

SCHOOL DISTRICT 63 (SAANICH)
EDUCATION DIRECTIONS COMMITTEE

Report to the Board of March 13, 2024

Committee Members:	Trustee Silzer, Chair Trustee Vandall Trustee VanWell
Staff Support:	Carly Hunter, Director of Instruction, Learning & Innovation Paul McKenzie, Assistant Superintendent
Partner Representatives:	Kelly De Klerk, SAA Don Peterson, STA - Regrets Candace Whitney, CUPE COPACS - Regrets
Other Attendees:	Chair Dunford, Trustee Elder, Director of Instruction, Peter Westhaver, and Teachers, Daniel Baer, Morgan Honer and Nicole Thibadeau

Tuesday, March 5, 2024
3:00 pm

A. PRESENTATIONS AND QUESTIONS

1. Building Belonging at ILC

The Committee received a presentation on building belonging at ILC from Daniel Baer, Morgan Honer and Nicole Thibadeau.

2. Student Voice Feedback: Saanich Equitable Access Team (SEAT) & Mental Health and Wellness

The Committee received feedback from the recent student voice sessions from Carly Hunter, Paul McKenzie and Peter Westhaver.

3. McCreary Survey Debrief and Data Sharing

The Committee received a debrief on the McCreary survey and data sharing from Peter Westhaver.

B. ITEMS FOR DISCUSSION

No Items.

C. ITEMS FOR RECOMMENDATION

No Items



D. ITEMS FOR INFORMATION

No Items

- E. FUTURE AGENDA ITEMS**
Student Voice Feedback – ongoing
How are you doing: Update
Literacy Data and Trends
Global Citizenship Data & Trends
Student Advocates



2023 BC AHS: Saanich results

Ed Directions March 5th 2024



About the BC Adolescent Health Survey

- Administered by public health nurses every 5 years since 1992
- 38,488 students in 59 school districts in 2023
- Saanich has participated in all 7 waves of the survey
- Representative of 98% of Grade 7-12s in mainstream schools

About the BC Adolescent Health Survey Results...

- Results provide an evidence base of youth health trends, emerging issues, and risk and protective factors for healthy development.
- Monitor trends and emerging issues
- Discussing health behaviours in relation to key findings
- What actions can we take to address what students are saying?

Saanich






Mental Health and Wellness
XICICESTEN E TTE IV ŠKALEZEN

To promote mental health and wellbeing through social emotional learning and trauma informed practice

We do this by:


- Teaching social emotional skills through reflective use of narrative expression and dialogue
- Increasing capacity and professional learning for mental health literacy and evidence based trauma informed practice
- Reducing stigma and barriers to mental health and wellbeing through awareness and community awareness and engagement





Questions for discussion

- What are some positive trends you are noticing?
- Does anything jump out at you as surprising? Concerning?
- Are there some data points that you would like more information about?
- What can schools do with this data? Are there obvious areas schools could focus on to strengthen youth well-being?

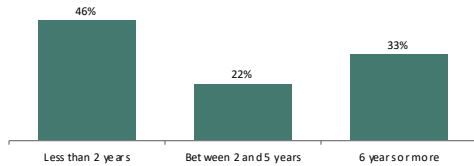


Background

- **European** was most common background (60%; 43% across BC)
- **79%** identified as white (57% across BC)
- **57%** did not have a religious affiliation
- **7%** identified as Indigenous
 - **49%** spoke at least a few words of Indigenous language (36% in 2018)



How long students had lived in Canada (among those born abroad)



Note: Percentages do not total to 100% due to rounding.



Survey Themes

- Home Life
- Economic/Material Well-Being
- Physical Health and Well-Being
- Mental Health and Well-Being
- Eating Behaviours and Body Image
- Sexual Health
- Substance Use
- Adverse, Safety, Violence, Harassment and Abuse
- School Experience
- Relationships and Connections
- Sports, Gambling, and other Leisure Activities
- Topics Students would like to learn more about.



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HOME LIFE



Living situations

- Most youth lived with parents and siblings and felt connected to family
- 20% took care of a relative
- 72% took care of a pet
- 72% parents knew what doing with free time; 43% online time



ECONOMIC WELL-BEING




Employment

- 42% worked at a paid job during the school year
- 9% worked to contribute to family income

Students' reasons for working (among those who worked)	
Wanted spending money	65%
Needed the money	47%
To build their résumé	44%
To save for school	43%
To learn skills	38%
To contribute to family income	9%
Other	12%

Note: Students could mark all that applied.




Unstable housing

5% never or rarely felt safe in their home

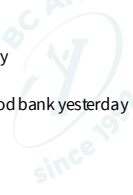
In the past year:

- 5% had run away from home
- 3% had been kicked out
- 2% had been homeless



Food security

- 6% cut portions or skipped meals because there was not enough money for food
- 8% went to bed hungry
- 1% ate food from a food bank yesterday



Material Deprivation

Youth who lacked but wished they had ...

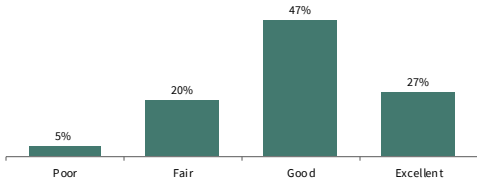
Money to spend on themselves	8%
Lunch for school/money to buy lunch	5%
Space of their own to hang out in	5%
Clothes to fit in	3%
Money for school supplies, school trips and extracurricular activities	3%
A quiet place to sleep	2%
Equipment/clothes for extracurricular activities	2%
Smartphone	2%
Access to transportation	2%
Personal hygiene products	NR
Access to the Internet	NR

NR: The percentage could not be reported due to risk of deductive disclosure.

PHYSICAL HEALTH



How students rated their health

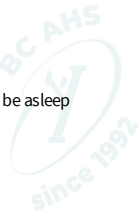


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Sleep

- 43% slept for at least 8 hours (50% in 2018)
- 25% sleep was interrupted
- 61% were on social media after they were expected to be asleep
- 15% went offline



Exercising and injuries

- 19% exercised for 60 mins daily
- 34% were injured seriously enough to need medical attention (27% in 2018)
- 14% experienced a concussion (11% in 2018)
 - 51% received medical treatment for their concussion



Access to health care

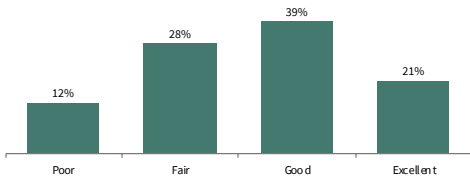
- 87% saw a dentist in the past year
- 83% who needed medical treatment had got the care they needed
- Most commonly accessed a family doctor (45%)



MENTAL HEALTH AND WELL-BEING



How students rated their mental health



Quality of life

How much students agreed/strongly agreed...

	2023	2018
They felt they had a good life	78%	84%
Their life was going well	65%	78%
They had what they wanted in life	55%	65%
They felt life was going just right	52%	63%
They wished they had a different life	14%	15%

Specific conditions and disabilities

	2023	2018
Anxiety disorder	24%	23%
ADHD/ADD	21%	6%
Depression	13%	17%
Eating disorder	8%	NA
Obsessive-Compulsive Disorder (OCD)	7%	NA
Alcohol or other substance use addiction	6%	2%
Autism Spectrum Disorder	6%	NR
PTSD	3%	3%

Note: Students could mark all that applied.
 NR: The percentage could not be reported due to the risk of deductive disclosure.
 NA: The item was not asked on the 2018 survey.



Mental wellness

60% felt quite/very hopeful for the future (70% in 2018)

74% felt they were good at something

66% felt happy most or all the time

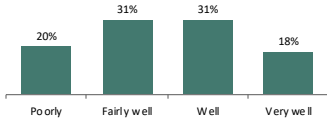
55% felt good about themselves

24% often or always felt lonely



Stress and despair

How well youth managed their stress (among those who experienced stress)



15% felt extreme stress

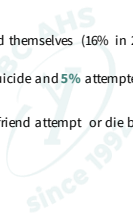
9% felt extreme despair (6% in 2018)



Self harm and suicidality

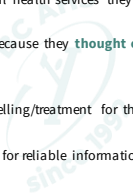
In the past year:

- 24% purposely cut or injured themselves (16% in 2018)
- 17% seriously considered suicide and 5% attempted suicide
- 16% had a relative or close friend attempt or die by suicide



Mental health services and information

- 19% didn't access the mental health services they needed
- Most common reason was because they thought or hoped the problem would go away
- 18% accessed virtual counselling/treatment for their mental health
- 6% didn't know where to go for reliable information about mental health




EATING BEHAVIOURS AND BODY IMAGE




Food consumption

- 26% did not eat breakfast on school days
- 12% purged in the past 12 months

What students ate or drank at least once yesterday	
Fruit, vegetables, and salad	85%
Sweets (cookies, cake, candies, etc.)	82%
Fast food (pizza, hot dogs, fries, etc.)	44%
Traditional foods from their background	22%
Energy drinks	14%



SEXUAL HEALTH



- 20% had oral sex
- 17% had sexual intercourse
- 8% forced into sexual activity by youth & 2% by an adult

Age students first had sex (among those who ever had intercourse)

Age Group	Percentage
13 years old or younger	11%
14	20%
15	32%
16	14%
17 years or older	23%

BC AHS Since 1992

Sex education

- 90% received sex education at school (80% across BC)
- Majority found it helpful
- 85% felt it started at the right age for them

BC AHS Since 1992

SUBSTANCE USE

BC AHS Since 1992

Vaping

26% had ever vaped

Among these youth:

- 12% vaped daily
- 25% first vaped at age 12 or younger

Smoking

16% had ever smoked tobacco

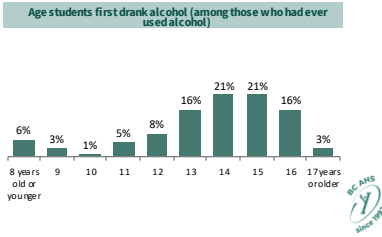
Among these youth:

- 5% smoked 20+ days
- 32% first smoked at age 15

Alcohol

44% had tried alcohol

23% of these youth first drank at age 12 or younger



Cannabis

- 24% had ever used cannabis
- 9% of these youth used cannabis daily
- 80% smoked it

Most recent source of cannabis (among those who had ever used cannabis)	
It was shared among a group of friends	59%
Friend or family member gave it to them	46%
Bought it from a friend or family	18%
Bought it from a cannabis store	9%
Bought it from someone they did not know	8%
Bought it from a website	NR
Someone they did not know gave it to them	NR

Note: Students could mark all that applied.
 NR: The percentage could not be reported due to the risk of deductive disclosure.



Substance use

- 6% had used mushrooms; 6% used own prescription
- 70% last used substances because **they wanted to have fun**
- Most common consequence was **doing something they didn't remember**
- 7% felt or were told they needed help for their vaping; 6% for their cannabis use

ADVERSE EXPERIENCES



Bereavement

Reasons someone close to them had died	
Old age/natural death	52%
Illness (other than COVID-19)	48%
Overdose	10%
Accident	7%
Suicide	5%
COVID-19	5%
Violence	3%
Other	2%

Note: Youth could mark all that applied.

75% of students had experienced bereavement



Discrimination

- Most commonly occurred at **school**
- **8%** reported experiencing discrimination regularly
- Common reasons students were discriminated against:
 - Physical appearance, weight, race, gender/sex
 - Their sexual orientation (6%; 3% in 2018)



Harassment and abuse

- **40%** of youth experienced verbal sexual harassment
 - **24%** experienced physical sexual harassment
 - **15%** had been physically abused; **13%** had been sexually abused
- Among those who had dated in the past year:
- **10%** experienced physical violence within that relationship
 - **17%** experienced digital dating abuse



Other forms of victimization

- 41% had been severely teased (34% in 2018)
- 40% had been socially excluded (35% in 2018)
- 6% had been physically attacked
- 16% had been cyberbullied (11% in 2018)
- 6% perpetrated in-person victimization; and 10% cyberbullied another youth (2% in 2018)



SCHOOL EXPERIENCES



Experiences at school

Students who agreed/strongly agreed

	2023	2018
Felt like a part of their school	61%	67%
Happy to be at school	60%	64%
Felt school staff treated them fairly	76%	75%
Felt school staff expected them to do well	81%	83%
Felt safe at school	74%	81%
Felt teachers cared about them	70%	72%
Felt other school staff cared about them	61%	61%



School safety

How often students usually/always felt safe

	2023	2018
Classrooms	91%	94%
Washrooms	75%	92%
Changing rooms	75%	92%
Hallways and stairwells	86%	94%
Library	92%	97%
Cafeteria	88%	95%
Outside on school grounds	90%	93%
Getting to and from school	90%	93%



Educational plans

School plans

Did not expect to finish high school	NR
Planned to finish high school but not go to post-secondary	7%
Planned to go to post-secondary (including university, college, trade school)	73%
Hadn't thought about it	10%
Didn't know	10%

NR: The percentage could not be reported due to the risk of deidentification.



RELATIONSHIPS AND CONNECTIONS



Phone use

- 67% specifically used their phone to connect with family & friends
- Decrease from 2018 in watching pornography



Friends and relationships

- 71% had 3 or more in-person friends (79% in 2018)
- 15% had 3 or more online friends they had never met in person (12% in 2018)
- 11% dated someone online they had never met in person (5% in 2018)



Supportive adults

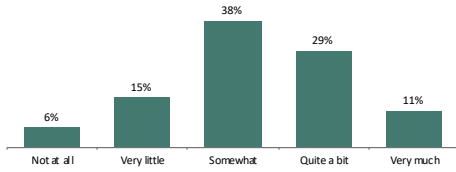
- 75% had an adult in their community who cared about them
- 77% had an adult in their family they could turn to, 37% had such an adult outside their family.

Students who had an adult to help with... (among those who needed help)

Making/getting to appointments	97%
Learning life skills	92%
Getting a job	90%
Preparing for university, college or trade school	90%
Homework	84%



How much students felt like a part of their community



Note: Percentages do not total to 100% due to rounding



Neighbourhood safety

- 89% felt safe in their neighbourhood during the day (94% in 2018)
- 76% felt safe there at night
- 62% felt safe on transit (68% in 2018)



Other types of connectedness

- 92% felt at least a little cultural pride
- 46% felt spirituality was important in their life
- 65% felt connected to land and nature
- 36% did not get enough time in nature



RECREATIONAL ACTIVITIES




Physical activities

26% were not confident swimmers & 4% could not swim at all


Most common barrier to participation was being too busy

Participated in sports and exercise at least weekly in the past year	
Informal sports	58%
Organized sports	55%
Exercise at a gym or rec centre	37%
Dance, yoga or exercise classes	15%
Exercise to an online video or class	10%
Extreme sports	9%



Engagement in recreational activities

- 9% participated in weekly cultural or traditional activities
- 11% volunteered weekly
- 58% found their activities meaningful




Topics Students Would Like To Learn More About



Teach me more about...

- Eating disorders and body image is something I would benefit from learning more about, as well as many youth - Females, age 13,16,17
- Social media has created unrealistic expectations for our bodies, and as a developing and changing bodies, we need to be educated about the fluidity of our bodies. - Female age 17
- I think there should be a topic on climate change and how children should have a voice and help to solve the problem. - Female age 13
- Gender/sexuality inclusive sex ed. - Non-binary, youth age 16
- I wish the school system was more educated about how bullying works in female relationships. The gossiping and mixed messages can really take a toll on your self-esteem & mental health. - Female age 14

SD63: Saanich YOUTH HEALTH PAST & PRESENT





Students in Saanich have participated in the BC Adolescent Health Survey (BC AHS) every five years since the first survey 30 years ago.

How has youth health changed in Saanich over the past 30 years?

30 YEARS AGO	20 YEARS AGO	10 YEARS AGO	PRESENT
<p>93% rated their overall health as good or excellent</p> <p>76% had tried alcohol</p> <p>22% had used cannabis</p> <p>24% had smoked tobacco</p> <p>14% had recently considered suicide and 6% had attempted suicide in the past year</p> <p>37% had skipped school in the past month</p> <p>75% planned to attend post-secondary</p>	<p>89% rated their overall health as good or excellent</p> <p>61% had tried alcohol</p> <p>22% had used cannabis</p> <p>22% had smoked tobacco</p> <p>12% had recently considered suicide and 6% had attempted suicide in the past year</p> <p>33% had skipped school in the past month</p> <p>71% planned to attend post-secondary</p>	<p>89% rated their overall health as good or excellent</p> <p>71% had tried alcohol</p> <p>14% had used cannabis</p> <p>10% had recently considered suicide and 6% had attempted suicide in the past year</p> <p>25% had skipped school in the past month</p> <p>88% planned to attend post-secondary</p>	<p>Comprehensive 2023 BC AHS results will be available in 2024/2024</p> <p>Some topics for 2023 include:</p> <ul style="list-style-type: none"> Cultural pride Experiences of racism Tired, stressed Being bullied Disengagement due to COVID-19 Missing mobility Being hungry Worried, not able to relax about mental health Services accessed Life skills

In 2013, 10% of students missed out on needed mental health services in the past year. In 2018, it was 20%.





Questions for discussion


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- Does anything jump out at you as surprising? Concerning?
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SANICH SCHOOLS


Social-emotional Learning

What is SEL?

Social-emotional Learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop **healthy identities**, **manage emotions** and achieve personal and collective goals, **feel and show empathy** for others, **establish and maintain supportive relationships**, and **make responsible and caring decisions**.



SANICH SCHOOLS




Substance Use

Substance use risks and resources from Health & Safety Information about substances, how to help and how to cope or get support.

Expanded substance
This site features links and factual information for any substance. Healthy living and well-being information.


Overview, Health and Earth Substances Use Service
Offers the community resources and support for youth struggling with substance use. The service will help you find the resources you need to manage substance use and related issues.



Sexual Health

Sexual Health Chatbot
Works with you to get information or help or connect to services that offer and support services. Appointments can be booked by calling 202-552-2278. You can also get information and support by texting 202-552-2274.

Information about consent and age of consent
Information provided by CPEU that explains the law and consent to sexual activity, as well as what to take if you are the victim of an assault.



Mental Health

Mental Health City and resources from Health & Safety
Provides information about anxiety, depression, eating disorders, PTSD, and more.

Assessing Capacity
Assesses if you can make well-informed decisions for your own health and safety.

Self-Help Resources
If you're having a hard time and need help to support your mental health and substance use.

CRISIS Support Services
Provides support from a mental health professional. Call the number below for more information.

Phone: 202-552-2278
Address: 4025, 4475 West Saanich Road, Saanich, British Columbia
Hours: Monday 9:00AM - 5:00PM, Thursday 12:00PM - 5:00PM

SANICH SCHOOLS



**LEARNING
THROUGH LOSS**

Supporting Youth Through Loss & Grief

Facilitator: Chelsea Peddle, MEd, RCC



Mental Health Student Voice Feedback-March 2023

Intention: Gather feedback from a diverse group of student leaders throughout the district to gain a deeper understanding of their needs and perspectives on each strategic goal



Mental Health Goal

- Trustees and senior staff meet with groups of 6-10 students in every middle and secondary school in the district
- Meetings with Indigenous leadership students in each secondary school (except SDES)
- Conversations are student led and fluid
- Begin with a short summary of the goal and then an opportunity to give written and oral feedback
- Themes established and shared



Observations

- In this session we asked students to consider the topics of mental health and inclusion. We encouraged the students to be direct and to focus on barriers.
- In some of our session a representative from SEAT attended to hear the student feedback.
- We used Co-Pilot (AI tool) to support the creation of a more detailed summary of the themes established by the students.



Why is the topic of inclusion, access and supporting mental health important in schools?

- **Inclusion and Belonging:** Inclusion in schools fosters a sense of belonging, which is crucial for students' mental health. It helps students feel welcome, promotes positive relationships with school and learning, and allows students to express themselves freely.
- **Access to Support:** Access to support systems and resources is vital. This includes access to counsellors, learning options tailored to individual needs, and physical accommodations such as ramps and rails for students with disabilities.
- **Promotion of Mental and Physical Health:** Schools play a significant role in promoting positive mental and physical health. They provide a platform for students to learn about mental health, develop coping mechanisms, and form healthy relationships.
- **Safe and Comfortable Environment:** Creating a safe and comfortable environment is essential for effective learning. It helps students feel secure, reduces stress, and encourages open communication about mental health.

How do schools help to create environment that is inclusive and supports positive mental health?

- **Support Systems:** Schools provide various support systems such as counsellors, support staff, and teachers who students can easily contact. They also provide resources that students can access independently.
- **Inclusive Environment:** Schools strive to create an inclusive environment where everyone feels welcome. This includes ensuring physical accessibility (like ramps), providing a variety of sports and club activities, and fostering connections among students.
- **Mental Health Awareness:** Schools actively promote mental health awareness through talks, seminars, and classes. They also provide safe spaces for students to discuss their mental health issues and work towards reducing stigma around mental health.
- **Learning Strategies:** Schools employ various learning strategies to cater to different learning styles. They offer alternative classes, provide extra help teachers, and allow flexibility in learning environments. They also encourage open communication and regular check-ins to understand students' needs better.

What barriers to inclusion exist in schools?



- **Physical Barriers:** Issues such as inaccessible bathrooms, lack of ramps for wheelchair users, and physical structures that hinder movement can pose significant barriers to inclusion.
- **Social and Cultural Barriers:** Factors such as racism, homophobia, and segregation can create an unwelcoming environment. The formation of cliques and favoritism can also exclude certain students. Student gave compelling examples of racism in both classrooms and extra-curricular activities.
- **Educational Barriers:** Some students struggle with certain subjects, and the teaching methods employed may not cater to all learning styles. Additionally, lack of teacher training to handle diverse needs and learning disabilities can hinder inclusion.
- **Mental Health and Support Barriers:** Limited access to counsellors, lack of mental health supports, and stigma around seeking help can pose significant barriers. There's also a need for more awareness and understanding of mental health among staff and students.

Suggested improvements for schools to address barriers?

- **Mental Health Support:** Schools can provide more mental health talks, check-ins, and resources. They can also create safe spaces and dedicate time to discuss mental health issues.
- **Inclusive Education:** Schools can offer a wider range of formats for learning, cater to different learning styles, and provide extra support for students with disabilities. They can also ensure that Indigenous studies are taught by Indigenous teachers.
- **Physical Environment:** Schools can make the physical environment more welcoming by adding color or artwork, removing graffiti, and making the school more accessible for all students. They can also provide meds and healthy snacks.
- **Community Building:** Schools can work on building positive relationships with students, acknowledging student feedback, and fostering a sense of community. They can also provide training for staff on handling sensitive issues and promoting inclusivity.



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We do this by:

- Teaching social emotional skills through reflective use of narrative expression and dialogue
- Increasing capacity and professional learning for mental health literacy and evidence based trauma informed practice
- Reducing stigma and barriers to mental health and wellbeing through awareness, staff and community awareness and engagement

Diagram labels: Our School Policies, Relationships and Environments, Social-Emotional Learning, Community Partnerships, Teaching and Learning



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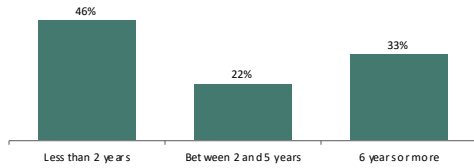
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- 9% worked to contribute to family income

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To save for school	43%
To learn skills	38%
To contribute to family income	9%
Other	12%

Note: Students could mark all that applied.




Unstable housing

5% never or rarely felt safe in their home

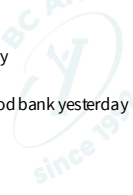
In the past year:

- 5% had run away from home
- 3% had been kicked out
- 2% had been homeless



Food security

- 6% cut portions or skipped meals because there was not enough money for food
- 8% went to bed hungry
- 1% ate food from a food bank yesterday



Material Deprivation

Youth who lacked but wished they had ...

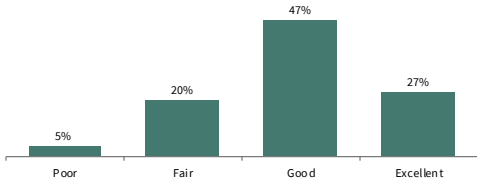
Money to spend on themselves	8%
Lunch for school/money to buy lunch	5%
Space of their own to hang out in	5%
Clothes to fit in	3%
Money for school supplies, school trips and extracurricular activities	3%
A quiet place to sleep	2%
Equipment/clothes for extracurricular activities	2%
Smartphone	2%
Access to transportation	2%
Personal hygiene products	NR
Access to the Internet	NR

NR: The percentage could not be reported due to risk of deductive disclosure.

PHYSICAL HEALTH



How students rated their health

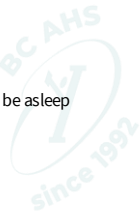


Note: Percentages do not total to 100% due to rounding.



Sleep

- 43% slept for at least 8 hours (50% in 2018)
- 25% sleep was interrupted
- 61% were on social media after they were expected to be asleep
- 15% went offline



Exercising and injuries

- 19% exercised for 60 mins daily
- 34% were injured seriously enough to need medical attention (27% in 2018)
- 14% experienced a concussion (11% in 2018)
 - 51% received medical treatment for their concussion



Access to health care

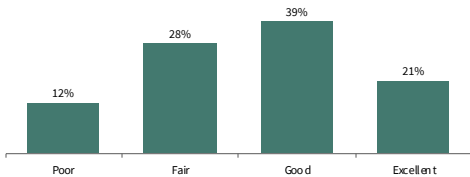
- 87% saw a dentist in the past year
- 83% who needed medical treatment had got the care they needed
- Most commonly accessed a family doctor (45%)



MENTAL HEALTH AND WELL-BEING



How students rated their mental health



Quality of life

How much students agreed/strongly agreed...

	2023	2018
They felt they had a good life	78%	84%
Their life was going well	65%	78%
They had what they wanted in life	55%	65%
They felt life was going just right	52%	63%
They wished they had a different life	14%	15%

Specific conditions and disabilities

	2023	2018
Anxiety disorder	24%	23%
ADHD/ADD	21%	6%
Depression	13%	17%
Eating disorder	8%	NA
Obsessive-Compulsive Disorder (OCD)	7%	NA
Alcohol or other substance use addiction	6%	2%
Autism Spectrum Disorder	6%	NR
PTSD	3%	3%

Note: Students could mark all that applied.
 NR: The percentage could not be reported due to the risk of deductive disclosure.
 NA: The item was not asked on the 2018 survey.



Mental wellness

60% felt quite/very hopeful for the future (70% in 2018)

74% felt they were good at something

66% felt happy most or all the time

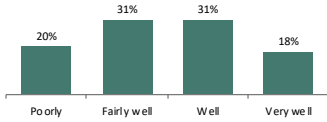
55% felt good about themselves

24% often or always felt lonely



Stress and despair

How well youth managed their stress (among those who experienced stress)



15% felt extreme stress

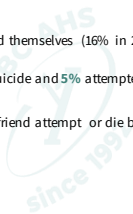
9% felt extreme despair (6% in 2018)



Self harm and suicidality

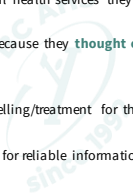
In the past year:

- 24% purposely cut or injured themselves (16% in 2018)
- 17% seriously considered suicide and 5% attempted suicide
- 16% had a relative or close friend attempt or die by suicide



Mental health services and information

- 19% didn't access the mental health services they needed
- Most common reason was because they thought or hoped the problem would go away
- 18% accessed virtual counselling/treatment for their mental health
- 6% didn't know where to go for reliable information about mental health




EATING BEHAVIOURS AND BODY IMAGE




Food consumption

- 26% did not eat breakfast on school days
- 12% purged in the past 12 months

What students ate or drank at least once yesterday	
Fruit, vegetables, and salad	85%
Sweets (cookies, cake, candies, etc.)	82%
Fast food (pizza, hot dogs, fries, etc.)	44%
Traditional foods from their background	22%
Energy drinks	14%



SEXUAL HEALTH



- 20% had oral sex
- 17% had sexual intercourse
- 8% forced into sexual activity by youth & 2% by an adult

Age students first had sex (among those who ever had intercourse)

Age Group	Percentage
13 years old or younger	11%
14	20%
15	32%
16	14%
17 years or older	23%

BC AHS Since 1992

Sex education

- 90% received sex education at school (80% across BC)
- Majority found it helpful
- 85% felt it started at the right age for them

BC AHS Since 1992

SUBSTANCE USE

BC AHS Since 1992

Vaping

26% had ever vaped

Among these youth:

- 12% vaped daily
- 25% first vaped at age 12 or younger

Smoking

16% had ever smoked tobacco

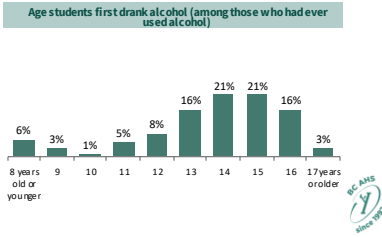
Among these youth:

- 5% smoked 20+ days
- 32% first smoked at age 15

Alcohol

44% had tried alcohol

23% of these youth first drank at age 12 or younger



Cannabis

- 24% had ever used cannabis
- 9% of these youth used cannabis daily
- 80% smoked it

Most recent source of cannabis (among those who had ever used cannabis)	
It was shared among a group of friends	59%
Friend or family member gave it to them	46%
Bought it from a friend or family	18%
Bought it from a cannabis store	9%
Bought it from someone they did not know	8%
Bought it from a website	NR
Someone they did not know gave it to them	NR

Note: Students could mark all that applied.
 NR: The percentage could not be reported due to the risk of deductive disclosure.



Substance use

- 6% had used mushrooms; 6% used own prescription
- 70% last used substances because **they wanted to have fun**
- Most common consequence was **doing something they didn't remember**
- 7% felt or were told they needed help for their vaping; 6% for their cannabis use

ADVERSE EXPERIENCES



Bereavement

Reasons someone close to them had died	
Old age/natural death	52%
Illness (other than COVID-19)	48%
Overdose	10%
Accident	7%
Suicide	5%
COVID-19	5%
Violence	3%
Other	2%

Note: Youth could mark all that applied.

75% of students had experienced bereavement



Discrimination

- Most commonly occurred at **school**
- **8%** reported experiencing discrimination regularly
- Common reasons students were discriminated against:
 - Physical appearance, weight, race, gender/sex
 - Their sexual orientation (6%; 3% in 2018)



Harassment and abuse

- **40%** of youth experienced verbal sexual harassment
 - **24%** experienced physical sexual harassment
 - **15%** had been physically abused; **13%** had been sexually abused
- Among those who had dated in the past year:
- **10%** experienced physical violence within that relationship
 - **17%** experienced digital dating abuse



Other forms of victimization

- 41% had been severely teased (34% in 2018)
- 40% had been socially excluded (35% in 2018)
- 6% had been physically attacked
- 16% had been cyberbullied (11% in 2018)
- 6% perpetrated in-person victimization; and 10% cyberbullied another youth (2% in 2018)



SCHOOL EXPERIENCES



Experiences at school

Students who agreed/strongly agreed

	2023	2018
Felt like a part of their school	61%	67%
Happy to be at school	60%	64%
Felt school staff treated them fairly	76%	75%
Felt school staff expected them to do well	81%	83%
Felt safe at school	74%	81%
Felt teachers cared about them	70%	72%
Felt other school staff cared about them	61%	61%



School safety

How often students usually/always felt safe

	2023	2018
Classrooms	91%	94%
Washrooms	75%	92%
Changing rooms	75%	92%
Hallways and stairwells	86%	94%
Library	92%	97%
Cafeteria	88%	95%
Outside on school grounds	90%	93%
Getting to and from school	90%	93%



Educational plans

School plans

Did not expect to finish high school	NR
Planned to finish high school but not go to post-secondary	7%
Planned to go to post-secondary (including university, college, trade school)	73%
Hadn't thought about it	10%
Didn't know	10%

NR: The percentage could not be reported due to the risk of deidentification.



RELATIONSHIPS AND CONNECTIONS



Phone use

- 67% specifically used their phone to connect with family & friends
- Decrease from 2018 in watching pornography



Friends and relationships

- 71% had 3 or more in-person friends (79% in 2018)
- 15% had 3 or more online friends they had never met in person (12% in 2018)
- 11% dated someone online they had never met in person (5% in 2018)



Supportive adults

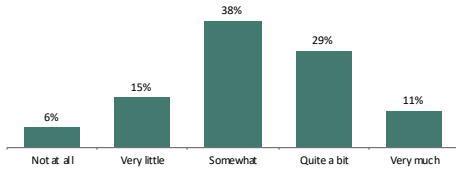
- 75% had an adult in their community who cared about them
- 77% had an adult in their family they could turn to, 37% had such an adult outside their family.

Students who had an adult to help with... (among those who needed help)

Making/getting to appointments	97%
Learning life skills	92%
Getting a job	90%
Preparing for university, college or trade school	90%
Homework	84%



How much students felt like a part of their community



Note: Percentages do not total to 100% due to rounding



Neighbourhood safety

- 89% felt safe in their neighbourhood during the day (94% in 2018)
- 76% felt safe there at night
- 62% felt safe on transit (68% in 2018)



Other types of connectedness

- 92% felt at least a little cultural pride
- 46% felt spirituality was important in their life
- 65% felt connected to land and nature
- 36% did not get enough time in nature



RECREATIONAL ACTIVITIES




Physical activities

26% were not confident swimmers & 4% could not swim at all


Most common barrier to participation was being too busy

Participated in sports and exercise at least weekly in the past year	
Informal sports	58%
Organized sports	55%
Exercise at a gym or rec centre	37%
Dance, yoga or exercise classes	15%
Exercise to an online video or class	10%
Extreme sports	9%



Engagement in recreational activities

- 9% participated in weekly cultural or traditional activities
- 11% volunteered weekly
- 58% found their activities meaningful




Topics Students Would Like To Learn More About



Teach me more about...

- Eating disorders and body image is something I would benefit from learning more about, as well as many youth - Females, age 13,16,17
- Social media has created unrealistic expectations for our bodies, and as a developing and changing bodies, we need to be educated about the fluidity of our bodies. - Female age 17
- I think there should be a topic on climate change and how children should have a voice and help to solve the problem. - Female age 13
- Gender/sexuality inclusive sex ed. - Non-binary, youth age 16
- I wish the school system was more educated about how bullying works in female relationships. The gossiping and mixed messages can really take a toll on your self-esteem & mental health. - Female age 14

SD63: Saanich YOUTH HEALTH PAST & PRESENT





Students in Saanich have participated in the BC Adolescent Health Survey (BC AHS) every five years since the first survey 30 years ago.

How has youth health changed in Saanich over the past 30 years?

30 YEARS AGO	20 YEARS AGO	10 YEARS AGO	PRESENT
93% rated their overall health as good or excellent	89% rated their overall health as good or excellent	89% rated their overall health as good or excellent	Comprehensive 2023 BC AHS results will be available in 2024/2024
76% had tried alcohol	63% had tried alcohol	59% had tried alcohol	<input type="checkbox"/> Cultural pride <input type="checkbox"/> Experiences of racism <input type="checkbox"/> Food security <input type="checkbox"/> Dating behaviors <input type="checkbox"/> Misconceptions due to COVID-19 <input type="checkbox"/> Housing instability <input type="checkbox"/> Drug hygiene <input type="checkbox"/> History of stigmatization about mental health <input type="checkbox"/> Services accessed <input type="checkbox"/> Life skills
23% had used cannabis	22% had used cannabis	14% had used cannabis	
14% had recently considered suicide and life had attempted suicide in the past year	12% had recently considered suicide and life had attempted suicide in the past year	10% had recently considered suicide and life had attempted suicide in the past year	
37% had skipped school in the past month	33% had skipped school in the past month	25% had skipped school in the past month	
75% planned to attend post-secondary	71% planned to attend post-secondary	88% planned to attend post-secondary	

In 2013, 10% of students missed out on needed mental health services in the past year. In 2018, it was 20%.





Questions for discussion


- What are some positive trends you are noticing?
- Does anything jump out at you as surprising? Concerning?
- Are there some data points that you would like more information about?
- What can schools do with this data? Are there obvious areas schools could focus on to strengthen youth well-being?

SANICH SCHOOLS


Social-emotional Learning

What is SEL?

Social-emotional Learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop **healthy identities**, **manage emotions** and achieve personal and collective goals, **feel and show empathy** for others, **establish and maintain supportive relationships**, and **make responsible and caring decisions**.



SANICH SCHOOLS




Substance Use

Substance use risks and resources from Health & Safety Information about substances, how to help and how to cope or get support.

Expanded substance
This site features links and factual information for any substance. Healthy living and well-being information.


Overview, Health and Earth Substances Use Service
Offers the community resources and support for youth struggling with substance use. The service will help youth learn more about the risks and resources available for substance use and related issues.



Sexual Health

Sexual Health Chatbot
Interacts with youth to offer information or help or connect to other youth and support services. Appointments can be booked by calling 202-552-2278. You can also get information about consent and safe sex.

Resources and Support
Youth can access the helpline and connect to mental health services, as well as other services if you are the parent or caregiver.



Mental Health

Mental Health City and resources from Health & Safety
Provides information about anxiety, depression, eating disorders, PTSD, and more.

Assessing Capacity
Assesses if you are able to help resources for children, youth, and adults.

Self-Help Resources
If you're having a hard time and need help to support for mental health and substance use.

CRISIS Support Services
Provides support from a mental health professional. Call the number below for more information.

Phone: 202-552-2278
Address: 4025, 4475 West Saanich Road, Saanich, British Columbia
Hours: Monday 9:00AM - 5:00PM, Thursday 12:00PM - 5:00PM

SANICH SCHOOLS



**LEARNING
THROUGH LOSS**

Supporting Youth Through Loss & Grief

Facilitator: Chelsea Peddle, MEd, RCC