

Time	Room	Presenter(s)	Sponsored by:	Presentation Title & Description
Thursday July 4				
9:20-10:20	Cedarbridge	David Haight and Kevin Kardaal	Freshgrade	<p>Authentic assessment and student agency contributing to effective learning and student well being.</p> <p>This session will explore the role authentic assessment plays in providing students with agency in their learning. It will explore powerful provocations for learning that drive deep learning, critical and creative thinking. It will demonstrate effective authentic communication of learning that builds student confidence, understanding of themselves as a learner and improves well-being.</p>
9:20-10:20	Westminster 1	Karli Gresley-Jones and Deb Crawford and Lynn Little, Director of Education	Thoughtexchange	<p>You Tell Us: Supporting Student Wellness and School Culture Through Student Voice</p> <p>This session explores how student engagement, using a confidential online platform, supports schools and districts to more deeply understand the experience of their students and how to better support their well-being. Relying on the work of St. Clair Catholic District School Board and South East Cornerstone School Division, we will demonstrate the power of student voice to contribute to the educator's ability to support student well-being while strengthening the overall culture of the school and district.</p>
9:20-9:50	Westminster 2	Katherine Kelly		<p>How Schools and School Districts Use Data to Improve Health, Wellbeing, and Achievement: The JCSH Healthy School Planner</p> <p>Both research and experience demonstrate that health and wellbeing are intrinsically linked with student achievement and that healthy school communities support both students and staff.</p> <p>Developed for JCSH by the Propel Centre for Population Impact at the University of Waterloo and a pan-Canadian advisory committee, the Healthy School Planner has been a part of Comprehensive School Health action plans since 2009. Now, in 2019, JCSH is taking the Planner's strong evidence- and practice-based strengths into revision of the resource as well as investigation into how the data can better serve the needs of school communities and school districts.</p> <p>In this presentation, the participants will have an opportunity to discuss the role of school-level and school district-level data in the health, wellbeing, and success of the entire school community. Discussion will explore how school-level data may be used to make changes to school environment and its essential connections with teaching and learning, policies, and relationships and partnerships with the community.</p>
9:50-10:20	Westminster 2	Andy Telfer		<p>WITS: Reducing Peer Conflict</p> <p>All About WITS</p> <p>In this session, learn how to reduce conflicts using the WITS Programs. This school year, over 20 schools in the Lower Mainland started the WITS bullying prevention program. If you want to expand on your knowledge or are new to WITS, learn about the latest books, tools to reduce peer victimization, and new WITS initiatives.</p>
9:20-10:20	Westminster 3	Guy Lemasurier		<p>When I Say "Go!" Maximizing Physical Activity in Movement Settings</p> <p>School is one place where we can provide all children with health-enhancing physical activity. Unfortunately, observational research in physical education indicates that students spend a lot of time waiting in lines, listening to lengthy instructions, or engaged in inefficient management strategies (e.g., grouping) instead of being physical active. Therefore, physical educators and classroom generalists need specific skills and strategies to maximize physical activity when they engage students in movement settings, which includes classrooms. In this session, participants will develop specific skills focused on maximizing physical activity in movement settings and increase their confidence leading groups in movement settings. Participants will take away some practical resources that can be used immediately and shared with colleagues. Finally, participants will have conceptual foundation for creating additional resources that will maximize students' physical activity. Comfortable footwear and enthusiasm required!</p>

9:20-10:20	Minoru A&B	Steven McGinley and Ted Temertzoglou and Doug Gleddie		<p>Quality Physical Education as a catalyst for healthy (and successful) school systems</p> <p>Physical education is the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society.” - The Declaration of Berlin 2013 - UNESCO’s World Sports Ministers Conference (MINEPS V)</p> <p>We know that school systems play a key role in the lives of children and youth. After all, they’re there for a large chunk of their formative years - they should get SOMETHING out of it! Keynotes by Ted and Doug set the stage for considering the reciprocal role of health in education. This session will consider Quality Physical Education (QPE) as a catalyst to help set a foundation for a life-long love of learning, health and physical activity. Together we will explore the UNESCO-QPE data and guidelines; hear about innovative ways pre-service teachers are becoming wellness leaders; share success stories from system administrators; explore a multi-sectoral approach to support our journey; inquire into your context and unique opportunities and challenges and; come away with some ideas and sources for action. We will identify emergent themes to enact successful cultural change in school systems that will ultimately strengthen the capacity of school system leaders and influence the directions that impact education and student learning.</p>
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Break

10:50-11:50	Cedarbridge	Nadya Tymochenko and Gillian Tuck Kutarna	Miller Thomson	<p>Accommodation of Students with Mental Health Needs</p> <p>Our presentation will address the competing legal issues when students with mental health needs exhibit behaviour at school that risks the safety and wellbeing of themselves, other students and staff. We will review health and safety law, human rights law and how administrators are being challenged to meet the needs of students who suffer from mental illness and complex special needs.</p>
10:50-11:50	Westminster 1	Kerri Murray and Brian Torrance		<p>Comprehensive School Health Initiatives in Alberta with Ever Active Schools</p> <p>Health and Wellness is foundational to a child’s ability to learn. Learn about initiatives within Alberta from Ever Active Schools and key partners. Projects highlighted will be teacher and staff wellbeing, embedding wellness in post-secondary education, and creating activity permissive learning environments. The presentation will also include conversations that will increase the value of wellness within a school community.</p>
10:50-11:50	Westminster 2	Kaitlyn Bailey and Rachel Iacoe		<p>Moving Outside of PE Class</p> <p>The Canadian Physical Activity Guidelines recommend that children and youth get at least 60-minutes of moderate to vigorous physical activity daily. In British Columbia (BC) the majority of children and youth are failing to meet these guidelines. In fact, the most recent BC Adolescent Health Survey showed that only 18% of students aged 12-17 were physically active for 60-minutes or more, the week before the survey was conducted.</p> <p>Schools are often considered an opportune setting to target the health of Canadian children and youth. This is in part because children and youth spend a lot of their time at school (~5.5-hour/day), but also because research supports a link between better health and academic success. The Comprehensive School Health framework (CSH) is most consistent with the evidence-based support of this link. CSH is an internationally recognized framework grounded in research that supports the teaching of health beyond structured classroom lessons in order to achieve greater improvements in student health. In addition to this, CSH supports a need for healthy practices to be implemented as a whole school approach. More specifically, healthy practices must be embedded in school policy, school environment and partnerships in order to support and reinforce the lessons being taught in the classroom.</p> <p>One way that the BC Ministry of Education sought to increase students’ physical activity levels in BC schools was by creating a Daily Physical Activity (DPA) policy. This policy, created in 2008, mandated that elementary schools were to help students in grades K-7 achieve at least 30-minutes of physical activity daily. However, a study conducted in 2016 found that the effectiveness of this policy was largely dependent upon its implementation at the school and classroom-level. After interviewing twelve teachers in the Central Okanagan School District the researchers summarized some of the implementation factors that contribute to the effectiveness of the DPA policy. These included: i) environmental context and resources, ii) beliefs about consequences, iii) social influences, iv) knowledge, and v) intentions (Weatherson et al., 2017).</p> <p>There are some schools who have elected to implement DPA as a whole school approach. Roosevelt Park Community School in Prince Rupert hosts a school-wide activity in the gymnasium every morning. They have tried using dance videos, yoga, and Zumba as some of the activities and found that mixing it up is the best strategy. They also recommend doing morning announcements while students stretch as a way to save time.</p> <p>Another avenue schools in BC are using to support increased levels of physical activity are by promoting active transportation. There are a variety whole school approaches that take place across the province, such as iWalk, and Bike to School Week, but the question remains of how schools can create sustained changes. One success story came from a parent at Ecole</p>

Phoenix Middle School who worked with the principal to move the location of the bike rack from a hidden corridor behind the school to an open space in front. She said that the simple change shifted the entire culture around biking at the school, and where there used to be only a handful of bikes in the rack, now it is full most days throughout the spring. As previously mentioned, changing the physical environment is one of the components of CSH.

For our presentation we will cover the following three topics:

- 1) A brief overview of Comprehensive School Health and how this framework can be used within the context of increasing physical activity.
- 2) A more in-depth description of the teacher-level factors that affect DPA policy implementation and examples of school-wide DPA initiatives in BC.
- 3) Strategies that schools in BC are using to successfully promote active transportation.

10:50-11:50 Westminster 2 Haley Barton and Rachel Iacoe

School Connectedness - Where Have We Been? Where Are We Going?

DASH BC works closely with schools to help create conditions that promote positive mental well-being for the entire school community. Through this work, we have come across many inspiring stories of how school staff have enhanced school connectedness for the entire student body.

School connectedness is about creating a school community where everyone feels safe, seen, heard, supported, significant and cared for (BC School Based Mental Health Coalition, 2013). The research is strong and consistent; students who feel connected to school do better academically, are healthier and happier.

Why is this needed?

Unfortunately, the 2018 McCreary Adolescent Health Survey (BC) shows that we have work to do in this area.

- 66% of BC students (grade 7-12) reported that their teachers cared about them
- 52% of BC students reported that other school staff cared about them
- 60% felt that they were part of their school
- 60% reported that they felt happy to be at school
- Only 33% of non-binary students felt like they were part of their school

This interactive break out session will commence with a quick overview of the 6 Key Strategies for Fostering School Connectedness as adapted from the Center for Disease Control (CDC). These six strategies include:

- Professional learning
- School leadership
- Family involvement
- Social emotional skills
- Teaching and learning
- Caring relationships

We will then highlight successful strategies and initiatives that (mostly) BC schools have employed to increase school connectedness amongst the entire school community. Examples may include:

- All staff follow the 2 x 10 Rule, that is, every staff member speaks to every student about non-academic topics for 2 minutes 10 times a school year
- Greeting at the door – principal greets teachers, staff and TOCs. Each teacher welcomes their students at the classroom door for a minimum 10 second “hello”, to take the pulse of each student entering the classroom.
- Teacher wellness – teacher to teacher mentoring programs; how to make the staff room a welcoming place.
- Student leadership opportunities – creating a thrive wall, organizing their own yoga & mindfulness classes, RACs club.

- Engaging parent initiatives – create opportunities for parents to share their culture with students and staff (multicultural dinner, celebrations of Diwali, Yom Kapur, Chinese New Year etc). Translation services, morning coffee (low barrier, change time of day for events so all can participate)
- Addressing Non-binary students – from choosing their pronouns, ask them how they want to be addressed, reducing gender segregated activities and eliminate gender segregated language, starting non-binary social clubs.

The interactive component will allow participants to break into smaller groups to discuss where are they now with school connectedness and where they want to go. We would like to encourage participants to stay connected through a networking platform (likely Slack) so they can create a means to share learnings and increase accountability for planned initiatives.

10:50-11:50 Westminster 3 Michael O'Keefe and Michelle Forge

Collaboration and Leadership: Strengthening Equity, Well-being and Achievement In and Across Systems

This workshop will provide participants with the opportunity to: learn about the concept, components and benefits of collaborative leadership and the theory of Leading from the Middle for organizations, districts, schools, educators and students; understand the results

of critical inquiry relating to collaborative leadership and its impact on building equity, well-being and achievement as described in the 2018 research conducted by Hargreaves and Shirley, entitled *Leading From the Middle: Spreading Learning, Well-being and Identity Across Ontario*; explore the power and possibilities of collaborative leadership; and, understand how the development of ongoing, systematic, collaboration and partnerships supports leaders in improving achievement, equity and well-being outcomes for both students and staff

10:50-11:50 Minoru A&B Ted Temertzoglou Thompson Educational Publishing, Inc.

Me before We: Lessons from Health and Physical Education

This breakout session will dig deeper in to the promising practices in health and physical education (grade 1 to 12) that were identified in Ted's keynote address. We will chronical the journey of schools that have adopted a student voice, student choice-based learning approach; and the positive impact it has had on academic readiness and mental well-being. We will also explore before/after school and cross-curricular wellness initiatives, designed by staff and students.

Lunch

12:30-1:30 Cedarbridge Megan Zeni

Playing and Learning Outdoors: Opportunities for Risky Play in Schools

Whether having a snowball fight or climbing a tree, our favourite childhood memories usually involve playing outside, and taking risks. Research is growing documenting the importance of outdoor risky play opportunities for children's health, development and wellbeing, with benefits as varied as promoting physical activity and executive functioning, improving mental health, and advancing socio-emotional learning. Many of these findings stem from research done in school environments.

Increasing fears of injury and liability, as well as a move to prioritizing academics, are trends that have influenced children's opportunities for risk taking and play in schools. What is lost when we remove all risk from the learning environment?

This workshop will provide an overview of the evidence that justifies a paradigm shift towards unstructured and risky play in the school lives of children, and will provide practical and real examples of outdoor play and learning, including risky play, currently occurring in public school outdoor classrooms, while advancing strategies for change in schools.

Intended outcomes of the presentation:

- To identify emerging, innovative, and existing models of risky play environments within the Canadian school context
- To increase knowledge and awareness of evidence-based practices and research that support risky play during school hours
- To improve understanding of language used in describing risky play, with specific examples of children engaged in described categories of risky play in a school setting
- To create a community and network of educational leaders that better understand, and can advocate for environments that support unstructured and risky outdoor play in schools

- To share existing Canadian tools and strategies to shift towards outdoor and risky play and show their utility in practice.
- To highlight the relationship between decreased opportunities for unstructured and risky outdoor play with increased rates of anxiety and mental health disorders in children

Core to our beliefs as educators is that play can serve as a meaningful resource for learning. Holding space for risky play in schools, and creating school cultures of playful learning, helps situate curricular and core competency goals within a larger context of helping learners become thoughtful, engaged and curious citizens. Through risky play, children are provided opportunities to explore and understand limits, practice empathy and consent, all while making sense of the relationships and the world around them.

12:30-1:30 Westminster 1 Dean Shareski and Jason Buccherri Discovery Education Canada

Teaching and Learning: The Canadian Way

Join Discovery Education for an interactive session that will look at teaching and learning from across Canada. We will focus on what makes a great educator and classroom, while also looking at defining aspects of a great 'Canadian Education System'. We have the privilege of working with transformative, administrators, educators and students from Coast to Coast to Coast. This session will prioritize discussions and use instructional strategies to demonstrate active learning to CASSA participants and encourage them to share more about the practices and learning from their home districts.

12:30-1:30 Westminster 2 Marika van Dommelen

Inspire, Engage, Include - Tools to Support Accessibility and Inclusion in Classrooms and Schools

Join the Rick Hansen Foundation School Program for a highly interactive workshop on improving student wellbeing by building disability awareness, inclusion and citizenship skills in your classroom. At the end of this workshop you will walk away with ready-made resources and practical activities you can take into your classrooms immediately.

The Rick Hansen School Program is:

- A comprehensive bilingual collection of lesson plans, videos, and books and speakers;

- Available for FREE to teachers (all educators) and schools across Canada;
- Easy to incorporate into lessons and curriculum that are already being taught in the classroom
- Connected to BC Educational Priorities and Curriculum Outcomes
- A valuable resource to meet your District's Social Responsibility and Inclusion Goals

Participating teachers and administrators agree that the program makes classrooms and schools more inclusive, decreases bullying, empowers students to create positive change, and raises student awareness of the potential of people with disabilities.

Our resources raise students' understanding of the potential of people with physical, visual and hearing disabilities, and empower all students to become difference makers in their school and community. They support a culture of inclusion, where all students accept differences and are best positioned to succeed.

We will also discuss briefly our Rick Hansen Foundation Accessibility Certification Program. This program is designed to provide a proven process for schools to find out how accessible they are and how they can improve. The Rick Hansen Foundation Accessibility Certification Program is the perfect dovetail for the Rick Hansen Foundation School Program as it focuses on our mission to create an accessible Canada by focusing on the built environment, preparing the way for changing attitudes to support this mission.

Come find out how the Rick Hansen School Program's free lessons and resources can be used in your school to Inspire, Engage and Include.

12:30-1:00 Westminster 3 Davin Hildebrand and Jennifer Williamson and Duane Hauk

Live Well

The Northwest School Division initiated a wellness program aimed at supporting staff with regard to healthy living. The presenters will share their journey with regard to the creation of the program as well as the many events and themes that supported staff in northwestern Saskatchewan. One underlying message was to encourage staff to put their oxygen mask on first.

1:00-1:30 Westminster 3 Guy Lemasurier

Developing Higher-Order Physical Literacy Skills in Secondary Physical and Health Education

Engaging adolescents in meaningful experiences that support healthy, active lifestyles can be accomplished using a five-step personal program planning (PPP) process. The PPP process will support the development of specific, higher-order physical literacy skills among students, create rich opportunities for assessment, and facilitate connections among students, teachers and community organizations. In this session, participants will be provided with specific examples of how each step of the PPP process engages students in active learning, as well as ideas for integrating the PPP process into existing program offerings.

12:30-1:30 Minoru A&B Sarah Wells

Re-defining Success

When we set goals we often define ourselves by our ability to achieve that desired outcome or not. While results are important, it is equally important to create a mechanism that keeps us inspired along the way. In this workshop, Sarah walks you through an exercise she does at the beginning of each year which helps you create your own inspiring success criteria and ensure you have enough physical and mental resources to execute that plan.

1:35-2:05 Cedarbridge Berni Grenier and Catherine McCullough Baragar

Strategic Planning - How to make Student Wellness a Priority

This workshop will share research driven practises when undertaking a quality strategic planning process and highlighting a breakthrough case study on a data driven approach to supporting student well being as a strategic priority. Receive quality best approaches to share with your District.

2:05-2:35 Cedarbridge Barbara Duncan

Calgary Catholic School District: Student Mental Health Resiliency Strategies and a Partnership with Alberta Health Services

With 115 schools in Calgary and area, Calgary Catholic School District (CCSD) is the largest Catholic school district in the province of Alberta. The district recognizes the importance of fostering physical, mental, emotional and spiritual wellness in all of its 57,000 students, and utilizes the Comprehensive School Health (CSH) approach to implement and share resources in a planned and sustained manner. CCSD works closely with the provincial health system, Alberta Health Services, in order to implement CSH. The partnership has existed for many years. Barb Duncan, CCSD CSH and Health Consultant, Instructional Services, works closely with a member of the AHS School Health and Wellness Promotion team. This presentation will showcase various initiatives that have emerged from the partnership in the 2018/2019 school year, including: the creation of a district wide Health Champion Network, "Health Hacks" resource, professional development for food service providers, wellness seed funding for schools, and support for an annual student wellness conference. CCSD has also been active in the implementation of PATHS, The Fourth R and the Go-To Educator. An overview of the CCSD Student Mental Health and Resiliency strategy will also be provided, which will demonstrate how these various initiatives are coordinated and work towards a common goal of supporting student wellness.

1:35-2:35	Westminster 1	Darren Lentz	<p>The Benefits of Outdoor Experiential Learning Opportunities</p> <p>Through an interactive presentation participants will learn about Kingsway Park Public Schools Outdoor/Environmental and Physical education academy. This experiential program engages 7/8 students in many outdoor related activities with various community partners. Data has shown that these outdoor related experiences have engaged them more in school and this has translated to further success in High School.</p>
1:35-2:35	Westminster 2	Diane Mullane and Pamela Garant	<p>Engaging Youth in Anti Stigma Initiatives</p> <p>One in five Canadians will experience a mental health problem or illness every year. Despite how common it is, mental illness continues to be met with widespread stigma, which is a major barrier to recovery. While change is happening gradually, we still have a long way to go in eliminating the stigma surrounding mental illness. To make this happens requires the collective effort of all of us, including youth. When we engage youth directly in the development and implementation of anti-stigma initiatives, it not only empowers them, but it creates buy-in from other youth.</p> <p>The focus of this workshop will be on sharing various youth anti-stigma initiative that are integral to Durham Catholic District School Board's Mental Health Strategy.</p>
1:35-2:35	Westminster 3	Dr. Lorraine Bailey-Wallace and Talcia Richards	<p>Let's Talk Student Well-Being</p> <p>Mental Health is an increasing area of concern in society. While there have been efforts to bring awareness and to break down barriers there is still much work to be done. Schools are prime locations to engage in meaningful conversations and to create conditions conducive to change in the perceptions, attitudes and beliefs about what it means to live an emotional well or healthy lifestyle.</p> <p>This workshop will outline barriers that schools may face in implementing mental health and wellbeing initiatives from an administrative and staff perspective. It further, outlines how staff, administration, students and community agencies can work collaboratively to build an environment and culture that is conducive to supporting and enhancing the social emotional wellbeing of their student body in a holistic manner.</p> <p>This hands on and interactive presentation will provide practical strategies and resources to support the infusion of mental health and wellbeing into the culture of school communities while building capacity of students and teachers alike. Participants will leave with ready to use resources and tools to support their respective school communities.</p>
1:35-2:35	Minoru A&B	Frank Welsh	<p>Increasing Access to Outdoor Play</p> <p>CPHA, with the generous support of the Lawson Foundation, has released a policy tool kit to support increased access to child-led unstructured play in Canada, and a supporting CPHA position statement. The kit provides generic tools to support improved access to unstructured play in schools and municipalities in both urban and rural environments. During this session, participants will be introduced to the tool kit and provided an opportunity to consider its application at the local level through a combination of presentations and workshop activities.</p>

Friday July 5

8:30-9:30	Cedarbridge	Vanessa White	<p>A Comprehensive Plan for Positive Mental Health in One Small Rural School District</p> <p>Our district has spent the last 4 years developing a comprehensive, overarching mental health and wellbeing plan that has incorporated direct instruction on social emotional skills. We have shifted our counselling model from a reactive, Tier 3 intervention to more of a universal design delivery system. This has resulted in increased skill capacity of all staff and students, creating more peer networks. In addition, we have created a full training and in-service program for school staff and for parents, raising overall mental health literacy and knowledge of everyone in the system. This initiative has involved a coordinated and systematic approach to increasing the mental health and wellbeing of our students.</p>
8:30-9:30	Westminster 1	Frank MacDonald ThinkDox and Karim Kuperhause	<p>Managing Structured Play</p> <p>School districts are becoming more and more focused on providing an enhanced customer experience to its stakeholders. Part of that experience is about increasing access to structured healthy active living and outdoor play. Many of the activities related to these areas of focus require registration processes that are paper-based and labour-intensive. Automating those business processes makes it easier for parents, students and teachers to engage in structured active living and outdoor play. Find out how ThinkDox can increase engagement throughout your district by simplifying all the business processes related to healthy active living and outdoor play,</p>
8:30-9:30	Westminster 2	Catherine McCullough	<p>How School Leaders Contribute to Student Well Being</p> <p>This presentation will focus on the Strong District and Their Leadership Research (Leithwood and McCullough) key findings as it relates to student well being.</p>

The primary work of district leaders is to improve the learning and well-being of students. High performing districts make important contributions to the achievement and well-being of students. They openly make this a priority in their shared vision and create high performance expectations for students and staff.

Research about effective educational leadership is almost exclusively about successful practices.

This workshop will explore those specific practices that create the conditions for optimizing Student Well being.

Some of the highlights of the content that will be addressed will be inclusive of:

- How to challenge staff to re-examine to which their practices contribute to to the learning and well being of their students.
- The importance of encouraging staff to reflect on what they are trying to achieve with students and how they are doing it.
- The importance of facilitating opportunities to learn from one another and to pursue new ideas for staff learning that optimizes support for student success and well being.

8:30-9:30 Westminster 3 Johanne Levac and Rena Walters

My Daycare is Physically Active!

Presentation of "My Daycare is Physically Active!" That relates to the article written by Rena Walters - Lester B. Pearson School Board Daycares are Physically Active!

Background & History:

The My Daycare Is Physically Active project stems from the Physically Active Montreal action plan, which aims to implement environments conducive to physical activity, and to encourage Montrealers to become and remain physically active. Who are the partners involved in our project (now a program)? How the collaboration between 5 (French & English school boards) with Direction régionale de santé publique de Montréal started. This program started in 2014 school year, will share how many schools & children have benefited from this project.

Objectives:

Encourage school daycare staff to plan and implement practices that encourage youth aged 4 to 12 to be physically active. Explanation of how the in-school Quebec Daycares operate. Will provide a snapshot of how LBPSB introduced the program & how the Quebec government funding is used for this program.

Process

The objectives in each of the workshops (total of 6 workshops of 2 hours each). Will go through which process LBPSB used to select our schools/daycares. We will highlight the successes of our schools/daycares that are or have participated in the program.

School Involvement

How do you mobilize your team & engage in change? How do you collaborate? Will present how LBPSB schools/daycares are using the whole school approach with the collaboration of the physical education teacher.

Evaluation

How was the project 1st evaluated? As we know, evaluation is the critical part of any projects. We will explain the process of how this was done & how the evaluation process continues for our schools/daycares at LBPSB.

Also, participants will be invited to take part in various fun interactive activities, to initiate some reflection and use of various tools that will enable them to target their priorities. We will give the participants time to reflect on their own practices & see how to guide their team towards the desired positive change in practice.

8:30-9:30 Minoru A&B Steve McLean PCG Canada

The Power of Data

At no time in history have educators had access to more data than they do now. In fact, districts are sitting atop a literal mountain of data but sadly, with no real means of utilising that data for the improvement of teaching and learning. Artificial Intelligence (AI) offers the promise of providing the true gems of information to provide teachers with the intelligence they need and students the supports they require all without added work for staff amidst a new level of confidence for parents. In this brief talk about data, attendees will be asked to reflect upon their current practice, consider the possibilities, and be challenged to look forward to a future where students truly benefit from the intelligent use of data.

9:35-10:35 Cedarbridge Brian O'Leary

Pushing Water Uphill

The presentation will highlight key issues facing schools today and will detail using a comprehensive school health framework to advance health and wellness. Key issues will include mental health, health, normalizing physical activity in the school community, Indigenous health and connecting to nature.

9:35-10:35 Westminster 1 Jason Kupery and Shane Cranston

Creating a District Student Wellness Framework

Palliser Regional Schools has been challenged with creating a Wellness Framework that

supports student Wellness across the division. This presentation will focus on the challenges and benefits of embedding Wellness within a very diverse school division. The session will provide the opportunity for conversation and collaboration around the issues that have the greatest impact student Wellness across a school division. We will also walk through the process of how the framework was created using input from multiple district stakeholders and important community partners.

9:35-10:35 Westminster 2 Cheryl Shinkaruk

Taking Action Through a Proactive Approach to Student Mental Health and Wellbeing

Why do school districts need to be proactive, and not just reactive with student mental health and wellbeing? As the first school district in Alberta to create a Mental Health Strategic Plan that focuses on a proactive approach, Edmonton Catholic Schools has been able to establish a sense of direction for all school staff. This session will examine how supporting physical literacy, social emotional learning, nutrition, student leadership and engagement, collaborative relationships, along with creating safe and caring environments are critical components to creating a culture that supports mental health and wellbeing within school communities. Participants will leave with concrete processes and strategies to incorporate into their practices. Now is the time that we must take action and continue the conversation within our school districts that focus on promotion and prevention efforts for our students!

9:35-10:35 Westminster 3 Helen Novak
Laushcer

UBC's Learning for Life: Teaching Kids to Navigate Online Health Information and Promoting Healthy Lifestyle Behaviours

Learning for Life is a dynamic, accessible, ready-to-use resource for grade 4-7 classrooms, developed by UBC's Faculty of Medicine. This evidence-based resource has lesson plans for teachers, and an interactive online resource for students. Learning for Life builds digital health literacy skills by learning to critically assess online health information, and teaches students how to balance 'screen time' with healthy behaviours. The resources facilitate learning around five fundamental healthy behaviours, including physical activity, healthy eating, sleep hygiene, stress management and social connectedness. Learning for Life seamlessly integrates into the new BC curriculum and extends curricular content.

This workshop will introduce Learning for Life and its resources, share evidence of its impact on student health behaviours, and illustrates how it integrates into everyday teaching

9:35-10:35 Minoru A&B Sarah Christie and
Haley Barton

6 Steps to Healthier Schools - an Ontario Case Study & BC Pilot Project

Since 2015, over 700 elementary and secondary schools from across Ontario have registered for Ophea's Healthy Schools Certification, committing to using Ophea's 6-Step Healthy Schools Process to enhance the health and well-being of their school community. Comprehensive School Health (CSH) builds the capacity of schools to identify and address a priority health topic in their school community through the engagement of students, educators, and community partners. DASH's mission is to collaborate with schools and partners to create, facilitates an support school communities to be optimal places for health and learning through a CSH approach. We want to hear from you what you would like to see in a comprehensive school health certification program! This workshop will use the CSH 4 Pillar Activity to help you identify what your school board/district is doing well now and where it can improve in the future. We will discuss how you can foster a positive environment for CSH initiatives in your school boards/districts.

Break

11:05-12:05 Cedarbridge Lauren Hutchison

Building our Kids Success (BOKS): Active Kids=Active Minds

This interactive workshop will provide participants with the opportunity to learn about BOKS, a free before-school, physical activity program designed to get K-9 students moving in the morning and their brains ready for a day of learning. BOKS offers a completely free, turn-key, robust curriculum to empower the community and help children embrace healthy habits that will last a lifetime. You will also learn about BOKS Bursts, daily physical activities, to help keep your students active throughout the school day.

You will leave this session with the tools necessary to support increased opportunities for children to get physically active and to make a positive difference in the lives of children by getting your local school enrolled in BOKS!

11:05-12:05 Westminster 1 Terry Taylor
and
Cheryl Lenardon
and Dr.Leyton
Schnellert

Take Me Outside For Learning: the KBEE Initiative

We're a consortium of district leaders from six school districts in the Kootenay Boundary region of BC, who work alongside our teachers to make a difference for kids, community and the environment through environment education. Our three year Kootenay Boundary Environmental Education initiative won a 2018 EECOM Award of Excellence for Outstanding K-12 School District Leadership. We'll share evidence of the impact of our Take Me Outside for Learning project, our Environmental Education Inspiration Handbook, and preliminary research with our research partner, Dr. Leyton Schnellert from UBC. Incorporating outdoor learning, environmental education, healthy active living, and student and educator well-being, our collaborative work enhances understanding of place and inspires thoughtful action.

11:05-12:05	Westminster 2	Stan Baker	<p>Promising Practices to Address Persistent Absenteeism</p> <p>Persistent or chronic absenteeism is a growing concern for school boards and communities across the continent. Schools can address some aspects of absenteeism within the educational institution while root causes and risk factors will require a more multi-sectoral community safety and well being response. Students who miss more than 2 school days per month (excused, unexcused or suspensions) are more likely to have health concerns and less likely to graduate. Join this exploration of a continuum of promising practices that start with simple low cost options at school. The more complex community collaborations will address risk factors and root causes as a part of community safety and well being initiatives. The workshop will explore things like</p> <ul style="list-style-type: none"> -early intervention check list -Keeping Kids in School - video training and coaching -whole school approach using restorative practice -attendance policies which include coaches in attendance criteria for involvement in sports <p>School attendance is a community issue not just a school concern.</p>
11:05-12:05	Westminster 3	Nick Reed	<p>SCHOOLFirst: Enabling Successful Return to School for Canadian Youth Following a Concussion</p> <p>Educators, including teachers, support staff, guidance counselors, principals, administrators and school boards, all play a role in supporting a healthy return-to-school for students post-concussion. SCHOOLFirst is a new resource, funded by the Public Health Agency of Canada, that helps educators optimally support their students when returning to school after a concussion. This resource provides knowledge, tools, and access to other materials that educators can use to help them be a Concussion Champion and commit to enhancing the health and well-being of students with a concussion. This presentation emphasizes what a concussion is and how concussion can impact students as they return to the learning and school environment.</p> <p>This session will:</p> <ul style="list-style-type: none"> • Provide attendees with an overview of concussion and its impact on return-to-school • Showcase the return-to-school resource that has been designed for all members of the education system • Allow learners to explore the resource and establish a plan for how to use it within their school environment
11:05-12:05	Minoru A&B	André Rebeiz and Mali Bain	<p>Workplace Wellness in K-12 Education</p> <p>Emerging research has confirmed the intuition of many system leaders across Canada: if we want to improve the wellbeing and success of students, we need to tend to the wellbeing of staff. Staff in many school districts are benefitting from stress reduction programs that help them cope with daily pressures. These positive innovations, however, are a patchwork of success, and one-off interventions don't necessarily mitigate the root causes of stress.</p> <p>This session will explore evidence-based organizational approaches from both within and outside the education sector. It will also share results from a recent public attitudes survey of over 1,000 parents and K-12 staff that identifies beliefs that hinder investment in staff wellbeing, and provide ideas on how to communicate the importance of staff wellbeing to spur stakeholder buy-in.</p>
Lunch			
12:45-1:45	Cedarbridge	Devin Roberts	<p>Music and Wellbeing</p> <p>Music can be a powerful teaching and healing tool in the classroom. Devin Roberts has over fifteen years experience in the education field with seven over those years coming in the NWT. Traditional forms of Indigenous music such as drumming and singing will be explored, as well as modern digital platforms for music. Suggestions on how traditional music and modern music platforms can foster engagement, enjoyment, memory retention and overall health and well-being for all students will be discussed. Join Devin as he explores the various ways music can make a difference in our classrooms.</p>
12:45-1:45	Westminster 1	Ellen Pearce	<p>Health Equity, Inclusion and Schools: Implications for Educators</p> <p>Students who experience stress, income instability, household food insecurity, poor social support networks, differing physical abilities, and other related challenges are in every school and every classroom. Schools represent one of the settings where children and youth can experience inequities due to such social barriers. In this session, we will outline how schools can apply an equity approach to better support students and families who face societal barriers to achieving positive health and education outcomes. By working through various school and classroom examples related to health and wellness, we will discuss these barriers and use a growth mindset to identify strategies and solutions that can minimize adverse effects on students and their families.</p>
12:45-1:45	Westminster 2	Rachel Goossen	WE
			<p>Connecting the dots: Supporting student wellness through service-learning</p> <p>How can service-learning in schools support student wellness? This active workshop will showcase free classroom resources from WE Schools that may be used in any K–12 environment along with an exploration of how student wellness is supported through</p>

experiential service-learning. Connecting the dots between research and application, participants will leave this session with access to assorted free resources and greater understanding of current research and initiatives supporting student well-being in schools.

12:45-1:15 Westminster 3 Eric Maitland Fujitsu

Using Data to Promote Student Well-being

Right across Canada, organizations are embracing the power of data and digital transformation technologies to change the way they interact. Education is no different. There is a huge opportunity to leverage the data held in Student Information Systems (SIS) to positively impact all aspects of their school life for every student. The SIS is transforming from being largely an administrative system. Nowadays, the data in the SIS can be used by educators to place the student at the center of the conversation and provide many opportunities to support student growth and lifelong learning. It can also be a vital tool to help students engage better with teachers and with their parents and so promote student achievement, better learning outcomes and overall well-being.

12:45-1:45 Minoru A&B Kristie Clements Greenfield Learning, Inc

Integrating Technology to Increase Engagement and Individualize Instruction

Technology integration is at long last making a paradigm shift in the way we teach children! With the foundation and rigor of today's standards and the demand for students to be college and career ready, student engagement and individualized instruction are key to meeting the needs of all students and ensuring students' mental health and well-being is a critical factor in designing the most optimal learning environments for all students. Creating a blended learning environment that targets the individual literacy needs of each student and thus positively impacting the mental health and well-being of students of all ability levels, by incorporating research-proven technology programs to provide reading interventions, close performance gaps and increase student achievement is essential to the success of all students. Lexia Reading Core5, Lexia's newest adolescent learning program PowerUP, and the Lexia RAPID literacy assessment screener provide the necessary tools for districts, boards, and schools to individualize reading instruction through a blended learning model including engaging online lessons, embedded progress monitoring, and targeted intervention lessons. If you want dramatic results for your students, this session is for you!