

### Public Notice – Education-Policy Committee Online Public Meeting

A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on November 3, 2020 at 6:00 pm.**

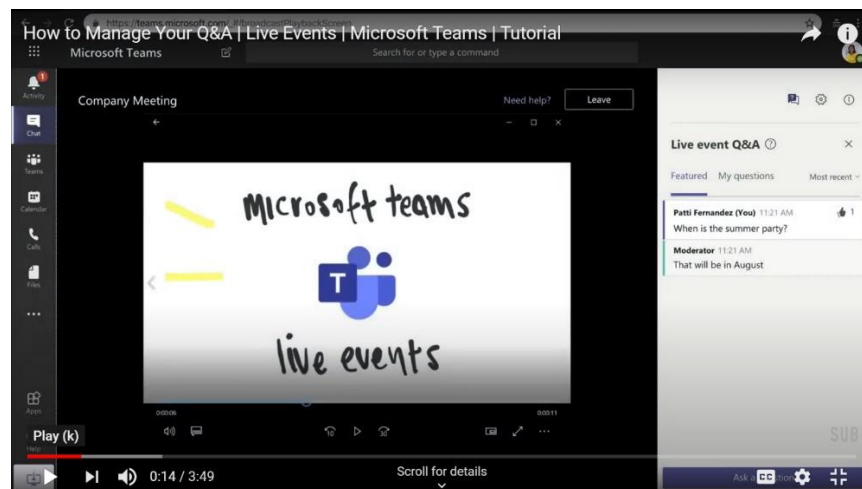
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Nov-3-2020>

To guide you, the following is information on how to join a live event in MS Teams.

<https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84>

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
  - Select the **Q&A** function on the right side of the screen.
  - When asking a question using the Q&A function, please identify yourself. **Anonymous questions will not be responded to.**
  - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.



For those who are unable to join the meetings, they will be recorded and audio will be available upon request following the meeting by emailing [jfoulger@sd62.bc.ca](mailto:jfoulger@sd62.bc.ca).

If you have questions regarding the meeting and how to access it that aren't answered in the link above please email [info@sd62.bc.ca](mailto:info@sd62.bc.ca).



## EDUCATION-POLICY COMMITTEE

School Board Office  
Via MS Teams  
Nov. 3, 2020 – 6:00 p.m.

---

### A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**  
*We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.*
2. **Opening Remarks from Chair, Bob Phillips**
3. **COMMITTEE REPORT** of Oct. 6, 2020 Education Standing Committee meeting (attached)
4. **BAA COURSE PROPOSALS** (attached)
  - a.
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
  - a. Draft New Policy and Regulations E-158 "Public Interest Disclosure – Whistleblower Protection – Harold Cull
  - b. Draft Revised Procedural Regulations A-412 "Delegations & Questions to the Board – Scott Stinson
6. **NEW BUSINESS**
  - a. CUPE BC Seamless Day Model of Early Learning and Care (attached)
  - b. Healthy Schools, Healthy People Growth Framework – Dave Strange and Vanessa White
    - Growing Healthy Food Report (attached)
7. **FOR INFORMATION**
  - a.
8. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**  
As per Policy Work Plan
9. **ADJOURNMENT AND NEXT MEETING DATE:** Dec. 1, 2020



**COMMITTEE REPORT OF THE  
EDUCATION-POLICY COMMITTEE via MS Teams  
Oct. 6, 2020 – 6:00 p.m.**

---

**Present:** Bob Phillips, Trustee (Committee Chair)  
Dianna Seaton, Trustee (Committee Member)  
Margot Swinburnson, Trustee (Committee Member)  
Missy Haynes, STA  
Lisa Haug, CUPE  
Georgette Walker, SPVPA  
Scott Stinson, Superintendent/CEO  
Stephanie Hedley-Smith, Associate Superintendent  
Paul Block, Associate Superintendent  
Cendra Beaton – SPEAC

Guest: Laura Schwertfeger, District Principal – International Program

**Regrets:** Dave Strange, Associate Superintendent

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**  
*We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.*
2. **Opening Remarks from Chair, Bob Phillips**
3. **COMMITTEE REPORT** of September 8, 2020 Education Standing Committee meeting  
The committee report for the September 8, 2020 Education Standing Committee meeting was reviewed by the committee members.
4. **BAA COURSE PROPOSALS**  
No courses were brought forward for consideration at this meeting.
5. **REVIEW OF POLICIES/REGULATIONS**  
Prior to reviewing the policies below, the Chair asked the Superintendent for a quick update on overall school district business. Scott Stinson reviewed Remote Teachers, ISP programs and school events.
  - a. Appeals By-law 1-08 update – Scott Stinson  
Superintendent Stinson shared some minor changes that have no impact on the intent or purpose; simply housekeeping changes only.

- b. Policy C-350 “Appeals” update – Scott Stinson  
Superintendent Stinson shared the process of review and the need to add references to other policies within the District Policy Manual and/or *School Act* that are connected or in support of facilitating better understanding and referencing for users.
- c. Draft Revised Policy & Regulations C-432 “Maintenance of Order” – Scott Stinson  
Superintendent Stinson reviewed the minor language revisions that need to be made to align with current language. For example, removing the term “administrator” as this is no longer referenced in the *School Act* as a term for principals/vice-principals. There are no changes that impact intent or purpose; housekeeping changes only.

**Recommendation:**

That the Board of Education give Notice of Motion to draft revised Policy and Regulations C-432 “Maintenance of Order”.

6. **NEW BUSINESS**

- a. International Program Update – Laura Schwertfeger, District Principal  
Mrs. Schwertfeger presented the impacts of COVID-19 on the International Student Programs. She focused on the positive impacts of ISP programming and supports for students and their overall health and wellness during the pandemic.

Mrs. Schwertfeger also spoke about:

- the current political state and latest news in regards to borders opening and students gaining access to Canada and our schools.
- Homestay capacity update.
- Virtual marketing.
- Important educational issues for ISP department and students.

- b. Growing SD62 – School Gardens – Dave Strange  
Tabled until next meeting.

7. **FOR INFORMATION**

- a. Research Project Approval – Ryan Davidson – “The Development of Collective Teacher Efficacy at the Middle School Level” – Scott Stinson
- b. Research Project Approval – MediaSmarts – Lynn Huxtable – “Young Canadians in a Wireless World” – Scott Stinson

8. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**

As per Policy Work Plan

9. **ADJOURNMENT AND NEXT MEETING DATE:** Nov. 3, 2020

**School District #62 (Sooke)**

	No.: E-158
<b>PUBLIC INTEREST DISCLOSURE -WHISTLEBLOWER PROTECTION</b>	Effective: Revised: Reviewed: Nov. 3/20

**School Board Policy**

The Board of Education of School District No. 62 (Sooke) is committed to the highest standards of ethical conduct, integrity and accountability.

The Board of Education has a responsibility for the stewardship of the District. The Board encourages and supports employees, while acting in good faith, to report information about potentially fraudulent, injurious, illegal or dishonest behaviour of any employee to their supervisor and/or the Superintendent and CEO of the School District.

DRAFT

**School District #62 (Sooke)**

<b>PUBLIC INTEREST DISCLOSURE - WHISTLEBLOWER PROTECTION</b>	No.: E-158
	Effective: Revised: Reviewed: Nov. 3/20

**PROCEDURAL REGULATIONS**

The Board of Education has a responsibility for the stewardship of the District. The Board encourages and supports employees, to report, while acting in good faith, and consistent with their applicable Code of Ethics, in any situation that they reasonably believe to be substantive improper activity. Where it is alleged that an improper activity by District officers or employees has occurred, the principles and processes outlined in this Regulation shall govern.

**Regulations**

1.0 Authority

- 1.1 The responsibility for the day-to day administration and enforcement of this policy rests with the Superintendent and CEO as authorized by the Board of Education.
- 1.2 The provisions of this policy are independent of and supplemental to, the provisions of collective agreements between the Board of Education and its Unions relative to the grievance procedures, and to any other terms and conditions of employment.

2.0 Definitions

- 2.1 Board – is the Board of Education of School District No. 62 (Sooke).
- 2.2 Employee-applies to all trustees, officers, directors and employees of the District as well as to other stakeholders having an interest in the District including suppliers, consultants, and contractors.
- 2.3 Good faith-is evident when a report is made without malice or consideration to personal benefit and the employee has a reasonable basis to believe that the report is true.

3.0 Reportable Activities

- 3.1 Reportable Activities may include:
  - a. An unlawful act, civil or criminal.
  - b. Abuse or an unbalance of power.
  - c. Action detrimental to students or staff of the District.
  - d. Questionable accounting practices.
  - e. Falsifying District records.
  - f. Theft of cash, goods, services, time or fraud.
  - g. Inappropriate use of Board funds or assets.
  - h. Decision making for personal gain.

- i. Dangerous practices likely to cause physical harm, or damage to District property.
- j. Retaliation, repercussion or reprisal for reporting under the Policy.

#### 4.0 Duty to Disclose

- 4.1 The Board of Education encourages any employee who is aware of, or witness any improper activity to bring the matter to their Direct Supervisor. If the matter involves the Employee's Direct Supervisor it should be reported to the Superintendent and CEO. The District will investigate the matter, and take actions appropriate to the circumstances. Employees can expect that matter will be treated in confidence, unless disclosure of the information is authorized or required by law (for example under the *Freedom of Information and Protection of Privacy Act* or Court subpoena).

#### 5.0 Protection of Employee and Employer

##### Employee

- 5.1 Any Employee will not be subject to discipline or reprisal for bring forward a complaint to a Supervisor if he/she:
  - a. believes it to be substantive true.
  - b. provides information in good faith.
  - c. does not act maliciously or make false allegations.
  - d. does not seek any personal or financial gain.
- 5.1 All reports under this policy will be handles with strict confidentiality and personally identifiable information from the report will only be shared to the extent necessary to conduct a complete and fair investigation according to the law.
- 5.2 If an investigation reveals that the report was frivolously made or undertaken for improper motives or made in bad faith or without reasonable and probable basis, disciplinary action may be taken.

##### Employer

- 5.3 Nothing in this policy shall be deemed to diminish or impair the rights of the District to manage its employees under any policy or collective agreement; or to prohibit any personnel action which otherwise would have been taken regardless of the reporting of the information.

#### 6.0 Reporting a Complaint

- 6.1 Employees, former employees and stakeholders may submit a written complaint about any Reportable Activities to their Direct Supervisor or Superintendent at the School Board Office.
- 6.2 Complaints must include the following information (if known):
  - a. a description of the wrongdoing;
  - b. the name of the person alleged to have committed the wrongdoing, or to be about to commit the wrongdoing;
  - c. the date of the wrongdoing;

- d. whether information or conduct that is being disclosed relates to an obligation under another enactment and, if so, a reference to the enactment, and
- e. whether the wrongdoing has already been disclosed. If this is the case, the name of the person to whom the complaint was made and the response, if any, that has been received.

6.3 It is important for employees or stakeholders making a complaint to understanding that the investigation of a complaint will be most effective if they have provided their name and contact information, when submitting a complaint. Disclosures may be made anonymously but those who may be considering making anonymous disclosures should be aware that it can be very difficult for the Supervisor or Superintendent to follow-up, which could impact the investigation of the disclosure.

## 7.0 Investigation

- 7.1 Upon receiving a complaint, the Superintendent will record the receipt of the complaint and determine whether the matter is, in fact, a Reportable Activity under this Policy.
- 7.2 If the Superintendent determines that the complaint is a legitimate Reportable Activity, he or she will open a file and commence an investigation.
- 7.3 The investigation generally will include, but will not be limited to, discussions with the reporting employee, the party against whom the allegations have been made and witnesses, as appropriate. Employees shall not obstruct or impede any investigation. Reasonable actions will be taken to prevent retaliation against anyone making a good faith report or participating in an investigation.
- 7.4 The Superintendent may enlist Senior Management and/or legal, accounting or other advisors, as appropriate, to assist in conducting any investigation. All investigators shall be independent and unbiased both in fact and appearance. Investigators have a duty of fairness, objectivity, thoroughness and observance of legal and professional standards.
- 7.5 It is the obligation of all employees to cooperate in any investigation. Those responsible for the investigation will maintain confidentiality of the allegations and the identity of the person involved, subject to the need to conduct a full and impartial investigation.
- 7.6 If an investigation establishes that an employee has engaged in improper activity or reportable activity, the Board will take immediate and appropriate corrective action.

## 8.0 Annual Report

- 8.1 The Superintendent shall submit to the Board, in a in-camera meeting, an annual summary of actions taken under this Policy. The summary will include reports received and acted upon during the school year, July 1<sup>st</sup> to June 30<sup>th</sup>.



**School District #62 (Sooke)**

<b>DELEGATIONS &amp; QUESTIONS TO THE BOARD</b>	No.: A-412
	Effective: May 10, 1983 Revised: Nov. 8/83; Apr. 10/89; Nov. 24/94; Dec. 8/98; Sept. 29/15; Reviewed: June 15/15; Nov. 3/20;

**PROCEDURAL REGULATIONS**

1. Delegations
  - 1.1 Individuals or groups wishing to speak to the Board of Education shall provide the Secretary-Treasurer/Superintendent of Schools with a written **copy** of their presentation by Monday morning of the week preceding a regular Board meeting.
  - 1.2 In the event that the above deadline cannot be met, the Superintendent of Schools shall contact the Chairperson of the Board to determine whether the delegation will be heard at the upcoming meeting. The general guideline will be that delegations will be heard by the Board as promptly as possible.
  - 1.3 If the presentation relates to a matter appearing on the agenda, the Board may hear the delegation when that item is discussed. Otherwise, the delegation will be heard at another specified point during the meeting.
  - 1.4 Presentations by delegations should not normally exceed five minutes.
2. Questions
  - 2.1 Individuals or group representatives with questions for the Board **related to the Board meeting proceedings** shall address their questions to the Board Chairperson ~~at the end of the meeting~~ **during the Question Period of the Board Meeting**.
  - 2.2 The Chairperson of the Board shall determine whether a question requires referral to the staff for further information to be obtained, and whether supplementary questions on the same topic will be received verbally by the Board.
  - 2.3 **Individuals or groups asking a question verbally or in writing are asked to identify themselves for purposes of the record.**
  - 2.4 **For the purpose of Board Meeting minutes, the person asking and the question will be recorded.**
  - 2.5 **Media inquiries will be directed to either the Superintendent or Board Chair through the Manager of Communications after the Board meeting.**

3. Submission by Partner Groups
- 3.1 **A section of the agenda is reserved for standing delegations from district partners (CUPE, STA, SPVPA, SPEAC, CPF and students).**
- 3.2 The "delegations" section of the Board of Education meeting agenda is intended to ensure regular opportunities for partner groups to maintain communication with the Board. These submissions should not normally exceed five minutes.

DRAFT

August 11, 2020

Dear Trustee,

Re: Seamless Day model of early learning and care

---

The Canadian Union of Public Employees represents more than 30,000 workers in B.C.'s public school system, and is a strong advocate of public education. This advocacy has long included seeking expansion of the province's early learning and care models as part of the K-12 system. Recent work on this topic has led CUPE to propose to the Minister of Education that British Columbia implement the Seamless Day model of early learning and care as B.C.'s next major investment in child care expansion.

The direct delivery of child care by school districts using the seamless day model ensures high quality early childhood care and learning to children while also solving a practical problem for parents. This model extends the regular school day to integrate before-and after-school care with the classroom learning by having teachers, early childhood educators and education assistants work as a team.

Public delivery of child care by school boards ensures high quality programs and provides oversight within an existing governance structure, delivering the following key benefits:

- Improved accessibility and fewer transitions for kids;
- Enhanced and informed care that is education-focused;
- Coordination of care and learning between before-and after-school and school day programming;
- More secure and reliable child care options in every community;
- New opportunities to recruit and retain high-quality education assistant and early childhood educators;
- More effective delivery of cost-effective, high-quality child care spaces; and
- Increased investment in the public school system.

Recent decisions by the B.C. government have provided school districts the means and mandate to implement before and after-school programs. With these changes, school districts can begin implementing the seamless day for children in kindergarten and grades one and two, after which the program can be easily expanded to learners in senior grades.

I am pleased to attach a research document created by CUPE in support of this proposal. The document lays out the benefits of the seamless day and how existing implementation challenges can be overcome.

.../2

As you read the document, I hope that you will see this proposal as a natural extension of the child care school districts provided in the spring in response to the needs revealed by the COVID-19 crisis. Now, as then, school districts are in an excellent position to provide high-quality, affordable and education-focused early learning and care that both speaks to the desperate need for more child care, and also creates a more enhanced learning and care environment.

In the coming weeks CUPE will be reaching out to the public to engage parents and community members in support of our seamless day proposal. We have launched a site with more information, [BuildSeamlessChildCare.ca](http://BuildSeamlessChildCare.ca), and that enables supporters to directly engage with their local trustees.

As always, we welcome any questions or comments about our child care proposal or any other topic of concern or consideration. I invite you contact our Local Government Liaison, Steven Beasley, at [sbeasley@cupe.ca](mailto:sbeasley@cupe.ca) or via phone at 778-903-7394.

Sincerely,



Trevor Davies  
Secretary-Treasurer  
CUPE BC

TD/LW



Enclosure (1) Seamless Day Proposal

HOW B.C. CAN CREATE THE  
NEXT 10,000 NEW CHILD CARE SPACES

# A SHIFT TO SCHOOL-BASED DELIVERY OF SCHOOL-AGE CHILD CARE



Exploring an integrated approach to Early Childhood Education and care using the Seamless Day Model



BRIEF PREPARED BY CUPE NATIONAL RESEARCH

JULY 2020 (Version 2)



# CONTENTS

Our vision .....	2
Introduction: Towards a universal public system .....	3
<b>CREATING A BETTER MODEL FOR FAMILIES</b>	
The current fractured system fails families .....	5
Why early learning matters .....	6
Moving towards an integrated system .....	8
Lessons learned in delivering school-age child care .....	10
<b>MAKING THE SEAMLESS DAY A REALITY</b>	
Outline of the seamless day model .....	13
Benefits of the seamless day model .....	14
Licensing.....	16
Staffing .....	17
Funding .....	19
<b>MAKING A DIFFERENCE FOR FAMILIES</b>	
Case Studies	
Kindergartens in Norway.....	21
Waterloo Region District School Board (Ontario).....	22
Okanagan Similkameen SD53 (Oliver, B.C.) .....	24
Conclusions.....	26
Recommendations.....	27
Reference .....	28



## OVERALL VISION:

The Canadian Union of Public Employees is a strong advocate for affordable, public child care. Our long-term vision is a public system of early childhood education and learning embedded in our existing public-school system in every community in B.C. – situated in neighbourhoods where families need them and in existing public facilities designed with the best interests of children in mind. To achieve this vision, we support the implementation of the \$10 a Day child care plan which would ensure children of all ages have the right to access publicly-funded and -delivered child care.



# INTRODUCTION: TOWARDS A UNIVERSAL PUBLIC SYSTEM

This B.C. government has made significant strides in delivering more affordable and accessible child care spaces over the past three years. Since announcing plans to develop a universal child care system in 2018, the government has opened more than 10,000 new child care spaces in communities across the province, implemented measures to reduce child care fees, increased wages of Early Childhood Educators (ECEs), and founded \$10 a Day prototype sites to explore how a universal system could operate.

However, despite these achievements, fees remain high for many B.C. families, long child care waitlists persist across the province, and the number of available licenced spaces still falls short, with enough space for only 20 per cent of children.<sup>1</sup> Fundamentally, this is because B.C.'s strictly market-based child care system has led to an inadequate supply of child spaces, and an inequitable distribution of services. Simply put, families lack child care services – of any quality – where and when they need it.

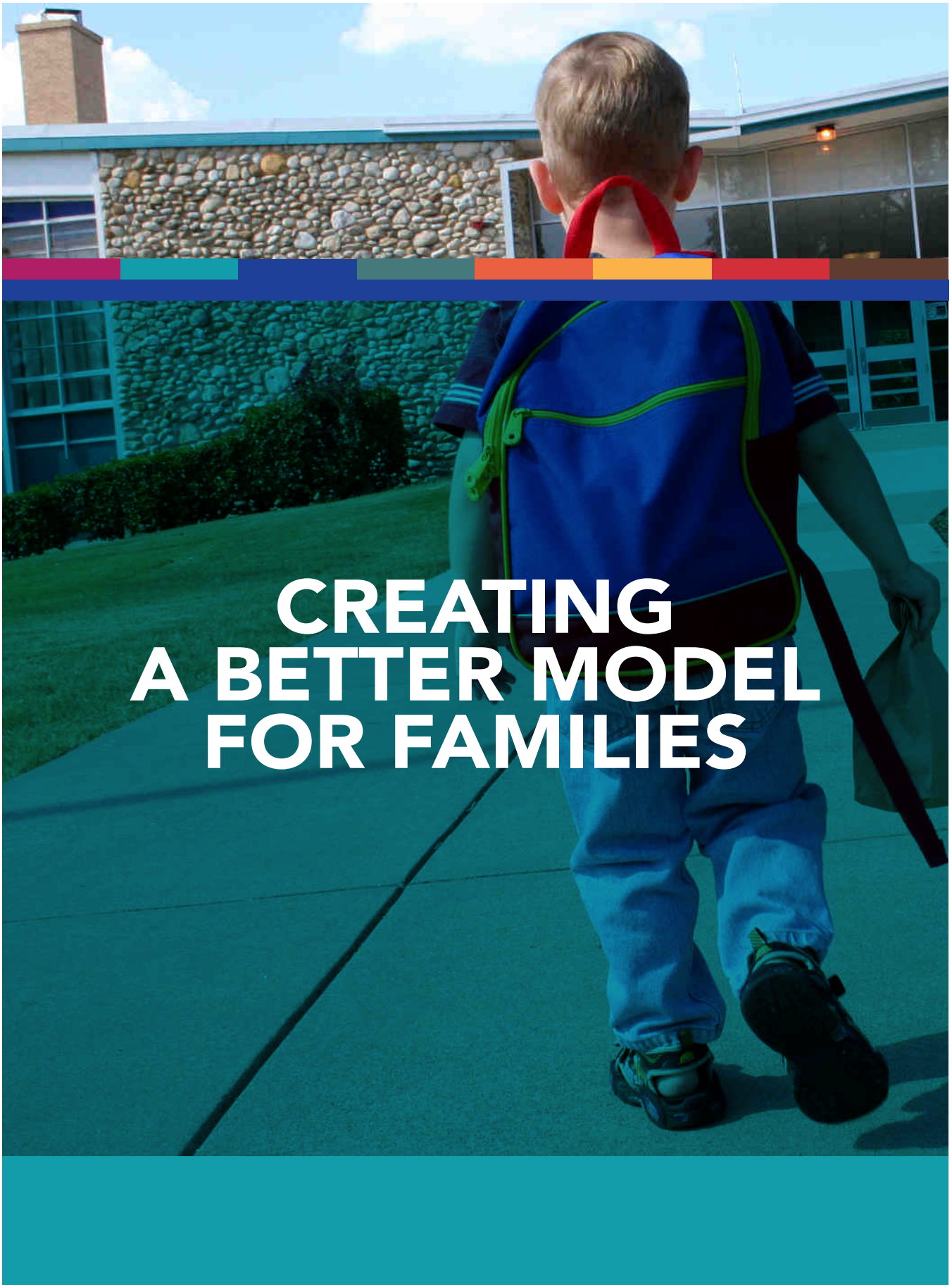
While B.C. struggles with this challenge, a possible solution has been left mostly unexplored. The direct provision of early learning and care in existing elementary school facilities by school districts warrants serious consideration. Thousands of potential cost-effective spaces for before and after-school care exist in every corner of British Columbia and could be mobilized to make a significant impact in child care availability. Further, using an integrated approach to early childhood care and learning (ECEC) through a seamless day model, the government can simultaneously deliver a very high quality, value-added system of early childhood education. This would constitute the next important step towards a fully public system of integrated early care and learning.

While there are some obstacles to achieving this vision, such as licensing and staffing challenges, there are a series of accessible solutions discussed below. School District 53 is currently exploring these challenges and obstacles through a three-year pilot project in Oliver. The School District has successfully launched a 'seamless day' early care and learning model that stands as a strong example of how such a system can successfully address the need for high quality child care.

This brief will demonstrate that the implementation of the seamless day in school districts throughout B.C. would quickly open thousands of badly-needed child care spaces and also expand the development of B.C.'s public system of integrated early care and learning.

---

<sup>1</sup> ECEBC and CCCBC, 2019



# CREATING A BETTER MODEL FOR FAMILIES

## The current fractured system is failing children and families

Currently none of Canada's provinces or territories treat child care as an entitlement or right. Across Canada, five-year-olds have access to kindergarten, and although attendance is not always mandatory, this is treated as an entitlement similar to elementary school. Accordingly, and as described in *Early Childhood Education and Care in Canada 2016 Report*, kindergarten is a public responsibility.

Conversely, paying for and finding child care for children younger than five in B.C., and outside of school hours for school-age children is a private family responsibility. (Friendly et al, 2018). In B.C., centre-based child care as it exists today is provided by both non-profits (representing approximately 51.4 per cent of the market, or 48,470 spaces) and for-profit centres (representing 48.6 per cent of the market or 45,676 spaces)<sup>2</sup>, and the entire system operates under a 'user fee' market model.

There is significant evidence that the current system isn't working for B.C. families. Parent fees are among the highest in the country, with costs ranging from \$800 per month for preschoolers to over \$1,000 per month for younger children<sup>3</sup>. For many, the cost barrier is secondary to the sheer lack of availability. With only enough licenced spaces for less than 20 per cent of children, parents struggle to find any form of child care.<sup>4</sup>

Despite the low number of spaces, labour force challenges dominate the sector. ECE workers struggle with low wages and lack of benefits, causing significant recruitment and retention issues. Further, the educational requirements and associated costs for the prerequisite education and training to receive an ECE certificate aren't relatively comparable to the wage variance between those working in child care environments without that education. This creates less incentive for potential ECE workers to pursue the training and education that ensures child care programs are delivered by qualified trained professionals.

Unfortunately, the current market-based system leaves families with little choice over where, when, or what type of child care their child is enrolled in. These issues cause parents to make difficult choices around child care, and often force consideration of unregulated care that doesn't meet legal requirements and isn't monitored for health and safety. Where supply is so low and need is so high, the market model fails as there is effectively no consumer choice, and as a result, facilities with little oversight and dangerously low quality are allowed to prevail.

The Coalition of Child Care Advocates and the Early Childhood Educators of BC have presented a bold plan, called the \$10 a Day plan, that is widely accepted, and which significantly re-envision early childhood education and care (ECEC) in our province. We believe that the implementation of this plan is the solution to the current patchwork system of child care in B.C. We are not alone in this belief; a growing number of individuals, local governments, boards of education, labour unions and organizations, businesses, and advocacy groups support the plan<sup>5</sup>.

<sup>2</sup> Friendly, M., et al, 2018

<sup>3</sup> As per \$10aday.ca/about, this is the provincial median

<sup>4</sup> As noted in the \$10 a Day Community Plan for a Public System of Integrated Early Care & Learning

<sup>5</sup> A full list of organizations that support the \$10 a Day plan can be found here: <https://www.10aday.ca/endorse>

As outlined in the \$10 a Day plan, a made-in-B.C. universal early care and learning system is built on well established evidence that:

- Public spending on the early years is a wise social and economic investment;
- Quality child care is early learning;
- High quality, early years programs promote healthy development;
- Children and families need, and have a right to, quality early care and learning; and
- Sound public policy builds universal systems that meet the diverse needs of today's families.

### Why early learning matters

#### ***Lack of action on early learning leaves kids and families at a disadvantage***

In the last decade the value of investing in children has gained considerable support.<sup>6</sup> Reports such as *The Early Years Study* (McCain and Mustard, 1999) have played a key role in changing the dialogue in Canada surrounding child care and learning, and have proven that care and education are not separate concepts in their value to children's well-being and development.

The benefits of quality, well-designed ECEC programs are well documented (Pascal, 2009 and Honorable Margaret Norrie McCain, 2020.) As summarized in the 2017 *Early Care Report*, these benefits include providing kids with enhanced academic and socio-emotional competencies that contribute to increased earnings and better health and social behaviour as adults.



<sup>6</sup> <https://www.oecd.org/education/school/33852192.pdf>

The Organization for Economic Cooperation and Development's (OECD) **Starting Strong V Report** (OECD, 2017) confirms that the transition from early childhood education to public school is a big step for children. Further investments in high quality Early Childhood Education and Care (ECEC) and smooth transitions between the various stages of early education are key for children's long-term learning and development.<sup>7</sup> For most children in B.C., school-based kindergarten is currently the only place where ECEC and education overlap.

In recent years, Canada's largest investment in ECEC has been in full-day kindergarten for five-year-olds<sup>8</sup>. Several provinces, including Ontario and more recently Nova Scotia, have also expanded their public school systems to include access for four-year-olds. In Ontario they have designed this to be an additional year of kindergarten (junior kindergarten, commonly called JK), and in Nova Scotia they offer a Pre-Primary program that is free, voluntary and offered in the school setting. The goal of this program is to help children "transition into the school system and provide experiences that give children the best start to succeed in school and life."<sup>9</sup>

In Quebec, the provincial government has invested heavily in ECEC with a focus on a more affordable low-fee universal system. However, they have not fully integrated child care and education. Under their model, direct subsidies to three types of reduced-fee providers are offered: centre-based non-profit **centres de la petite enfance** (CPEs), family-based caregivers, and for-profit private **garderies** that conform to specified conditions.<sup>10</sup> In total 83 per cent of children attend one of these types of programs.

Pierre Fortin, an economist at the University of Quebec at Montreal, says Quebec's work on child care has increased the participation of women in the workforce.<sup>11</sup> As noted in an Inroads journal article written by Fortin, in 2016 the labour force participation rate amongst women aged 20 to 44 in Quebec was 85 per cent, compared to 80 per cent elsewhere in Canada. He also noted that Quebec excelled worldwide with only Swiss women (at 87 per cent) having a higher participation rate and that this equates to approximately 70,000 more mothers entering Quebec's labour force.

As other provinces take steps to build the system by expanding early childhood education along with the provision of care, B.C. kids are being left behind. Not only are our province's kids not receiving the same care and education as those in other provinces, but B.C. families and parents are left without care options. They are disadvantaged compared to their counterparts in other provinces because of limited access to the employment market, greater child care costs, more educational responsibilities in the home and, ultimately, reduced economic capacity.

<sup>7</sup> [https://read.oecd-ilibrary.org/education/starting-strong-v\\_9789264276253-en#page15](https://read.oecd-ilibrary.org/education/starting-strong-v_9789264276253-en#page15)

<sup>8</sup> This includes children who turn five by December 31 of the year they start school

<sup>9</sup> <https://www.ednet.ns.ca/pre-primary/faq-program-details>

<sup>10</sup> <http://inroadsjournal.ca/quebecs-childcare-program-20-2/>

<sup>11</sup> As per: <https://www.citylab.com/equity/2018/12/affordable-daycare-subsidized-child-care-working-mom-quebec/579193/>

## Moving towards an integrated system

### ***Integrating early childhood care and learning creates advantages for government and families***

A major barrier to building an integrated ECEC system in B.C. is the current division between education and child care. As described in *Integrating Child Care and Early Education: A Central Theme in Early Care and Learning*, implementing an integrated approach to child care and education eliminates the ‘split system’ approach where child care is viewed as a social service and early education services as education.

In an OECD review of Canada in 2004, no provinces or territories had merged their child care and education departments, yet today eight out of 13 have done so.<sup>12</sup> This has helped to reduce what the OECD previously identified as “the adverse effects of fragmented government”. The Northwest Territories, Nunavut, Saskatchewan, Ontario, New Brunswick, Prince Edward Island, and most recently, Nova Scotia and Newfoundland, now include policy and oversight for child care and related early years services within their education departments (Akbari, McCuaig 2017). B.C. is notably missing from this list.

### ***Only five jurisdictions do not have an integrated approach:***

- Yukon
- British Columbia
- Alberta
- Manitoba
- Quebec



<sup>12</sup> <http://ecereport.ca/media/uploads/2017-report-pdfs/ece-report2017-en-feb6.pdf>

Recent international trends show that an increasing number of countries with split systems are moving towards integrated ECEC settings regarding curricula and/or governing authority. This integration is associated with better ECEC quality, and can help enhance universal entitlement, provide more affordable access, recruit and retain better qualified staff, and aid in learner success by facilitating smoother transitions (OECD, *Starting Strong 2017*).

### **Three Ministries in B.C.**

Currently, responsibility for B.C.'s early childhood education and care is split among three Ministries:

- Ministry of Children and Family Development (MCFD): Child care policy and funding programs, including child care subsidies; operating funding; major and minor capital funding; the ECE Registry; and Indigenous child and family supports.
- Ministry of Health (HLTH): Child care licensing, with monitoring carried out through local health authorities.
- Ministry of Education (EDUC): Kindergarten, StrongStart BC Early Learning Programs and the Ready, Set Learn initiative.

Research shows that countries with successful early care and learning systems house responsibility for both child care and education under one government branch.<sup>13</sup>

The research on this topic overwhelmingly supports this conclusion and the B.C. government should follow the recommendation of the Coalition of Childcare Advocates and Early Childhood Educators of BC and as outlined in the \$10 a Day plan to move the Child Care Branch and Minister of State for Child Care from the Ministry of Children and Family Development to the Ministry of Education. Over time other child care functions such as licensing, which are currently housed in other ministries, would also make the move to the Ministry of Education.

As outlined in *The Early Years Study, 4th version*, public education systems come with a ready-made infrastructure of oversight, facilities and human resources. (McCain 2020) The \$10 a Day plan outlines in detail other advantages of this move, as summarized below:

- Provisions for universal entitlement for all children;
- An existing public funding model;
- A system of democratic control and parental input;
- Ongoing public understanding and support for the current education system;
- A respected and fairly-compensated workforce; and
- An existing administrative and capital infrastructure able to deliver programming.

---

<sup>13</sup> Friendly, et al (2018).

## Lessons learned delivering school-age child care

### ***Why B.C.'s plan for public school-age care must include early care and learning and be delivered by school boards***

A fully integrated public early care and learning system in B.C. would address both early childhood education needs as well as provide child care for school-age children. Expanding the seamless day model for our youngest learners is a key first step in realizing this system. But work must also be undertaken to provide child care for students up to 12 years old within the system. While the arguments for school-age care provided by the existing public school system may be slightly different than those for younger children, they are not less valid and there is a great deal of overlap in the key benefits for each age group.

The final report of the Manitoba Early Learning and Child Care Commission (Flanagan, Beach 2016) outlined a number of reasons why school boards should assume responsibility for school-aged child care of all ages. These arguments include the following:

- School boards have a mandate and legislated responsibility to educate and care for school-age children.
- Relying on individual parents and community groups to initiate, develop and operate child care programs results in inequitable distribution of services and inadequate supply.
- Younger school age children may benefit from having fewer transitions during the course of the day if child care and school are in one location, and the need to transport children to a community facility would be eliminated.
- Parents would have one drop-off and pick-up point for their school age children.
- Greater opportunities for communication between child care and school staff would likely result in increased coherence between school and child care, and the ability to identify and address any concerns about individual children.
- With a single body responsible for school-age children, administrative efficiencies could be realized and fragmentation of services eliminated.
- Staff working with school-age children may be employed in other positions within the school during the school day, reducing the number of split shifts and part-time jobs, and increasing networking opportunities with other school division employees.
- Expansion of new spaces would likely be able to happen at a faster rate than working with a third party, who would need to establish a board of directors and negotiate lease agreements and other conditions of occupancy.
- As school boards increased the supply of school-age programs in schools, using surplus or shared space, school-age spaces in community-based centres could be replaced with preschool spaces, with limited requirement for capital funding.
- School boards are likely to be able to operate with a greater degree of flexibility that potentially make it easier to respond to changing community needs. Physical standards would be consistent with those in the school, eliminating the difference in standards that currently exist between schools and child care centres.



To realize all of these benefits to their full potential, school districts would need to hold the licence and directly operate the child care program. Administrative efficiencies, seamless communication and control over flexibility, quality assurances, and staffing qualifications would be limited if school boards contracted with a third-party operator to deliver this service.





# MAKING THE SEAMLESS DAY A REALITY

*Taking a step towards a universal public system of integrated early care and learning*



## Outline of the Seamless Day Model

The seamless day is an extension of the traditional school day to allow for child care needs in a way that integrates the care model with classroom learning. It is delivered by an educator team consisting of a qualified teacher (or teachers) and an early child care educator (ECE) or ECEs who all share responsibility for planning and program delivery. It is meant to be seamless in terms of learning and programming, and not just logistically seamless through use of common facilities.

The model, typically used with learners in kindergarten and grades one and two, allows our youngest learners to arrive at their local public school for before-school care, where they would be greeted by an ECE. Before-school care takes place in the school classroom where the majority of the children will spend their day. When the bell rings for the school day to begin, the classroom teacher joins the ECE and students in the classroom for the school portion of the day. The ECE would remain in the classroom providing care and educational leadership in partnership with the teacher, based on the teacher's educational knowledge and training.

A second ECE joins the class just before lunch allowing for overlap and prep time, and is organized to enable the morning ECE to conclude their day during the lunch break. The afternoon ECE continues to provide supporting care and leadership in the classroom alongside the teacher until the formal school day is completed, and the after-school care program begins. The second ECE stays with the students and delivers after-school care until the completion of the after-school care hours.<sup>14</sup>

### Before-school care

### Classroom learning

### After-school care



<sup>14</sup> This schedule is for meant for consideration as a potential model, exact hours for extended day programs would be determined by school districts. This is the schedule currently being used in the Seamless Day Pilot Project in Oliver, B.C. Oliver is a smaller city with less commuting concerns, the extended day model in other parts of B.C. (for example the Lower Mainland) would need to take commuting concerns into consideration when deciding on extended day operating hours.

This model for Early Childhood Education and Care (ECEC) has some key benefits for children, parents, workers, and communities, and is superior to other forms of child care where integration only includes shared space for a number of reasons.

## Benefits of the Seamless Day

The concept and importance of linking ECEC to public education is not a new idea, having been first introduced in the *Early Years 2* study in 2007 (McCain et al). The notion was further outlined in detail in *With Our Best Future in Mind* (Pascal, 2009), the 2009 report to the Ontario government on implementing early learning in Ontario.

Expansion of early learning into public school systems is often suggested as ensuring all five-year-olds have access to full-day kindergarten and then expanding public school to include younger children. However, this still does not solve the problem of before- and after-school care since the school day is typically 9 a.m. to 3 p.m., and this is not what a typical workday looks like for parents.

The seamless day model looks to both deliver high quality ECEC while also solving a practical problem for parents and helping to alleviate the stress of finding quality before- and after-school care. Public delivery by school boards ensures high quality programs, better wages and working conditions for ECEs, and provides for oversight with an existing governance structure.

Importantly, the seamless day model provides a number of other key benefits for children and enhances the quality of care and education. Examples of these pedagogical enhancements are as follows:

- The presence of an additional educator in the classroom means kids get extra help and attention, including more customized care and learning and increased access to one-on-one assistance;
- ECE participation in the classroom deepens the care providers' understanding of, and relationship with, the kids for whom they are caring and allows for informed oversight and care based on events of the school day (including extra play time if it was a heavy learning day; assistance for those who had a difficult time grasping concepts; and appropriate classroom management for days where behavioural issues were a challenge); and
- ECE participation in educational leadership provides for planned education-based activities in care times that align with classroom learning and that reinforce concepts, skills and knowledge through purposeful play/play-based learning and teaching and learning activities.

The benefits of the seamless day are many: from increased learning, to better quality care, to savings from shared facilities and administrative structures, to better use of highly trained staff. Importantly, the seamless day is a means for B.C. to take a giant leap forward in early learning and ensure our youngest learners are receiving the social, educational, and behavioural support needed to ensure their success in future education and beyond.

Implementing the seamless day is an important starting point for the alignment of early years learning (child care) and public education. As described in the \$10 a Day plan, the eventual goal for a universal child care system in B.C. would be for school boards to govern a system of early care and learning and for child care to be integrated within the existing public-school system. Implementing the seamless day throughout B.C. would take us one step closer to realizing this for B.C. children and families.

### Potential Challenges and Barriers

Achieving a universal public system of integrated early care and learning is certainly not without its challenges beyond simply funding such a system. However, many of the non-financial challenges can be overcome and will themselves help alleviate costs. In fact, the B.C. government has already started to make several of the changes necessary for this vision to be realized.

With the February 26 government announcement of changes to the School Act<sup>15</sup> allowing School Boards to hold the licence and directly operate school-aged child care, the government has opened the door for inclusion of child care in the public education system. This joint announcement between the Ministry of Education and the Ministry of Family and Childhood Development demonstrates the government's willingness to align child care and public education, and displays significant leadership in furthering early learning and care in B.C.



<sup>15</sup> <https://news.gov.bc.ca/releases/2020EDUC0009-000332>

Once passed, these changes allow school boards to be the owners and operators of school-aged child care, and provide a path for high quality before- and after-school programs to be delivered by school board employees at an affordable cost, with oversight from the school board at the most convenient location for parents. Further, these changes enable the expansion of the existing seamless day pilot project in School District 53 to kindergarten classrooms in school districts all across the province.

The expansion of the seamless day pilot project to a provincial scope, with school boards around the province holding the licence and directly operating before- and after-school child care in kindergarten classrooms, is an enormous first step to creating the next 10,000 child care spaces in B.C.

## Licensing

While the recent changes to the School Act will allow school boards to directly operate before- and after-school programs, there are still licensing challenges that could, and should, be addressed by the government. Most of these licensing issues relate to the complexity of becoming licensed and the incongruities between the rules for licensed child care operations and those for the public school system.



While existing kindergarten and other classrooms meet the School Act's regulations, which apply during the school day, they may not meet the different regulations that exist for licensed child care centres.

Effectively, this incongruity means that the same classroom that meets all regulations and licensing requirements for students between the hours of 9 a.m. and 3 p.m., does not meet those same requirements before and after those times for the very same group of students.

The justification for distinct rules applied to licensed child care spaces that differ from those applied to the public school system is fundamental: those child care spaces were not envisioned to be in the public school system when the rule was created. Further, rules applied to licensing for child care spaces are designed for spaces not necessarily purpose-built for the care of children, nor run by a branch of government designed for the purpose of educating children. Accordingly, the rules as they exist are justified for their designed context but become unjustified (and in some cases absurd) in a public school context.

If purpose-built educational spaces in schools – including classrooms, art spaces, gymnasiums and outdoor space – are safe for students during the school day when overseen by qualified district staff, then they are also safe for the same students before and after school.

Therefore, the licensing process for child care programs delivered directly by school districts should be reviewed and amended to eliminate duplication and inconsistencies, and a streamlined licensing process should be created.

Not only would these actions very quickly open thousands of cost-effective, before- and after-school child care spaces; they would also make efficient use of existing infrastructure, human resources, governance structures, and staff delivering high-quality early learning. In consideration of the enormous expansion to child care availability and improvements to early learning, the benefit would greatly outweigh the initial challenges posed by these recommended changes.

## Staffing

Recruitment and retention of ECEs is a major challenge in B.C.; however, the seamless day model offers several potential solutions to this obstacle.

As the union representing education assistants (EAs) in B.C. who work in the public education system, CUPE is very aware of the potential for EAs to also perform ECE work. A 2009 report prepared by the CUPE BC Region titled *Education assistants in British Columbia: an educational profile and agenda* showed that close to 1 in 5 of B.C.'s over 10,000 education assistants (EAs) also have ECE training and/or credentials.<sup>16</sup>

---

<sup>16</sup> The number could be higher now as approximately 3000 more EAs are working in public K-12 schools.

While this data may have changed as it has been some years since this survey, this effectively demonstrates that public school support staff already contain a reservoir of existing ECE talent and expertise that can be tapped to ensure smooth implementation of ECE programs within the public-school system.

ECE positions in the seamless day model would offer full-time job opportunities to EAs who desire this employment with options to work as ECEs on a full-time basis, or just in the before- and after-school portions of the day as needed. Though simply having staff working as ECEs before and after school, and as EAs during the school day does not constitute the seamless day model, this form of integrated day would offer many benefits as an intermediary step as the ECE labour force adjusts to meet demands.

Further, in consideration of the 80 per cent of EAs without ECE training, there is a solution that would provide ECE training quickly and efficiently. With minimal additional investment, EAs lacking an ECE designation could qualify as ECE assistants and begin working likely within a six-month timeframe. This is an excellent means to bridge the labour force gap and aid in recruitment and retention. Skilled staff are essential in delivering quality early childhood education programs and while the continued use of the ECE designation as a minimum standard is not a long-term solution, it does provide an increased level of training to the “Responsible Adult” designation outlined in the current regulations.

As a long-term solution, the \$10 a Day plan recommendation to develop a diploma program as a minimum credential for educators is a desired target. To ensure all ECEs working in the public school system meet this requirement, a ladder education program could be developed and training could be provided through a combination of on the job training, professional development, and contract training. A prior learning assessment model<sup>17</sup> could also be considered to evaluate how past experience relates to current qualifications.

After a certain number of years (to be determined at the time of implementation) the ladder education program would be phased out, and any new employees would need to meet the minimum educational requirements.

Finally, moving child care and ECE into the public education system will also more broadly address recruitment and retention issues within the ECE sector, as ECE positions in the public sector have fewer recruitment and retention issues, and unionized programs experience less turnover.<sup>18</sup>

---

<sup>17</sup> “Prior Learning Assessment Recognition (PLAR) lets you use knowledge and skills learned outside recognized programs—including volunteer work, hobbies, on-the-job experience, or independent study—to gain exemption for particular courses in the program of your choice. Your knowledge and skills will be assessed, course by course, by faculty members in the program area.” (British Columbia Institution of Technology, 2020 <https://www.bcit.ca/admission/entrance-requirements/transfer-credit/prior-learning-assessment-recognition/>)

<sup>18</sup> ECE 2017 Report



## Funding

Affordability is a key piece of building a successful early care and learning system. An expansion of the seamless day model into all schools would have two components: the regular school day and an extended day program.

The extended day program would be optional for families, and would operate as a fee-based program. Rates would be set by school boards with transparency and accountability measures in place.

When beginning to integrate child care and education, the level and type of funding will shape the key elements of the program, including quality, accessibility, equity, human resources and physical environments. (Muttart Foundation, 2012). Consequently, any new ECE programs, including the seamless day model, delivered through the Ministry of Education must have adequate public funding to ensure their success. However, in consideration of the cost savings possible through the proposed model, the funding required would be comparable or potentially less than other models of before- and after-school care.





## DEMONSTRATED POTENTIAL OR RE-INVENTING THE WHEEL: EXAMPLES WHERE UNIVERSAL CHILD CARE AND THE SEAMLESS DAY ARE **MAKING A DIFFERENCE FOR FAMILIES**

*This section focuses on three case studies that highlight how universal entitlement and school board involvement have helped to bring positive change to ECEC. The first example presents the way in which child care and education are delivered in Norway, where universal entitlement exists alongside a successful integrated ECEC model. Closer to home, two examples are presented from local school boards who are directly operating the seamless day model in kindergarten classrooms – one longstanding program from the Waterloo Region District School Board (Ontario) and one newer program from School District 53 in Oliver, B.C.*

## Kindergartens in Norway

The Nordic countries are considered leaders in ECEC, and among those, Norway is recognized as having a particularly effective model. A number of lessons can be drawn from Norway's impressive system which features universal access, an integrated education and care model, and a strong governance system. Norway has been successful in providing, and realising, a strong legal entitlement to universal childhood education and care and is one of the leading countries worldwide in this respect (*OECD Early Education and Care Policy Review*, Norway, 2015).

In Norway, ECEC is delivered through a well-established kindergarten system, which resembles what we commonly refer to as preschool in North America. The system is heavily regulated with well trained staff and focuses on delivering a high quality of care. The Kindergarten Act states that municipalities are the local authorities for kindergartens, and therefore much of the responsibility for the system lies with municipalities.<sup>19</sup> While approximately half of Norway's kindergartens are municipally owned, municipalities oversee all public and private kindergartens in their districts. This allows municipalities to adapt kindergartens to their communities' needs.

A legal entitlement to a place in kindergarten from the age of one was introduced in 2009, and as of 2013 nearly 80 per cent of children aged one and two participate in regulated ECEC services, and 96.6 per cent of children aged three to five participate.<sup>20</sup>

In 2006 Norway integrated child care and schooling under the Ministry of Education, and in 2012 certain tasks were delegated to its subsidiary Directorate for Education and Training, which facilitates smoother transitions of children across different levels of education and more coherent governance (OECD, 2015).

Compulsory school starts the year children turn six, and is divided into primary school (ages 6-12), and lower secondary school (ages 13-15). All municipalities must provide a before- and after-school care program for kids in grade one through four. The programs dictate that "facilities for school children must provide facilities for play and for participation in cultural and recreational activities appropriate for the age, level of physical ability and interests of the children".<sup>21</sup>

Norway stands as a great example of the success and positive outcomes that universal child care system can offer.

<sup>19</sup> Norway does not have local school boards, municipalities are responsible for the oversight of schools.

<sup>20</sup> 2013 figure as per the OECD Early Education and Care Policy Review Norway

<sup>21</sup> <https://www.regjeringen.no/en/topics/education/school/the-norwegian-education-system/id445118/>

## Waterloo Region District School Board (Ontario)

In 2010, full day kindergarten became universally available to all four- and five-year-olds in Ontario. This was one of the most significant expansions of publicly delivered ECEC in Canada in recent years. Today, Ontario offers a two-year, full-day, non-mandatory kindergarten.

Kindergarten is taught by an educator team consisting of certified teachers and registered ECEs, where teachers and ECEs share responsibility for planning and delivery of the program.

As of September 2017, school boards are also required to provide fee-based before- and after-school care for students in kindergarten to grade 6 where there is sufficient demand. The programs can be delivered directly by the school board or through a third-party program, and for children in grades three to six, youth development programs can also be considered.

The Waterloo Region District School Board (WRDSB) delivers their extended day programs (before- and after-school care) directly for students in kindergarten through grade six. The seamless day model is offered for students in kindergarten through to grade 2, and is led by ECEs in a fully-equipped kindergarten classroom (for students in grade 3 to 6, extended care is delivered through youth development programs. Delivery is primarily done directly by WRDSB with a small number of licenced providers that deliver programs on behalf of WRDSB at designated locations.)

As noted in a report that explored the WRDSB's seamless day model as part as a review on seamless early learning in Ontario, "children can spend as much time in [extended day programs] over the course of the year as they do in school. Good quality after school programming can extend and reinforce learning; poor quality undermines the gains made during the school day." (Janmohamed, Z., et al, 2014)

The WRDSB describes their vision for the extended day program as follows:

*"...to provide equitable access to high quality child care, for parents and children across the Region.*

*The Waterloo Region District School Board (WRDSB) extended day program is complementary to the core kindergarten program and aligned with it in order to provide a seamless and consistent experience for children. The extended day program offers play-based pedagogy and makes use of shared resources and shared common spaces to create a seamless system of early learning for children and families.*

*WRDSB believes that all children should have access to before and after school programs and is committed to expanding before- and after-school programs in every school. Extended day programs have no waiting lists and parents can register for full-time or part-time care. Offering affordable, accessible, flexible programs to meet the needs of all families is an important part of a responsive, supportive system that promotes child and family well-being."<sup>22</sup>*

<sup>22</sup> <https://www.wrdsb.ca/beforeafter/background/>

The program operates from 7 a.m. until the arrival bell, and from the dismissal bell until 6 p.m. Full days of programming are offered during staggered entry for kindergarten, and designated Pro D Days. Extended Day programs also operate at alternate program locations for March and Winter break.<sup>23</sup>

Children can attend all five days of the week, before or after school, or any combination therein. Registration takes place online through a central system (OneList) for the district, and scheduling changes can be arranged through that system as well.

The seamless day model, delivered directly by a school board, shows how this program can eliminate transitions for young students, and provide universal access of affordable high quality before-and-after school care for families.



<sup>23</sup> <http://www.wrdsb.ca/beforeafter/wp-content/uploads/sites/13/2018-Parent-Handbook.pdf>

<sup>24</sup> Our knowledge of this pilot project comes from interviews with the two CUPE members who are working as ECEs in this program. We want to note that currently there are two teachers who split the teaching time in the kindergarten classroom participating in the seamless day pilot project. One teacher teaches Monday, Tuesday and Wednesday and the other teacher teaches Thursday and Friday. Both teachers and both ECEs work collaboratively to plan and deliver content to students.

## Seamless Day Pilot Project School District 53 (Oliver, B.C.)

Beginning in September 2019, School District 53 (Okanagan Similkameen) implemented a Seamless Day Pilot Project in a kindergarten classroom in Oliver, B.C. The pilot program is based on the seamless day model in Ontario, and is delivered in a kindergarten classroom by a teaching team that consists of one teacher and two ECEs.<sup>24</sup>

Both ECEs working in the pilot program have their ECE certificate, and an extensive background working in the ECEC field.

Currently, entry to the seamless day program is done by need on a first-come, first-served basis with priority being given to kindergarten students and those who need full-time care. Beyond that, access was offered to grade one students and siblings of the kindergarten students in the program. As the program evolves and grows the registration process could see changes to better serve the needs of families and the community.

Families can currently register their child to attend the program all five days before school, after school, or any combination of these options. Scheduling, billing and invoicing is currently done by one of the ECEs and the school takes care of payment (currently payment must be received in person and the District provides back-end accounting and receipts).

The morning program begins at 7:30 a.m. and parents drop off kids anytime between 7:30 a.m. and the morning bell. The after-school program ends at 5:30 p.m., but pickup commonly begins as early as 4 p.m. for some parents.

Through interviews with the ECEs working in this program, it is clear that there are several advantages of the seamless day model, and students and care givers are already seeing the benefits this program provides.



Among the key benefits of this program is consistency of care. The ECEs are so much better informed when they assume responsibility for care under this model than in other ECE environments.

*“You know whether it’s been a good day or bad day. You know what [the children] were learning. You know if they need longer outdoor play, or more focused activities; whether they need more group time or more individual time. You know what is being taught and what units are being worked through so the activities before and after school build on the daytime learning.”*

Educational integration was also cited a big strength of the model because participation in the classroom work allows ECEs to incorporate themes and learning from the day into before and after school care through a focused purposeful play and teaching/learning.

*“There is no need to view recreation and learning as mutually exclusive – learning can be done through play. Activities and play informed by the classroom learning that can happen without the learners even realizing and this extends the educational value of the care being provided.”*

The pilot project example also shows that students benefit from having a team of educators in the classroom, and that while the classroom teacher is responsible for learning outcomes and delivery of curriculum, the education team works together to lead in a collaborative way.

ECEs working in this pilot also report that there is additional opportunity for specialized care in the classroom ensuring that students social and emotional needs are met.

Parent feedback of the pilot project has been predominately positive. ECEs have heard that parents love that there is one drop-off and pick-up location. While this is obviously extremely convenient, it also reassures parents that their children will be safe and cared for throughout the entire day. Streamlined rules throughout the day (the same rules apply before, during and after school) is also seen as a positive for parents and ensures a smooth day for children.

The pilot project in Oliver is a small sample, but certainly provides the necessary evidence that the seamless day model is a viable and positive option. It demonstrates that the promise of the seamless day model outlined by academics and advocates is actually realized when the model is implemented.

From the fully-built-out example provided by Norway, to the intermediary example in Waterloo, and the fledgling program in Oliver, one can see how the work of School District 53 is the seed that could eventually grow into a very successful provincially-scaled, world-class program. It is up to government to invest the necessary resources to achieve the potential that is evident in these examples.

---

<sup>1</sup> ECEBC and CCCBC, 2019

## **Conclusion – It is possible to create more space and a better system at the same time**

The B.C. government has made great progress in expanding child care seats; however, those seats have been added to a system with long-standing and ongoing structural problems. The absence of publicly delivered, high quality child care in B.C. means that families are forced to make tough decisions between less than ideal options, and all too often there is no choice at all.

However, there is a way to both keep positive momentum behind space creation and to fix the current system, and that is provincial implementation of the seamless day model.

Providing school boards the means and mandate to implement before- and after-school programs in kindergarten classrooms will provide a new round of system spaces — one that also addresses quality and provides value-added educational depth.

CUPE believes the time to do this is now, with research strongly backing the integration and alignment of education and child care and with Canada's minister in charge of federal efforts to expand child care saying there will be an additional 250,000 before- and after-school spaces in the upcoming federal budget.<sup>25</sup>

The government has already taken the first step towards a better, public system through their commitment to a B.C.-made public universal child care system. With the \$10 a Day plan serving as a blueprint, aligning education and child care is the next key step that should be taken to achieving our long-term goals because it also responds to immediate needs.

To make this next step happen, government should review and revise the child care licensing regulations as they apply to school boards operating child care programs directly in order to streamline the licensing process and rationalize the rules between the two co-existent regulatory environments. Government must also prioritize child care funds towards enacting this model in the public system in recognition of the effectiveness, efficiency and quality the seamless day provides over other, for profit options.

As the international, national and local examples show, the seamless day is a key piece of a universal public system of quality ECEC. British Columbia can and should take this important step to make province-wide seamless day before and after school care a reality.

---

<sup>25</sup> <https://www.ctvnews.ca/politics/details-on-new-federal-daycare-spending-coming-in-budget-minister-says-1.4788744>





# RECOMMENDATIONS

*Begin the process of integrating early learning and care by moving the Child Care Branch and Minister of State for Child Care into the Ministry of Education.*

*Undertake action to limit the ability of school districts to contract out child care services to third-party operators; and/or cap the number of contract spaces per district.*

*Mandate that school districts become owner/operators of in-house before- and after-school care, focusing on an integrated model and working towards a seamless day model.*

*Expand the current School District 53 seamless day pilot project in Oliver, B.C. to kindergarten classrooms in school districts across B.C. with dedicated funding.*

## References

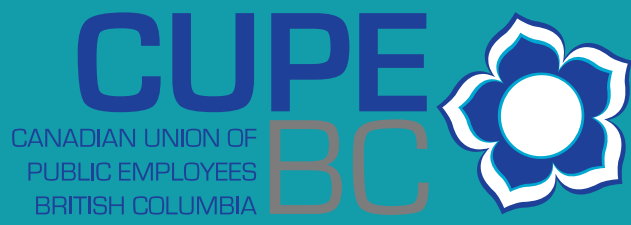
- Coalition of Child Care Advocates of BC and Early Childhood Educators of BC. 2019. *On Our Way to Affordable Child Care: Community Plan for a Public System of Integrated Early Care and Learning, \$10 a Day plan*, 8th edition. Burnaby: CCCBC, ECEBC.
- Colley, S. (2006). *The integration kit, policy papers: How can integration of services for kindergarten-aged children be achieved? Toronto, ON: OISE/University of Toronto*. Retrieved from: [http://www.oise.utoronto.ca/atkinson/UserFiles/File/Resources\\_Topics/Resources\\_Topics\\_SeamlessDay/IntegrationColley06.pdf](http://www.oise.utoronto.ca/atkinson/UserFiles/File/Resources_Topics/Resources_Topics_SeamlessDay/IntegrationColley06.pdf)
- Flanagan, K., Beach, J. *Manitoba Early Learning and Child Care Commission Final Report*. Prepared for Minister Irvin-Ross by Kathleen Flanagan and Associates Inc. January 6, 2016.
- Friendly, M., Larsen, E., Feltham, L.E., Grady, B., Forer, B., & Jones, M. (2018). *Early childhood education and care in Canada 2016*. Toronto: Childcare Resource and Research Unit.
- Janmohamed, Z., McCuaig, K., Akbari, E., Gananathan, R., & Jenkins, J. (2014). *Schools at the Centre: Findings from Case Studies Exploring Seamless Early Learning in Ontario*. Toronto, ON: Atkinson Centre for Society and Child Development, OISE/University of Toronto.
- McCain, M.N. and Mustard, J.F. (1999). *Early Years Study: Reversing the Real Brain Drain*. Toronto, ON: Publications Ontario.
- McCain, M.N., Mustard, J.F., Shanker, S., (2007). *Early Years Study 2: Putting Science Into Action*, Toronto, ON: Council for Early Child Development. From: [http://earlylearning.ubc.ca/media/publications/early\\_years\\_study\\_2.pdf](http://earlylearning.ubc.ca/media/publications/early_years_study_2.pdf)
- Honourable Margaret Norrie McCain (2020). *Early Years Study 4: Thriving Kids, Thriving Society*. Toronto: Margaret and Wallace McCain Family Foundation Inc.
- Organization for Economic Co Operation and Development. (2004). *Early childhood education and care policy: Canada: Country note*. Paris: OECD Directorate for Education, Organization for Economic Co Operation and Development. Retrieved October 25, 2004 from: <http://www.oecd.org/canada/33850725.pdf>
- OECD (2015), *Early Childhood Education and Care Policy Review: Norway*, OECD Publishing, Paris.

OECD (2017), *Starting Strong 2017: Key OECD Indicators on Early Childhood Education and Care, Starting Strong*, OECD Publishing, Paris, <https://doi.org/10.1787/9789264276116-en>.

OECD (2017), *Starting Strong V: Transitions from Early Childhood Education and Care to Primary Education, Starting Strong*, OECD Publishing, Paris, <https://doi.org/10.1787/9789264276253-en>.

Pascal, C.E. 2009. *With Our Best Future in Mind: Implementing Early Learning in Ontario -- Report to the Premier by the Special Advisor on Early Learning*. [https://www.oise.utoronto.ca/atkinson/UserFiles/File/Resources\\_Topics/With\\_Our\\_Best\\_Future\\_In\\_Mind\\_-\\_Charles\\_Pascal.pdf](https://www.oise.utoronto.ca/atkinson/UserFiles/File/Resources_Topics/With_Our_Best_Future_In_Mind_-_Charles_Pascal.pdf)

Muttart Foundation, 2012. *Integrating Child Care and Early Education: A Central Theme in Early Learning and Care*. Edmonton, AB: Muttart Foundation <https://www.ednet.ns.ca/pre-primary/faq-program-details>



For more information, please visit:  
[www.BuildSeamlessChildCare.ca](http://www.BuildSeamlessChildCare.ca)





**HEALTHY SCHOOLS,  
HEALTHY PEOPLE**  
Growth Plan 2020-21



# WHY INVEST IN HEALTHY SCHOOLS, HEALTHY PEOPLE?



Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors

[First Peoples' Principles of Learning](#)

Promoting and supporting the health of all our learners, students, and staff alike, is a priority for Sooke School District that was formalized in the district's [strategic plan](#). Consider:

- When children's basic nutritional and fitness needs are met, they attain higher achievement levels. Connected and supportive school environments that have positive social and emotional climates engage students, increases academic achievement, reduces stress, and improves positive attitudes toward self and others.<sup>1</sup>
- In turn, individuals with more education are likely to live longer; experience better health outcomes; and practice health-promoting behaviors such as exercising regularly, refraining from smoking, and obtaining timely health care check-ups. In short, better health leads to better learning, and better education leads to better health.<sup>2</sup>
- As cited in *From Fragmentation to Alignment: Toward a Systems Leadership Approach to Mental Health Promotion in Schools*, "There is now resounding consensus among educators, parents, policymakers, and the public at large that school-based mental health promotion efforts, such as social and emotional learning, mental health literacy and trauma-informed practice are an effective and cost-effective way to promote students' positive development and mental health and stave off an upward trajectory of mental illness and aggressive behaviours".<sup>3</sup>
- Investing in a healthy workplace that places well-being at the heart of school values and practices leads to better supports for school staff, greater student engagement, and improved student achievement.<sup>4</sup>

<sup>1</sup> ASCD, 2014. <http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wsc-a-collaborative-approach.pdf>

<sup>2</sup> Ibid

<sup>3</sup> Prepared for BC Ministry of Education by Human Learning Partnerships, UBC June 2020

<sup>4</sup> Source: <https://www.edcan.ca/well-at-work/why-healthyworkplace-matters/>



- Stress and burnout syndrome are one of the most frequent negative experiences in the helping professions, and staff within the education sector - including superintendents, principals, teachers, and other teaching and non-teaching staff - are not immune.<sup>5</sup>
- A healthy workplace that promotes educators' well-being is not only beneficial for increasing retention rates and getting the best out of highly engaged employees, but also for better student outcomes. (For more on why addressing staff well-being matters, see this [infographic](#)).

### **MOST BUT NOT ALL SD62 STUDENTS ARE DOING WELL.**

Based on an extensive [review](#) of current data, completed in partnership with Island Health and several expert groups, there are several health-related concerns that merit attention and investment from SD62 and our broader community. The following are just a few findings that serve as a call to action for schools and community. For the complete, referenced list see Appendix B:

- 80% of 12-17-year-olds and 62% of 8-12-year-olds do not get the [recommended amount](#) of daily physical activity
- 64% of LGBTQ2+ students feel unsafe at schools (BC wide data, sources from SOGI 123)
- 34% of grades 7-12 students are experiencing quite a bit or extreme stress
- 27% of Kindergarten students are vulnerable on one or more developmental scales

In announcing the BC Ministry of Mental Health and Addiction's *A Pathway to Hope*, it was reported that, "between 2013-2015, the number of BC students reporting depression rose by 50% and the

---

<sup>5</sup> Source: <https://www.edcan.ca/well-at-work/why-healthyworkplace-matters/>

---

To be able to create safe and caring school environments for children and youth, [and] to support the well-being of children and youth, there must be adults in schools who are ‘well’ and who themselves have good levels of social and emotional competence.

UBC HELP, June 2019

---

number reporting anxiety increased over 135%”<sup>6</sup> There’s no reason to believe SD62 youth are the exception to this trend.

### STAFF WELLBEING: THERE IS CAUSE FOR CONCERN.

The health of district staff is also a priority for SD62 and here again, research demonstrates there is cause for concern and a call to action. Consider:



**23%** of SD62 staff feel that their work-related stress is not manageable<sup>7</sup>



**46%** of BC PVPs say their work has a great deal of stress<sup>8</sup>



**68%** of teachers are emotionally exhausted most or all of the time<sup>9</sup>

As shown on the following page, WorkSafeBC mental health disorder claims from Education sector workers are increasing at double the provincial rate. Anecdotal information provided from SD62 Human Resources would suggest this holds true for SD62 staff.

---

<sup>6</sup> British Columbia Ministry of Mental Health and Addiction (2019). A Pathway to Hope: A roadmap for making mental health and addictions care better for people in British Columbia. Government of British Columbia: Victoria, BC.

<sup>7</sup> SD62 Workplace Engagement Survey (2018)

<sup>8</sup> BCPVPA Wellbeing and Work Intensification Survey (2017)

<sup>9</sup> As cited in *Fragmentation to Alignment: Toward a Systems Leadership Approach to Mental Health Promotion in Schools*. UBC Human Learning Partnership, June 2019)



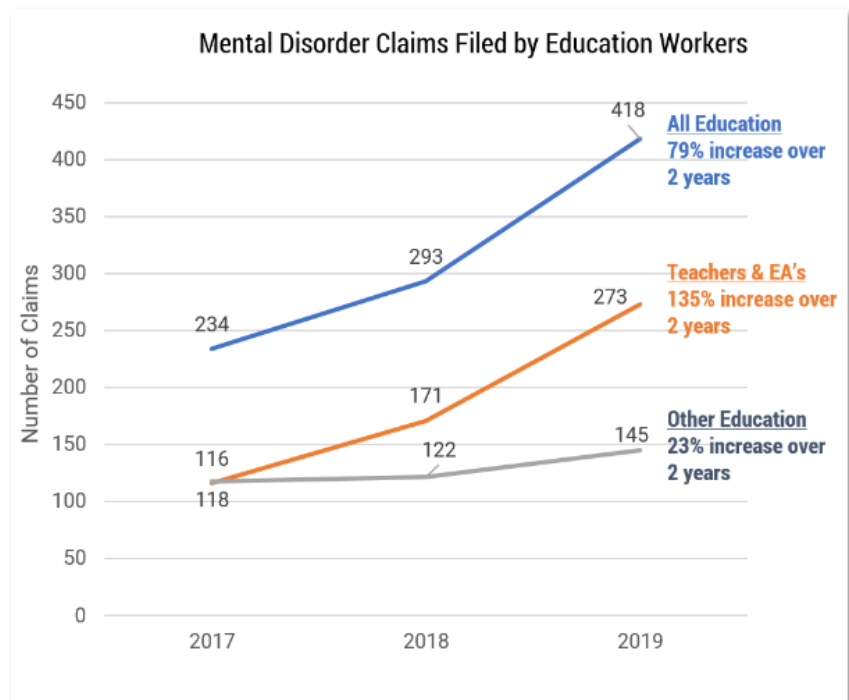
## EDUCATION'S MENTAL DISORDER WORKSAFEBC CLAIMS ARE ON THE RISE

### Education Claims Are Increasing at Double the Provincial Rate

- Mental Disorder Claims for *All Education* increased by 79% in 2 years.
- This is more than double the 38% increase reported for "Total - All Occupations" in BC.

### More Claims Are Being Approved

- The rate of approval for Teacher and EA claims has increased from 48% in 2017 to 54% in 2019



Source: Mental Disorder Claims (Reported to WorkSafeBC 2017-2019), 2020

## VISION, MISSION

### OUR VISION:

- Healthy and thriving children, youth and adults across Sooke School District.

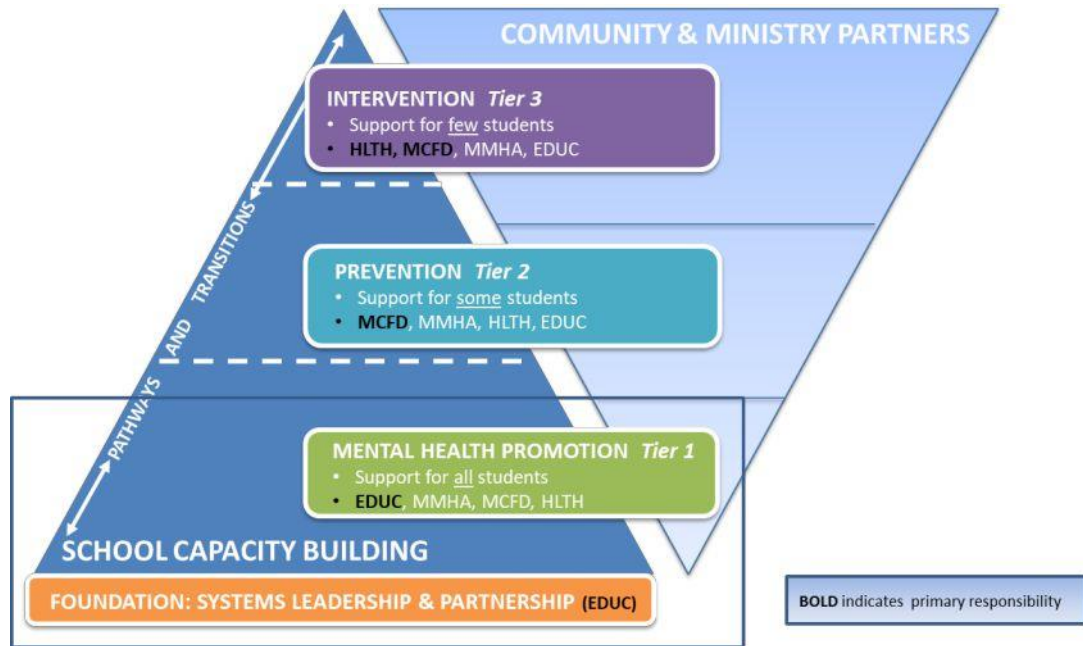
### OUR MISSION:

- To embed health and well-being into district and school cultures, priorities and structures so that all schools support health and well-being as part of their core mandate.

## GUIDING PRINCIPLES

- ✓ The best available evidence guides our work.
- ✓ Our efforts will be data-informed, people centred, and include insights from our students, staff, families and key community partners.
- ✓ We will build on the many strengths of our district and community.

- ✓ Our work is anchored in the BC K-12 curriculum and the strategic priorities of our district.
- ✓ Our focus will primarily be on Tier 1 - supporting the health and well-being of all learners.

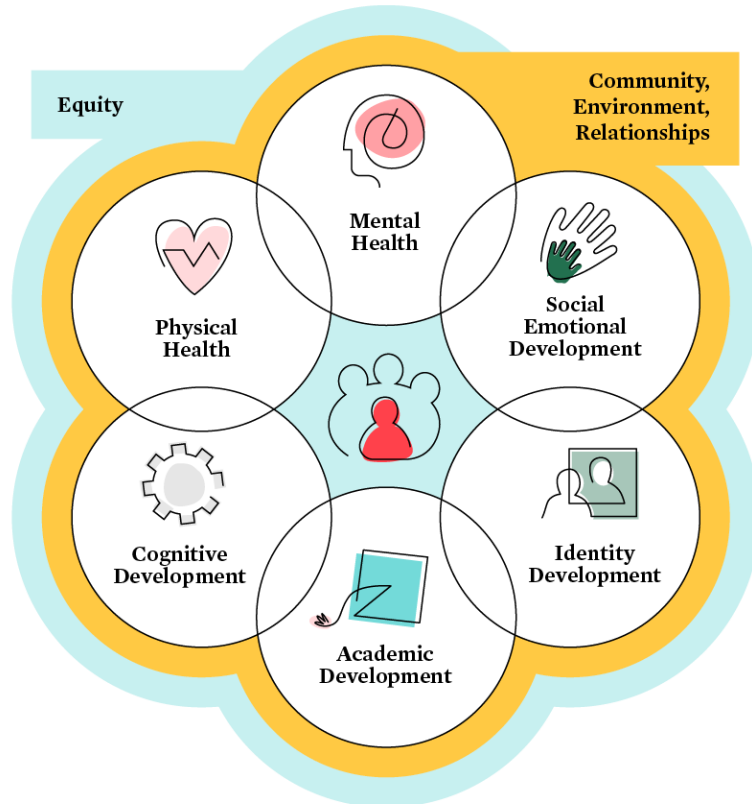


# OUR APPROACH

We are committed to a holistic, school-centered, evidence-based [Comprehensive School Health](#) (CSH) approach.<sup>10</sup> Our work must consider the whole person – moving from a focus on a particular health issue – to helping to build competencies and conditions for good health overall.

It's essential that mental health and physical health not be considered separately. What is good for your bicep is good for your brain. One of the most important ways to improve mental health is daily vigorous exercise.

Senator Stan Kutcher



Source: Chan Zuckerberg Foundation

Our approach must also attend to the [organizational conditions](#) that are vital to the success and sustainability of this work.<sup>11</sup>

Responsibility for this work is shared by many, including District departments (Curriculum, Aboriginal Education, Diversity, Human

<sup>10</sup> Comprehensive School Health is an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way. For more on CSH visit [www.dashbc.ca/about/comprehensive-school-health/](http://www.dashbc.ca/about/comprehensive-school-health/)

<sup>11</sup> [Setting the Stage with the Top 10 Organizational Conditions](#), School Mental Health Ontario; [Essential Conditions for the Implementation of Comprehensive School Health](#), Storey, Montemurro et al.

We need to understand that this is a cultural change we are asking for, not just different information.

Rod Allen,  
Superintendent,  
Cowichan Valley

## GOALS

Resources, Facilities, Transportation), administrators, teachers and other staff and the full district community. As such, we value and continue to strengthen communication, coordination and collaboration, within and beyond our District. This is critical to achieve our vision. So too is a sustained funding commitment.

Many factors influence one's health and while some are beyond the direct influence of schools, in many cases schools can and do play a role.

Fostering a sense of connectedness and belonging to schools is a strategic priority for SD62 and, as the [evidence](#) suggests, is a vital factor in promoting the health and success of all learners. That said, it is not sufficient in supporting the health of learners. The same applies to social emotional learning; important though not sufficient.

The following is specific to the 2020-21 school year. Attention in 2021-22 will include continued investment to deepen and broaden efforts; the following year will more specifically focus monitoring and revising for continued improvement.

- A. Ensure school environments promote and support the health of all learners.
- B. Enhance social-emotional development and physical and health literacy of students.
- C. Support the health of District staff through sustained, authentic engagement and innovative approaches.
- D. Support parents/guardians in supporting the health of their children.
- E. Ensure sufficient and seamless levels of health-related support and services for students and families.
- F. Strengthen relationships and coordinated, collaborative actions on health-related priorities across and amongst community agencies in Sooke and West Shore.



*The PISE [physical literacy] program has positively affected the way our staff are working with their students in the gym. ...increase in differentiated instruction and confidence in the ways lessons are taught.... I would love to host this program again and would highly recommend it.*

Kerry Arnot, Principal, Savoy Elementary

## GOAL A: ENSURE SCHOOL ENVIRONMENTS PROMOTE AND SUPPORT THE HEALTH OF ALL LEARNERS

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
<p>1. Engage youth to help ensure this work serves their needs.</p>	<ul style="list-style-type: none"> <li>• Work with SD62 youth council, Wellness Centre YAC et al on key priorities for enhancing school environments (including increase use of data-informed decision making using for example AHS, COMPASS results and SD62 child/youth health infographic)</li> <li>• Expand on the work of the <a href="#">Youth Engagement Project</a> (completed by several community partners, including SD62) by working in partnership with youth and community partners.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced, meaningful, sustained engagement in issues of relevance to safe and healthy schools</li> <li>• Increased youth engagement in decisions impacting youth (e.g., engagement in communication channels, opportunities to provide input and efforts)</li> <li>• Safe and Healthy Schools is a topic of focus for the SD62 youth council</li> </ul>
<p>2. Identify current school level investments and priorities related to health promoting school environments.</p>	<ul style="list-style-type: none"> <li>• Enhance awareness and understanding of key elements of a health promoting school environment through partnerships with IH and others</li> <li>• Work with school communities to support use of data-informed decision making (e.g., school based data such as healthy schools <a href="#">assessment</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• All schools have established one health and well-being related priority they'd like to address (and/or strengthen)</li> <li>• Increase in data-informed decision making (e.g., Secondary schools using their COMPASS data)</li> <li>• Number of schools reaching out to</li> </ul>

GOAL A: ENSURE SCHOOL ENVIRONMENTS PROMOTE AND SUPPORT THE HEALTH OF ALL LEARNERS

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
<p>3. Increase school-wide opportunities for physical activity during instructional and non-instructional time</p>	<p><a href="#">tools</a>, Child and Youth Health infographic, Secondary school specific COMPASS reports, observations and reflections of school community members, etc.) to identify school-based and district health and well-being related priorities</p> <ul style="list-style-type: none"> <li>• Explore the feasibility of implementing the MDI</li> <li>• Continue leveraging and strengthening relationships and building partnerships with SPEAC/PACs and community partners to address priorities identified</li> <li>• Support the development of outdoor physical activity circuits in Elementary schools (i.e., Facilities to paint circuit stencils; work with PISE to provide workshops and materials to support use, as required)</li> </ul>	<p>District and/or community partners (e.g., Island Health’s Healthy Schools team) to support them with their health-related goals</p> <ul style="list-style-type: none"> <li>• Increased number of schools with outdoor circuits</li> <li>• Hosted learning opportunities related to integrating physical activity in to the school day</li> </ul>

## GOAL A: ENSURE SCHOOL ENVIRONMENTS PROMOTE AND SUPPORT THE HEALTH OF ALL LEARNERS

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
	<ul style="list-style-type: none"> <li>• Consult middle and secondary schools to explore opportunities to further integrate physical activity in to the school day</li> <li>• Explore opportunities to work with Aboriginal Education, Inclusive Education and Curriculum to provide professional learning opportunities and/or resources for enhancing staff’s knowledge and skills related to integrating physical activity into the school day</li> <li>• Work with community partners to integrate physical literacy and physical activity opportunities into school events</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain and disseminate a current, curated list of recommended, evidence-backed, curricular aligned learning resources</li> <li>• Increased cross-department collaborative efforts of relevance (e.g., Inclusion Education has done a lot of work related to sensory circuits; supporting adaptive physical activity opportunities for learners)</li> </ul>
<p>4. Continue to provide a safe and supportive environment for all members of the school community regardless of sexual orientation, gender identify or gender expression.</p>	<ul style="list-style-type: none"> <li>• Support gender inclusive environments at schools and workplaces</li> <li>• Continue to promote inclusive learning environments, including gender neutral signage, word choices, and extracurricular</li> </ul>	<ul style="list-style-type: none"> <li>• GSAs in all middle and secondary schools</li> <li>• Diversity clubs in at least 12 elementary schools</li> </ul>



## GOAL A: ENSURE SCHOOL ENVIRONMENTS PROMOTE AND SUPPORT THE HEALTH OF ALL LEARNERS

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
	<p>opportunities, to create a positive and welcoming space for all</p> <ul style="list-style-type: none"> <li>• Ensure that all schools have a SOGI lead who is able to act as a resource person for LGBTQ2+ community</li> <li>• Ensure that staff have access to learning resources that teach diversity, inclusion and include examples of SOGI and LGBTQ2+ topics</li> <li>• Encourage establishment and support school-based clubs dedicated to promoting gender inclusivity and diversity</li> <li>• Continue to provide training and education for all staff to help eliminate discrimination related to gender identify and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Hold annual “Living in Colour” student conference for gr. 6-12 students</li> <li>• In partnership with West Shore Parks and Recreation host “Queer Prom” (May 2020)</li> <li>• At least one single stall gender neutral bathroom, with signage, at all SD62 sites</li> <li>• SOGI leads in all schools; expand to all SD62 sites and departments (e.g., Facilities, HR, Finance etc.)</li> <li>• Supporting universal design in all new schools</li> </ul> <p>Hosted professional learning opportunities for staff</p>

GOAL A: ENSURE SCHOOL ENVIRONMENTS PROMOTE AND SUPPORT THE HEALTH OF ALL LEARNERS

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
<p>5. Support and expand K-12 outdoor learning opportunities (e.g., school gardens)</p>	<ul style="list-style-type: none"> <li>• Expand and support secondary school garden network to a K-12 network of school garden leaders/advocates</li> <li>• Introduce SD62 version of Greening Document from SD61 to facilitate the process for development of school gardens</li> <li>• Establish minimum standards related to school gardens and outdoor learning environments in all existing and new sites</li> <li>• Continue to strengthen partnerships with local agencies and community (e.g., Farm to School BC, CRFAIR, Island Health, et al) to support existing and new school garden and outdoor learning efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Network established (Feb 2020) and ongoing support through various means including Google Drive (to include resources, grant opportunities et al)</li> <li>• Evaluation of piloted SD62 secondary school focused garden coordinator position</li> <li>• Professional learning sessions (at least 2/year) held</li> <li>• Adaptation of the <i>Greening Document</i> currently under development in SD61</li> </ul>

## GOAL B: ENHANCE SOCIAL-EMOTIONAL DEVELOPMENT AND PHYSICAL AND HEALTH LITERACY OF STUDENTS

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
<p>1. Promote Gr K-7 educator awareness and use of evidence-based strategies to develop student self-awareness, self-management, social awareness, relationship skills and responsible decision-making (SEL)</p>	<ul style="list-style-type: none"> <li>● Establish and support cross department coordinating team to align and optimize existing efforts</li> <li>● Development of a curriculum-aligned district SEL framework</li> <li>● Highlighting for all school staff (K-7) starting with PVP, the foundational role of SEL to health and well-being</li> <li>● Provide evidence-based, developmentally appropriate resources to school-based staff for use with whole schools, classrooms and individual students</li> </ul>	<ul style="list-style-type: none"> <li>● Cross-department coordinating team established and meeting regularly</li> <li>● School staff have targeted professional development on SEL (e.g., PVP learning sessions; school-based ‘lunch and learn opportunities)</li> <li>● District SEL framework developed and operationalized</li> <li>● School staff are requesting more learning opportunities related to supporting their efforts in address SEL with students</li> <li>● Staff have access to a range of evidence-backed, developmentally appropriate SEL resources</li> </ul>
<p>2. All students in school district will receive mental health</p>	<ul style="list-style-type: none"> <li>● Continuing to address mental health literacy at the grade 8-10 levels</li> </ul>	<ul style="list-style-type: none"> <li>● Pre and post-tests with students receiving mental health literacy</li> </ul>

## GOAL B: ENHANCE SOCIAL-EMOTIONAL DEVELOPMENT AND PHYSICAL AND HEALTH LITERACY OF STUDENTS

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
<p>literacy training before they leave secondary school.</p>	<ul style="list-style-type: none"> <li>• Clarify within school sites which teaching staff/subject areas will be responsible for addressing mental health literacy</li> <li>• Build and support school teams, beyond but including, the counselling team, of staff who will be considered “go to” people to support young people’s help-seeking needs</li> <li>• Continue to support and engage families with regards to mental health literacy and access to community services (i.e., via HSHP newsletter, related information for teachers to share with parents, information sessions offered by district and/or by community partners)</li> <li>• Working with existing tools (e.g., Mental Health Literacy Curriculum Guide pre/post surveys) implement a formative assessment to monitor utility and effectiveness of the mental health literacy implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Number of staff involved in the delivery of the Teen Mental Health literacy program.</li> <li>• Number of staff involved as “go to” support for young people</li> <li>• Dialogue about mental health and mental illness is open, honest and not stigmatized</li> <li>• Students and staff know where to go for help in addressing their mental health and well-being related needs. (via Student Learning Survey question at gr. 7/10)</li> <li>• Need indicator related to K-12 counsellor investment</li> </ul>

## GOAL B: ENHANCE SOCIAL-EMOTIONAL DEVELOPMENT AND PHYSICAL AND HEALTH LITERACY OF STUDENTS

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
	<ul style="list-style-type: none"> <li>• support and broaden uptake of trauma-informed approaches in supporting learners</li> </ul>	
<p>3. Enhance teacher capacity to address physical literacy with their students</p>	<ul style="list-style-type: none"> <li>• Continue our partnership with PISE to expand embedded professional learning for Elementary Schools</li> <li>• Initiate embedded professional learning with Middle Schools</li> <li>• Explore needs and feasibility of secondary school focused efforts</li> <li>• Support Inclusive Education efforts of relevance</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded PD delivered in 3 more elementary (1/family)</li> <li>• Booster PD sessions on physical literacy offered to STA Pro D committee (by PISE)</li> <li>• Embedded PD delivered in 2 Middle Schools (gr. 6 &amp; 7) (1/family)</li> <li>• Dialogue with Secondary PHE teachers held to help inform next steps</li> <li>• Increased adaptive programs to support all learners</li> </ul>
<p>4. Continue to support all school staff in addressing other areas of health education (sexual health, substance use,</p>	<ul style="list-style-type: none"> <li>• Continue to work closely with Island Health (Public Health, Healthy Schools team) to support school and classroom-based health education efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations to key stakeholders (e.g. PVP, school staff)</li> <li>• Requests from schools</li> <li>• Requests from STA for PD</li> </ul>

## GOAL B: ENHANCE SOCIAL-EMOTIONAL DEVELOPMENT AND PHYSICAL AND HEALTH LITERACY OF STUDENTS

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
nutrition, sleep hygiene, digital wellness et al)	<ul style="list-style-type: none"> <li>Enhance school staff awareness and facilitate access to district and community learning materials and related resources</li> <li>Explore piloting school-based teacher cohort</li> </ul>	<ul style="list-style-type: none"> <li>Number of teachers accessing learning resources via SD62 intranet</li> </ul>

## GOAL C: SUPPORT THE HEALTH OF ALL DISTRICT STAFF THROUGH SUSTAINED, AUTHENTIC ENGAGEMENT AND INNOVATIVE, EVIDENCE-BASED STRATEGIES

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
1. Develop a staff well-being framework to guide further action based on outcomes of the 2020 staff consultations.	<ul style="list-style-type: none"> <li>Based on results of 2020 initiated staff consultation process (focus groups/full group invitational meeting), identify key objectives and related action plan</li> <li>This may include sustaining school-based health champions infrastructure though that remains to be determined, based on the consultative process outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Plan developed in collaboration with HR and education partners</li> </ul>

## GOAL D: SUPPORT PARENTS/GUARDIANS IN SUPPORTING THE HEALTH OF THEIR CHILDREN

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
<p>1. Support parents with a needs-based coordinated range of learning opportunities and resources</p>	<ul style="list-style-type: none"> <li>• Collaborate with SPEAC to offer a range of events for parents/caregivers (in person and online)</li> <li>• Continue publishing monthly issues of the Healthy Schools, Healthy People newsletter and distribute via multiple channels</li> <li>• Optimize relevant parent focused opportunities offered by our community partners (e.g., parent focused programming; special events; expertise) by facilitating greater shared awareness and access.</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar of events planned for 2020-21 year</li> <li>• HSHP newsletter produced and shared monthly; analytics to assess readership</li> <li>• Increased sharing of parent/family focused events across community partners/sectors via SD calendar</li> </ul>
<p>2. Enhance awareness of existing services and supports available to children, youth and family across Sooke West Shore</p>	<ul style="list-style-type: none"> <li>• Add to SD62 website a calendar of events for parents/families to help promote events, services offered by community partners (e.g., Family Smart “in the know’ sessions; parenting programs run by Boys and Girls Clubs etc.)</li> <li>• Maintain/share current inventory of community services with staff and families via SD62 communication channels</li> </ul>	<ul style="list-style-type: none"> <li>• Community partners contribute via SD62 staff</li> <li>• Analytics to assess user visits to calendar and inventory</li> </ul>

GOAL E: ENHANCE SUFFICIENT AND SEAMLESS LEVEL OF HEALTH RELATED SUPPORT AND SERVICES FOR STUDENTS AND FAMILIES.

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
<p>1. Increase school-based health services</p>	<ul style="list-style-type: none"> <li>Continue to collaborate with Island Health and other key partners to optimize and potentially expand school-based services, including though not limited to school-based wellness centres</li> </ul>	<ul style="list-style-type: none"> <li>Expansion of in-school services at all of our middle and secondary schools</li> </ul>
<p>2. Enhance awareness of existing services and supports available to children, youth and family across Sooke West Shore</p>	<ul style="list-style-type: none"> <li>Working with community partners, maintain/share current inventory of community services with staff and families via SD62 communication channels</li> <li>Working with SD62 Communications Manager, assist in development of the SD62 public web site’s youth focused page (e.g., provide content, establish and work with youth engaged to inform this work)</li> </ul>	<ul style="list-style-type: none"> <li>Inventory updated Summer/2021</li> <li>Page launched in Fall/2020</li> </ul>



**GOAL F: STRENGTHEN RELATIONSHIPS AND COORDINATED, COLLABORATIVE ACTIONS RELATED TO HEALTH AND WELL-BEING ACROSS AND AMONGST COMMUNITY AGENCIES IN SOOKE AND WEST SHORE.**

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
<p>1. Work with strategic partners in addressing joint priorities of relevance to the health and well-being of children, youth and families.</p>	<ul style="list-style-type: none"> <li>• Continue to steward the Healthy Schools, Healthy People community table</li> <li>• Identify and explore opportunities to address joint priorities (e.g., space is a common issue of concern across sectors)</li> <li>• Ensure SD62 is represented at relevant working groups (e.g., PLAY Sooke West Shore table focused on community wide physical activity); data and evidence workgroup; special projects workgroups where aligned with strategic priorities of SD62 - e.g., Foundry application)</li> </ul>	<ul style="list-style-type: none"> <li>• Clarity and progress on priorities identified at the Table (e.g., youth engagement capacity building; youth space)</li> <li>• Monitoring and evaluation of middle years focused outreach program (joint effort of SD62 and Boys and Girls Clubs)</li> <li>• Increased communication, coordination and collaboration across Table membership</li> </ul>

# APPENDIX A: GLOSSARY

“**Health** is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” (World Health Organization, 1946)

“**Health Literacy** is the use of a wide range of skills that improve the ability of people to act on information in order to live healthier lives. These skills include reading, writing, listening, speaking, numeracy, and critical analysis, as well as communication and interaction skills.” (Calgary Charter, 2011)

“**Health Promotion** is the process of enabling people to increase control over, and to improve, their health.” (World Health Organization, 1986)

**Health Promoting School** is one that consistently strengthens its capacity as a healthy setting for learning, playing, and working. (World Health Organization)

“**Mental Health Literacy** has four unique, integrated components:

1. Understanding how to optimize and maintain good mental health,
2. Understanding mental disorders and their treatments,
3. Decreasing stigma, and
4. Increasing health-seeking efficacy.” (Kutcher, S. et al; [www.teenmentalhealth.org](http://www.teenmentalhealth.org))

**Mental Health Promotion** is about fostering the development of mental health by supporting individual resilience, creating supportive environments and addressing the influence of the broader determinants of mental health. (Canadian Institute for Health Information, 2009)

**Physical Literacy** is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. (International Physical Literacy Association, May, 2014)

**Positive Mental Health** is the capacity of each and all of us to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity. (Public Health Agency of Canada, 2014)

**Social and Emotional Learning (SEL)** is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL.org)

**Resilience:** “In the context of exposure to significant adversity, resilience is both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their well-being, and their capacity individually and collectively to negotiate for these resources to be provided in culturally meaningful ways.” ([www.resilienceresearch.org](http://www.resilienceresearch.org))

“**Well-being**” is an imperfect term due to its broad coverage across various disciplines including healthcare, economics, and the social sciences, among other disciplines. This makes it difficult to define well-being in simple terms, although it generally refers to “how we are doing” as individuals, communities or society. Most relevant to the workplace is personal or subjective well-being - “life satisfaction based on an individual’s perception of their health, happiness and sense of purpose” - and its interaction with work. (<https://www.edcan.ca/well-at-work/what-healthy-workplace/>)



# APPENDIX B:

## Most but not all SD62 Students Are Doing Well Are there opportunities for improvement?

### Relationships & Environment

- **9%** of youth sometimes go to bed hungry due to insufficient funds for food at home<sup>1,-M</sup>
- **26%** don't feel like a part of their community<sup>1,1,H</sup>
- **15%** don't feel like a part of their school<sup>1,1,H</sup>
- **17%** don't have an adult they can talk to about a serious problem<sup>1,-H</sup>
- **64%** of LGBTQ2+ students feel unsafe at school<sup>7,-</sup>

### Physical Health

- **18%** of youth reported eating no fruit yesterday and **20%** of youth reported eating no vegetables yesterday<sup>1,-M</sup>
- **80%** of 12-17 year olds<sup>1</sup> and **62%** of 8-12 year olds<sup>1</sup> do not get recommended physical activity every day
- **47%** get less than 8-10 hours of sleep<sup>1,-H</sup>
- **47%** of students reported they did not feel rested<sup>1,-M</sup>

### Substance Use

In the last month:

- **26%** reported using vape with nicotine<sup>4,↑,H</sup>
- **19%** reported binge drinking<sup>3,↓,H</sup>
- **29%** reported having tried marijuana<sup>1,1,H</sup>



### Social Emotional & Mental Health

- **34%** are experiencing quite a bit or extreme stress<sup>1,1,H</sup>
- **18%** seriously considered suicide in the past year<sup>1,1,H</sup>
- **16%** felt they needed mental health services but did not access them<sup>1,1,H</sup>

### Intellectual Development & Academic Achievement

- **27%** of Kindergarten students vulnerable on one or more development scales<sup>6,-L</sup>
- **55%** of students reported learning about how to stay healthy "many times" or "all of the time" at school<sup>4,-</sup>
- Grade transitions 9-10: **97%**, 10-11: **93%**, 11-12: **86%**<sup>4</sup>
- **71%** graduation rate for all students<sup>4</sup>
- **70%** graduation rate for Aboriginal students<sup>4</sup>

### Sexual Health

- Ever had sex (not incl. oral sex/masturbation): **77%** no<sup>1,-M</sup>, **23%** yes<sup>1,1,M</sup>
- Last time had sex: **56%** used condoms<sup>1,-M</sup>, **49%** used withdrawal<sup>1,↑,M</sup>, **53%** used birth control pills or other prescribed method<sup>1,-M</sup>

### Data Sources and Legend

1. McCreary SD62 Adolescent Health Survey 2018 (AHS SD62)
  2. ParticipACTION report card on Physical Activity 2018 <https://tinyurl.com/y7ksnxns>
  3. COMPASS UBC Survey of Gr 9-12 students (2017 and 2018)
  4. 2019 School District Report, SD62 Sooke <https://studentsuccess.gov.bc.ca/school-district/062>
  5. Local Health Area Profiles (LHA) Western Communities <https://tinyurl.com/yxbj4zw5>
  6. Early Development Index (EDI) SD62 <https://tinyurl.com/yxzuddxf>
  7. SOGI 123 <https://www.sogieducation.org>
  8. Sex Ed is Our Right <https://www.sexedisourright.ca/sogi>
- ↓ Down from previous measure, ↑ Up from previous measure, - (no change, no comparator or not accessed); L (low), M (medium), H (high) Health Risk Factor Relevance



## MORE INFORMATION

### PHYSICAL WELL BEING (HEALTHY EATING, PHYSICAL ACTIVITY, SCREEN TIME, SLEEP)

- **44%** drank pop/soda &/or energy drinks the previous day; **81%** of youth reported eating sweets the previous day<sup>1,-,M</sup>
- **5.9 hours/day**: average recreational screen time (Gr 9-12)<sup>3,↑,L</sup>
- **57-60%** of youth report surfing the net/texting/using social media after they are expected to go to sleep; activities: Chat/text<sup>↓,-,M</sup> **56%** / Game<sup>↓</sup> **27%** / Homework<sup>↑,-,M</sup> **41%** / Video, Social media<sup>-,M</sup> **71%** / Go offline **43%**<sup>1,-,M</sup>
- **2.3 hours/day** is spent by 5-11 year olds in recreational screen time pursuits<sup>2,-</sup>; **5.9 hours/day** for youth in Gr 9-12
- **53%** of students reported waking up today feeling rested<sup>1,-,M</sup>
- **7 hours/night** is the average hours of sleep for youth in Gr 9-12<sup>3,-,L</sup>
- **44%** of students are eating breakfast daily<sup>3</sup>

### SEXUAL HEALTH

- Ever had oral sex: **20%** yes (given)<sup>↓,M</sup>, **22%** yes (received)<sup>↓,M</sup>, **75%** no<sup>1</sup>
- **14%** access pornography on their smartphones<sup>1,-,L</sup>
- **57%** said that school is an important place for youth to receive sex ed<sup>8,-</sup>

### SOCIAL/EMOTIONAL/MENTAL HEALTH; RELATIONSHIPS AND ENVIROMENT

- **33%** felt nervous, anxious, on edge on most days of the last 2 weeks<sup>3,↑,M</sup> and **30%** often have difficulty making sense out of their feelings<sup>3,↑,L</sup>
- **25%** felt depressed most days in the last week<sup>3,↑,M</sup>
- **18%** bullied within past month<sup>3,↑,M</sup>
- Of the **16%** that didn't access emotional or mental health services<sup>1,↑,H</sup> **63%** didn't do so because they didn't want their parents to know<sup>1,↑</sup>; **37%** didn't know where to go<sup>1,↑</sup>
- **15%** of students feel that they manage stress poorly<sup>1,-,H</sup> and **18%** are experiencing quite a bit or extreme despair<sup>1,-,H</sup>
- **15%** walk/bike/skateboard to school<sup>1,↑</sup>; **41%** use bus/public transit<sup>1,↑</sup>, **43%** use car<sup>1,↑</sup>
- **77%** of youth feel welcomed at school<sup>4,L</sup>

### SUBSTANCE USE

- **26%** used a vape pen or stick in last month vs 11% who used cigarettes<sup>1,-,H</sup>
- Number of days used cannabis in past month (among the 29% of students who had tried cannabis)<sup>1,-,H</sup>
  - ❖ 0 days: 39%; 1-2 days: 25%; 3-5 days: 10%; 6-9 days: 6%; 10-19 days: 6%; 20-29 days: 7%; All 30 days: 7%
- **41%** who used alcohol or drugs in past year was told they did something they couldn't remember<sup>1,-</sup>; **28%** passed out<sup>1,-</sup>; **14%** grades changed<sup>1,-</sup>

### Data Sources and Legend

McCreary SD62 Adolescent Health Survey 2018 (AHS SD62)  
ParticipACTION report card on Physical Activity 2018 <https://tinyurl.com/y7ksnxns>  
COMPASS UBC Survey of Gr 9-12 students (2017 and 2018)  
2019 School District Report, SD62 Sooke <https://studentsuccess.gov.bc.ca/school-district/062>  
Local Health Area Profiles (LHA) Western Communities <https://tinyurl.com/yxbj4zw5>  
Early Development Index (EDI) SD62 <https://tinyurl.com/yxzudxdf>  
SOGI 123 <https://www.sogieeducation.org>  
Sex Ed is Our Right <https://www.sexedisourright.ca/sogi>  
Down from previous measure, ↑ Up from previous measure, – (no change, no comparator or not accessed);  
low), M (medium), H (high) Health Risk Factor Relevance

*Acknowledgements: This info graphic was developed in collaboration with members of the SD62-initiated Healthy Schools, Healthy People Table and in particular those on its Data and Evidence Workgroup*

# HEALTHY SCHOOLS ACTION GUIDE

## for Grades K-12



# MOST BUT NOT ALL SD62 STUDENTS ARE DOING WELL

---

## Are there opportunities for improvement?

---



## Introduction

For the most part, children and youth served by the Sooke School District (SD62) are doing well. However, is there room for improvement?

The infographic included below (and online [here](#)), was developed in collaboration with an expert panel affiliated with the Healthy Schools, Healthy People Community Table<sup>1</sup>. It summarizes the most relevant and recent child and youth data that is readily acted upon, based on available resources. It includes a retrospective, showing changes over time and as possible, how the local data compares provincially.

Health and learning are inextricably connected, as the First Peoples Principals of Learning remind us, “Learning ultimately supports the well-being of self, the family, the community, the land, the spirits, and the ancestors.” Moreover, there is substantive evidence that well-being (physical, emotional, social and cognitive) supports learning.

The infographic identifies several health domains. The good news: often behaviours and related efforts to improve them overlap. For example, what is helpful in promoting physical health can benefit mental health - and vice versa. Most importantly, caring relationships are fundamental to health *and* learning and as the centre of the infographic suggests, caring people are at the heart of helping children and young people thrive! Within the school context, the [research](#) is strong and consistent: students who feel connected to school do better academically and are healthier.

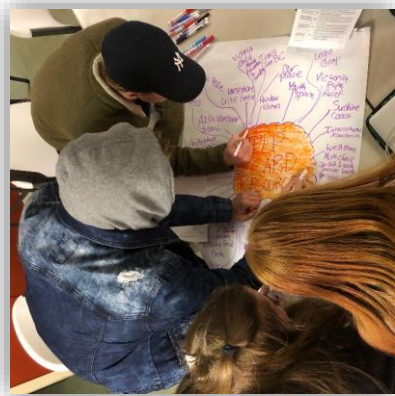
This action guide is designed to support the use of the infographic and further action on priority areas, as identified by those working in schools and/or with children, youth and families. It does so by providing:

- A composite, current picture of how our students are doing
- Dialogue starters - questions to spark reflection and dialogue
- Examples of evidence-backed practices and related resources that can help address the various health domains touched on in the infographic

---

<sup>1</sup> The Healthy Schools, Healthy People Community Table is comprised of over 30 local agencies who share a commitment to promoting the health and well-being of young people and their families across the SD62 catchment area.

- Helpful resources, including the West Shore and Sooke Healthy Schools Team from Island Health ([wssookeschoolteam@viha.ca](mailto:wssookeschoolteam@viha.ca))



## Who is the infographic and action guide designed for?

Anyone who cares about young people across the SD62 area including, though certainly not limited to: school and school district staff; community partners including government and non-government organizations; parents/caregivers; and of course, young people themselves - who are well positioned to be change-makers within their schools and communities!

---

Start the conversation, spark some action!

---

## Starting the conversations, sparking action!

Here are some sample questions that are designed to help foster inquiry and spark action:

- In looking at the infographic (and perhaps other data you have), what stands out for you?
- What are you surprised about?
- Does the data reflect what you see in your community?
- What else would you like to learn about the data?
- Are there others you might consider involving in reflecting on and acting on the data?
- Is there a priority area or two that you and others could help address?
- Who could help you in this?

Thinking of possible actions:

- What actions might be put in place to support/impact this area?
  - Short-term
  - Medium-term
  - Long-term
- What resources are necessary to implement or make change with the priority area(s) you would like to focus on?
- Who or what organization might you engage for more help?





# Most but not all SD62 Students Are Doing Well

## Are there opportunities for improvement?

### Relationships & Environment

- **9%** of youth sometimes go to bed hungry due to insufficient funds for food at home<sup>1,-M</sup>
- **26%** don't feel like a part of their community<sup>1,1,H</sup>
- **15%** don't feel like a part of their school<sup>1,1,H</sup>
- **17%** don't have an adult they can talk to about a serious problem<sup>1,-H</sup>
- **64%** of LGBTQ2+ students feel unsafe at school<sup>7,-</sup>

### Physical Health

- **18%** of youth reported eating no fruit yesterday and **20%** of youth reported eating no vegetables yesterday<sup>1,-M</sup>
- **80%** of 12-17 year olds<sup>1</sup> and **62%** of 8-12 year olds<sup>1</sup> do not get recommended physical activity every day
- **47%** get less than 8-10 hours of sleep<sup>1,-L,H</sup>
- **47%** of students reported they did not feel rested<sup>1,-M</sup>

### Substance Use

In the last month:

- **26%** reported using vape with nicotine<sup>1,↑,H</sup>
- **19%** reported binge drinking<sup>3,-L,H</sup>
- **29%** reported having tried marijuana<sup>1,1,H</sup>



### Social Emotional & Mental Health

- **34%** are experiencing quite a bit or extreme stress<sup>1,1,H</sup>
- **18%** seriously considered suicide in the past year<sup>1,1,H</sup>
- **16%** felt they needed mental health services but did not access them<sup>1,1,H</sup>

### Intellectual Development & Academic Achievement

- **27%** of Kindergarten students vulnerable on one or more development scales<sup>6,-L</sup>
- **55%** of students reported learning about how to stay healthy "many times" or "all of the time" at school<sup>4,-</sup>
- Grade transitions 9-10: **97%**, 10-11: **93%**, 11-12: **86%**<sup>4</sup>
- **71%** graduation rate for all students<sup>4</sup>
- **70%** graduation rate for Aboriginal students<sup>4</sup>

### Sexual Health

- Ever had sex (not incl. oral sex/masturbation): **77%** no<sup>1,-M</sup>, **23%** yes<sup>1,1,M</sup>
- Last time had sex: **56%** used condoms<sup>1,-L,M</sup>; **49%** used withdrawal<sup>1,↑,M</sup>; **53%** used birth control pills or other prescribed method<sup>1,-M</sup>

### Data Sources and Legend

1. McCreary SD62 Adolescent Health Survey 2018 (AHS SD62)
  2. ParticipACTION report card on Physical Activity 2018 <https://tinyurl.com/y7ksnxns>
  3. COMPASS UBC Survey of Gr 9-12 students (2017 and 2018)
  4. 2019 School District Report, SD62 Sooke <https://studentsuccess.gov.bc.ca/school-district/062>
  5. Local Health Area Profiles (LHA) Western Communities <https://tinyurl.com/yxbj4zw5>
  6. Early Development Index (EDI) SD62 <https://tinyurl.com/yxzudxf>
  7. SOGI 123 <https://www.sogieeducation.org>
  8. Sex Ed is Our Right <https://www.sexedisourright.ca/sogi>
- ↓ Down from previous measure, ↑ Up from previous measure, - (no change, no comparator or not accessed); L (low), M (medium), H (high) Health Risk Factor Relevance



## MORE INFORMATION

### PHYSICAL WELL BEING (HEALTHY EATING, PHYSICAL ACTIVITY, SCREEN TIME, SLEEP)

- **44%** drank pop/soda &/or energy drinks the previous day; **81%** of youth reported eating sweets the previous day<sup>1,-,M</sup>
- **5.9 hours/day**: average recreational screen time (Gr 9-12)<sup>3,1,L</sup>
- **57-60%** of youth report surfing the net/texting/using social media after they are expected to go to sleep; activities: Chat/text<sup>↓,-,M</sup> **56%** / Game<sup>↓</sup> **27%** / Homework<sup>↑,-,M</sup> **41%** / Video, Social media<sup>-,M</sup> **71%** / Go offline **43%**<sup>1,-,M</sup>
- **2.3 hours/day** is spent by 5-11 year olds in recreational screen time pursuits<sup>2,-</sup>; **5.9 hours/day** for youth in Gr 9-12
- **53%** of students reported waking up today feeling rested<sup>1,-,M</sup>
- **7 hours/night** is the average hours of sleep for youth in Gr 9-12<sup>3,-,L</sup>
- **44%** of students are eating breakfast daily<sup>3</sup>

### SEXUAL HEALTH

- Ever had oral sex: **20%** yes (given)<sup>↓,M</sup>, **22%** yes (received)<sup>↓,M</sup>, **75%** no<sup>1</sup>
- **14%** access pornography on their smartphones<sup>1,-,L</sup>
- **57%** said that school is an important place for youth to receive sex ed<sup>8,-</sup>

### SOCIAL/EMOTIONAL/MENTAL HEALTH; RELATIONSHIPS AND ENVIROMENT

- **33%** felt nervous, anxious, on edge on most days of the last 2 weeks<sup>3,1,M</sup> and **30%** often have difficulty making sense out of their feelings<sup>3,1,L</sup>
- **25%** felt depressed most days in the last week<sup>3,1,M</sup>
- **18%** bullied within past month<sup>3,1,M</sup>
- Of the **16%** that didn't access emotional or mental health services<sup>1,↑,H</sup> **63%** didn't do so because they didn't want their parents to know<sup>↓,L</sup>; **37%** didn't know where to go<sup>↓,L</sup>
- **15%** of students feel that they manage stress poorly<sup>1,-,H</sup> and **18%** are experiencing quite a bit or extreme despair<sup>1,-,H</sup>
- **15%** walk/bike/skateboard to school<sup>↓,L</sup>; **41%** use bus/public transit<sup>↓,L</sup>, **43%** use car<sup>↓,L</sup>
- **77%** of youth feel welcomed at school<sup>4,L</sup>

### SUBSTANCE USE

- **26%** used a vape pen or stick in last month vs 11% who used cigarettes<sup>1,-,H</sup>
- Number of days used cannabis in past month (among the 29% of students who had tried cannabis)<sup>1,-,H</sup>
  - ❖ 0 days: 39%; 1-2 days: 25%; 3-5 days: 10%; 6-9 days: 6%; 10-19 days: 6%; 20-29 days: 7%; All 30 days: 7%
- **41%** who used alcohol or drugs in past year was told they did something they couldn't remember<sup>1,-</sup>; **28%** passed out<sup>1,-</sup>; **14%** grades changed<sup>1,-</sup>

### Data Sources and Legend

1. McCreary SD62 Adolescent Health Survey 2018 (AHS SD62)
  2. ParticipACTION report card on Physical Activity 2018 <https://tinyurl.com/y7ksnxs>
  3. COMPASS UBC Survey of Gr 9-12 students (2017 and 2018)
  4. 2019 School District Report, SD62 Sooke <https://studentsuccess.gov.bc.ca/school-district/062>
  5. Local Health Area Profiles (LHA) Western Communities <https://tinyurl.com/yxbj4zw5>
  6. Early Development Index (EDI) SD62 <https://tinyurl.com/yxzuddxf>
  7. SOGI 123 <https://www.sogieducation.org>
  8. Sex Ed is Our Right <https://www.sexedisourright.ca/sogi>
- ↓ Down from previous measure, ↑ Up from previous measure, - (no change, no comparator or not accessed); L (low), M (medium), H (high) Health Risk Factor Relevance

*Acknowledgements: This info graphic was developed in collaboration with members of the SD62-initiated Healthy Schools, Healthy People Table and in particular those on its Data and Evidence Workgroup*

# Check out our newsletter

click the image below



## Why it matters and ideas for action

Childhood and adolescence are critical periods for developing knowledge, attitude and skills for living a healthy life. In addition, healthy students are more alert, engaged and better able to concentrate and learn.

The evidence-informed ideas for action and related recommended resources provided below are just *some* of what's possible and available. While many of the suggested activities are school-based, it is important to acknowledge that promoting the health and learning of young people truly does take a village (and then some!). “When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.”<sup>2</sup> This work is a shared responsibility across our community - families, schools, health and human services, et al, all have a role to play. We’re hopeful this guide can spark action among our greater community.

## Looking for more information or support?

## You're not alone!

The SD62 Healthy Schools Team and Island Health West Shore/Sooke Healthy Schools ([wssookeschoolteam@viha.ca](mailto:wssookeschoolteam@viha.ca)) are here to help.



<sup>2</sup> Henderson, A.T. & Mapp, K.L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Austin, Texas: Southwest Educational Development Laboratory. Available from [www.sedl.org/connections/resources/evidence.pdf](http://www.sedl.org/connections/resources/evidence.pdf)

# Relationships and Environment

Potential Activities	Resource and Related URL
<p>Helping young people think through who is “in their corner” is helpful in fostering connectedness and facilitating access to support whenever it may be needed.</p>	<p><a href="#">We Well-Being Playbook’s</a> Chapter 3 has some great activities focused on helping young people explore the world of connections and identify who’s out there to support them (in schools and beyond).</p>
<p><b>Grades 5-7</b> Learning activity encourages students to reflect on Margaret Wheatley’s poem, <i>Turning to One Another</i>, and to engage in behaviour that builds the skills of connectedness and democracy.</p>	<p>“We are all changemakers”, an <a href="#">iMinds learning activity</a></p>
<p><b>Grades K-12</b> Invite students to take turns as door greeters and use it as an opportunity to help children learn boundaries (i.e. some might want a wave, others a fist bump).</p>	<p><a href="#">Healthy Schools BC Action Guide on School Connectedness</a></p>
<p><b>Grades K-12</b> A positive connection with a caring adult can make all the difference. The 10 (days) x 2 (minute) strategy has been proven to make a significant difference.</p>	<p><a href="#">The Two Minute Relationship Builder (ASCD 2014)</a></p>
<p><b>Grades K-12</b> Take learning outdoors - it’s great for learning and health.</p> <p>Here’s just one idea: Indigenous people have used plants as medicine since time immemorial and have passed this knowledge down from generation to generation. “Pacific Northwest Plant Cards” describe traditional Indigenous uses and ways of harvesting each plant and feature several Indigenous languages. Bring the cards out on walks to help identify plants and their uses - and perhaps consider them inspiration to talk with an Elder or Knowledge Keeper.</p>	<p>These cards are available via the <a href="#">DRC</a>. Teachers interested in booking the cards should log into their own account, type <i>Pacific Northwest Plant Cards</i> into the Search Bar, and book accordingly. There are 15 sets available.</p> <p>Looking for other ideas and resources for learning outdoors?</p> <p><a href="#">Teach BC and the Environmental Educators Provincial Specialist Association</a> of BCTF has a great line-up of curricular aligned activities that help take learning outside - and build environmental stewardship.</p>

Potential Activities	Resource and Related URL
<p><b>Grades K-12</b> Helping connect young people and their families to community services. This list, produced specifically for SD62 families, can help. This list was produced specifically for youth and here is a <a href="#">related poster</a> that you can download and post in your classroom/school/agency. Hard copies are also available from Vanessa White (<a href="mailto:vrwhite@sd62.bc.ca">vrwhite@sd62.bc.ca</a>).</p>	<p><a href="#">Resources for youth during COVID-19 pandemic</a></p>
<p><b>Grades K-12</b> Too many LGBTQ2+ students feel unsafe at school. Simple, everyday practices such as using inclusive student titles. Instead of “boys and girls” try referring to “students”, “everyone”, or “class”. Take it up a notch by evoking excellence with categories like “scholars”, “mathematicians” or “athletes”.</p>	<p>Check out <a href="#">SOGI 123</a> for more great tips and resources that can help create a safe, welcoming school for all.</p>



# Physical Health

(Includes: Physical Activity, Nutrition, Screen Time and Sleep)

Potential Activities	Resource and Related URL
<b>Physical Activity</b>	
<p><b>Grades K-7</b> Many students can feel tired throughout the day. Energizers and ice breakers are useful tools to reactivate their minds and ability to focus.</p>	<p>The new BC based <a href="#">School Physical Activity and Physical Literacy Project</a> has a ton of great resources to integrate physical activity across the school day. The project also includes online and in-person learning opportunities.</p> <p>Interested in some professional learning? Contact Chris Wright, Manager of Physical Literacy Development at PISE (<a href="mailto:cwright@pise.ca">cwright@pise.ca</a>).</p>
<p><b>Grades 6-8</b> Students can learn their own areas of strengths and abilities as well as identifying areas for learning. PLAY Physical Literacy Assessment for youth offers a self-assessment tool for students to assess their comfort in all environments (ground, water, snow/ice, air).</p>	<p>PHE Canada - <a href="#">PLAY Physical Literacy Assessment for Youth</a></p>
<p><b>Grades 6-12</b> Ensure students have open access to fitness facilities (e.g. gym, weight room) before, during, and after school. Students can access free programs anytime, anywhere. YGym Virtual Physical Activity for Kids is a Canada-wide free healthy community program for young people and families instructed by YMCA certified fitness instructors.</p>	<p><a href="#">YFitness: Children and Youth</a></p>
<p><b>Grades 10-12</b> Burn 2 Learn uses the science of High Intensity Interval Training (HIIT) to improve students' health, fitness, wellbeing and academic performance, using short but effective workouts. The program includes a variety of pre-designed HIIT workouts, including Gym HIIT, Sport HIIT, Hip Hop HIIT, Combat HIIT, Class HIIT (which can be done inside a classroom), and a short option known as Quick HIIT for days when there isn't much time.</p>	<p><a href="#">Burn 2 Learn App</a></p> <p>Read more about this work <a href="#">here</a>.</p>

Potential Activities	Resource and Related URL
<p><b>Grades 8-12</b> The best way to stay happy and healthy is to sneak active breaks into your day. Even a ten-minute burst of heart-pumping movement can help you Unwind Better, Sleep Better, Focus Better and most importantly Happy Better! Download the free ParticipACTION Track your Activity app and see how many active breaks you can sneak into your day.</p>	<p><a href="#">ParticipACTION App</a></p>
<p><b>Grades K-12</b> Take learning outside - it's good for the body and is full of learning opportunities. Here's a few great ideas and related resources.</p> <p>For more on why outdoor play matters and ideas to support it, check out <a href="#">Outdoor Play Canada</a>.</p>	<p><a href="#">Multi-grade forest walk</a></p> <p>The <a href="#">Walking Curriculum</a> (from SFU based Centre for Imagination in Research, Culture and Education)</p> <p>The <a href="#">Environmental Educators' Provincial Specialist Association</a> of BCTF has tons of learning activities and resources on their site.</p>
<p><b>Nutrition</b></p>	
<p><b>Grades K-5</b> Having a connection to where your food comes from bridges the gap between farms to table. Children who understand where food comes from and are involved in the sourcing and preparation of food are more likely to eat those foods. Agriculture in the Classroom offers many resources including <i>Spuds in Tubs</i> (free tubs, soil and seed potatoes). Also available in French.</p>	<p><a href="#">Agriculture in the Classroom</a></p> <p>Connections to Land: Sustainability; Traditional Knowledge, Stewardship Book Bin, developed by the SD62 Aboriginal Education Department is a great resource of relevance (K-12). Access it via the <a href="#">DRC</a>.</p>
<p><b>Grades K-12</b> Food preferences can be affected when they are associated with rewards or praise. Using unhealthy food as a reward sends mixed messages to students. Encourage positive behaviours with these alternatives to food rewards.</p>	<p><a href="#">Non-Food Rewards for Children and Youth</a></p>
<p><b>Grades 4-7</b> Teaches students about sugary drinks and healthy drink choices in a fun way. Includes lesson plans with handouts, assessment tools and other teacher resources.</p>	<p><a href="#">sipsmart.ca</a> (Grades 4 - 6)</p> <p>The <i>Re-Think Your Drink</i> kit is available for loan from Island Health: <a href="mailto:wssookeschoolteam@viha.ca">wssookeschoolteam@viha.ca</a></p>

Potential Activities	Resource and Related URL
<p><b>Grades 4-7</b> Have your students research a healthy snack option (where the ingredients grow, nutritional benefits, cost, cultural origin). If possible, take a walking field trip to the local market or grocery store. Have students write their snack recipe on a card to share with classmates and bring home.</p>	<p><a href="#">Learning for Life Toolkit</a></p>
<p><b>Grades 6-12</b> Increasing awareness of the amount of sodium, fat and sugar in common foods is necessary to promote healthy food choices. The <i>What's on Your Plate</i> display has been designed as an interactive educational resource.</p>	<p>The <i>What's on Your Plate?</i> display can be loaned to schools and teachers through Island Health:  <a href="mailto:wssookeschoolteam@viha.ca">wssookeschoolteam@viha.ca</a></p>
<p><b>Grades 6-12</b> The food choices we make affect our health, and the health of the food system (production, processing, distribution, access and consumption). Using <i>BC at the Table</i>, guide student inquiry around four of BC's products (produce, salmon, grains and dairy/cheese).</p>	<p><a href="#">BC at the Table</a>  <a href="#">Traditional Foods and Bannock Book Bin</a> of resources is available from our Aboriginal Education department via the <a href="#">DRC</a>.</p>
<p><b>Screen Time/Digital Literacy</b></p>	
<p><b>Grades K-10</b> <i>Kids in the Know</i> is the <a href="#">Canadian Centre for Child Protection</a>'s national safety education program. The program engages students with interactive activities to help build skills that increase their personal safety and reduce their risk of victimization online and offline.</p>	<p>Copies of resource available in school libraries. Training to support the use of <i>Kids in the Know</i> for use in Grade 4 classrooms is available within SD62. Contact Shannon Gomboc (<a href="mailto:Sgomboc@sd62.bc.ca">Sgomboc@sd62.bc.ca</a>) or Pam Cooper (<a href="mailto:pcooper@sd62.bc.ca">pcooper@sd62.bc.ca</a>) for details.</p>
<p><b>Grades K-3</b> Practical teaching and classroom activities for media education. "Can You Spot the Ad?" offers learning on the concept of branded content and differentiating between branded and non-branded images and videos.</p>	<p><a href="#">Media Smarts</a></p>
<p><b>Grades K-8</b> Media and technology are at the centre of kids' lives every day. Since 2003, Common Sense has been the leading source of entertainment and technology recommendations for families and schools.</p>	<p><a href="#">Common Sense Media Movie Reviews</a></p>



Potential Activities	Resource and Related URL
<p><b>Grades 4-7</b> Develop the various aspects of digital health literacy and promote healthy lifestyle behaviours. Check out the “Adventures of Patoo - Legend of Spaghetti” (online graphic novel that explores digital literacy for children).</p>	<p><a href="#">Learning for Life Toolkit</a></p>
<p><b>Grades 9-12</b> By not giving ourselves time to be free of devices and distractions, we risk losing our ability to know who we are and what’s important to us. Read TED Ed Blog, “Why we owe it to ourselves to spend quiet time alone every day.” Implement a ten-minute period of silence some time during the school day. Have students quietly write down or draw thoughts in a notebook during this time.</p>	<p><a href="#">TED Ed Blog Why we owe it to ourselves to spend quiet time alone every day</a></p>
<p><b>Sleep</b></p>	
<p><b>Grades K-7</b> Children aged 5-13 need 9-11 hours of uninterrupted sleep each day to be healthy. Check out participACTION’s Classroom Resources built around Sweat, Step, Sleep, and Screen including Build Your Best Day, Fave 4 or Charades.</p>	<p><a href="#">Build Your Best Day</a></p>
<p><b>Grades 4-7</b> Builds student awareness on sleeping habits and how sleep affects their mood. Identify strategies to improve sleep and wellness. View online graphic novel, “Adventures of Patoo - Sheep Trouble”.</p>	<p><a href="#">Learning for Life Toolkit</a></p>
<p><b>Grades 8-12</b> Sleep allows your body to regulate and balance respiration, circulation, growth, and immune response. Children and youth need 9-11 hours of uninterrupted sleep each night and being able to “catch up” on sleep is a myth. Consider sharing <a href="#">this tip sheet</a> with your students and invite them to review it with an eye to critiquing it, sharing what works for them and/or planning a school-wide campaign geared to helping promote sleep to the school community.</p>	<p><a href="#">Anxiety Canada - Getting a Good Night’s Sleep</a>  <a href="#">Anxiety Canada - How to do Progressive Muscle Relaxation</a></p>

# Social-Emotional and Mental Health

Potential Activities	Resource and Related URL
<p><b>Grades K-3</b> Helping children learn to recognize, identify and communicate their emotions is hugely beneficial for their social-emotional development and ability to feel secure and calm. Through modelling and stories, children can relate to the experiences had by others and this fosters feelings of security and self-awareness.</p>	<p><a href="#">Exploring our feelings book list</a> from <a href="#">Heart-Mind Online</a>.</p> <p>Second Step Program - already available in the schools.</p> <p><a href="#">Here</a> is another great book list for talking about gratitude, empathy, problem-solving and more.</p> <p><a href="#">Odin Books</a> in Vancouver specializes in providing recommended resources for school districts, counsellors and teachers.</p>
<p><b>Grades 4-6</b> Empathy, gratitude, compassion, kindness, resilience are all vitally important to our individual and collective well-being. These cards provoke reflection and spark student inquiry and action.</p>	<p><a href="#">Activity Cards from We Well-being</a></p> <p><a href="#">MindUp</a></p> <p><a href="#">Calm.com</a></p> <p><a href="#">Small Act Big Impact</a> (from a local educator!)</p>
<p><b>Grades K-5</b> Go Noodle is a free online library of fun videos designed to engage students in using their bodies to energize, or calm down in a short time. Original videos like <i>Awesome Sauce</i>, or <i>Dynamite</i> get students moving and laughing, and <i>Flow</i>, or <i>Weather the Storm</i> helps them calm down. Each video is short (2-3 minutes) and can be used as a brain break, or during transitions in the school day.</p>	<p><a href="http://gonoondle.com">gonoondle.com</a></p>
<p><b>Grades K-5</b> The <i>Strong Body and Mind Yoga Cards</i> connect the ancient practice of yoga with Indigenous culture. These cards celebrate connection as they invite all of us to honour our connection to each other, to our animal friends, to nature and spirit and to this amazing planet we all share.</p>	<p>These cards are available via the <a href="#">DRC</a>. Teachers interested in booking the cards should log into their own account, type <i>Strong Body and Mind Yoga Cards</i> into the Search Bar, and book accordingly. There are 6 sets in total.</p> <p><a href="#">Cosmic Kids Yoga</a> is another teacher-recommended resource you might want to try.</p>

Potential Activities	Resource and Related URL
<p><b>Grades 4-7</b> The Stresslr app will help kids to understand what may cause them to feel stress, how they react to it and how to develop healthy strategies to manage everyday stress.</p>	<p><a href="#">Stresslr</a> and curricular connections.</p> <p>Other apps that might interest you:</p> <p><a href="#">Calm.com</a></p> <p><a href="#">Headspace.com</a></p> <p><a href="#">Stop, Breathe &amp; Think</a></p>
<p><b>Grades K-7</b> How about helping parents help their children manage stress and cope with life’s ups and downs, extending the learning to parents/caregivers. Here are a few resources that will help and are “ready to use”.</p>	<p><a href="#">EASE</a> (Everyday Anxieties Strategies for Educators) for Parents has a great series of practical tips and strategies for parents/caregivers.</p> <p><a href="#">Anxiety Canada</a></p> <p><a href="#">How to Help Kids Handle Stress</a></p>
<p><b>Grades 6-8</b> Students sometimes start to show unrealistic thinking, which can lead to negative emotions like sadness and anger. When these thoughts are not managed early, they are increasingly hard to change. Helping students engage in more realistic thinking, and attributions for others’ behaviour can help teach them to manage their emotions. This practice helps to reinforce how thinking, feelings, and actions are interrelated, and that breaking the negative thinking cycle can help students feel happier and healthier.</p>	<p><a href="#">Realistic Thinking and Feeling</a></p> <p>Co-created with practicing educators. Repository of high-quality everyday mental wellness practices that can be easily incorporated into the classroom. Skill categories include stress management and coping, emotion identification, positive motivation, relationship, self-confidence and identity, and executive functioning. <a href="#">School Mental Health Assist</a></p>
<p><b>Grades 8-9</b> All of us experience stress and, while it is not always a bad thing, it is important to learn how to manage stress in a healthy way. This curriculum linked activity and related videos help grade 8/9 students build their stress management skills.</p>	<p><a href="#">The Ups and Downs of Stress</a></p>

Potential Activities	Resource and Related URL
<p><b>Grades 8-10</b> <i>Stop Wondering, Start Knowing:</i> Classroom-ready mental health video resource that helps young people learn more about mental health, how to support it, signs and symptoms and where to go for help.</p> <p>Mental health literacy is the foundation for mental health promotion, prevention and care, and can be successfully implemented through classroom-based learning activities that have been scientifically shown to improve mental health related outcomes for both students and their teachers.</p>	<p><a href="#">Stop Wondering, Start Knowing</a></p> <p><a href="#">Mental Health &amp; High School Curriculum Guide</a> UBC offers free online training to support the use of this guide. For more information, visit <a href="#">here</a>.</p>
<p><b>Grades K-12</b> School and classroom environments play an important role in supporting self-regulation and mental health. Here are two helpful reflection tools for creating calm, productive learning environments, from <a href="http://www.self-reg.ca">www.self-reg.ca</a>. <i>(Note that due to COVID-19, some of what's recommended would not comply with current health and safety protocols).</i></p>	<p><a href="#">Classroom Environment Design Elements</a> (MEHRIT Centre, 2018)</p> <p><a href="#">Classroom Environment Checklist</a> (MEHRIT Centre, 2018)</p>
<p><b>Grades K-12</b> Kelty Mental Health Resource Centre helps families across the province navigate the mental health system, listen and offer peer support, and connect them to resources and tools. Their podcasts cover a range of “hot topics” that might be helpful for sharing with parents and/or staff.</p>	<p><a href="#">Kelty Mental Health Resource Centre Podcasts</a></p>

# Substance Use

Potential Activities	Resource and Related URL
<p>Next to family nurturing, school connectedness is the most important protective factor in a young person’s life. This resource shares some evidence-backed approaches - and don’t ever underestimate the power of the <a href="#">student-teacher relationship</a> in fostering relationships and resilience.</p>	<p><a href="#">Healthy Schools BC School Connectedness Action Guide</a></p>
<p>To quote BC government’s <a href="#">ERASE</a> efforts encourage us all to, “erase not knowing, embrace open conversations”. Check out their <a href="#">resources</a> for teachers that’s full of loads of practical strategies and resources to support open, honest, deep learning related to helping reduce the potential of substance use harms of young people.</p> <p>Explore <a href="http://www.iminds.ca">www.iminds.ca</a> for some curriculum aligned learning resources for helping young people develop the <a href="#">knowledge and skills</a> they need in a world where substance use is common.</p>	<p><a href="#">Substance Use</a> <a href="#">Helping schools</a> (University of Victoria)</p>
<p><b>Grades K-12</b> Island Health is happy to support teachers in addressing substance use, including naloxone training for Secondary Schools.</p>	<p><a href="mailto:wsookeschoolteam@viha.ca">wsookeschoolteam@viha.ca</a> <a href="#">Discovery Youth and Family Substance Use Services</a></p>
<p><b>Grades 6-7</b> Access to some fun and safe things to do can also play a key role in helping reduce problematic substance use among youth. Engage young people to provide input and ideas on ways to further create a fun, healthy school and/or community. This ELA, PHE and Arts curriculum liked learning activity can help.</p>	<p>“Rat Park” - this <i>iMinds</i> <a href="#">instructional idea</a> uses popular presentations of Professor Bruce Alexander’s “Rat Park” experiments to help students explore how the physical and social environment impact health and well-being, including drug use. Students are encouraged to be active in shaping these environments.</p>
<p><b>Grades 9-10</b> <a href="#">Cycles</a> is a video-based resource that has been really well received across BC.</p>	<p><a href="#">Cycles</a></p>

Potential Activities	Resource and Related URL
<p><b>For Parents/Caregivers</b> Share helpful resources with parents/families, like the <a href="#">“Let’s talk”</a> booklet from Island health.</p> <p>Consider sharing the SD62 produced monthly Healthy Schools, Healthy People Newsletter with families. They often touch on items of relevance to critical thinking and substance use.</p>	<p><a href="#">Youth &amp; Substance Use</a></p> <p><a href="#">Healthy Schools, Healthy People</a> newsletters for families from SD62.</p>
<p>QuitNow is BC’s quit smoking service, funded by the government of British Columbia and delivered by the BC Lung Association. The service is available free-of-charge to all BC residents.</p>	<p><a href="http://quitnow.ca">quitnow.ca</a></p>



# Sexual Health

Potential Activities	Resource and Related URL
<p><b>Grades K-3</b> Learning correct words for body parts gives children the vocabulary they need to protect themselves. “You’re the Boss of your Body” teaches children they are in control of who touches their bodies and how.</p>	<p><a href="#">Committee for Children - Teaching Touching Safety Rules: Safe and Unsafe Touching - Activity</a></p>
<p><b>Grades K-12</b> The <i>teaching sexual health</i> website has loads of teaching resources across grade levels. Island Health staff are able to help and mentor teachers in addressing sexual health in the classroom.</p>	<p><a href="http://teachingsexualhealth.ca">teachingsexualhealth.ca</a>  <a href="mailto:wssokeschoolteam@viha.ca">wssokeschoolteam@viha.ca</a></p>
<p><b>Grades 4-6</b> Sexual Health Kits available for loan. Reviews anatomy and physiology of reproductive system including basic hygiene and feminine hygiene samples.</p>	<p><a href="mailto:wssokeschoolteam@viha.ca">wssokeschoolteam@viha.ca</a></p>
<p><b>Grades 4-12</b> A real-life approach to questions around sexuality offered through the Society of Obstetricians and Gynecologists of Canada. Check out the <i>Consent</i> and <i>Online Safety</i> tabs for consideration for students to protect themselves from potential online dangers.</p>	<p><a href="#">SEX &amp; U</a></p>
<p><b>Grades 7-12</b> Sexual Health Kit available for loan. Information and samples of birth control and STIs. Games and power points available upon request.</p>	<p><a href="mailto:wssokeschoolteam@viha.ca">wssokeschoolteam@viha.ca</a></p>
<p><b>Grades 6-12</b> Works to share information on gender-affirming health care and supports. See <i>Information for Schools</i> for resources to support gender creative and trans students.</p>	<p><a href="#">TRANS CARE BC</a></p>

# GROWING HEALTHY FOOD

*Brief overview of how we're growing better food in SD 62*



Teachers from SD 62 accept Farm to School BC's "Pollinator Award" for their exemplary leadership in the Capital Region.



Herb harvest at Happy Valley Elementary.



## WHY FOOD MATTERS

Healthy, local, just and sustainable foods support student, teacher and community health and well being in diverse, multifaceted ways. Healthy food environments in schools can bolster student, teacher and community health.

Evidence supports positive impacts for:

- Academic achievement
- Nutrition
- Physical health
- Mental and emotional health
- Environmental conservation and stewardship
- Social cohesion
- Cultural understanding and sharing
- Indigenous resurgence and reconciliation
- Career and professional development
- And more...

## MAKING THE CASE

For further evidence detailing these positive impacts, see:

- [Making the Case for Healthy, Freshly Prepared School Meals](#)
- [ReThinking School Lunch: A Visual Guide Linking Food, Culture, Health and Environment](#)
- [Benefits of Farm to School: Evidence from Canada](#)
- [First Nations Traditional Foods Fact Sheets](#)
- [Sprouting School Gardens: Assessing the Development and Sustainable Use of School Gardens in Victoria](#)
- [5 Benefits of School Gardens](#)



## SCHOOL GARDENS OVERVIEW

Below is provided a brief overview of some of the reach and impact of school gardens in the district. These numbers are conservative estimates based largely on a 2018 survey.

19

### SCHOOL GARDENS

The # of school community maintained food gardens.

3750

### STUDENTS ENGAGED

In garden based learning during the school day.

100

### TEACHERS INVOLVED

In using school gardens as learning grounds.

300

### FAMILIES FED

School grown produce distributed via lunch program and Goldstream Food Bank

## IN THE PAST YEAR

We ran our 5th school garden, healthy local food systems and Indigenous food knowledge ProD day, with over 30 SD#62 educators attending.

We hired a part time Garden Education Support Coordinator to support four Secondary garden programs. Existing part time Garden Coordinator also supports large Westshore Annex garden.

Strong and growing connections with Aboriginal Education in many schools.

Farm Bucks program is providing \$35,000 to district to support local food sourcing in the district, a COVID rapid relief fund.

Many school gardens cared for and grown. Millstream Elementary able to allocate .26 teaching position to support garden classes.



## COMMUNITY ALLIES

We rely on the support of our community. Key partners this year included: Farm to School BC; Food Share Network; Island Health; EMCS Society, and; the Western Communities Food Security Working Group.

## CULTURALLY RESPONSIVE LEARNING

School gardens are increasingly integrating diverse Indigenous plants, as well as food plants from cultures around the world. A goal of most school gardens is to provide a safe and supportive environment for cultural learning and sharing.

(Left) Jennifer Freeman laying irrigation in the large Westshore Annex garden.  
(Center) Foods Studies students at Belmont Secondary show off their potato harvest.  
(Right) Salad chefs at Happy Valley Elementary.



# VISION FOR THE FUTURE



*Innovative meal programming to feed students and families.  
Curriculum-integrated, biodiverse school gardens.  
Community connection with growers, makers and elders.*

There is growing interest in healthy food and gardens across the district, as evidenced by large participation at a Feb/2020 garden networking session.

## **Where We're Going**

Support incorporation of the work underway currently within SD61, revising “Greening” policies and procedures.

Support garden/greenspace development best practices for new buildings.

Deepen Indigenous learning opportunities.

Increase garden health and integration with curriculum in schools across district.

Improve food quality in school meal programs, Offer more just, sustainable, local options.

Support agroecology and farm to table career pathways and curriculum development.

Promote sharing and collaboration between schools and with broader community.

Support community involved planning for healthier school food environments.