gr ✓✓	Cheese & Crackers, Cookies, ✓✓ Granola Bar, Fruit ✓ - ✓✓

THURSDAY

Entre	Taco Salad w/ 15ml Ranch Dressing 35-40gr protein, 1 ½ cups veg, 20gr dairy Prepared on site ✓✓	Honey Garlic Pulled Pork Bun 361mg sodium, 45-50gr protein, 56gr grain ✓✓	Hot Honey Garlic Pulled Pork Bun 361mg sodium, 45-50gr protein, 56gr grain ✓✓
Breakfast	Half Bagel w/ Margarine 62.5gr grain ✓	Yogurt Cup 100gr ✓✓	Yogurt Tube 60gr ✓
Fruit	Clementine Sm-med ✓✓	Watermelon Slice ¾ cup ✓✓	Pineapple/ Honey Dew, Sliced Navel Oranges, Clementine's, Ambrosia Apple ¾ cup ✓✓
Veggies	2% Milk Cup 4oz (Veg Replacement) ✓✓	Peas/ Grape Tomato ¾ cup ✓✓	Peas/Carrots/ Grape Tomatoes, Carrots, Grape Tomatoes, Peas ¾ cup ✓✓
Snack	Fruit Snack 22gr ✓✓	Cheese & Crackers 29gr ✓	Granola Bars, Bean Chips, Veggie Straws, Cheddar Penguins ✓-✓✓

FRIDAY

Entre	Honey Garlic Pulled Pork Bun 319mg sodium, 35-40gr protein, 56gr grain ✓✓	Pepperoni Pizza Slice 95gr grain, 30gr protein, 40gr dairy Prepared on site ✓	Pepperoni, Hawaiian & Cheese Pizza Slices. 95gr grain, 30gr protein, 40gr dairy Prepared on site ✓
Breakfast	Yogurt Tube 60gr ✓	Fresh Cut Fruit Salad (80% fresh, 20% canned) prepared on site. ✓✓	Fresh Cut Fruit Salad (80% fresh, 20% canned) prepared on site. 4oz ✓✓
Fruit	Honeydew/ Pineapple ½ cup ✓✓	Cantaloupe/ Honeydew ¾ cup ✓✓	Ambrosia Apple, Golden Delicious Apple, Watermelon Slice, Cantaloupe, Navel Orange Slices ¾ cup portions ✓✓
Veggies	Carrots/ Peas ½ cup ✓✓	Carrots ¾ cup ✓✓	Peas/ Grape Tomatoes, Broccoli/ Cauliflower, Carrots, Grape ✓✓
Snack	Rice Cakes 22gr ✓ ✓	Rice Cakes 22gr ✓✓	Tomatoes ¾ cup portions ✓✓ Granola Bar, Cheddar Penguins, Cheese & Crackers, Rice Chips ✓-✓✓

** All meats sliced in house. Roast Beef- 30g (270mg Sodium, 1g fat) Smoked Turkey- 30g (270mg Sodium, 1g fat) Black Forest Ham-30g (300mg Sodium, 1g Fat) Cheese- light, mild natural (160mg Sodium, 4g Fat)

** Bulk Elementary Schools- The Entree and breakfast items are consistent with bagged lunches, but they receive assorted fruits, vegetables and snacks to choose from.

** On salad days, the veggie portion is replaced with milk



Memorandum

Date: September 27, 2019
To: Education and Student Services Committee
From: Terry Beaudry, Deputy Assistant Superintendent
Prepared by: Vianne Kintzinger, Assistant Superintendent
Alan Lalonde, District Principal - Learning Support Services

Action: Proposal to Support the Canadian Under-age Substance Abuse Prevention (CUSP) Trial and Preventure Program Student Survey

1.0 RELEVANT BOARD MOTION/DIRECTION

None.

2.0 BACKGROUND

Across Canada, a team of post-secondary academics are conducting a research project to determine if targeted intervention will lead to a reduction in substance use. The study, led by Dr. Patricia Conrod, a clinical psychologist and professor at Sainte-Justine Hospital and the University of Montreal, will compare the experiences of more than 4000 high school students over three years across Canada.

To collect these experiences, in 2019, we will be inviting all Grade 10 students across the District to take part in a survey. The main purpose of the survey is to identify students based on personality style, strengths, weaknesses, risk-taking behaviour and learning styles, and then provide targeted intervention through the Preventure program. The long-term intention of the Preventure program is to delay the onset of drug and alcohol use in adolescence. Preventure involves having staff deliver specialized coping skills group workshops to students.

Rationale for a New Approach

- Recent data suggests that youth illicit substance use and substance use disorders remain a significant challenge. The data suggests that there is a pressing need for more targeted prevention and intervention strategies geared toward today's youth.
- New data from the Public Health Agency of Canada indicate a 4-10 times increase in emergency room visits due to opioid poisoning in Canada over the past 10 years. The age group with the fastest growing rate of hospitalizations due to opioid poisoning was 15-24 year olds.
- Experimentation with highly potent illicit narcotics such as Fentanyl is a rapidly growing crisis, particularly as a single dose can and regularly has fatal consequences.
- Alcohol-related harms remain alarmingly prevalent among adolescents and young adults.
- One in ten high school seniors in the U.S. and Canada report daily cannabis use.
- Non-medical prescription drug use is also an emerging crisis in North America, as indicated by the dramatic increase in the prevalence of past-year prescription drug misuse. From 2003-2013, 15-25 year olds report the highest and fastest growing rates.

- Adolescence/young adulthood is the usual age of onset of prescription drug abuse, which has a strong association with the use of multiple substances at one time, putting young people at risk of experiencing adverse and unintended drug interactions.

Preventure

1. Schools are a vital place to effect change in youth substance use:
 - Schools play a key part in children's emotional and behavioural development
 - Equipping educators with the skills to delay the onset of youth drug use is paramount
 - Surveying Grade 10 students district wide will provide critical information regarding student vulnerability and enable staff to target those best suited for the comprehensive prevention/early intervention program
2. Universal prevention programs have had limited effectiveness:
 - They focus on the substances themselves and not on the internalizing and externalizing personality traits and their behavioural correlates found to predict risk for specific substance misuse patterns
 - They fail to target the underlying risks associated with using and overusing substances
3. Preventure has proven to be much more effective:
 - Since most adolescents who experiment with substances do not go on to develop addictions, the program focuses on what's different about the discrete groups who do
 - In multiple published randomized trials, Preventure has proven remarkably effective at reducing alcohol and illicit drug use and mental health symptoms by a notable 30% - 80% among high-risk secondary students
 - Further, three of the four personality traits being targeted are not only linked to risk of substance use, but are linked to mental health issues as well, a secondary pathway to substance use and abuse

3.0 POINTS FOR CONSIDERATION

- Informed consent will be obtained from students
- Fair notice will be given to parents, with the option to opt out
- The survey will then group students based on four major personality traits (impulsivity, sensation seeking, anxiety sensitivity, and hopelessness) known to elevate risk of substance use
- Participants will be invited to complete the same survey again each academic year for the next two years, with the understanding that they can opt out at any time
- All Grade 10 students will be surveyed; however, for the 2019-2020 school year, the Preventure Intervention program will be offered to the students at two randomly chosen schools
- The intervention program is two 90 minute lessons targeted to their specific risk/personality profile using cognitive-behavioural tools
- It is estimated that 40% of Grade 10 students will fall into one of the four categories
- The Prevention program will expand to all secondary schools within three years

4.0 OPTIONS FOR ACTION

- a) Approve the proposal to conduct the CUSP Trial/Preventure Program with Grade 10 students across the district.
- b) Amend the proposal to conduct the CUSP Trial/Preventure Program with Grade 10 students across the district.
- b) Request additional information on the proposal to conduct the CUSP Trial/Preventure Program with Grade 10 students across the district.

5.0 STAFF RECOMMENDATION

THAT: The Education and Student Services Committee recommends to the Board:

THAT: The Board of Education approve Grade 10 student participation in the Canadian Under-age Substance Abuse Prevention (CUSP) Trial and Preventure Program Student Survey, as attached to the Agenda, and as presented at the October 2, 2019 Education and Student Services Committee Meeting.

6.0 APPENDICES

- A. CUSP Trial: Study Information for Parents and Guardians
- B. CUSP Trial: Study Information for Youth
- C. The CUSP Student Survey

**Original Version
Final Changes Currently In Process
Subject to School District Approval**

**Canadian Under-age Substance Abuse Prevention (CUSP) Trial:
Study Information for Parents/Guardians**

SECTION A: STUDY INFORMATION

Dear Parent/Guardian,

A team of researchers across Canada are conducting a research project to prevent the risky behaviours that can lead to drug and alcohol abuse. The study is called the CUSP Trial and will compare the experiences of 4050 or more high school students over three years across Canada. The study is lead by Dr. Patricia Conrod, a clinical psychologist and professor at Sainte-Justine Hospital and the University of Montreal. Your child's school is collaborating with the project. As part of this study, we will be inviting all year 10 students in 2019, including your child, to take part in the study.

The main purpose of this study is to evaluate the long-term effects of the PREVENTURE program on delaying the on-set of drug and alcohol use in adolescence. PREVENTURE involves delivering specialised coping skills group workshops to students, with only around 45% of students in a given grade invited to participate in a workshop.

The study has been approved by the Research Ethics Board at Sainte-Justine Hospital [insert ethics approval number]. Your child's school board has also approved and supports the project. The programs targeted approach to prevention aligns with current school initiatives to prevent drug and alcohol consumption as well as provides students with coping skills that can help them in other aspects of their academic lives. The project is funded through a CIHR grant.

If your child agrees to participate in the project, they will be asked to first complete a 30-45 minute computer-based survey on personality, strengths and weaknesses, risk-taking behaviour and learning style. All students that agree to take part in the study will be invited to complete the same survey each academic year for the next three years.

Some students who agree to take part in the study may also be invited to take part in two brief PREVENTURE program workshop sessions to learn about life skills and reaching their goals. This study is a cluster randomised trial, which means that of the 27 schools across Canada who are part of the project, in 2019, 18 schools will be randomly assigned to the INTERVENTION group which will receive the PREVENTURE program. The other 9 CONTROL group schools will receive the program in a later stage of the study.

Invitations to the workshops will depend on the answers to the survey questions and will be generated by an autonomous system. The workshop sessions will be run by a staff member at your child's school and your child will get the chance to interact with other young people in their year group.

APPENDIX A

The workshops are designed to:

- motivate adolescents to understand how their personality type leads to some emotional and behavioural reactions;
- enable them to develop skills to better focus their strengths and weaknesses towards their goals;
- equip them with tools to better manage real consumption situations.

Your child's input will be of great value in trying to identify the health and wellbeing experiences of young people. A number of studies have shown that students who participate in the PREVENTURE program workshops report reduced drug use, binge drinking and mental health problems over a two year period, relative to children who do not. Furthermore, benefits of the program have been shown to generalise to students attending schools that deliver the program but do not take part themselves in the workshops. Therefore, your child could directly or indirectly benefit from the program once it has been implemented at their school.

There are no demonstrated or anticipated physical risks to being involved in this study or in PREVENTURE workshops. Potential psychological risks are minimal and could involve possible discomfort from responding to questions about one's emotional state. Participation in every aspect of the project is voluntary and students are invited to refrain from answering any questions that may cause them discomfort.

All information collected will remain completely confidential. The findings from the study will not be reported in a way that any individual can be identified. Any personal information we collect will be kept confidential and private. Only in situations where a student indicates that they are at imminent risk of harm to themselves or others will parents and school officials be alerted, in which case students will be informed first.

Your child's participation in the project is entirely voluntary and you or your child can withdraw from the study at any point, without having to provide reasons. At which point all data provided by your child will be immediately destroyed.

If you or your child has any questions or concerns about the CUSP study, you can contact the lead researcher in Montreal, Dr. Patricia Conrod [insert contact information].

To make things easier on your family and your child's school, the school has agreed to an opt-out procedure for parental consent. This means if you agree for your child to be involved you do not have to return this form. However, if you do not wish your child to be involved please complete the form at the end of this letter and return it to your child's school. We will also be providing your child with full information about the study and asking them for their written active assent regarding their participation in the research. If we do not hear from you within the following 2 weeks, and your child assents to participate in the research, your child will be invited to voluntarily participate in the survey over the next three years and they may be invited to participate in a coping skills workshop at some point during the first year of the study.

APPENDIX A

SECTION B: CONSENTING TO YOUR CHILD'S INVOLVEMENT

Based on the information outlined above:

If you **AGREE** to your child participating in this study, you **DO NOT** have to return this form. If your child provides their consent, they will be involved in the study.

If you **DO NOT** agree to your child participating in this study, please sign and return the section below to your child's school. Your child will not be involved study.

.....

CUSP Trial: Parental/Guardian Statement of Non-Consent

After reading and considering all of the above information, I
_____ [insert your name] **DO NOT** wish to my child
participating in the CUSP study.

.....
Signature of Guardian

.....
Name of Guardian and relationship to child

.....
Print name of child

.....
Date

Please complete and return this section to your child's school.

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**Canadian Under-age Substance Abuse Prevention (CUSP) Trial:
Study Information for Youth**

SECTION A: STUDY INFORMATION

Dear Student,

A team of researchers across Canada are conducting a research project to prevent the risky behaviours that can lead to drug and alcohol abuse. The study is called the CUSP Trial and will compare the experiences of 4050 or more high school students over three years across Canada. The study is lead by Dr. Patricia Conrod, a clinical psychologist and professor at Sainte-Justine Hospital and the University of Montreal. Your school is involved with the project and as part of this study, we will be inviting all year 10 students in 2019, including you, to take part in the study.

The main purpose of this study is to evaluate the long-term effects of the PREVENTURE program on delaying the on-set of drug and alcohol use in adolescence. PREVENTURE involves delivering specialised coping skills group workshops to students, with only around 45% of students in a given grade invited to participate in a workshop.

The study has been approved by the Research Ethics Board at Sainte-Justine Hospital [insert ethics approval number]. Your school board has also approved and supports the project. The programs targeted approach to prevention aligns with current school initiatives to prevent drug and alcohol consumption as well as provides students with coping skills that can help them in other aspects of their academic lives. The project is funded through a CIHR grant.

If you agree to participate in the project, you will be asked to first complete a 30-45 minute computer-based survey on personality, strengths and weaknesses, risk-taking behaviour and learning style. All students that agree to take part in the study will be invited to complete the same survey each academic year for the next three years.

Some students who agree to take part in the study may also be invited to take part in two brief PREVENTURE program workshop sessions to learn about life skills and reaching their goals. This study is a cluster randomised trial, which means that of the 27 schools across Canada who are part of the project, in 2019, 18 schools will be randomly assigned to the INTERVENTION group which will receive the PREVENTURE program. The other 9 CONTROL group schools will receive the program in a later stage of the study.

Invitations to the workshops will depend on the answers to the survey questions and will be generated by an autonomous system. The workshop sessions will be run by a staff member at your school and you will get the chance to interact with other young people in your year group.

APPENDIX B

The workshops are designed to:

- motivate students to understand how their personality type leads to some emotional and behavioural reactions;
- enable students to develop skills to better focus their strengths and weaknesses towards their goals;
- equip students with tools to better manage real consumption situations.

Your input will be of great value in trying to identify the health and wellbeing experiences of young people. A number of studies have shown that students who participate in the PREVENTURE program workshops report reduced drug use, binge drinking and mental health problems over a two year period, relative to children who do not. Furthermore, benefits of the program have been shown to generalise to students attending schools that deliver the program but do not take part themselves in the workshops. Therefore, you could directly or indirectly benefit from the program once it has been implemented at your school.

There are no demonstrated or anticipated physical risks to being involved in this study or in PREVENTURE workshops. Potential psychological risks are minimal and could involve possible discomfort from responding to questions about one's emotional state. Participation in every aspect of the project is voluntary and students are invited to refrain from answering any questions that may cause them discomfort.

All information collected will remain completely confidential. The findings from the study will not be reported in a way that any individual can be identified. Any personal information we collect will be kept confidential and private. Only in situations where a student indicates that they are at imminent risk of harm to themselves or others will parents and school officials be alerted, in which case students will be informed first.

Your participation in the project is entirely voluntary and you or your parent can withdraw from the study at any point, without having to provide reasons. At which point all data provided by you will be immediately destroyed.

If you or your parent has any questions or concerns about the CUSP study, you can contact the lead researcher in Montreal, Dr. Patricia Conrod [insert contact information].

If you agree to participate in the research, you will be invited to voluntarily participate in the survey over the next three years and you may be invited to participate in a coping skills workshop at some point during the study.

APPENDIX B

SECTION B: YOUTH ASSENT

You are making a decision whether or not to participate in the CUSP study. Assent means that you agree with a statement or proposal to do something.

By assenting to take part in this study, this indicates that you have read the information above and understand that:

- you may be invited to take part in two brief workshop sessions where you will learn about life skills and reaching your goals
- It is your choice to take part and your participation is voluntary
- You can withdraw at any time from the study
- All your personal information will be kept confidential and no one will be able to identify you

Do you wish to take part in the CUSP study (please tick one)?

☐	YES
☐	NO

.....
Signature of young person

.....
PRINT name of young person

.....
Date

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**STUDENT SURVEY
Canadian Underage Substance use Prevention (CUSP) Trial**

Introduction

You are being asked to complete this survey because you agreed to take part in the CUSP Trial research study. The survey will take 30-45 minutes to complete and will ask you questions about your background, personality, strengths and weaknesses, risk-taking behaviour and learning style. This survey also asks about your general health and how you are feeling.

The information you give us will be kept completely secret and confidential. Therefore, we ask you to be completely honest and accurate when you answer the questions. Only in situations where a student indicates that they are at imminent risk of harm to themselves or others we will let the relevant person at your school know, in which case we let students know first.

Some of the questions asked are personal and participation in every aspect of the project is voluntary. If you do not want to answer a question, leave it blank. You may withdraw from the survey at any time.

Thank you very much for your help!

Instructions for completing the survey

1. DO NOT PUT YOUR NAME ON THIS SURVEY.
2. Read each question carefully. Each question has a list of answers.
3. Read every answer to each question before deciding which one is best for you.
4. Please choose the answer that is right for you and indicate your choice in one of the boxes.
5. Please try to answer all the questions.
6. THIS IS NOT A TEST. It is important that you answer each question as honestly as possible. There are no right or wrong answers.

APPENDIX C

The first few questions are about your background and school life.

A1. What is your date of birth?

___ / ___ / ___ dd / mm / yyyy

A2. Were you born male or female?

- ☐ Male
- ☐ Female

A2-s. How do you describe yourself?

- ☐ Male
- ☐ Female
- ☐ Transgender
- ☐ None of the above
- ☐ Prefer not to answer

A3. What grade are you in?

- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12

A4. How long have you lived in Canada?

- ☐ All of my life
- ☐ 2 years or less
- ☐ 3 to 5 years
- ☐ 6 to 10 years
- ☐ 11 years or longer

A5. What language do you usually speak at home?

- ☐ English
- ☐ French
- ☐ English and French
- ☐ English, French, and another language
- ☐ English and another language
- ☐ French and another language
- ☐ Other language(s)

A6. Not everyone lives with both parents in one home. Some people spend part of their time in one home, and the other part of their time in another home. Please choose one of the following statements that best describes your living situation.

- ☐ I live in one home only
- ☐ I split my time between 2 or more homes

A7. Who lives with you in your main home? (Please CHECK ALL THAT APPLY.)

- ☐ Birth mother
- ☐ Stepmother
- ☐ Adoptive mother
- ☐ Birth father
- ☐ Stepfather
- ☐ Adoptive father
- ☐ Grandparent(s)

- ☐ Other adult relative(s)
- ☐ Foster parent(s)
- ☐ Brother(s) and/or stepbrother(s)
- ☐ Sister(s) and/or stepsister(s)
- ☐ Others
- ☐ I live alone

A8. Which of the following best describes your background? (You may choose more than one category.) Are you...?

- ☐ **White** (e.g. British, French, Italian, Portuguese, Ukrainian, Russian, Israeli)
- ☐ **Chinese**
- ☐ **South Asian** (e.g. East Indian, Pakistani, Bangladeshi, Sri Lankan)
- ☐ **Black** (African, Caribbean, North American)
- ☐ **Aboriginal** (First Nations, Inuit, Métis, nonstatus Indian)
- ☐ **Filipino**
- ☐ **Latin American, Central American, South American** (e.g. Mexican, Brazilian, Chilean, Guatemalan, Venezuelan, Colombian, Argentinian, Salvadoran, Costa Rican)
- ☐ **Southeast Asian** (e.g. Vietnamese, Cambodian, Indonesian, Malaysian, Laotian)
- ☐ **West Asian or Arab** (e.g. Egyptian, Saudi Arabian, Syrian, Iranian, Iraqi, Lebanese, Afghan, Palestinian)
- ☐ **Korean**
- ☐ **Japanese**
- ☐ **Not sure**
- ☐ **Other**, please specify _____

A8-s*. Do you consider yourself:

- ☐ Straight/Heterosexual
- ☐ Gay/Lesbian
- ☐ Bisexual
- ☐ Queer
- ☐ Not attracted to anyone
- ☐ Different identity
- ☐ Prefer not to answer

A8b-s. On average, how many hours a week do you spend working for pay outside the home, during the school year?

- ☐ 5 hours or less a week
- ☐ 6 to 10 hours a week
- ☐ 11 to 15 hours a week
- ☐ 16 to 20 hours a week
- ☐ More than 20 hours a week
- ☐ Don't work for pay outside the home

APPENDIX C

The next few questions are about your parents. By ‘parents’, ‘mother’, or ‘father’, we mean whoever you consider your parents to be. They could be your birth parents, adoptive parents, stepparents, or foster parents.

A16. Were your parents born in Canada?

- ☐ Two (or more) parents born in Canada
- ☐ One parent born in Canada
- ☐ No parent born in Canada

A17. What is the highest level of education your father completed?

- ☐ Graduated university
- ☐ Attended university
- ☐ Graduated college
- ☐ Attended college
- ☐ Graduated high school
- ☐ Attended high school
- ☐ Did not attend high school
- ☐ Don't know
- ☐ No father

A18. What is the highest level of education your mother completed?

- ☐ Graduated university
- ☐ Attended university
- ☐ Graduated college
- ☐ Attended college
- ☐ Graduated high school
- ☐ Attended high school
- ☐ Did not attend high school
- ☐ Don't know
- ☐ No mother

A20. Imagine this ladder below shows how Canadian society is set up. At the top of the ladder are people who are the "best off" – they have the most money, the most education, and the jobs that bring the most respect. At the bottom are the people who are "worst off" – they have the least money, little education, no jobs or jobs that no one wants. Now think about your family. Please check off the numbered box that best shows where you think your family would be on this ladder.

[illegible]

The section is about your school life and experiences

A9. On average, what marks do you usually get in school? (Please choose only one answer.)

- ☐ 90% - 100% (Mostly A+)
- ☐ 80% - 89% (Mostly As or A-)
- ☐ 70% - 79% (Mostly Bs)
- ☐ 60% - 69% (Mostly Cs)
- ☐ 50% - 59% (Mostly Ds)
- ☐ below 50% (Mostly Fs)

A9a. On average, how much time do you spend doing homework each week outside of school?

- ☐ No homework at all
- ☐ Less than 1 hour per week
- ☐ About 1 to 2 hours per week
- ☐ About 3 to 4 hours per week
- ☐ About 5 to 6 hours per week
- ☐ About 7 or more hours per week

A9b. Some people like school very much while others don't. How do you feel about going to school?

- ☐ I like school very much
- ☐ I like school quite a lot
- ☐ I like school a little bit
- ☐ I don't like school very much
- ☐ I don't like school at all

A9c. Have you ever been suspended, expelled, or excluded from any school in your lifetime?

- ☐ Yes
- ☐ No

A9. How many days of school did you miss without permission in the past 6 months?

- ☐ None
- ☐ 1 to 2 days
- ☐ 3 to 5 days
- ☐ 6 to 10 days
- ☐ 10 or more

10. How many days of school did you miss due to illness in the past 6 months?

- ☐ None
- ☐ 1 to 2 days
- ☐ 3 to 5 days
- ☐ 6 to 10 days
- ☐ 10 or more

For the next 3 questions, please tell us whether you agree or disagree with the following statements.

A10. I feel safe in my school.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

APPENDIX C

A11. I feel close to people at this school.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

A12. I feel like I am part of this school.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

A13. Imagine this ladder below is a way of picturing your school. At the top of the ladder are the people in school with the most respect and the "highest standing." At the bottom of the ladder are the people who no one respects and no one wants to hang out with. Please check off the box that best shows where you would place yourself on this ladder.

☐	Highest standing
☐	
☐	
☐	
☐	
☐	
☐	
☐	
☐	
☐	Lowest standing

SURPS: Please indicate the extent to which you agree with the following statements about yourself using the scale below. Please answer the following questions by choosing the appropriate option for each question[RJ1].

Options:

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly agree

Statements:

- a. I am content (pleased).
- b. I often don't think things through before I speak.
- c. I would like to skydive (parachute out of a plane).
- d. I am happy.
- e. I often involve myself in situations that I later regret being involved in.
- f. I enjoy new and exciting experiences even if they are unconventional (out of the ordinary).
- g. I have faith that my future holds great promise.
- h. It's frightening to feel dizzy or faint.
- i. I like doing things that frighten me a little.
- j. It frightens me when I feel my heart beat change.
- k. I usually act without stopping to think.
- l. I would like to learn how to drive a motorcycle.
- m. I feel proud of my accomplishments (achievements).
- n. I get scared when I'm too nervous.

- o. Generally, I am an impulsive person.
- p. I am interested in experience for its own sake, even if it is illegal.
- q. I feel that I'm a failure.
- r. I get scared when I experience unusual body sensations (feelings).
- s. I would enjoy hiking long distances in wild and uninhabited territory.
- t. I feel pleasant
- u. It scares me when I'm unable to focus on a task.
- v. I feel I have to be manipulative (sneaky) to get what I want.
- w. I am very enthusiastic (positive/excited) about my future.

The next section is about tobacco, alcohol and other drugs. Please answer all the questions, even if you have never tried these drugs. Choose the option that best fits your answer.

Please remember that this survey has been designed to make sure that you cannot be identified. YOUR ANSWERS ARE CONFIDENTIAL. Please answer all the questions honestly and accurately. If you do not know what a drug is or have never heard of it, please check only the "Don't know" box.

B. In the LAST 12 MONTHS, how often did you use the following substances[RJ2]?

Options:

- ☐ Never used this substance (not even a sip/puff) in life
- ☐ 1-2 times
- ☐ 3-5 times
- ☐ 6-11 times
- ☐ At least once a month (12 or more times)
- ☐ Weekends or once or twice during the week
- ☐ 3 times or more times a week but not every day
- ☐ 1 or 2 times a day
- ☐ 3 to 5 times a day
- ☐ 6 to 10 times a day
- ☐ 11 or more times a day
- ☐ Used this substance, but not in the last 12 months
- ☐ Don't know what this substance is

Substances:

B1. Smoked tobacco CIGARETTES

B2d. ELECTRONIC CIGARETTES (e-cigarettes). Battery-operated devices that look like cigarettes and create a mist which the user inhales. Some e-cigarettes contain nicotine and some do not. Other names for e-cigarettes include "vape pipes", "hookah pens", and "ehookahs".

B2di. JUUL E-CIGARETTE. Charged using a USB port and the re-fillable pods come in different flavours.

B3. ALCOHOL

B4. CANNABIS

B4a. CANNABIS and ALCOHOL on the same occasion that is, so that their effects overlapped

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- B5. "SPICE" also known as "K2", "K3", "Blaze", "Black Mamba", "legal weed", "fake pot", "IZMS"
- B6. COUGH OR COLD MEDICINE such as Robitussin DM, Benlyn DM (also known as "robos", "dex", "DXM", "sizzurp", "purple drank") in order to get high
- B7. ADRENOCROMES (also known as "wagon wheels", "dreens")
- B7a. Sniffed GLUE OR OTHER SOLVENTS (for example, gasoline, butane, aerosols, paint thinner, nail polish remover, etc.)
- B7b. SALVIA DIVINORUM (also known as "sallyD", "magic mint", "sadi")
- B8-s. Psilocybin or mescaline (also known as "MAGIC MUSHROOMS", "shrooms", "mesc", etc.)
- B9-s. LSD or "acid"
- B10-s. COCAINE (also known as "coke", "blow", "snow", "powder", "snort", etc.)
- B11-s. cocaine in the form of "CRACK"
- B12-s. MDMA or "ECSTASY" (also known as "Molly", "E", "X")
- B13-s. METHAMPHETAMINE or CRYSTAL METHAMPHETAMINE (also known as "speed", "crystal meth", "crank", "Ice", etc.)
- B14-s. HEROIN (also known as "H", "junk", "smack", etc.)
- B15-s. FENTANYL (also known as "greenies", "shady 80s", "fake Oxy", "China white")
- B15a-s. JIMSON WEED (also known as "locoweed", "stinkweed", "mad apple")
- B15b-s. MEPHEDRONE (also known as "bath salts", "vanilla sky", "drone", "bubbles", "m-cat")
- C1a. PAIN RELIEF PILLS (such as Percocet, Percodan, Tylenol #3, Demerol, Dilaudid, OxyNeo, codeine) **WITH A PRESCRIPTION** or because a doctor told you to take them? (We do not mean regular Tylenol, Advil, or Aspirin that anyone can buy in a drugstore.)
- C1. PAIN RELIEF PILLS (such as Percocet, Percodan, Tylenol #3, Demerol, Dilaudid, OxyNeo, codeine) **WITHOUT A PRESCRIPTION** or without a doctor telling you to take them? (We do not mean regular Tylenol, Advil, or Aspirin that anyone can buy in a drugstore.)
- C2a. Medication to treat ADHD (such as Ritalin, Concerta, Adderall, Dexedrine) **WITH A PRESCRIPTION** or without a doctor telling you to take it?
- C2. Medication to treat ADHD (such as Ritalin, Concerta, Adderall, Dexedrine) **WITHOUT A PRESCRIPTION** or without a doctor telling you to take it?
- C3-s. SEDATIVES or TRANQUILLIZERS (such as Valium, Ativan, Xanax) **WITH A PRESCRIPTION** or because a doctor told you to take them
- C4-s. SEDATIVES or TRANQUILLIZERS (such as Valium, Ativan, Xanax) **WITHOUT A PRESCRIPTION** or because a doctor told you to take them
- C5. STEROIDS (anabolic), DIET PILLS, protein supplements
- C6. SEMORON drugs like Nackie
- C7. PCP or "angel dust"

D. In the LAST 12 MONTHS, have you tried any of the following substances for the VERY FIRST TIME?[RJ3]

Options:

- ☐ Yes
- ☐ No
- ☐ Never used

Substances:

- D1a. one whole tobacco cigarette
- D1b. any type of electronic cigarette
- D1c. alcohol (beer, wine or liquor)
- D1d. cannabis (marijuana or hashish, "weed")
- D1e. other illegal drug (such as "ecstasy", cocaine, etc.)

The next few questions are about your use of **tobacco**. Please answer these questions even if you have never smoked.

F1a. When (if ever) did you first smoke a whole tobacco cigarette?

- ☐ Never smoked a whole cigarette in lifetime
- ☐ Grade 4 or before
- ☐ Grade 5
- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12

F1b. In the LAST 12 MONTHS, how many times have you tried to quit smoking tobacco cigarettes?

- ☐ Never smoked cigarettes in lifetime
- ☐ Did not smoke cigarettes in the last 12 months
- ☐ Smoke, but never tried to quit
- ☐ Tried to quit once
- ☐ Tried to quit 2 times
- ☐ Tried to quit 3 times 7
- ☐ Tried to quit 4 times 8
- ☐ Tried to quit 5 or more times

F1c. Thinking about the last time you smoked a whole tobacco cigarette in the LAST 12 MONTHS, where did you get it from? (Please choose only one answer.)

- ☐ Never smoked a whole cigarette in lifetime
- ☐ Did not smoke a whole cigarette in the last 12 months
- ☐ Got it from a corner store, small grocery store, supermarket, gas station, or bar 4
- ☐ Got it over the Internet 5
- ☐ Got it from a friend or family member 6
- ☐ Got it from someone else 7
- ☐ Got it from a Native Reserve 8
- ☐ Got it from another source not listed 9
- ☐ Don't remember

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B2[RJ4]. Which of the following statements best describes your use of tobacco cigarettes IN YOUR LIFETIME?

- ☐ Smoked from a few puffs to a whole cigarette in my life
- ☐ Only 2 to 3 cigarettes in my life
- ☐ More than 3, but fewer than 100 cigarettes in my life
- ☐ 100 or more cigarettes in my life, but none in the last month
- ☐ 100 or more cigarettes in my life and some during the last month, but not every day
- ☐ 100 or more cigarettes in my life and at least 1 cigarette every day during the last month

B2e. If you smoked e-cigarettes (also known as "vape pipes", "hookah pens", and "e-hookahs") in the LAST 12 MONTHS, were they usually the types with nicotine in them[RJ5]?

- ☐ Usually smoked e-cigarettes with nicotine
- ☐ Usually smoked e-cigarettes without nicotine
- ☐ Usually smoked both types
- ☐ Not sure which type I smoked
- ☐ Smoked an e-cigarette, but not in the last 12 months
- ☐ Never smoked any e-cigarette in lifetime
- ☐ Don't know what an e-cigarette is

The next few questions are about **alcohol**. A "drink" of alcohol is a glass of wine, a bottle of beer, a cooler, a shot glass of liquor, or a mixed drink. Please answer these questions even if you have never tried alcohol.

D2. When (if ever) did you first drink more than just a few sips of alcohol?

- ☐ Grade 4 or before
- ☐ Grade 5
- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12
- ☐ Never drank more than a few sips of alcohol in lifetime

D6. In the LAST 12 MONTHS how many drinks containing alcohol do you have on a typical day when you are drinking[RJ6]?

- ☐ 1 or 2
- ☐ 3 or 4
- ☐ 5 or 6
- ☐ 7, 8, or 9
- ☐ 10 or more

D6a-s. How often do you have N=X [RJ7] or more drinks on one occasion in the LAST 12 MONTHS?

- ☐ Never
- ☐ Less than monthly

- ☐ Monthly
- ☐ Weekly
- ☐ Daily or almost daily

D6b-s. How often during the LAST 12 MONTHS have you found that you were not able to stop drinking once you had started?

- ☐ Never
- ☐ Less than monthly
- ☐ Monthly
- ☐ Weekly
- ☐ Daily or almost daily

D6c-s. How often during the LAST 12 MONTHS have you failed to do what was normally expected from you because of drinking?

- ☐ Never
- ☐ Less than monthly
- ☐ Monthly
- ☐ Weekly
- ☐ Daily or almost daily

D6d-s. How often in the LAST 12 MONTHS have you needed a first drink in the morning to get yourself going after a heavy drinking session?

- ☐ Never
- ☐ Less than monthly
- ☐ Monthly
- ☐ Weekly
- ☐ Daily or almost daily

D6e-s. How often during LAST 12 MONTHS have you had a feeling of guilt or remorse after drinking?

- ☐ Never
- ☐ Less than monthly
- ☐ Monthly
- ☐ Weekly
- ☐ Daily or almost daily

D6f-s. How often during the LAST 12 MONTHS have you been unable to remember what happened the night before because you had been drinking?

- ☐ Never
- ☐ Less than monthly
- ☐ Monthly
- ☐ Weekly
- ☐ Daily or almost daily

D6g-s. Have you or someone else been injured as a result of your drinking?

- ☐ No
- ☐ Yes, but not in the last year
- ☐ Yes, during the last year

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D6h-s. Has a relative or friend or a doctor or another health worker been concerned about your drinking or suggested you cut down?

- ☐ No
- ☐ Yes, but not in the last year
- ☐ Yes, during the last year

D6i-s. Do your parents (or guardians) allow you and your friends to drink alcohol in your home while you are having a party or get-together?

- ☐ No
- ☐ Yes

D6j. In the LAST 12 MONTHS, how did you usually get the alcohol you drank? (Please choose one answer only.)

- ☐ A friend gave it to me
- ☐ A family member gave it to me
- ☐ I took it from home
- ☐ I took it from somewhere else
- ☐ I bought it in an alcohol store
- ☐ I bought it in a beer store
- ☐ I bought it in a grocery store
- ☐ I bought it at a restaurant, bar, or club
- ☐ I bought it at a public event such as a concert or sporting event
- ☐ I gave someone else money to buy it for me
- ☐ I got it some other way
- ☐ Don't remember
- ☐ Did not drink alcohol in the last 12 months
- ☐ Never drank alcohol in lifetime

MOTIVES1. Please indicate how often you drink ALCOHOL for each of the following reasons (Choose one option for each statement.)

Options

- ☐ Never, almost never
- ☐ Some of the time
- ☐ Half of the time
- ☐ Most of the time
- ☐ Almost always, always

Statements

- a. As a way to celebrate
- b. To relax
- c. Because I like the feeling
- d. Because it is what most of my friends do when we get together
- e. To forget my worries
- f. Because it is exciting
- g. To be sociable
- h. Because I feel more self-confident or sure of myself
- i. To get a high
- j. Because it is customary on special occasions
- k. Because it helps me when I am feeling nervous
- l. Because it's fun
- m. Because it makes a social gathering more enjoyable
- n. To cheer me up when I'm in a bad mood

- o. To be liked
- p. To numb my pain
- q. Because it helps me when I am feeling depressed
- r. So that others won't kid me about not using
- s. To reduce my anxiety
- t. To stop me from dwelling on things
- u. To turn off negative thoughts about myself
- v. To help me feel more positive about things in my life
- w. To stop me from feeling so hopeless about the future
- x. Because my friends pressure me to use
- y. To fit in with a group I like
- z. Because it makes me feel good
- aa. To forget painful memories
- bb. So I won't feel left out

DEP-ADO1. In the last 12 months, have you experienced any of the following situations because of **ALCOHOL**? (select all the options that apply)

- ☐ Harm to your physical health caused by your alcohol use (e.g. digestive problems, overdose, infections, nasal irritation, you were injured, etc.)
- ☐ Psychological difficulties caused by your alcohol use (e.g. anxiety, depression, difficulty concentrating, suicidal thoughts, etc.)
- ☐ Harm to your relationships with family members caused by your alcohol use
- ☐ Harm to a friendship, or a romantic relationship caused by your alcohol use
- ☐ Problems at school because of your alcohol use (e.g. caught with alcohol or consuming, absences, suspension, lower grades, decreased motivation, etc.)
- ☐ Spending too much money, or losing a large amount of money due to alcohol use
- ☐ Committing a delinquent act while under the influence of alcohol (e.g. theft, injuring someone, vandalism, dealing drugs, driving under the influence, etc.)
- ☐ Taking risks while under the influence of alcohol (e.g. unprotected sex, or sex that likely would not have happened had you been sober, riding a bike or doing sports while intoxicated, etc.)
- ☐ Feeling as though the same quantities of alcohol were having less effect on you than they once did
- ☐ Discussing your alcohol use with a counsellor

The next few questions are about the **cannabis** (also known as marijuana, "weed", "pot", "grass", hashish, "hash", hash oil). Please answer the questions even if you have never tried cannabis.

E1. When (if ever) did you first try cannabis (also known as marijuana, "weed", "pot", "grass", hashish, "hash", hash oil)?

- ☐ Grade 4 or before
- ☐ Grade 5
- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8

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- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12
- ☐ Never tried cannabis in life time

E2a. In the LAST 12 MONTHS, how did you usually get the cannabis you used? (Please choose one answer only.)

- ☐ Never used cannabis in lifetime
- ☐ Did not use in the last 12 months
- ☐ Given to me by a brother or sister
- ☐ Given to me by a friend
- ☐ It was shared around a group of friends
- ☐ Bought it from a friend
- ☐ Bought it from someone I had heard about, but did not know personally
- ☐ Bought it from a marijuana dispensary
- ☐ Given to me by one of my parents
- ☐ Took it from home without my parents' permission
- ☐ I got it some other way
- ☐ Don't remember

E2d-s. In the LAST 12 MONTHS, what ways have you used cannabis, if at all? Please CHECK ALL THE WAYS you've used any type of cannabis.

- ☐ Never used cannabis in lifetime
- ☐ Did not use in the last 12 months
- ☐ Smoked cannabis in a joint
- ☐ Smoked cannabis in a blunt (hollowed out cigar)
- ☐ Smoked cannabis in a pipe or a bong
- ☐ Used cannabis in an electronic cigarette, vape pen, or vaporizer
- ☐ Used cannabis in a waterpipe (hookah)
- ☐ Eaten food that contained cannabis (such as a brownie, cookie, candy)
- ☐ Had a drink that contained cannabis (such as a tea)

E2e-s. In the LAST 12 MONTHS, have you used cannabis (in any form) to manage pain, nausea, or any other medical problem?

- ☐ Yes
- ☐ No
- ☐ Never used cannabis in lifetime
- ☐ Did not use in the last 12 months

E2f-s. Have you ever been arrested or warned by the police because of your use of cannabis or any other drug?

- ☐ Never used cannabis or other drugs
- ☐ Yes, for cannabis only
- ☐ Yes, for another drug only
- ☐ Yes, for cannabis and another drug
- ☐ No

MOTIVES2. Please indicate how often you drink CANNABIS for each of the following reasons (Choose one option for each statement[RJ9])

Options

- ☐ Never, almost never
- ☐ Some of the time
- ☐ Half of the time
- ☐ Most of the time
- ☐ Almost always, always

Statements

- a. As a way to celebrate
- b. To relax
- c. Because I like the feeling
- d. Because it is what most of my friends do when we get together
- e. To forget my worries
- f. Because it is exciting
- g. To be sociable
- h. Because I feel more self-confident or sure of myself
- i. To get a high
- j. Because it is customary on special occasions
- k. Because it helps me when I am feeling nervous
- l. Because it's fun
- m. Because it makes a social gathering more enjoyable
- n. To cheer me up when I'm in a bad mood
- o. To be liked
- p. To numb my pain
- q. Because it helps me when I am feeling depressed
- r. So that others won't kid me about not using
- s. To reduce my anxiety
- t. To stop me from dwelling on things
- u. To turn off negative thoughts about myself
- v. To help me feel more positive about things in my life
- w. To stop me from feeling so hopeless about the future
- x. Because my friends pressure me to use
- y. To fit in with a group I like
- z. Because it makes me feel good
- aa. To forget painful memories
- bb. So I won't feel left out

E3a-s. In the LAST 3 [RJ10] MONTHS, how often did the idea of missing a smoke of cannabis make you very anxious or worried?

- ☐ Did not use in the last 3 months
- ☐ Never in the last 3 months
- ☐ Sometimes
- ☐ Often
- ☐ Always or nearly always

E3b-s. In the LAST 3 [RJ11] MONTHS, how often was your use of cannabis out of control?

- ☐ Did not use in the last 3 months
- ☐ Never in the last 3 months
- ☐ Sometimes
- ☐ Often
- ☐ Always or nearly always

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E3c-s. In the LAST 3[RJ12] MONTHS, how much did you worry about your use of cannabis?

- ☐ Did not use in the last 3 months
- ☐ Never in the last 3 months
- ☐ A little
- ☐ Quite a lot
- ☐ A great deal

E3d-s. In the LAST 3[RJ13] MONTHS, how often did you wish you could stop using cannabis?

- ☐ Did not use in the last 3 months
- ☐ Never in the last 3 months
- ☐ Sometimes
- ☐ Often
- ☐ Always or nearly always

E3e-s. How difficult would it be for you to stop or go without using cannabis?

- ☐ Don't use cannabis
- ☐ Not difficult
- ☐ Quite difficult
- ☐ Very difficult
- ☐ Impossible

DEP-ADO2. In the last 12 months, have you experienced any of the following situations because of **CANNABIS**? (select all the options that apply)

- ☐ Harm to your physical health caused by your drug use (e.g. digestive problems, overdose, infections, nasal irritation, you were injured, etc.)
- ☐ Psychological difficulties caused by your drug use (e.g. anxiety, depression, difficulty concentrating, suicidal thoughts, etc.)
- ☐ Harm to your relationships with family members caused by your drug use
- ☐ Harm to a friendship, or a romantic relationship caused by your drug use
- ☐ Problems at school because of your drug use (e.g. caught with drugs or using, absences, suspension, lower grades, decreased motivation, etc.)
- ☐ Spending too much money, or losing a large amount of money due to drug use
- ☐ Committing a delinquent act while under the influence of drugs (e.g. theft, injuring someone, vandalism, dealing drugs, driving under the influence, etc.)
- ☐ Taking risks while under the influence of drug (e.g. unprotected sex, or sex that likely would not have happened had you been sober, riding a bike or doing sports while intoxicated, etc.)
- ☐ Feeling as though the same quantities of drugs were having less effect on you than they once did
- ☐ Discussing your drug use with a counsellor

Now we have a few questions about **illegal or prescription drugs**[RJ14] in the LAST 12 MONTHS.

D7a-s. Did you use drugs to relax, feel better about yourself, or fit in?

- ☐ Yes
- ☐ No

D7b-s. Did you use drugs while you were by yourself?

- ☐ Yes
- ☐ No

D7c-s. Did you forget things you did while using drugs?

- ☐ Yes
- ☐ No

D7d-s. Did you get into trouble while you were using drugs?

- ☐ Yes
- ☐ No

D7e-s. Did your family or friends tell you that you should cut down on your drug use?

- ☐ Yes
- ☐ No

D8-s. Were you in a treatment program at any time in because of your alcohol or drug use?

- ☐ Yes, for alcohol only
- ☐ Yes, for drugs only
- ☐ Yes, for both alcohol and drugs
- ☐ No

D9*. Have you ridden in a car driven by someone (including yourself) who was "high" or had been using alcohol or drugs?

- ☐ Yes
- ☐ No

DEP-ADO3. In the last 12 months, have you experienced any of the following situations because of **PRESCRIPTION DRUGS**? (select all the options that apply)

- ☐ Harm to your physical health caused by your drug use (e.g. digestive problems, overdose, infections, nasal irritation, you were injured, etc.)
- ☐ Psychological difficulties caused by your drug use (e.g. anxiety, depression, difficulty concentrating, suicidal thoughts, etc.)
- ☐ Harm to your relationships with family members caused by your drug use
- ☐ Harm to a friendship, or a romantic relationship caused by your drug use
- ☐ Problems at school because of your drug use (e.g. caught with drugs or using, absences, suspension, lower grades, decreased motivation, etc.)
- ☐ Spending too much money, or losing a large amount of money due to drug use

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- ☐ Committing a delinquent act while under the influence of drugs (e.g. theft, injuring someone, vandalism, dealing drugs, driving under the influence, etc.)
- ☐ Taking risks while under the influence of drug (e.g. unprotected sex, or sex that likely would not have happened had you been sober, riding a bike or doing sports while intoxicated, etc.)
- ☐ Feeling as though the same quantities of drugs were having less effect on you than they once did
- ☐ Discussing your drug use with a counsellor

E1. When (if ever) did you first try PRESCRIPTION MEDICATIONS for non-medical use/to get “high”

- ☐ Grade 4 or before
- ☐ Grade 5
- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12
- ☐ Never tried in life time

MOTIVES3. Please indicate how often you used PRESCRIPTION DRUGS for each of the following reasons (Choose one option for each statement[RJ15])

Options

- ☐ Never, almost never
- ☐ Some of the time
- ☐ Half of the time
- ☐ Most of the time
- ☐ Almost always, always

Statements

- a. As a way to celebrate
- b. To relax
- c. Because I like the feeling
- d. Because it is what most of my friends do when we get together
- e. To forget my worries
- f. Because it is exciting
- g. To be sociable
- h. Because I feel more self-confident or sure of myself
- i. To get a high
- j. Because it is customary on special occasions
- k. Because it helps me when I am feeling nervous
- l. Because it's fun
- m. Because it makes a social gathering more enjoyable
- n. To cheer me up when I'm in a bad mood
- o. To be liked
- p. To numb my pain
- q. Because it helps me when I am feeling depressed
- r. So that others won't kid me about not using
- s. To reduce my anxiety
- t. To stop me from dwelling on things
- u. To turn off negative thoughts about myself
- v. To help me feel more positive about things in my life
- w. To stop me from feeling so hopeless about the future

- x. Because my friends pressure me to use
- y. To fit in with a group I like
- z. Because it makes me feel good
- aa. To forget painful memories
- bb. So I won't feel left out

C1b. If you used pain relief pills in the LAST 12 MONTHS **WITHOUT** a prescription or without a doctor telling you to take them, who did you get them from? (If you used them more than once, think about who you usually got them from. Please choose only one answer.)[RJ16]

- ☐ Never used these pills without a prescription in lifetime
- ☐ Did not use these pills without a prescription in the last 12 months
- ☐ Got them from a parent or a brother/sister
- ☐ Got them from someone else I live with
- ☐ Got them from a friend
- ☐ Got them from someone else I know
- ☐ Got them from someone at a party
- ☐ Got them from someone at a bar/club
- ☐ Got them from someone on “the street”
- ☐ Got them from another source not listed here
- ☐ Don't remember

H2f. How many of your CLOSEST friends use cannabis (“weed”, “pot”, “hash”) or other illegal drugs?

- ☐ None of my friends
- ☐ Some of my friends
- ☐ About half of my friends
- ☐ Most of my friends
- ☐ All of my friends
- ☐ Don't know

H2a. In your school, is drug use a big problem, a small problem, or no problem at all?

- ☐ A big problem
- ☐ A small problem
- ☐ No problem at all

We would like to know your **opinions** on the use of certain drugs.

OP1. Do you think it is OK for someone your age to do the following[RJ17]?

Options

- ☐ It's OK
- ☐ It's not OK
- ☐ Don't know

Statements

- a. Try smoking a cigarette to see what it's like
- b. Try drinking alcohol to see what it's like
- c. Try getting drunk to see what it's like
- d. Try sniffing glue to see what it's like
- e. Try taking cannabis to see what it's like
- f. Try taking cocaine to see what it's like
- g. Try using prescription drugs to see what it's like

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OP2. Do you think it is OK for someone your age to do the following once a week[RJ18]?

Options

- ☐ It's OK
- ☐ It's not OK
- ☐ Don't know

Statements

Smoke cigarettes once a week

Drink alcohol once a week

Get drunk once a week

Sniff glue once a week

Take cannabis once a week

Use prescription drugs without a prescription or without a doctor telling you to take it

The next questions are about any **treatment** you have received or accessed for your alcohol and/or drug use in the past 12 months[RJ19].

D8-si. Have you accessed any counselling / mental health services in the last 12 months for a drug and alcohol or related problem?

- ☐ Yes
- ☐ No

D8-siii. Which of the following counselling / mental health services have you accessed in the last 12 months for a drug and alcohol or related problem? (Choose as many as apply)

- ☐ Psychologist
- ☐ Psychiatrist
- ☐ Social Worker
- ☐ School counsellor
- ☐ Community health nurse
- ☐ Community mental health worker
- ☐ Juvenile justice worker
- ☐ Drug and alcohol worker
- ☐ GP or doctor
- ☐ Don't Know

D8-siv. Have you accessed any health services for withdrawal management / detoxification in the past 12 months?

- ☐ Yes
- ☐ No

D8-sv. Have you been on a program of Maintenance Pharmacotherapy (e.g. Methadone, Buprenorphine, Naltrexone)?

- ☐ Yes
- ☐ No

D8-svi. In the past 12 months have you attended Narcotics Anonymous or Alcoholics Anonymous? (Choose one)

- ☐ No, neither Narcotics Anonymous nor Alcoholics Anonymous
- ☐ Yes, Narcotics Anonymous
- ☐ Yes, Alcoholics Anonymous
- ☐ Both Yes, both Narcotics Anonymous and Alcoholics Anonymous

D8-svii. Do you think you need any treatment/help for a drug or alcohol problem now?

- ☐ Yes
- ☐ No

D8-sviii. Do you think you could ask for help if you needed it?

- ☐ Yes
- ☐ No

SUB Q: If yes, who would you ask for help from:

- ☐ Parent
- ☐ Sibling
- ☐ Other family member
- ☐ Teacher
- ☐ Friend
- ☐ Psychologist
- ☐ Psychiatrist
- ☐ Social Worker
- ☐ School counsellor
- ☐ Community health nurse
- ☐ Community mental health worker
- ☐ Juvenile justice worker
- ☐ Drug and alcohol worker
- ☐ GP or doctor
- ☐ Don't Know

The next section is about **vehicles**, meaning cars, vans, trucks, SUVs, or motorcycles.

G1. In the LAST 12 MONTHS, how often did you ride in a vehicle driven by someone who had been drinking alcohol?

- ☐ Never
- ☐ Once
- ☐ 2 times
- ☐ 3 times
- ☐ 4 times
- ☐ 5 times
- ☐ 6 times
- ☐ 7 times
- ☐ 8 or more times
- ☐ Not sure

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G2. In the LAST 12 MONTHS, how often did you ride in a vehicle driven by someone who had been using drugs (other than alcohol)?

- ☐ Never
- ☐ Once
- ☐ 2 times
- ☐ 3 times
- ☐ 4 times
- ☐ 5 times
- ☐ 6 times
- ☐ 7 times
- ☐ 8 or more times
- ☐ Not sure

G3-s. What type of driver's licence do you have now?

- ☐ No driver's licence of any type
- ☐ Level One graduated licence (G1)
- ☐ Level Two graduated licence (G2)
- ☐ Full graduated licence (G)
- ☐ Not sure

G4-s. In the LAST 12 MONTHS, how often have you driven a vehicle within an hour of drinking 2 or more drinks of alcohol?

- ☐ Did not drive/Can't drive
- ☐ Never
- ☐ Once
- ☐ 2 times
- ☐ 3 times
- ☐ 4 times
- ☐ 5 times
- ☐ 6 times
- ☐ 7 times
- ☐ 8 or more times

G5-s. In the LAST 12 MONTHS, how often have you driven a vehicle within an hour of using marijuana or hashish?

- ☐ Did not drive/Can't drive
- ☐ Never
- ☐ Once
- ☐ 2 times
- ☐ 3 times
- ☐ 4 times
- ☐ 5 times
- ☐ 6 times
- ☐ 7 times
- ☐ 8 or more times

The next section is about your **health**.

I1. How would you rate your physical health?

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor

KID1[R20]: Do you have a long-term disability, illness or medical condition?

- ☐ Yes
- ☐ No

I2. On how many of the LAST 7 DAYS were you physically active for a total of AT LEAST 60 MINUTES each day? Please add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time. (Some examples are brisk walking, running, rollerblading, biking, dancing, skateboarding, swimming, soccer, basketball, football.) Please include both school and non-school activities.

- ☐ 0 days
- ☐ 1 day
- ☐ 2 days
- ☐ 3 days
- ☐ 4 days
- ☐ 5 days
- ☐ 6 days
- ☐ 7 days

I3. On how many of the LAST 5 SCHOOL DAYS did you participate in physical activity for AT LEAST 20 MINUTES that increased your heart rate and made you breathe hard some of the time IN PHYSICAL EDUCATION CLASS in your school?

- ☐ Not enrolled in a physical education class right now
- ☐ 0 days
- ☐ 1 day
- ☐ 2 days
- ☐ 3 days
- ☐ 4 days
- ☐ 5 days

I4. On how many of the LAST 5 SCHOOL DAYS were you physically active outside after school, such as playing games or sports? (Do not include how you travel home from school or any inside activities.)

- ☐ 0 days
- ☐ 1 to 2 days
- ☐ 3 to 4 days
- ☐ All 5 days

I6. On an average day, how many times do you eat fruits and vegetables? (Do not include juices.)

- 0 times a day
- 1 time a day
- 2 times a day
- 3 times a day
- 4 times a day
- 5 times a day
- 6 or more times a day

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I9. Some young people go to school or to bed hungry because there is not enough food at home. How often does this happen to you?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Never

I10. On an average school night, how many hours of sleep do you get?

- ☐ 4 hours or less
- ☐ 5 hours
- ☐ 6 hours
- ☐ 7 hours
- ☐ 8 hours
- ☐ 9 hours
- ☐ 10 or more hours

I11. What is your current height without shoes? Below is a list of heights in feet and inches, and the matching number in centimetres ("cm"). Please choose the height that is closest to yours.

- ☐ 4 feet 4 inches/ 132 cm or less
- ☐ 4 feet 5 inches/ 135 cm
- ☐ 4 feet 6 inches/ 137 cm
- ☐ 4 feet 7 inches/ 140 cm
- ☐ 4 feet 8 inches/ 142 cm
- ☐ 4 feet 9 inches/ 145 cm
- ☐ 4 feet 10 inches/ 147 cm
- ☐ 4 feet 11 inches/ 150 cm
- ☐ 5 feet 0 inches/ 152 cm
- ☐ 5 feet 1 inches/ 155 cm
- ☐ 5 feet 2 inches/ 157 cm
- ☐ 5 feet 3 inches/ 160 cm
- ☐ 5 feet 4 inches/ 163 cm
- ☐ 5 feet 5 inches/ 165 cm
- ☐ 5 feet 6 inches/ 168 cm
- ☐ 5 feet 7 inches/ 170 cm
- ☐ 5 feet 8 inches / 173 cm
- ☐ 5 feet 9 inches/ 175 cm
- ☐ 5 feet 10 inches/ 178 cm
- ☐ 5 feet 11 inches/ 180 cm
- ☐ 6 feet 0 inches / 183 cm
- ☐ 6 feet 1 inch/ 185 cm
- ☐ 6 feet 2 inches/ 188 cm
- ☐ 6 feet 3 inches/ 191 cm
- ☐ 6 feet 4 inches/ 193 cm
- ☐ 6 feet 5 inches/ 196 cm
- ☐ 6 feet 6 inches/ 198 cm or more

I12. What is your current weight without shoes? Below is a list of weights in pounds, and the approximate number in kilograms ("kg"). Please choose the weight that is closest to yours.

- ☐ 80 pounds/ 36 kg or less
- ☐ 81-85 pounds/ 37-39 kg

- ☐ 86-90 pounds/ 39-41 kg
- ☐ 91-95 pounds/ 41-43 kg
- ☐ 96-100 pounds/ 43-45 kg
- ☐ 101-105 pounds/ 46-48 kg
- ☐ 106-110 pounds/ 48-50 kg
- ☐ 111-115 pounds/ 50-52 kg
- ☐ 116-120 pounds/ 53-54 kg
- ☐ 121-125 pounds/ 55-57 kg
- ☐ 126-130 pounds/ 57-59 kg
- ☐ 131-135 pounds/ 59-61 kg
- ☐ 136-140 pounds/ 62-64 kg
- ☐ 141-145 pounds/ 64-66 kg
- ☐ 146-150 pounds/ 66-68 kg
- ☐ 151-155 pounds/ 68-70 kg
- ☐ 156-160 pounds/ 71-73 kg
- ☐ 161-165 pounds/ 73-75 kg
- ☐ 166-170 pounds/ 75-77 kg
- ☐ 171-175 pounds/ 77-79 kg
- ☐ 176-180 pounds/ 80-82 kg
- ☐ 181-185 pounds/ 82-84 kg
- ☐ 186-190 pounds/ 84-86 kg
- ☐ 191-195 pounds/ 87-88 kg
- ☐ 196-200 pounds/ 89-91 kg
- ☐ 201-205 pounds/ 91-93 kg
- ☐ 206-210 pounds/ 93-95 kg
- ☐ 211-215 pounds/ 96-98 kg
- ☐ 216-220 pounds/ 98-100 kg
- ☐ 221-225 pounds/ 100-102 kg
- ☐ 226-230 pounds/ 102-104 kg
- ☐ 231-235 pounds/ 105-107 kg
- ☐ 236-240 pounds/ 107-109 kg
- ☐ 241-245 pounds/ 109-111 kg
- ☐ 246-250 pounds/ 112-114 kg
- ☐ 251-255 pounds/ 114-116 kg
- ☐ 256-260 pounds/ 116-118 kg
- ☐ 261-265 pounds/ 118-120 kg
- ☐ 266-270 pounds/ 121-122 kg
- ☐ 271-275 pounds/ 123-125 kg
- ☐ 276-280 pounds/ 125-127 kg
- ☐ 281 pounds/ 127 kg or more

The next 3 questions are about **head injuries** that you may have had in the last 12 months. We are interested in any head injury that resulted in a headache, dizziness, blurred vision, vomiting, feeling confused or "dazed," or problems remembering.

I13. Did you have this type of head injury in the LAST 12 MONTHS?

- ☐ Never had a head injury like this in my life
- ☐ I've had a head injury like this in my life, but not in the last 12 months
- ☐ Yes, I've had a head injury like this in the last 12 months

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J14. If you had a head injury like this in the LAST 12 MONTHS, what was the cause? (Please choose only one answer.)

- ☐ Did not have a head injury like this in the last 12 months
- ☐ Car/truck/motorcycle accident
- ☐ Other vehicle accident (such as a snowmobile, ATV, tractor)
- ☐ Bicycle accident
- ☐ Playing hockey
- ☐ Playing soccer
- ☐ Playing another team sport (such as football, rugby, basketball)
- ☐ Other sports injury (such as skate boarding, skiing, snowboarding)
- ☐ Fell down by accident
- ☐ Was in a fight with someone
- ☐ Bullied (pushed) by someone
- ☐ Someone threw an object at me on purpose (such as a rock, phone)
- ☐ An object hit me by accident
- ☐ Other cause not listed above

J15. Have you ever had a head injury in your life that resulted in you being unconscious (knocked out) for at least 5 minutes, or you had to stay in the hospital for at least 1 night because of it?

- ☐ Never had a head injury like this in my life
- ☐ Yes, I've had a head injury like this in my life

The next section is about your **feelings** (your mental health or emotional health).

J1a. How would you rate your mental or emotional health?

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor

J1b. In the LAST 12 MONTHS, how often did you see a doctor, nurse, or counsellor about your mental or emotional health?

- ☐ Did not see a doctor/nurse/counsellor about my emotional health in the last 12 months
- ☐ Once
- ☐ 2 or 3 times
- ☐ 4 or 5 times
- ☐ 6 or 7 times
- ☐ 8 or 9 times
- ☐ 10 or 11 times
- ☐ 12 or more times

J1c. In the LAST 12 MONTHS, have you phoned a telephone crisis helpline or gone on a website (such as

"KidsHelpPhone.ca") because you needed to talk to a counsellor about a problem?

- ☐ Yes, I've phoned a helpline only
- ☐ Yes, I've posted a question on a website only
- ☐ Yes, I've phoned a helpline and posted a question on a website
- ☐ No

J1d. In the LAST 12 MONTHS, was there a time when you wanted to talk to someone about a mental health or emotional problem you had, but did not know where to turn?

- ☐ Yes
- ☐ No

J1e. How much do you think your mental or emotional health affects the grades you get in school?

- ☐ A great deal
- ☐ Quite a lot
- ☐ A little
- ☐ Not at all

J2k-s. In the LAST 12 MONTHS, have you been prescribed medicine to treat anxiety or depression?

- ☐ Yes, for anxiety only
- ☐ Yes, for depression only
- ☐ Yes, for both anxiety and depression
- ☐ No

J2l-s. Have you ever experienced a serious traumatic or negative event in your life that affected you emotionally or physically?

- ☐ Yes
- ☐ No
- ☐ Not sure

SDQ: In the LAST 12 MONTHS how things have been for you in relation to the following statements. Choose one option for each statement.

Options:

- ☐ Not true
- ☐ Somewhat true
- ☐ Certainly true

Statements:

- a. I try to be nice to other people. I care about their feelings
- b. I am restless, I cannot stay still for long
- c. I get a lot of headaches, stomach-aches or sickness
- d. I usually share with others (food, games, pens etc.)
- e. I get very angry and often lose my temper
- f. I am usually on my own. I generally play alone or keep to myself
- g. I usually do as I am told
- h. I worry a lot
- i. I am helpful if someone is hurt, upset or feeling ill
- j. I am constantly fidgeting or squirming

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- k. I have one good friend or more
- l. I fight a lot. I can make other people do what I want
- m. I am often unhappy, down-hearted or tearful
- n. Other people my age generally like me
- o. I am easily distracted, I find it difficult to concentrate
- p. I am nervous in new situations. I easily lose confidence
- q. I am kind to younger children
- r. I am often accused of lying or cheating
- s. Other children or young people pick on me or bully me
- t. I often volunteer to help others (parents, teachers, children)
- u. I think before I do things
- v. I take things that are not mine from home, school or elsewhere
- w. I get on better with adults than with people my own age
- x. I have many fears, I am easily scared
- y. I finish the work I'm doing. My attention is good

BSI: IN[RJ22] THE PAST 12 MONTHS, how much have you experienced the following feelings? Choose one option for each statement.

Options

- ☐ Not at all
- ☐ A little bit
- ☐ Moderately
- ☐ Quite a bit
- ☐ Extremely

Statements

- a. Thoughts[RJ23] of ending your life.
- b. Feeling lonely.
- c. Feeling sad or blue
- d. Feeling no interest in things.
- e. Feeling hopeless about the future.
- f. Feelings of worthlessness.
- g. Feelings restless or fidgety.
- h. Feeling tense.
- i. Suddenly scared for no reason.
- j. Feeling fearful.
- k. Nervous or shakiness inside.
- l. Spells of terror or panic.

COPE: There[RJ24] are many ways to try to deal with problems. The section are about what you normally do to cope with problems or particularly stressful moments in your life. Choose one option for each statement.

Options:

- ☐ I haven't been doing this at all
- ☐ I've been doing this a little bit
- ☐ I've been doing this a medium amount
- ☐ I've been doing this a lot

Statements:

- a. I've been turning to work or other activities to take my mind off things.
- b. I've been concentrating my efforts on doing something about the situation I'm in.
- c. I've been saying to myself "this isn't real".

- d. I've been using alcohol or other drugs to make myself feel better.
- e. I've been getting emotional support from others.
- f. I've been giving up trying to deal with it.
- g. I've been taking action to try to make the situation better.
- h. I've been refusing to believe that it has happened.
- i. I've been saying things to let my unpleasant feelings escape.
- j. I've been getting help and advice from other people.
- k. I've been using alcohol or other drugs to help me get through it.
- l. I've been trying to see it in a different light, to make it seem more positive.
- m. I've been criticizing myself.
- n. I've been trying to come up with a strategy about what to do.
- o. I've been getting comfort and understanding from someone.
- p. I've been giving up the attempt to cope.
- q. I've been looking for something good in what is happening.
- r. I've been making jokes about it.
- s. I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.
- t. I've been accepting the reality of the fact that it has happened.
- u. I've been expressing my negative feelings.
- v. I've been trying to find comfort in my religion or spiritual beliefs.
- w. I've been trying to get advice or help from other people about what to do.
- x. I've been learning to live with it.
- y. I've been thinking hard about what steps to take.
- z. I've been blaming myself for things that happened.
- aa. I've been praying or meditating.
- bb. I've been making fun of the situation.

APSS: The[RJ25] next items ask about thoughts or beliefs that you could have had during the past 12 months. Remember to answer all the times as best you can even if you are not absolutely certain or the items do not seem to apply to you. Choose one option for each statement.

Options:

- ☐ Not true
- ☐ Somewhat true
- ☐ Certainly true

Statements:

- a. Some people believe that their thoughts can be read. Have other people ever read your thoughts?
- b. Have you ever believed that you were being sent special messages through the television?
- c. Have you ever thought that you were being followed or spied upon?
- d. Have you ever heard voices that other people cannot hear?

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- e. Have you ever felt that you were under the control of some special power?
- f. Have you ever known what another person was thinking even though that person wasn't speaking?
- g. Have you ever felt as though your body had been changed in some way that you could not understand?
- h. Do you have any special powers that other people don't have?
- i. Have you ever seen something or someone that other people could not see?

SES: Here[RJ26] is a list of statements dealing with your general feelings about yourself. Please indicate the extent to which you agree with the following statements by selecting the appropriate response for each question.

Options:

Strongly disagree
Disagree
Agree
Strongly agree

Statements:

- a. On the whole, I am satisfied with myself.
- b. At times, I think I am no good at all.
- c. I feel that I have a number of good qualities.
- d. I am able to do things as well as most other people.
- e. I feel I do not have much to be proud of.
- f. I certainly feel useless at times.
- g. I feel that I'm a person of worth, at least on an equal plane with others.
- h. I wish I could have more respect for myself.
- i. All in all, I am inclined to feel that I am a failure.
- j. I take a positive attitude toward myself.

ATQ: Listed[RJ27] below are some thoughts that children and adolescents have said pop into their heads. Please read each thought carefully and decide how often, if at all, each thought popped into your head over the past 12 months. Choose your answer in the following way: 0=not at all, 1=sometimes, 2=fairly often, 3=often, 4=all the time'.

Options:

Not at all
Sometimes
Fairly often
Often
All the time

Statements:

- a. I can't do anything right
- b. I am worthless
- c. Nothing ever works out for me anymore
- d. It's my fault that things have gone wrong
- e. I've made such a mess of my life
- f. I'll never be as good as other people are
- g. I am a failure
- h. Life is not worth living
- i. I will never overcome my problems

- j. I hate myself
- k. I have the right to take revenge on people if they deserve it
- l. Other kids are stupid
- m. Most people are against me
- n. I won't let anyone get away with picking on me
- o. If someone hurts me, I have the right to hurt them back
- p. Some people deserve what they get
- q. I always get blamed for things that are not my fault
- r. People always try to get me into trouble
- s. Some people are bad
- t. Bad people deserve to get punished

The next 6 questions are about **bullying**.

Bullying is when one or more people tease, hurt or upset another person on purpose, again and again. It is also bullying when someone is left out of things on purpose.

K1a. In the LAST 12 MONTHS in what way were you bullied the most at school? (Please choose only one answer.)

- ☐ Was not bullied at school since September
- ☐ Physical attacks (for example, beat you up, pushed or kicked you)
- ☐ Verbal attacks (for example, teased, threatened, spread rumours about you)
- ☐ Stole from you or damaged your things

K1b. In the LAST 12 MONTHS how often have you been bullied at school?

- ☐ Was not bullied at school since September
- ☐ Daily or almost daily
- ☐ About once a week
- ☐ About once a month
- ☐ Less than once a month

K1c. In the LAST 12 MONTHS in what way did you bully other students the most at school? (Please choose only one answer.)

- ☐ Did not bully other students since September
- ☐ Physical attacks (for example, beat up, pushed, or kicked them)
- ☐ Verbal attacks (for example, teased, threatened, or spread rumours about them)
- ☐ Stole from them or damaged their things

K1d. In the LAST 12 MONTHS how often have you taken part in bullying other students at school?

- ☐ Did not bully other students since September
- ☐ Daily or almost daily
- ☐ About once a week
- ☐ About once a month
- ☐ Less than once a month

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K1e. In the LAST 12 MONTHS, how often did other people bully or pick on you electronically or through the Internet?

- ☐ Don't use the Internet or a cellphone
- ☐ Never
- ☐ Once
- ☐ 2 to 3 times
- ☐ 4 or more times

K1f. In the LAST 12 MONTHS, how often did you bully or pick on other people electronically or through the Internet?

- ☐ Don't use the Internet or a cellphone
- ☐ Never
- ☐ Once
- ☐ 2 to 3 times
- ☐ 4 or more times

K1g. In the LAST 12 MONTHS, how often were you in a physical fight on school property?

- ☐ Never
- ☐ Once
- ☐ 2 or 3 times
- ☐ 4 or 5 times
- ☐ 6 or 7 times
- ☐ 8 or 9 times
- ☐ 10 or 11 times
- ☐ 12 or more times

K1h. In the LAST 12 MONTHS, how often has someone threatened or injured you with a weapon (such as a gun, knife, or club) on school property?

- ☐ Never
- ☐ Once
- ☐ 2 or 3 times
- ☐ 4 or 5 times
- ☐ 6 or 7 times
- ☐ 8 or 9 times
- ☐ 10 or 11 times
- ☐ 12 or more times

The next section is about your use of **electronic devices** such as SMARTPHONES, TABLETS, LAPTOPS, COMPUTERS, or GAMING CONSOLES in your free time. For these questions, please do not include your use of electronic devices for school or work purposes.

L3a. In the LAST 12 MONTHS, how often did you play video games?

- ☐ Every day or almost every day
- ☐ 4 or 5 times a week
- ☐ 2 or 3 times a week
- ☐ Once a week
- ☐ 2 or 3 times a month
- ☐ Once a month or less often

- ☐ Did not play video games in the last 12 months
- ☐ Never played in lifetime

L3a-i. How much time per session do you spend playing videogames (e.g. computer, cellphone, game console)

- ☐ 0 to 30 minutes
- ☐ 30 minutes to 1h30
- ☐ 1h30 to 2h30
- ☐ 2h30 to 3h30
- ☐ 3h30 and more

L4a-s*. About how much time per day in your free time do you usually spend doing the following activities on electronic devices:

i. On social media (e.g. Facebook, Twitter, Snapchat, Instagram, Ask.fm)

- ☐ 0 to 30 minutes
- ☐ 30 minutes to 1h30
- ☐ 1h30 to 2h30
- ☐ 2h30 to 3h30
- ☐ 3h30 and more
- ☐ Use these devices, but not every day
- ☐ Don't use these devices in my free time

ii. Watching shows or movies on the television or the computer

- ☐ 0 to 30 minutes
- ☐ 30 minutes to 1h30
- ☐ 1h30 to 2h30
- ☐ 2h30 to 3h30
- ☐ 3h30 and more
- ☐ Use these devices, but not every day
- ☐ Don't use these devices in my free time

iii. Other activities on the computer

- ☐ 0 to 30 minutes
- ☐ 30 minutes to 1h30
- ☐ 1h30 to 2h30
- ☐ 2h30 to 3h30
- ☐ 3h30 and more
- ☐ Use these devices, but not every day
- ☐ Don't use these devices in my free time

L4b-s. How often do you find that you are staying on electronic devices longer than you intended?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Quite often
- ☐ Very often
- ☐ Don't use these devices in my free time

L4c-s. How often do you neglect homework because you are spending more time on electronic devices?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes

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- ☐ Quite often
- ☐ Very often
- ☐ Don't use these devices in my free time

L4d-s. How often are you criticized by your parents or your friends about how much time you spend on electronic devices?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Quite often
- ☐ Very often
- ☐ Don't use these devices in my free time

L4e-s. How often do you lose sleep because you use electronic devices late at night?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Quite often
- ☐ Very often
- ☐ Don't use these devices in my free time

L4f-s. How often do you feel nervous when you are not using electronic devices and feel relieved when you do go back to using them?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Quite often
- ☐ Very often
- ☐ Don't use these devices in my free time

L4g-s. How often do you choose to spend more time on electronic devices rather than go out with your friends?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Quite often
- ☐ Very often
- ☐ Don't use these devices in my free time

KID2[RJ28]: The next few questions are about your family, friends and free time. Thinking about the last week choose the option that best fits for each question.

Options:

- ☐ Never
- ☐ Almost never
- ☐ Sometimes
- ☐ Almost always
- ☐ Always

Questions:

- a. Have you had enough time for yourself?
- b. Have you been able to do the things that you want to do in your free time?

- c. Have your parent(s) had enough time for you?
- d. Have your parent(s) treated you fairly?
- e. Have you been able to talk to your parent(s) when you wanted to?
- f. Have you had enough money to do the same things as your friends?
- g. Have you had enough money for your expenses?
- h. Have you spent time with your friends?
- i. Have you had fun with your friends?
- j. Have you and your friends helped each other?
- k. Have you been able to rely on your friends?

Just a few **final** questions...

N1. Overall, how easy did you find the questionnaire to understand?

- ☐ Not at all easy
- ☐ Not very easy
- ☐ Fairly easy
- ☐ Very easy

N2. What about the length of the questionnaire, did you find it...

- ☐ Much too long
- ☐ A bit too long
- ☐ About right
- ☐ A bit too short

N3. Do you think the questions in this survey make most students...

- ☐ Very uncomfortable
- ☐ Somewhat uncomfortable
- ☐ Not at all uncomfortable

This is the end of the survey.

Thank you for participating!



Professional Standards for BC Educators

Effective
June 19, 2019



Belief in the success
of all students is at the centre of the
PROFESSIONAL STANDARDS
for BC Educators.

The Professional Standards for BC Educators apply to individuals holding a Certificate of Qualification to teach in the BC Kindergarten to Grade 12 public, independent, offshore and First Nations school systems. The Standards also apply to both out-of-province applicants for certification and to teacher candidates enrolled in approved teacher education programs in BC's post-secondary institutions.

Professional Standards guide and advance the work of educators. These Standards communicate the knowledge, skills, attitudes and values that define educators' work. They communicate the responsibilities that educators have in fostering public confidence and highlight the complex and varied nature of educators' work. The Standards also reflect that educators contribute towards truth, reconciliation, and healing, acknowledging the history and contributions of First Nations, Inuit and Métis in Canada. Through the application of these Standards, educators advocate for student needs and contribute to a safe and inclusive learning environment that reflects the diversity of all students. Educators have a level of autonomy, are accountable for their actions, and must act in the public interest.

The Professional Standards serve both as ideals to which educators aspire and expectations that can be reasonably held. The Standards are also used by the education system as a whole:

- BC teacher education programs employ the Standards to prepare educators.
- The Director of Certification applies the Standards to issue certificates.
- Educators use the Standards to guide their practice and growth.
- The public draws on the Standards to understand the role and work of educators.
- The Commissioner for Teacher Regulation uses the Standards to address possible breaches.

BC educators' practice is governed by the ethics and principles as outlined in the Professional Standards. Through the educators' commitment to these Standards, a high quality education system is maintained, contributing to a democratic society. The actualization of the Professional Standards requires a shared commitment across BC's education system to provide educators with the necessary learning opportunities, resources and supports to ensure the success of students.

MANDATE OF THE BRITISH COLUMBIA TEACHERS' COUNCIL

The *Teachers Act* establishes the British Columbia Teachers' Council (BCTC) and provides that the BCTC establish standards for those who hold certificates of qualification issued by the Ministry of Education. Section 10 (1) and (2) and section 13 (a) and (b) of the Act set out the objectives of the BCTC:

- Sets standards for the competence and conduct for applicants and for certificate holders (Professional Standards);
- Sets standards for the education of applicants for certification (Certification Standards); and
- Establishes teacher education program approval standards and determines if teacher education programs meet these standards (Teacher Education Program Approval Standards).

PROFESSIONAL STANDARDS FOR BC EDUCATORS

1 | Educators value the success of all students. Educators care for students and act in their best interests.

Educators have a privileged position of power and trust. Educators are responsible for the physical and emotional safety of students. Educators respect and value the diversity in their classrooms, schools and communities, inclusive of First Nations, Inuit and Métis, and other worldviews and perspectives. Educators foster students' positive personal identity, mental and physical well-being, social and personal responsibility, and intellectual development. Educators engage students in meaningful participation in their own learning. Educators treat students equitably with acceptance, dignity and respect. Educators understand the importance of confidentiality, and protect student privacy, unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

2 | Educators act ethically and maintain the integrity, credibility and reputation of the profession.

Educators are role models. Educators are held to a higher standard and are accountable for their conduct on duty and off duty. Educators understand the law as it relates to their duties. Educators' individual conduct contributes to the perception of the profession as a whole. Educators know and recognize the importance of the Professional Standards for BC Educators.

3 | Educators understand and apply knowledge of student growth and development.

Educators are knowledgeable about how children and youth develop as learners and social beings. Educators demonstrate an understanding of individual learning differences and needs. Educators recognize the importance and connection of cultural identity, ways of being and worldviews to student learning. Educators use this knowledge to inform decisions about curriculum, instruction and assessment. Educators work to create a positive, safe and inclusive learning environment to best meet the diverse needs of students.

4 | Educators value the involvement and support of parents, guardians, families and communities in schools.

Educators understand, respect and encourage the participation of families and communities in student learning and development. Educators consider the perspectives of parents/guardians regarding their children. Educators communicate effectively and in a timely manner with parents/guardians.

5 | Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.

Educators have the knowledge and skills to facilitate learning for students, including learning experiences that reflect individual contexts and local environments. Educators value collaborative practice. Educators recognize and understand the interconnectedness of all aspects of teaching and learning and employ a variety of instructional and assessment strategies. Educators communicate effectively in either English or French. Educators know when to seek support for their practice and for students.

6 | Educators demonstrate a broad knowledge base and an understanding of areas they teach.

Educators understand the curriculum and methodologies of areas they teach. Educators teach curricula from Canadian, First Nations, Inuit, Métis, and global perspectives. Educators build upon student capacity for intercultural understanding, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society.

7 | Educators engage in professional learning.

Educators engage in professional learning and reflective practice to support their professional growth. Educators recognize and meet their individual professional needs through various learning opportunities. Educators develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators.

8 | Educators contribute to the profession.

Educators honour the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession. Educators contribute their expertise in a variety of ways, including opportunities offered by schools, districts, school authorities, professional organizations, post-secondary institutions and communities. Educators contribute to a culture of collegiality.

9 | Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

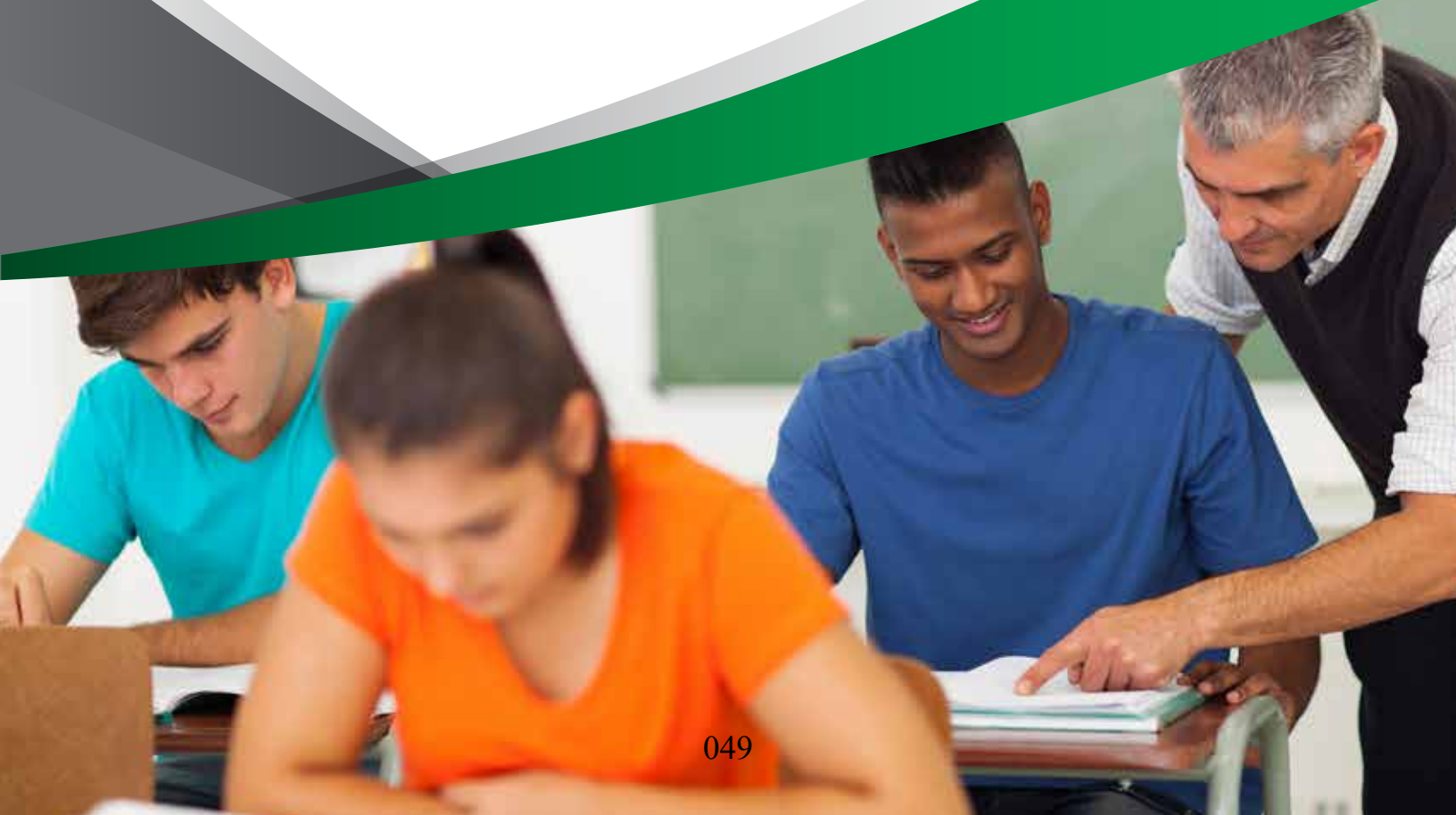
Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.

GLOSSARY

Note: These terms are included to assist the public. To the extent that there is any discrepancy between these terms and the definitions in the legislation, the legislative definitions prevail.

Certificate Holder:	A person who holds a Certificate of Qualification or Independent School Teaching Certificate from the BC Ministry of Education. The Professional Standards are only applicable to educators who hold the BC Certificate of Qualification.
Certificate:	A Certificate of Qualification or Independent School Teaching Certificate from the BC Ministry of Education. The Professional Standards are only applicable to educators who hold the BC Certificate of Qualification.
Commissioner for Teacher Regulation:	An independent statutory decision maker appointed under the <i>Teachers Act</i> to ensure concerns about teacher competence and conduct are addressed fairly and in the public interest in both the public and independent school systems as set out in the <i>Teachers Act</i> .
Director of Certification:	A statutory decision maker whose mandate is detailed in the <i>Teachers Act</i> ; responsible for the regulation of the BC teaching profession in the areas of teacher certification.
District:	An area created or constituted as a school district under the <i>School Act</i> .
Educator:	A person who holds or has held a Certificate of Qualification or an Independent School Teaching Certificate from the BC Ministry of Education. The Professional Standards are only applicable to educators who hold the BC Certificate of Qualification.
Ministry of Education:	Under the authority of the Provincial Government, the Ministry of Education has responsibility for the Kindergarten to Grade 12 education system in BC.
Parent/Guardian: (in respect of a student or of a child)	• The guardian of the person of the student or child, or • The person legally entitled to custody of the student or child, or • The person who usually has the care and control of the student or child.
School:	A unit organized for educational purposes mandated under the <i>School Act</i> , the <i>Independent School Act</i> or the <i>First Nations Education Act</i> .
School Authority:	• A society incorporated under the <i>Societies Act</i>, or • A corporation incorporated under the <i>Business Corporations Act</i> or a private Act, or • A person designated, by regulation, as an authority that operates or intends to operate an independent school.

Student:	A person taught by the holder of a BC Certificate of Qualification.
Teacher Education Program:	A program of professional education that prepares a person to teach in the Kindergarten – Grade 12 school systems.
Teachers Act:	<u>Teachers Act</u> , S.B.C. 2011, c. 19 regulates and guides the work of the regulatory structure for the teaching profession in the BC Kindergarten – Grade 12 school systems.
Truth, Reconciliation and Healing:	Implementation of the Calls to Action outlined in the Final Report of the Truth and Reconciliation Commission of Canada (2015) regarding acknowledgement of the histories, legacies and associated harms of the former Indian Residential School systems.
Ways of Knowing and Being:	Forms of knowledge construction and understanding the world by groups of people that allow them to maintain their cultures over time.



For more information on
the Professional Standards for BC Educators,
please contact the BC Teachers' Council:
BCTC@gov.bc.ca

