



**BOARD OF EDUCATION  
PUBLIC MEETING  
AGENDA**

**Wednesday, October 23, 2019, 6:00 pm  
School Board Office  
1040 Hollywood Road S  
Kelowna, BC**

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

A copy of the Agenda and attachments are available on the School District website:  
<http://www.sd23.bc.ca/Board/boardmeetinginfo/meetingagendaattachments/Pages/default.aspx>  
Alternatively, copies are available on request at the District Administration Office.

---

**Pages**

**1. CALL TO ORDER**

**2. AGENDA**

Additions/Amendments/Deletions

THAT: The Agenda for the Public Board Meeting of October 23, 2019 be adopted (as amended, if appropriate).

**3. MINUTES**

**3.1 Public Board Meeting - October 9, 2019**

**8**

THAT: The Minutes of the Public Board Meeting of October 9, 2019 be adopted (as amended, if appropriate).

**4. CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"**

**4.1 Shannon Lake Elementary School - The Harvest**

**4.2 Okanagan Mission Secondary School - Implementation Day Learning**

## 5. INTRODUCTION/RECOGNITION

### 5.1 Introduction of Newly Appointed COSBO Members

- Kafi Wahidunnabi, Project Manager
- Trisha Kasawski, Human Resources Manager

## 6. Meeting Recess (Five Minutes)

## 7. PUBLIC QUESTION/COMMENT PERIOD

The purpose of this public question/comment period is to provide an opportunity to members of the gallery to ask a question or comment on any items on the agenda. The total time for this period shall normally be 15 minutes. A person wishing to speak is requested by the Chairperson of the Board to state their name and provide, if possible, a written copy of the comments.

## 8. TRUSTEES QUERIES/COMMENTS

## 9. ACTION ITEMS

### 9.1 New Policy 438 - Provision of Menstrual Products to Students

16

*Recommendation from the Policy Committee - October 2, 2019  
(Attachment)*

**THAT: The Board of Education approve new Policy 438 - Provision of Menstrual Products to Students, as attached to the Agenda, and as presented at the October 23, 2019 Public Board Meeting.**

### 9.2 Amendments to Policy 351 - Respectful Workplace and Regulations 351R - Respectful Workplace (Regulations)

17

*Recommendation from the Policy Committee - October 2, 2019  
(Attachment)*

**THAT: The Board of Education approve the amendments to Policy 351 - Respectful Workplace and Regulations 351R - Respectful Workplace (*Regulations*), as attached to the Agenda, and as presented at the October 23, 2019 Public Board Meeting.**

- 9.3 Amendments to Policy 470 - Transportation Services Management 24
- Recommendation from the Policy Committee - October 2, 2019  
(Attachment)*
- THAT: The Board of Education approve the amendments to Policy 470 - Transportation Services Management, as attached to the Agenda, and as presented at the October 23, 2019 Public Board Meeting.**
- 9.4 Amendments to Policy 455 - Discipline 26
- Recommendation from the Policy Committee - October 2, 2019  
(Attachment)*
- THAT: The Board of Education approve the amendments to Policy 455 - Discipline, as attached to the Agenda, and as presented at the October 23, 2019 Public Board Meeting.**
- 9.5 Proposal to Support the Canadian Under-age Substance Abuse Prevention (CUSP) Trial and Preventure Program Student Survey 28
- Recommendation from the Education and Student Services Committee - October 2, 2019  
(Attachment)*
- THAT: The Board of Education approve Grade 10 student participation in the Canadian Under-age Substance Abuse Prevention (CUSP) Trial and Preventure Program Student Survey, as attached to the Agenda, and as presented at the October 23, 2019 Public Board Meeting.**
- 9.6 Amendments to Policy 140 - School Board Standing and Ad Hoc Committees 54
- Recommendation from the Coordinating Committee - October 15, 2019  
(Attachment)*
- THAT: The Board of Education approve the amendments to Policy 140 - School Board Standing and Ad Hoc Committees, as attached to the Agenda, and as presented at the October 23, 2019 Public Board Meeting.**

## 10. PUBLIC QUESTION/COMMENT PERIOD

This public question/comment period is to provide an opportunity to members of the gallery to ask a question or comment on any matter pertaining to public education.

## 11. INFORMATION ITEMS

### 11.1 Superintendent's Emergent Issues

### 11.2 Level 4 and 5 Field Study Summary – 2019/2020

59

*(Attachment)*

### 11.3 General Statement – October 9, 2019

68

*(Attachment)*

### 11.4 Trustee Attendance at Remembrance Day Ceremonies

Kelowna - Trustee Fraser and Trustee Tiede

Rutland - Trustee Bowman and Trustee Cacchioni

Lake Country - Trustee Geistlinger

Peachland - Trustee Baxter

West Kelowna - Trustee Desrosiers

## 12. BOARD/DISTRICT COMMITTEE QUERIES/COMMENTS AND REPORTS

### **13. BOARD CORRESPONDENCE**

#### **Sent:**

MP Candidates, October 10, 2019, Addressing the Dangers of Vaping

WFN Chief and Council, October 10, 2019, Congratulations on Election/Re-election

WFN Chief and Council, October 10, 2019, Invite to Meet with the Board

WFN Former Chief and Council, October 10, 2019, Thank-You

Response to Central Okanagan Naturalists' Club, October 15, 2019, Fascieux Creek Restoration at Ecole KLO Middle School

Response to Kootenkoff Family, October 17, 2019, Appeals Question

Local MLAs, Provincial Government, and Local Municipal Governments, October 18, 2019, Addressing the Dangers of Vaping

#### **Received:**

MLA Todd Stone, October 4, 2019, Vaping

Minister of Health Response, October 11, 2019, Room for Improvement Recommendations

J. Kulik NDP MP Candidate, October 12, 2019, Response to Board's Letter Re Addressing the Dangers of Vaping

Kootenkoff Family, October 13, 2019, Appeals Questions

T. Ashley Green Party MP Candidate, October 14, 2019, Response to Board's Letter Re Addressing the Dangers of Vaping

A. Duncan PPC MP Candidate, October 15, 2019, Response to Board's Letter Re Addressing the Dangers of Vaping

Central Okanagan Naturalists' Club, October 15, 2019, Fascieux Creek Restoration at Ecole KLO Middle School

D. Williams, October 15, 2019, Busing Survey

Ministry of Education, October 17, 2019, Notifications under the Teachers Act

\*MP Stephen Fuhr and MP Dan Albas wrote letters to the Daily Courier Re Addressing the Dangers of Vaping

#### **RECOMMENDATION:**

**THAT: At the October 23, 2019 Public Board Meeting, the Board receive the correspondence listed above.**

**14. ITEMS REQUIRING SPECIAL MENTION**

**15. BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION**

**15.1 BCPSEA Representative Council Meeting**

November 8, 2019, Vancouver, BC

**16. BC SCHOOL TRUSTEES ASSOCIATION**

**16.1 BCSTA Provincial Council Meeting**

October 25-26, 2019, Vancouver, BC

**16.2 BCSTA -Trustee Academy 2019**

November 28-30, 2019, Vancouver, BC

**17. BOARD MEETINGS WITH PARTNER AND COMMUNITY GROUPS**

**17.1 Joint Board/District of Lake Country Meeting**

Thursday, November 7, 2019

**17.2 Joint Board/District of Peachland Meeting**

Tuesday, November 12, 2019

**18. FUTURE MEETINGS**

**18.1 Regularly Scheduled Board Meetings**

Board Annual General Meeting

Wednesday, November 13, at 6:00 pm, Board Room Main at 1040 Hollywood Road South

Regular Public Board Meeting

Wednesday, November 13, at 6:30 pm, Board Room Main at 1040 Hollywood Road South

Regular Public Board Meeting

Wednesday, November 27, at 6:00 pm, Board Room Main at 1040 Hollywood Road South

**18.2     Board Standing Committee Meetings**

General Affairs Committee

Wednesday, November 6, 2019 at 4:00 pm, Board Room Main at 1040  
Hollywood Road South

Education and Student Services Committee

Wednesday, November 6, 2019 at 6:00 pm, Board Room Main at 1040  
Hollywood Road South

- 19.    NOTICES OF MOTION**
- 20.    ITEMS FOR A FUTURE AGENDA**
- 21.    MEDIA QUESTIONS**
- 22.    ADJOURNMENT**



**BOARD OF EDUCATION  
PUBLIC MEETING  
MINUTES**

**Wednesday, October 9, 2019, 6:00 pm  
School Board Office  
1040 Hollywood Road S  
Kelowna, BC**

Board of Education: Trustee M. Baxter, Chairperson  
Trustee N. Bowman  
Trustee R. Cacchioni  
Trustee C. Desrosiers  
Trustee J. Fraser  
Trustee A. Geistlinger  
Trustee L. Tiede

Staff: Kevin Kaardal, Superintendent of Schools/CEO  
Ryan Stierman, Secretary-Treasurer/CFO  
Terry Beaudry, Deputy Superintendent of Schools  
Michelle DesRochers, Executive Assistant (recorder)

Partner Groups: Susan Bauhart, COTA President  
Shelley Yost, CUPE Clerical/Library Assistant Shop Steward (*arrived at 6:20 pm*)  
Tim Van Brummelen, COPVPA Member-at-Large  
Cherylee Morrison, COPAC Co-President (*arrived at 6:09 pm*)  
Grace Mallette, District Student Council - Grade 10 at Rutland Senior Secondary

**The Central Okanagan Board of Education acknowledged that this meeting was being held  
on the Traditional Territory of the Okanagan People.**

---

**CALL TO ORDER**

The meeting was called to order at 6:04 pm.



## **AGENDA**

*Add Material for scheduled Action Item 10.1 2019-2020 Senior Management Team Workplan.  
Remove Action Item 10.2 Report on Potential Health Effects Related to 5G Cellular Radiation  
Add New Action Item 10.2 Letter to Members of Parliament Candidates - Dangers of Vaping*

### **Main 19P-134**

MOVED by Trustee Fraser

SECONDED by Trustee Geistlinger

THAT: The Agenda for the Public Board Meeting of October 9, 2019 be adopted as amended.

### **CARRIED**

*6:09 pm: The COPAC Co-President joined the meeting.*

## **MINUTES**

### **Public Board Meeting - September 25, 2019**

#### **Main 19P-135**

MOVED by Trustee Bowman

SECONDED by Trustee Tiede

THAT: The Minutes of the Public Board Meeting of September 25, 2019 be adopted.

### **CARRIED**

## **CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"**

### **Rose Valley Elementary - Orange Shirt Day**

#### **In attendance:**

Jesse Bruce, Principal, Rose Valley Elementary School

#### **Teachers:**

Kumi Nittel and Danielle Weill

#### **Teacher Interns:**

Stacey Searle and Jennifer Simmer

#### **Advocate:**

Stephanie Mason

#### **Students:**

Braxton Archondous, Taylor Archondous, Eric Wagner, Parker Davis, Danika Silzer, Abby MacDonald

The students and staff at Rose Valley Elementary School celebrated Orange Shirt Day on Monday, September 30th to acknowledge residential school survivors and honoring the memory of those who did not survive. A book was created by the students and provided to each classroom which included how Rose Valley Elementary is respectful, safe, proud of who they are, welcoming, special, loved, included, appreciated, noticed, accepted, supportive, helpful, and part of a team.

*6:20 pm: The CUPE Clerical/Library Assistant Shop Steward joined the meeting.*

## **INTRODUCTION/RECOGNITION**

### **Introductions of New Principal and Vice-Principal**

The Board of Education welcomed and congratulated the following newly appointed Principal and Vice-Principal:

- Thomas Gruenenwald, Principal at Springvalley Middle School
- Ryan Wakefield, Vice-Principal at George Elliot Secondary School

## **DECLARATIONS**

### **Principal and Vice-Principal Month**

The Central Okanagan Board of Education declared October as Principal and Vice-Principal Month in Central Okanagan Public Schools.

### **School Bus Safety Week - October 21-25, 2019**

The Central Okanagan Board of Education declared the week of October 21-25, 2019 as 'School Bus Safety Week' in Central Okanagan Public Schools.

## **Meeting Recess (Five Minutes)**

*6:30 pm: The meeting recessed.*

*6:36 pm: The meeting reconvened.*

## **PUBLIC QUESTION/COMMENT PERIOD**

**Cadre Simpson:** Ms. Simpson queried how the Board would allocate money towards either the renovation or rebuild of Rutland Middle School.

*The Secretary-Treasurer/CFO stated that once the Ministry of Education approves a project, the District proceeds with the planning process, then the tender process, and finally the construction phase. The District is still working with the Ministry of Education to find a solution for Rutland Middle School.*

## **TRUSTEES QUERIES/COMMENTS**

**Trustee Fraser** queried when the Canyon Falls Middle School Grand Opening will occur. *The Board Chairperson stated that the school Principal works directly with the Ministry of Education to determine the date of the Grand Opening.*

**Trustee Geistlinger** stated that she removed the Action Item regarding a report on the potential health effects related to 5G cellular radiation as she does not want to put extra pressure on staff or create extra work for staff at this time. She also stated that she is passionate about this topic and may resubmit a more actionable motion in the future.

## **ACTION ITEMS**

### **2019-2020 Senior Management Team Workplan**

The Superintendent of Schools/CEO outlined the major projects that the senior management team has committed to for the 2019-2020 school year and responded to questions. The Superintendent of Schools/CEO stated that the completion of a 'Level 1' Career Life Programs and Dual Credit Program Reviews will be amended to a 'Level 3' review. The Board amended the item regarding the implementation of the new Elder's in Residence Program to say *'Establish and Implement the new Elder's in Residence Program'*.

#### **Main 19P-136**

MOVED by Trustee Cacchioni

SECONDED by Trustee Fraser

**THAT: The Board of Education approve the 2019-2020 Senior Management Workplan, as attached to the Agenda and as amended at the October 9, 2019 Public Board Meeting.**

**CARRIED**

### **Letter to Members of Parliament Candidates - Dangers of Vaping**

Trustee Bowman stated that she brought forward this late request due to conversations at the recent BCSTA Thompson Okanagan Branch Meeting. This is a time sensitive item as per the federal election taking place on Monday, October 21, 2019.

#### **Main 19P-137**

MOVED by Trustee Bowman

SECONDED by Trustee Tiede

**THAT: The Board of Education write a letter to all Members of Parliament candidates in the Central Okanagan School District ridings asking them how, if elected as a Member of Parliament, they would address the serious danger that vaping poses to children and, in particular, the marketing of vaping products to children;**

**AND THAT: The Board of Education write letters to the local MLAs, the provincial government, and all the municipal governments in the Central Okanagan regarding action on vaping products.**

**CARRIED**

## **PUBLIC QUESTION/COMMENT PERIOD**

There were no public questions/comments.

## **INFORMATION ITEMS**

### **Superintendent's Emergent Issues**

There were no Superintendent's emergent issues.

### **Long-Term Facility Plan Process - Update**

The Board reviewed the information.

### **Level 4 and 5 Field Study Summary – 2019/2020**

The Board reviewed the information.

### **General Statement – September 25, 2019**

The Board reviewed the information provided.

Trustee Bowman advised that had she been in attendance at both the September 11, 2019 and September 25, 2019 Board of Education Incamera Meetings, she would have recused herself from the Bargaining Update due to a potential conflict of interest.

### **Suspension Summary Report: 2012-2013 to 2017-2018**

The Superintendent of Schools/CEO stated that the information provided is for the 2017-2018 school year. The Suspension Summary Report for the 2018-2019 school year will be provided at a future Board of Education Public Meeting.

The Board reviewed the information.

### **Deputy Minister's Bulletin - Graduation Assessment Requirements**

The Board reviewed the information.

### **Trustee Attendance at Remembrance Day Ceremonies**

The Board of Education determined the following Trustee attendance at the 2019 Remembrance Day Ceremonies:

Kelowna - Trustee Fraser and Trustee Tiede

Rutland - Trustee Bowman and Trustee Cacchioni

Lake Country - Trustee Geistlinger

Peachland - Trustee Baxter

West Kelowna - Trustee Desrosiers

## **BOARD/DISTRICT COMMITTEE QUERIES/COMMENTS AND REPORTS**

There were no Board/District Committee queries/comments or reports.

## **BOARD CORRESPONDENCE**

### **Sent:**

Letter to COPAC, September 16, 2019, Invite to Meet with the Board

Public Sector Employer's Council Secretariat, September 25, 2019, 2018-2019 Executive Staff Compensation Reporting

Letter to District Student Council, September 27, 2019, Invite to Meet with the Board

### **Received:**

Greater Victoria School Board, September 20, 2019, Letter to all Board Chairs Re Climate Action

C. Simpson, September 30, 2019, Rutland Middle School

### **Main 19P-138**

MOVED by Trustee Cacchioni

SECONDED by Trustee Fraser

**THAT: At the October 9, 2019 Public Board Meeting, the Board receive the correspondence listed above.**

### **CARRIED**

## **ITEMS REQUIRING SPECIAL MENTION**

Trustees and the Superintendent reported on the following:

1. Trustees spoke of their attendance at events throughout the District including the visit by a delegation from the Yukon to the Indigenous Academy at Mount Boucherie Secondary School.
2. **École KLO Environmental Stewardship Day** was held on Tuesday, October 8th.
3. The **Child Advocacy Center** has been holding a series of Open Houses for the professional agencies and organizations that will intersect with their services. The open houses provided an opportunity for anyone from our organization to come in and see the newly constructed facility and meet some of the people involved. The new Center is located at #200 – 1815 Kirschner Road.
4. Friday, October 11th is **Administrative Implementation Day** with many professional learning opportunities taking place for staff at schools throughout the Central Okanagan. Also, Friday, October 25th is a **Teacher Professional Day**. The **COTA October Pro-D Conference** is being held at Mount Boucherie Secondary

School with the theme of "Humor, Laughter, Learning and Health" with keynote speaker Candy Palmater.

5. The Chairperson and Superintendent of Schools/CEO attended the **Premier's Awards for Excellence in Education** held at Government House in Victoria last Friday. Congratulations to Troy White, Principal at École Kelowna Secondary, for receiving the top award for the School Leadership category. Congratulations as well to other finalists Jordan Kleckner, District Principal – Learning Technology in the District Leadership category, and Marie Kielpinski, CEA at Mount Boucherie Secondary in the Outstanding Support (Teaching Assistant) category.
6. **Transportation Review Community Meetings** will be held the first and second week of December. The dates, times and locations will be posted on the District website and sent out in a News Release.

## **BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION**

### **BCPSEA Symposium**

CANCELLED - ~~November 4-5, 2019, Vancouver, BC~~

### **BCPSEA Representative Meeting**

November 8, 2019, Vancouver, BC

## **BC SCHOOL TRUSTEES ASSOCIATION**

### **BCSTA - Meeting of Board Chairs**

October 17, 2019, Richmond, BC

### **BCSTA and Ministry of Education - Joint Liaison Meeting**

October 18, 2019, Richmond, BC

### **BCSTA Provincial Council Meeting**

October 25-26, 2019, Vancouver, BC

### **BCSTA - Trustee Academy 2019**

November 28-30, 2019, Vancouver, BC

## **BOARD MEETINGS WITH PARTNER AND COMMUNITY GROUPS**

### **Joint Board/District of Lake Country Meeting**

Thursday, November 7, 2019

### **Joint Board/District of Peachland Meeting**

Tuesday, November 12, 2019

## **FUTURE MEETINGS**

### **Regularly Scheduled Board Meetings**

Regular Public Board Meeting

Wednesday, October 23, 2019 at 6:00 pm, Board Room Main at 1040 Hollywood Road South

Board Annual General Meeting

Wednesday, November 13, 2019 at 6:00 pm, Board Room Main at 1040 Hollywood Road South

Public Board Meeting

Wednesday, November 13, 2019 at 6:30 pm (*immediately following the Annual General Meeting*), Board Room Main at 1040 Hollywood Road South

### **Board Standing Committee Meetings**

Finance and Audit Committee

Wednesday, October 16, 2019 at 4:00 pm, Board Room Main at 1040 Hollywood Road South

Planning and Facilities Committee

Wednesday, October 16, 2019 at 6:00 pm, Board Room Main at 1040 Hollywood Road South

## **NOTICES OF MOTION**

There were no Notices of Motion.

## **ITEMS FOR A FUTURE AGENDA**

The Board Chairperson requested that a Policy Committee be scheduled for the first Wednesday in December.

## **MEDIA QUESTIONS**

No media representatives were present for this item.

## **ADJOURNMENT**

The Chairperson adjourned the meeting at 7:36 pm.

---

Chairperson

---

Secretary-Treasurer/CFO



## Section Four: Students

*“Together We Learn”*

### 438 – PROVISION OF MENSTRUAL PRODUCTS TO STUDENTS

#### Introduction

The Board of Education of Central Okanagan Public Schools is committed to providing menstrual products to students who may require them.

#### Policy

The Board will:

1. ensure menstrual products are made available to students of all gender identities or expressions in a manner that protects student privacy;
2. provide for barrier free, easily accessible menstrual products at no cost to students;
3. provide menstrual products in school washrooms; and,
4. consider student feedback with respect to the provision of menstrual products.

School District staff will develop procedures regarding the provision of menstrual products to students.

Date Agreed:  
Date Amended:  
Date Reviewed:  
Related Documents:





### Section 3: Staff

*“Together We Learn”*

## 351 - RESPECTFUL WORKPLACE

### Introduction

The Board of Education is committed to creating and maintaining a learning and working environment where people are treated and treat each other, professionally and respectfully in their interactions. When personal conflict occurs, processes are in place to allow the conflict to be effectively resolved.

In addition to this broad objective, this policy is intended to comply with WorkSafeBC's policies on workplace bullying and harassment.

### Policy

1. The Board is committed to a learning and working environment that supports the following objectives:
  - 1.1 In dealing with other people, a consistent understanding is developed regarding the proper and appropriate behaviour, including the ability to speak or act without real or perceived offence.
  - 1.2 Interactions between people are fair, professional and respectful;
  - 1.3 In a work environment where students are present, employees should be role models for appropriate behaviour towards each other and students.
  - 1.4 Individuals involved in the learning and working environment do not engage in bullying and harassing behaviours;
  - 1.5 Conflict, when it occurs, is resolved in a timely and effective manner.
2. The Superintendent *of Schools/CEO* is responsible for ensuring that the provisions of this policy are communicated and understood.
3. All participants engaged in School District activities are to conduct themselves in a manner that is courteous, respectful of and responsive to the needs of others. They can expect to be free from objectionable or abusive behaviour that is contrary to this policy.
4. Individuals involved in the learning and working environment are responsible for their actions and are accountable for their consequences. Individuals are responsible for ensuring that their actions and communication with others (including electronic communication) adheres to the spirit and intent of this policy.



### Section 3: Staff

*“Together We Learn”*

5. To assist in the achievement of these objectives, the Board ~~will~~ may provide trained Mediators/Facilitators to provide assistance in the resolution of conflict when it occurs. The partner groups will be invited to provide individuals who are interested in this role, with the understanding that all groups will have the opportunity to be equally represented.

#### Application

1. This policy covers all adults involved in the learning or working environment regardless of their role or function. This includes Trustees, School District employees, parents, volunteers, third parties doing business with the School District and members of the general public who interface with the School District.
2. Employees who are members of bargaining units will continue to enjoy all of the rights and privileges of their respective Collective Agreements where they are not in conflict with WorkSafeBC policies and regulations.
3. Students are not covered under this policy. Standards for student behaviour are addressed in each school's Code of Conduct.
4. Inappropriate behaviour by an adult toward a student is not covered by this policy. The following will define and govern the standard of behaviour required by adults when dealing with students:
  - The School Act
  - The Ministry of Education Teacher Regulation Branch
  - The District's Collective Agreements
  - Board Policy and Regulations 450 – Discrimination Toward and By Students
  - Board Policy and Regulations 455 – Discipline
5. Where the cause of the conflict or behaviour is based on a personal characteristic that is protected under the BC Human Rights Code, Board Policy 350 – Human Rights provides an alternate mechanism to have the concern addressed.

#### Examples of Policy Breaches

In order to provide further guidance, the Board considers the examples listed below to be breaches of this policy:



### **Section 3: Staff**

#### ***“Together We Learn”***

#### **1. Unprofessional or Disrespectful Comments or Actions**

When people come together to perform an activity, there may be incidents when an individual behaves inappropriately. Some examples of behaviour in the learning or working environment that would be inappropriate include:

- an action by any person which humiliates, insults or degrades another person;
- verbal abuse in any form, such as swearing at or displaying unnecessary shows of temper or anger toward another person;
- physical abuse/intimidation.

These actions are often not intended to harm another person. They may have occurred in the “heat of the moment” or with a lack of forethought regarding their consequence. However, they still have a detrimental impact on an individual or group.

#### **2. Workplace Bullying and Harassment**

Bullying and harassment includes any inappropriate conduct or comment by a person toward another person that is known or ought reasonably be known to cause humiliation or intimidation. It usually involves repeated incidents or a pattern of behaviour toward a person or a group of people, but can occur as an isolated incident. Some examples would include:

- spreading malicious gossip, rumours or innuendo;
- personal insults and name calling;
- excluding or isolating someone socially;
- intimidating a person;
- physically abusing or threatening someone;
- making aggressive or threatening gestures;
- undermining, sabotaging or deliberately impeding a person’s work;
- withholding necessary information or purposefully giving the wrong information;
- making jokes that a reasonable person would find offensive by spoken word, gestures, on paper, or through electronic communication;
- intruding on a person’s privacy by pestering, spying or stalking;
- criticizing another person persistently or constantly;
- tampering with a person’s personal belongings or work equipment;
- harmful hazing or initiation practices.

These actions can be overt and obvious or subtle, and would be considered by a “reasonable person” to be unacceptable.



### Section 3: Staff

*“Together We Learn”*

#### 3. Abuse of Authority

Individuals involved in District activities can be given responsibility and authority for the management of resources, including people, financial and/or material resources. People in these positions are held to a higher standard of performance and are expected to exercise their authority in a fair and consistent manner. Examples of abuse of authority include:

- any of the behaviours noted previously in this section;
- addressing individual work performance issues in a public setting where others may hear;
- setting impossible deadlines that will set up the individual to fail;
- unfairly assigning unpleasant or undesirable tasks to one person.

People in positions of authority have difficult tasks to perform including assigning work, setting performance expectations, providing feedback and taking corrective or disciplinary action when necessary. These activities can create tension, but the legitimate exercise of this authority is expected.

Reasonable actions taken by an employer or a person in a position of responsibility that are related to the management and direction of people or the workplace are specifically excluded from WorkSafeBC's definition of bullying and harassment.

#### 4. Cyber-Bullying

Electronic communication has created a new forum for bullying and harassing behaviour. Known as cyber-bullying, it can occur through email, text messaging, social networking, and websites. It can include sending derogatory or threatening messages to the target, or sharing personal and confidential messages or images. Many of the behaviours listed as breaches of this policy can occur through electronic means and are equally unwelcome.



### **Section 3: Staff**

*“Together We Learn”*

## **351R - RESPECTFUL WORKPLACE (REGULATIONS)**

### **1. Conflict Resolution Process**

The intent of this process is to resolve conflict between people. The process offers the individuals involved in the conflict the opportunity to resolve the conflict directly with the other party, voluntarily through the assistance of Mediators/Facilitators, or through a formal complaint.

#### **Option 1 Speak with the offending person directly**

- 1.1 The offended party is encouraged to speak directly with the offending person and try to resolve the conflict. In many cases, the person may not have realized their actions or comments were creating an issue for the individual. Most reasonable people will change their behaviour when they discover it is creating issues for others.
- 1.2 WorkSafeBC policy requires an employee to report an incident of bullying or harassment to their Supervisor, Human Resources Representative, or Union Representative. Union Representatives have an obligation under WorkSafeBC regulations to report incidents of bullying and harassment to the District (via the Human Resources Department).

#### **Option 2 Mediated Resolutions**

- 2.1 The second option offers an opportunity for either party to talk to a trained Mediator/Facilitator to help resolve the conflict. The Mediator/Facilitator will speak with the other party to determine if they are interested in participating in this process.
- 2.2 Participation in this process is voluntary.
- 2.3 Discussions with Mediators/Facilitators are to be considered confidential by all participants. As per WorkSafeBC policy, a written record of the complaint leading to the mediation will be maintained by the Human Resources Department.
- 2.4 The Mediator/Facilitator will help the parties explore options to resolve the issue. They may offer suggestions or alternatives for the parties to consider, but it is up to the individuals involved in the conflict to reach their own resolution.
- 2.5 A supervisor may be a Mediator/Facilitator. However, if the supervisor is involved in disciplinary or performance issues concerning the same parties, it is



### Section 3: Staff

*“Together We Learn”*

not appropriate for that supervisor to act as a Mediator/Facilitator. The conflict will be referred to another Mediator/Facilitator.

#### Option 3 Formal Complaint

- 3.1 If options 1 and 2 have not been successful in resolving the conflict, or the parties have decided to not make use of them, a formal written complaint can be directed to the Supervisor who has responsibility for the area (e.g. Principal, Assistant Superintendent, Supervisor, etc.).
- 3.2 If the Supervisor is the cause of the conflict, the complaint would be directed to that person's Manager/Assistant Superintendent.
- 3.3 If the Superintendent is the cause of the conflict, the complaint would be directed to the Chairperson of the Board of Education.
- 3.4 The Superintendent or designate will conduct a confidential investigation of the complaint in order to determine the facts and assess whether this policy has been breached.
- 3.5 ~~The time taken to investigate the complaint will not normally exceed 4 weeks from the date of filing of the formal complaint.~~ Investigations will be undertaken in a timely manner.
- 3.6 The Superintendent or designate may choose to retain an outside investigator to conduct the investigation.
- 3.7 The Complainant and the Respondent(s) will have a right to representation during the investigation process.

#### 2. Remedial Action

Where a breach of this policy has been substantiated, an appropriate remedy will be provided to the person who has been subjected to inappropriate behaviour. Corrective action will be taken against the person(s) who has breached this policy. This may include education or training, denying access to School District facilities and activities, and/or in the case of District employees, discipline up to and including termination of employment.

#### 3. Retaliation

It is also considered to be a breach of this Policy to take retaliatory action against a person who raises a concern or files a complaint under this Policy.



### Section 3: Staff

*“Together We Learn”*

#### 4. Further Information

Any questions regarding the Respectful Workplace Policy or its accompanying regulations can be referred to the ~~Director of Human Resources or the Assistant Director of Human Resources~~ Superintendent of Schools/CEO or designate. ~~The individuals holding these positions can be found on the District website under “Contact Information”.~~

Date Agreed: June 22, 2011  
Date Amended: November 13, 2013; February 12, 2014;  
February 22, 2017  
Date Reviewed: November 26, 2014  
Related Documents: Policies 351, 350/350R, 450/450R,  
455/455R



## Section Four: Students

*“Together We Learn”*

### 470 – TRANSPORTATION SERVICES MANAGEMENT

#### Introduction

Although the School Act no longer requires Boards of Education to provide student transportation services, in accordance with this Policy and Regulation 470R, the Board of Education has committed to providing subsidized transportation services.

#### Policy

1. The Board may provide subsidized transportation to eligible students and, where possible, courtesy riders to travel between a designated bus stop and their designated area school. At the Board’s discretion, the following options for transportation of students are:
  - a subsidized Board operated bus;
  - transportation assistance payments to parents;
  - alternate means of transportation.

The Board recognizes that many students are not eligible for bus transportation. The transportation of such students on existing bus routes is authorized, provided space is available. These students are considered courtesy riders.

2. The Board also recognizes that, in some situations, it may be necessary for the District to relocate students from one school to another. These students are eligible for School District transportation options if they are directed to a school beyond the Transportation Eligibility limits for their home.
3. The Board also authorizes the use of school buses for curricular or extra-curricular field ~~trips~~ studies for students as outlined in Policy 525: *Field ~~Trips~~ Studies – Curricular and Extra-Curricular*. Staff who are supervising and volunteers who are assisting a field ~~trip~~ study or an athletic event may ride a school bus.





**Section Four: Students**

*"Together We Learn"*

4. The Board believes that school buses are an extension of the school. Therefore:
  - 4.1 students travelling on school buses are under the jurisdiction of their principal and are subject to the code of conduct of their school and the District;
  - 4.2 first priority for the use of school buses shall be transporting students to and from schools to attend school in accordance with standard school hours.

AMENDMENT

Date Agreed: April 23, 1980  
Date Amended: November 10, 1981; December 5, 1984;  
February 13, 1985; November 14, 1990; June 24, 1992; May  
24, 1995; February 14, 2001;

Date Agreed: November 13, 2002  
Date Amended: November 12, 2008, May 27, 2009  
Date Reviewed: November 13, 2013



*"Together We Learn"*

## **Section Four: Students**

### **455 – DISCIPLINE**

#### **Introduction**

The Board of Education believes that respect and discipline are important elements which affect all students' experience and achievement at school. To this end, the Board is committed to providing a safe, caring and orderly environment for everyone in the school environment.

A safe school environment is conducive to learning and the development of positive interpersonal interactions among students, employees, parents and the community. Such positive interpersonal interactions are characterized by courtesy and respect for one another.

#### **Policy**

#### **Code of Conduct**

1. Principals at each school, in consultation with all partner groups and students where appropriate, shall establish and review annually a code of conduct for the school. The code of conduct shall include statements of expectations for student attendance and behaviour. The code of conduct must be consistent with the School Act and Regulations as well as Board policy. In addition, the code should be mindful of the intended audience and include statements promoting positive attitudes towards school, respect for the dignity of others, their rights and property, and the importance of regular school attendance.
2. The Board believes all staff set the tone for what is considered to be appropriate student behaviour.
3. It is the duty of all administrators and teachers to enforce the code of conduct.
4. It is expected that students will abide by the school's code of conduct going to and from school, while at school, on school buses and at school functions, including field ~~trips~~ studies, wherever and whenever held.
5. The Board believes prompt notification by administration to parents or guardians is essential in dealing with matters related to student conduct, discipline and safety.



*"Together We Learn"*

**Section Four: Students**

6. Disciplinary actions arising as a result of students not adhering to the code of conduct will be based on the concept of progressive discipline and the least possible erosion of instructional time. Principals must use discretion in determining the seriousness of the situation and in deciding upon the appropriate consequence.
7. Schools should develop and implement initiatives or programs designed to assist students in learning acceptable coping behaviours for dealing with anger, fear and peer pressure. Schools should also promote the development of healthy self-concepts and positive school environments.

AMENDMENT

Date Agreed: April 23, 1980

Date Amended: June 13, 1990; February 23, 1994; June 24, 1998;

Date Agreed: November 13, 2002

Date Amended: June 23, 2004, June 10, 2009

Related Documents: School Act Sec. 6,7, School Reg. 4,5, 455R



# Memorandum

**Date:** October 18, 2019  
**To:** Board of Education  
**From:** Education and Student Services Committee  
**Action:** Proposal to Support the Canadian Under-age Substance Abuse Prevention (CUSP) Trial and Preventure Program Student Survey

## 1.0 ISSUE STATEMENT

A Proposal to Support the Canadian Under-age Substance Abuse Prevention (CUSP) Trial and Preventure Program Student Survey has been developed for approval by the Board of Education.

## 2.0 BACKGROUND

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

To collect these experiences during the 2019-2020 school year, Grade 10 students from two schools in the District will be invited to take part in the Preventure Program Student Survey. The main purpose of the survey is to group students based on personality style, strengths, weaknesses, risk-taking behaviour and learning styles, and then provide targeted intervention through the Preventure program. The long-term intention of the Preventure program is to delay the onset of drug and alcohol use in adolescence. Preventure involves having staff deliver specialized coping skills group workshops to students through an open invitation process.

### Rationale for a New Approach

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

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

### **3.0 POINTS FOR CONSIDERATION**

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

### **4.0 OPTIONS FOR ACTION**

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

### **5.0 RECOMMENDATION**

**THAT: The Board of Education approve Grade 10 student participation in the Canadian Under-age Substance Abuse Prevention (CUSP) Trial and Preventure Program Student Survey, as attached to the Agenda, and as presented at the October 23, 2019 Public Board Meeting.**

### **6.0 APPENDICES**

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

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

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

**SECTION A: STUDY INFORMATION**

Dear Parent/Guardian,

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

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

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

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

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

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

The workshops are designed to:

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

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

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

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

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

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

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

**SECTION B: CONSENTING TO YOUR CHILD'S INVOLVEMENT**

Based on the information outlined above:

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

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

.....  
**CUSP Trial: Parental/Guardian Statement of Non-Consent**

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

.....  
Signature of Guardian

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

.....  
Print name of child

.....  
Date

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



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

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

**SECTION A: STUDY INFORMATION**

Dear Student,

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

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

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

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

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

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

The workshops are designed to:

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

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

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

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

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

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

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

**SECTION B: YOUTH ASSENT**

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

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

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

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

<input type="checkbox"/>	<b>YES</b>
<input type="checkbox"/>	<b>NO</b>

.....  
Signature of young person

.....  
PRINT name of young person

.....  
Date

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

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

**Introduction**

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

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

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

Thank you very much for your help!

---

**Instructions for completing the survey**

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

## Appendix C

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

A1. What is your date of birth?

\_\_\_ / \_\_\_ / \_\_\_ dd / mm / yyyy

A2. Were you born male or female?

- ☐ Male
- ☐ Female

A2-s. How do you describe yourself?

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

A3. What grade are you in?

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

A4. How long have you lived in Canada?

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

A5. What language do you usually speak at home?

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

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

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

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

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

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

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

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

A8-s\*. Do you consider yourself:

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

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

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

## Appendix C

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

A16. Were your parents born in Canada?

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

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

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

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

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

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

	1	<input type="checkbox"/>	Best off
	2	<input type="checkbox"/>	
	3	<input type="checkbox"/>	
	4	<input type="checkbox"/>	
	5	<input type="checkbox"/>	
	6	<input type="checkbox"/>	
	7	<input type="checkbox"/>	
	8	<input type="checkbox"/>	
	9	<input type="checkbox"/>	
	10	<input type="checkbox"/>	Worst off

The section is about your school life and experiences

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

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

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

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

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

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

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

- ☐ Yes
- ☐ No

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

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

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

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

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

A10. I feel safe in my school.

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

## Appendix C

A11. I feel close to people at this school.

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

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

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

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

<input type="checkbox"/>	Highest standing
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	Lowest standing

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

**Options:**

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

**Statements:**

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

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

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

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

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

**Options:**

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

**Substances:**

B1. Smoked tobacco CIGARETTES

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

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

B3. ALCOHOL

B4. CANNABIS

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

## Appendix C

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

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

### Options:

- ☐ Yes
- ☐ No
- ☐ Never used

### Substances:

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

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

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

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

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

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

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

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



## Appendix C

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

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

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

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

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

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

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

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

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

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

- ☐ Never
- ☐ Less than monthly
- ☐ Monthly

- ☐ Weekly
- ☐ Daily or almost daily

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

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

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

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

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

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

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

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

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

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

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

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

## Appendix C

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

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

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

- ☐ No
- ☐ Yes

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

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

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

### Options

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

### Statements

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

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

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

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

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

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

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

## Appendix C

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

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

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

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

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

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

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

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

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

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

### Options

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

### Statements

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

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

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

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

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

## Appendix C

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

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

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

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

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

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

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

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

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

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

- ☐ Yes
- ☐ No

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

- ☐ Yes
- ☐ No

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

- ☐ Yes
- ☐ No

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

- ☐ Yes
- ☐ No

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

- ☐ Yes
- ☐ No

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

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

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

- ☐ Yes
- ☐ No

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

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

## Appendix C

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

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

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

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

#### Options

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

#### Statements

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

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

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

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

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

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

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

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

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

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

#### Options

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

#### Statements

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

## Appendix C

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

### Options

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

### Statements

Smoke cigarettes once a week

Drink alcohol once a week

Get drunk once a week

Sniff glue once a week

Take cannabis once a week

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

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

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

- ☐ Yes
- ☐ No

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

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

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

- ☐ Yes
- ☐ No

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

- ☐ Yes
- ☐ No

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

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

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

- ☐ Yes
- ☐ No

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

- ☐ Yes
- ☐ No

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

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

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

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

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

## Appendix C

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

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

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

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

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

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

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

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

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

I1. How would you rate your physical health?

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

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

- ☐ Yes
- ☐ No

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

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

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

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

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

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

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

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

## Appendix C

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

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

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

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

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

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

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

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

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

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

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

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



## Appendix C

I14. If you had a head injury like this in the LAST 12 MONTHS, what was the cause? (Please choose only one answer.)

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

I15. Have you ever had a head injury in your life that resulted in you being unconscious (knocked out) for at least 5 minutes, or you had to stay in the hospital for at least 1 night because of it?

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

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

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

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

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

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

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

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

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

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

- ☐ Yes
- ☐ No

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

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

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

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

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

- ☐ Yes
- ☐ No
- ☐ Not sure

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

**Options:**

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

**Statements:**

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

## Appendix C

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

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

### Options

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

### Statements

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

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

### Options:

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

### Statements:

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

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

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

### Options:

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

### Statements:

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

## Appendix C

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

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

### Options:

Strongly disagree  
Disagree  
Agree  
Strongly agree

### Statements:

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

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

### Options:

Not at all  
Sometimes  
Fairly often  
Often  
All the time

### Statements:

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

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

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

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

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

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

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

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

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

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

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

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

## Appendix C

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

iii. Other activities on the computer

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

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

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

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

- ☐ Never
- ☐ Rarely
- ☐ Sometimes

## Appendix C

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

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

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

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

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

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

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

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

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

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

**Options:**

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

**Questions:**

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

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

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

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

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

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

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

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

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

-----

This is the end of the survey.

**Thank you for participating!**



## Section One: Board of Education

*“Together We Learn”*

### 140 – SCHOOL BOARD STANDING AND AD HOC COMMITTEES

#### Introduction

The Board of Education believes that a Committee structure is important to furthering Board activities.

Consequently, the Board maintains various Standing and Ad Hoc Committees in order to develop recommendations to the Board.

#### 1. Operation

- 1.1 Decisions within a school district are made by the Board on the basis set out in the *School Act*.
- 1.2 The Board’s Coordinating Committee will determine if matters are to be considered first by a Committee or be dealt with directly by the Board.
- 1.3 Information on Committee activity will be provided through timely Committee reports, prepared by the Committee Chairperson after each meeting. Minutes are to be provided in draft form to all trustees, the Superintendent of Schools/CEO, Deputy Superintendent, Secretary-Treasurer/CFO, and all Committee members, and also circulated with the following meeting’s agenda.
- 1.4 Board Committee Chairpersons will act as the Committee’s spokesperson.

#### 2. Standing Committees

- 2.1 A Standing Committee is a permanent Committee established by the Board to assist it in fulfilling its duties. Standing Committees have their scope and powers established by the Board, are made up of designated trustees and representatives from partner groups, meet on a regular basis, and retain any powers and oversight responsibilities until the Board changes or disbands the Committee.
- 2.2 All Standing Committees are chaired by a Trustee who is elected at the Board’s Inaugural/Annual General Meeting.



## Section One: Board of Education

*“Together We Learn”*

- 2.3 The following Standing Committees shall be formed annually in accordance with this Policy:

Coordinating	(Policy 145)
General Affairs	(Policy 146)
Education and Student Services	(Policy 150)
Planning and Facilities	(Policy 155)
Finance and Audit	(Policy 160)
Human Resources and Staff Services	(Policy 165)
Policy	(Policy 168)
District Suspension Review	(Policy 170)
Executive Staff Management	(Policy 175)

- 2.4 Composition, Scope and Function  
The composition, scope and function of each Standing Committee shall be established in a separate Policy for each Committee.

### 3. Committee Members

- 3.1 The membership of the Standing Committees shall be established by the Board and written in separate Policy for each Committee.
- 3.2 The voting members of all Standing Committees shall be the appointed trustees serving on the Committee, with representatives from partner groups and other groups serving as non-voting members.
- 3.3 The trustee members of Standing Committees shall be appointed by the Board on or before the Board Meeting in December ~~first regular Board Meeting in January~~ of each year.
- 3.4 The Board Chairperson is a non-voting member of all Committees, except for the General Affairs Committee which is a Committee of the Whole.

### 4. The Role and Responsibilities of the Committee Chairperson

- 4.1 The Committee Chairperson, with the assistance of a person from senior management, shall prepare agendas and related materials for distribution to the committee members prior to the meeting.



## **Section One: Board of Education**

*“Together We Learn”*

- 4.2 Committee meeting agenda and reports are to be posted on the district website, and provided to partner groups and individual schools.
  - 4.3 The Committee Chairperson shall provide Committee Reports, and make Committee recommendations, to the Board.
- 5. The Role and Responsibilities of the Representatives at Committee Meetings**
- 5.1 Representatives on Board Committees are expected to reflect the interests, concerns and perspectives of the organization on whose behalf they are speaking. Where they are unable to do so for any reason (e.g. their Association has not discussed the issue) but wish to offer a personal or professional observation, they should make any such observation with the added comment that they are doing so not on behalf of the organization but in their personal capacity. Representatives should advise their organizations about such issues. It is also expected that the representatives will provide the means through which these interested organizations be kept informed about the affairs and decisions of the Board. A representative may send an alternate.
- 6. Ad Hoc Committees**
- 6.1 An Ad Hoc Committee may be established, as required, by the Board of Education, or a Standing Committee, to examine and make recommendations on a specific subject or task. Such Committees will have a specific mandate, be time bound, report to the Board or a Standing Committee of the Board, and be dissolved when their task is complete.
  - 6.2 **Composition, Scope and Function**  
The composition, scope and function of each Ad Hoc Committee shall be approved by the Board of Education or the Standing Committee.
- 7. Meetings**
- 7.1 All meetings shall be governed by Board Policy and, in the absence of Policy, by Robert’s Rules of Order.
  - 7.2 A seconder is not required for resolutions moved at the Committee level.





## Section One: Board of Education

*“Together We Learn”*

- 7.3 Public meetings of the Committee shall be scheduled to occur on specific dates and times during the school year as determined by Board resolution on or before the first regular Board Meeting in January of each year.
- 7.4 A Committee Chairperson may call an additional meeting to deal with an emergent issue. The Committee Chairperson may also cancel a meeting if there are no agenda items.
- 7.5 The agenda shall include a public question/comment period as part of the meeting.
- 7.6 Recommendations from a Committee require ratification by the Board.
- 7.7 Any trustee may attend a Committee meeting and participate in discussion, but only the trustee members of the Committee may vote.
- 7.8 The Superintendent of Schools/CEO and Secretary-Treasurer/CFO may attend all Committee meetings.
- 7.9 If the Committee is not fully represented, the Committee Chairperson may appoint temporary members from trustees in attendance (with full voting rights), for the duration of the meeting.
- 7.10 Items required to be Incamera will be dealt with at an Incamera meeting (as per Policy 135 – School Board Operation) to be attended by trustees and senior staff and others, as needed by invitation. Incamera meetings shall be scheduled to occur on the specific dates determined by the Board for Public Committee meetings, or at the call of the Committee chairperson as deemed necessary (as per Policy 135 – School Board Operation).

## 8. Delegations/Presentations

- 8.1 Participation in the Public meetings of the Standing Committees is open to partner groups, guests and visitors who are interested in specific matters, wishing to contribute at Question/Comment Period or make presentations.



**Section One: Board of Education**

*“Together We Learn”*

- 8.2 Delegations/Presenters to the Standing Committees are required to make known their interest in participating by requesting inclusion on an agenda. Requests for inclusion on a Committee Agenda should be submitted to the Senior Management Liaison person at least four working days prior to a Committee meeting.

Date Agreed: April 23, 1980  
Date Amended: September 14, 1983; April 10, 1985;  
May 9, 1990; June 28, 1990; February 27, 1991;  
November 10, 1993; January 10, 1996; January 28, 1998

Date Reviewed/Amended: November 13, 2002  
Date Amended: November 12, 2003; March 29, 2006;  
January 24, 2007; June 22, 2011; February 12, 2014;  
September 10, 2014; February 22, 2017; February 27, 2019;

Related Documents: School Act Sec 65; Policies 135,  
141, 145, 146, 150, 155, 160, 165, 168, 170, 175

140 - School Board Standing and Ad Hoc Committees  
Page 5 of 5

### LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
1	SMS	5	University of California, Santa Barbara, CA	USA	CADA Leadership Camp	Hockey Academy Students	9 to 12	22	6-Jul-2019	11-Jul-2019	5
2	KSS	4	Green Bay Bible Camp, West Kelowna, BC	Canada	Team Building/ Breakaway Activity	Football Team	10 to 12	45	26-Aug-2019	28-Aug-2019	2
3	OKM	4	Victoria and The Gulf Islands, BC	Canada	S.A.L.T.S. Sailing and Life Training	Quest BC Students	11	24	8-Sep-2019	14-Sep-2019	6
4	SMS	4	Kelowna Paddle Centre, Kelowna, BC	Canada	Paddleboard Training	Outdoor Education Students	7 & 8	40	9-Sep-2019	9-Sep-2019	0
5	GESS	4	Oyama Zipline Adventure Park, Oyama, BC	Canada	Grad 2020 Retreat	Grade 12 Students	12	150	13-Sep-2019	13-Sep-2019	0
6	KSS	4	Gardom Lake Camp (near Enderby, BC)	Canada	Leadership Retreat	Leadership Students	11 & 12	80	15-Sep-2019	16-Sep-2019	1
7	OKM	4	Banff, Yoho, and Kootenay National Parks, AB	Canada	Hiking and Backpacking in National Parks	Grade 12 Students	12	141	15-Sep-2019	21-Sep-2019	6
--	RSS	4	<b>POSTPONED – DATE TBD</b> Coquihalla Summit (Coquihalla Mountain area, BC)	Canada	Hiking and Camping Skills	Outdoor Education Students	9 to 12	24	17-Sep-2019	20-Sep-2019	3
8	DRK	4	Eagle Bay Camp, Eagle Bay, BC	Canada	Community Building	Learning Community	8	37	18-Sep-2019	20-Sep-2019	2

Submitted to Board of Education Meeting – October 23, 2019

11.2 - Page 1

### LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
9	KSS	4	Twin Peaks (near Cherryville, BC)	Canada	Outdoor Education Co-Curricular Trip	Grade 12 Students	12	24	19-Sep-2019	21-Sep-2019	2
10	MBSS	5	Wenatchee High School, Wenatchee, WA	USA	Participating in Football Games	Varsity and Junior Varsity Football Teams	9 to 12	55	19-Sep-2019	21-Sep-2019	2
11	KSS	5	University of Calgary, Calgary, AB	Canada	Volleyball Tournament	Grade 11 & 12 Students	11 & 12	14	19-Sep-2019	22-Sep-2019	3
12	DRK	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Team Building, Activing Living & Connection to the Community	Grade 7 Learning Community	7	70 to 80	20-Sep-2019	20-Sep-2019	0
13	RSS	4	<b>CANCELLED</b> Glacier National Park, BC (Illecillewaet Campground)	Canada	Hiking and Camping Skills	Outdoor Education Students	9 to 12	24	24-Sep-2019	27-Sep-2019	3
14	SMS	4	<u>Fintry Provincial Park*</u> <del>E.C. Manning Provincial Park, Princeton, BC</del> ( <del>between Hope and Princeton, BC</del> ) *Location changed due to weather.	Canada	Hiking and Camping Skills	Grade 8 Students	8	40	25-Sep-2019	27-Sep-2019	2

### LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
15	OKM	4	<b>CANCELLED</b> Okanagan Mountain Park, Kelowna, BC	Canada	Indigenous Studies on Land and Water	Quest BC Students	11	24	25-Sep-2019	27-Sep-2019	2
16	OKM	4	<b>CANCELLED</b> Okanagan Mountain Park, Kelowna, BC	Canada	Hiking and Camping Skills	Quest BC Students	11	24	26-Sep-2019	27-Sep-2019	1
17	KSS	4	Finlayson Lakes above Mabel Lake (near Lumby, BC)	Canada	Outdoor Education Co-Curricular Trip	Grade 11 Students	11	48	26-Sep-2019	28-Sep-2019	2
18	MBSS	4	Kettle Valley Railway to Arlington Lakes, Kettle River and Westbridge, BC	Canada	Introduction to Cycle Touring, Camping	Outdoor Education Students	10 to 12	30	26-Sep-2019	28-Sep-2019	2
19	CNB	4	E.C. Manning Provincial Park, BC (between Hope and Princeton, BC)	Canada	Outdoor Education, Camping, Hiking	Outdoor Education Students	8	50 to 60	30-Sep-2019	2-Oct-2019	2
20	MBSS	4	Boucherie Bluffs, West Kelowna, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	1-Oct-2019	1-Oct-2019	0
21	RSS	4	Skaha Provincial Park, Penticton, BC	Canada	Top Rope Rock Climbing	Outdoor Education Students	9 to 12	20	1-Oct-2019	1-Oct-2019	0

## LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
22	MBSS	4	Skaha Bluffs, Penticton, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	3-Oct-2019	3-Oct-2019	0
23	RSS	4	Lonely Boy Crag, Chute Lake Road, Kelowna, BC	Canada	Top Rope Rock Climbing	Outdoor Education Students	9 to 12	25	3-Oct-2019	3-Oct-2019	0
24	KSS	4	Beaver Lakes Chain (above Winfield, BC)	Canada	Outdoor Education Co-Curricular Trip	Outdoor Education Students	12	24	3-Oct-2019	4-Oct-2019	1
25	OKM	4	Ottawa, ON	Canada	Cultural and Regional Studies	Quest BC Students	11	24	3-Oct-2019	10-Oct-2019	7
26	MBSS	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Team Building Exercise on Ropes Course, Frisbee Golf	International/Leadership Students	9 to 12	100	4-Oct-2019	4-Oct-2019	0
27	RSS	4	Lonely Boy Crag, Chute Lake Road, Kelowna, BC	Canada	Top Rope Rock Climbing	Outdoor Education Students	9 to 12	25	7-Oct-2019	7-Oct-2019	0
28	MBSS	4	Okanagan Mountain Park, Kelowna, BC	Canada	Leadership Skills, Hiking and Camping	Outdoor Education Students	9	30	7-Oct-2019	9-Oct-2019	2

## LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
--	RSS	4	<b>CHANGED TO LONELY BOY CRAG FIELD STUDIES – OCT. 3, 7, 10, 17</b> <del>Goudie Road area, Kelowna, BC</del>	<del>Canada</del>	<del>Hiking and Camping Skills</del>	<del>Outdoor Education Students</del>	<del>9 to 12</del>	<del>25</del>	<del>7-Oct-2019</del>	<del>11-Oct-2019</del>	<del>4</del>
29	MBSS	4	Boucherie Bluffs, West Kelowna, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	8-Oct-2019	8-Oct-2019	0
30	MBSS	4	Skaha Bluffs, Penticton, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	9-Oct-2019	9-Oct-2019	0
31	KSS	4	Kettle Valley Railway (between Penticton and Osprey Lake area, behind Summerland, BC)	Canada	Outdoor Education Co-Curricular Trip	Outdoor Education Students	11	24	9-Oct-2019	10-Oct-2019	1
32	MBSS	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Team Building Activities, Rope Course	CLC Health and Medicine Students	11	28	10-Oct-2019	10-Oct-2019	0
33	MBSS	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Team Building Activities, Rope Course	Tourism 12 Students	12	20	10-Oct-2019	10-Oct-2019	0

### LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
34	RSS	4	Lonely Boy Crag, Chute Lake Road, Kelowna, BC	Canada	Top Rope Rock Climbing	Outdoor Education Students	9 to 12	25	10-Oct-2019	10-Oct-2019	0
35	KSS	5	New York City, NY	USA	Fine Arts/Media Cultural Tour	Fine Arts/Media Students	11 & 12	26 to 30	14-Oct-2019	18-Oct-2019	4
36	MBSS	4	Skaha Bluffs, Penticton, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	17-Oct-2019	17-Oct-2019	0
37	RSS	4	Lonely Boy Crag, Chute Lake Road, Kelowna, BC	Canada	Top Rope Rock Climbing	Outdoor Education Students	9 to 12	25	17-Oct-2019	17-Oct-2019	0
38	KSS	4	Gulf Islands, BC	Canada	<i>"Sailing A Tall Ship"</i>	Outdoor Education and Rec Leadership Students	11 & 12	27	20-Oct-2019	25-Oct-2019	5
39	MBSS	5	Smith Rock, OR	USA	Rock Climbing: Top Rope, Rappel, Rope Traverse	Outdoor Education Students	10 to 12	24	20-Oct-2019	25-Oct-2019	5
40	GPE	5	Disneyland, Anaheim, CA	USA	<i>"Dreams Take Flight"</i> Program	Special Needs Students	5	5	21-Oct-2019	23-Oct-2019	2
41	MBSS	4	Okanagan Mountain Park, Kelowna, BC	Canada	Leadership Skills, Hiking and Camping	Outdoor Education Students	9	30	21-Oct-2019	23-Oct-2019	2



## LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
42	SVE	5	Disneyland, Anaheim, CA	USA	<i>"Dreams Take Flight"</i> Program	Special Needs Students	5	5	21-Oct-2019	23-Oct-2019	2
43	RSS	4	Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	25-Oct-2019	29-Oct-2019	4
44	RSS	4	Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	5-Nov-2019	6-Nov-2019	1
45	MBSS	4	North Okanagan Fire Training Centre, Vernon, BC	Canada	Live Fire Training	MBSS Fire Academy Students	11 & 12	17	9-Nov-2019	9-Nov-2019	0
46	GMS & CNB	5	Chubu University Haruhigaoka Junior High School, Kasugai, Aichi	Japan	Cultural Scholarship Exchange Experience at Sister School, Assisting in English Classes	Student Scholarship Winners - 4 from GMS, 4 from CNB	8	8	9-Nov-2019	17-Nov-2019	8
47	OKM	4	Tofino, BC	Canada	Exploration of Pacific Rim Park and Indigenous Studies	Quest BC Students	11	24	12-Nov-2019	15-Nov-2019	3
48	RSS	4	Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	14-Nov-2019	15-Nov-2019	1

### LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
49	OKM	5	Helsinki and Jyväskylä	Finland	Cultural Hockey School and Cultural Tour	Hockey Academy Students	9 to 12	24	22-Nov-2019	1-Dec-2019	9
50	RSS	4	Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	28-Nov-2019	29-Nov-2019	1
51	KSS	5	Hawaii (Big Island and Oahu)	USA	Reinforce Marine Biology Course Material	Marine Biology Students	11	18	1-Dec-2019	10-Dec-2019	9
52	KSS	5	Kasugai, Aichi	Japan	World Global Sustainable Development Conference	Japanese as a Second Language Students	11	2	11-Dec-2019	15-Dec-2019	4
53	KSS	5	Edmonton, AB	Canada	Basketball Tournament	4A Boys	11 & 12	15	11-Dec-2019	15-Dec-2019	4
54	KSS	5	Seattle, WA	USA	Basketball Tournament	4A Boys	11 & 12	15	26-Dec-2019	29-Dec-2019	3
55	KSS	5	Hawaii (Big Island and Oahu)	USA	Reinforce Marine Biology Course Material	Marine Biology Students	11	18	12-Feb-2020	21-Feb-2020	9
56	OKM	5	Rome, Assisi, Dubrovnik, Zadar, Zagreb, and Vienna	Italy, Croatia, Austria	Music Cultural Learning	Concert and Jazz Band Students	10 to 12	60 to 100	9-Mar-2020	21-Mar-2020	12
57	KSS	5	Anaheim, Los Angeles, and Ontario, CA	USA	Leadership Education and Enrichment	Leadership Students	11 & 12	22	27-Mar-2020	5-Apr-2020	9

## LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
58	KSS	5	New York, NY	USA	Musical and Cultural Events, Activities and Experience	Music Students	10 to 12	54+	5-Apr-2020	12-Apr-2020	7
59	MBSS	5	Toronto and London, ON	Canada	Global Student Leadership Summit	Leadership Students	9 to 12	12	17-Apr-2020	22-Apr-2020	5
60	OKM	4	Whistler, BC	Canada	Con Brio Music Festival	Music Students	9	50	23-Apr-2020	26-Apr-2020	3



## **BOARD OF EDUCATION INCAMERA BOARD MEETING GENERAL STATEMENT**

**Date:** Wednesday, October 9, 2019  
**Time:** 3:30 pm to 5:39 pm  
**Location:** School Board Office  
1040 Hollywood Road S.  
Kelowna, BC

**In attendance:**

**Board of Education:**

Trustee M. Baxter, Chairperson  
Trustee N. Bowman  
Trustee R. Cacchioni  
Trustee C. Desrosiers  
Trustee J. Fraser  
Trustee A. Geistlinger  
Trustee L. Tiede

**In attendance:**

**Staff:**

K. Kaardal, Superintendent of Schools/CEO  
R. Stierman, Secretary-Treasurer/CFO  
T. Beaudry, Deputy Superintendent  
B. McEwen, Executive Director of Human Resources  
M. DesRochers, Executive Assistant (*Recorder*)

**Absent:**

K. Cormier, Director of Labour Relations

**The following general statement is prepared and issued in accordance with  
Section 72 (3) of the School Act RSBC 1996**

The meeting was called to order at 3:30 pm.

1. The Board adopted the Agenda as amended for the Incamera Meeting of October 9, 2019.
2. The Board adopted the Minutes as presented for the Incamera Meeting of September 25, 2019.
3. There was one Human Resources Information Item.
4. There were three Human Resources Action Item.
5. There were three Trustee queries/comments.
6. There were no Action Items.
7. There were eight Information Items.
8. There were four items received for Board Correspondence.
9. There were four Items Requiring Special Mention.
10. There were three Invitations (For Trustee Attendance).
11. There were two Board Meetings with Partner and Community Groups.
12. There were two BC Public School Employers' Association items.
13. There were four BC School Trustee Association items.
14. There were no items for a future Incamera Agenda.

The meeting was adjourned at 5:39 pm.

Ryan Stierman, Secretary-Treasurer/CFO