

Co-Principals  
Mrs. W. Kelemen  
wkelemen@sd91.bc.ca  
Mrs. G. Moyah  
gmoyah@sd91.bc.ca  
Admin. Assistant  
Mrs. J. Vossen  
mvossen@sd91.bc.ca  
School Website:  
francois@sd91.bc.ca  
School District 91 Website  
sd91.bc.ca

Office Hours:  
8:45 AM to 3:00 PM  
Phone: 250-695-6401  
Fax: 250-695-6695

### Mark your Calendars!

(Dates & events subject to change)

#### June

- 8 (M) Welcome to Kindergarten 3:30-4 PM
- 19 (F) Summer Fun Day
- 24 (W) Gr 7 Leaving Ceremony
- 24 (W) Learning Updates go home
- 25 (Th) Last Day of Classes—Early Dismissal 11:53
- 29 to September 8—Summer Break!

### Dressing Right for School and Weather

FLES' heat has been turned off for the summer.

Unfortunately, this means the building is really cool inside when the school opens. It usually warms up to about 18°C by the time students leave for the day. However, this means students need to come to school prepared for inside cold. Please send your kids with long pants, warm sweaters or sweatshirts, and a jacket to wear in class.

Let's keep our kids healthy!

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# FRANCOIS LAKE ELEMENTARY NEWSLETTER

860 FRANCOIS LAKE RD E, FRANCOIS LAKE, BC, V0J 1E2

VOLUME 2025/20-17

JUNE 4, 2026

At Francois Lake School, we take care of others, take care of ourselves, take care of this place.

## PRINCIPAL'S MESSAGE

Public schools are required to have a *Code of Conduct* and to review it annually. Our school's Code of Conduct outlines expectations for student behaviour. It applies on school grounds, during school-sponsored activities, and off-site—including online—when behaviour has an impact on the school environment.

For your convenience, the Code of Conduct has been included in this edition of the newsletter. Please take a few moments to review it and kindly let me know if you have any questions or suggestions.

\* \* \* \* \*

I would also like to share details about an upcoming event. On Friday, June 19<sup>th</sup>, we will be hosting an afternoon of summer games and activities. This event will replace our traditional Sports Day, during which students typically compete within their grade levels. Due to declining enrolment and current staffing shortages, students will instead be organized into four multi-aged groups. In these groups, students will take part in familiar activities such as the three-legged race, wheelbarrow race, and tug of war, along with some new activities, including a water balloon toss. Please send your child to school with a change of clothing, as they may get a little wet during the day. Families are warmly invited to visit the school and cheer students on. The event will begin at 11:30 a.m. and conclude at 2:45 p.m.

The lunch break on June 19<sup>th</sup> will run from 12:00 – 12:45 pm. The PAC will be handing out free pizza (max: 2 slices/child) to every student along with a juice box, and an ice cream snack. If you would prefer your child to eat a lunch from home, please have them bring it to school.

Thank you in advance for your support!

Respectfully,  
Mrs. Kelemen



Francois Lake Elementary School  
Code of Conduct

**The Purpose of our Code of Conduct is to provide a safe, caring and orderly environment. Our expectations are that students will maintain an attitude that is cooperative, courteous and respectful.**

### At Francois Lake School

**Take care of others – considerate of others' personal feelings and properties**

- a. Being interested and curious
- b. Sharing ideas and solving problems together
- c. Planning ahead and planning with others
- d. Getting along with others
- e. Using language to resolve conflicts
- f. Managing powerful emotions
- g. Waiting for a turn

## PAC Posts...

Welcome to our new Executive! Thank you for your dedication in taking up the mantle in support of our school!

Chair

Amy Wainwright

Vice-Chair

Jessica Shively

Treasurer

Johanna Hayes

Secretary

Ileasha Gooding

DPAC

Vacant – YOU!

Thank you to our former PAC. We at FLES appreciate so much what you have contributed to our small school. ❤️

The next PAC meeting will be Wednesday, Sept. 16, 2026, at 5:30 PM. Have a great summer!

All parents/guardians are welcome, and babysitting is provided. Bring your ideas, thoughts, and A-game to this worthy group.

Enjoying the early summer weather in the morning!



### **Take care of ourselves – caring about your learning and yourself, including safety**

- a. Taking safe physical challenges
- b. Using a number of strategies to reach a goal
- c. Remembering on purpose
- d. Being interested and curious
- e. Planning ahead and planning with others
- f. Managing powerful emotions
- g. Struggling through the hard parts to learn something new
- h. Paying attention even when it's hard

### **Take care of this place – caring about your school and your environment**

- a. Managing your belongings
- b. Cleaning up after yourself
- c. Putting garbage/recycling where it belongs
- d. Protecting school equipment
- e. Respecting animals and plants

As stated in Canada's Human Right Code: discrimination, especially in terms of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age, is prohibited in our country, and in our school.

### **Inappropriate behaviors can consist of, but are not limited to:**

- Rudeness, swearing
- Fighting (or play fighting)
- Lack of respect for others, teasing
- Throwing objects (rocks, sticks, snowballs, playground woodchips, etc.)
- Defiant behavior, insolence, refusing to respond to reasonable requests from school staff members
- Running in the halls or classrooms
- Unauthorized leaving of the school grounds
- Littering

### **Safe & Caring School Environments.....**

are free from acts of:

- Bullying, cyber-bullying, harassment and marginalization
- Threat and intimidation
- Violence in any form
- Abuse in any form
- Discrimination in any form including race, color, gender, religious beliefs, sexual orientation, ancestry or national origin
- Retribution against a person who has reported incidents or misuse of:
  - Cyberspace/Cell Phones/Electronic Devices/Computers – students are to be aware that they may be subject to discipline (or, if applicable, confiscation of personal property) for misuse of technology if it negatively impacts on the school environment.

**Forms of unacceptable conduct cited above are only some examples and not an all-inclusive list.**

### **Do Not Tolerate the Presence of.....**

- Theft and vandalism
- Intoxicating and banned substances
- Weapons or replica (toy) weapons and explosives
- Intruders or trespassers – all visitors to the school must first report to the office

### **Notification**

As circumstances warrant, administrators have a responsibility to advise other parties following a behavior incident:

- Parent of student exhibiting major behaviors (in every instance)
- Parent of student on the receiving end (in every instance)
- Assistant Superintendent, Safe Schools team member and/or other District Staff
- Ministerial agencies and/or School Liaison Officer (Police)

The Board of Education believes that the responsibility for student discipline in school is shared among students, staff and parents. Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth.

- Educators are responsible for establishing a positive school climate in which structure, support and encouragement assist students in developing a sense of self-discipline, responsibility and positive relationships.

- Parents are responsible for establishing a positive learning atmosphere in the home, knowing school policies and procedures, supporting the school in the enactment of these policies and procedures, and encouraging their children to understand and respect these policies and procedures.



### ADST

Not to be outdone by the littles, the older class is winding up their studies of force, motion and Newton's 3 Laws of Motion by completing a Newton's Cradle challenge. Working in teams of 2-4, learners were given minimal direction, provided with a choice of materials, and challenged to come up with a Newton's Cradle. Here they are in action. Not everyone is finished, but those who are did an amazing job. Yay, teams!!!

## REMEMBRANCE DAY AWARDS!



On Wednesday, May 27, during assembly, some of our students who submitted artwork to our local Legion, patiently received recognition and awards from Mr. Jim McBride! Well done, Falcons!



Great friends 😊



August 4 - 7, 2026  
Ages 5 - 8 • 1:00 - 2:00pm  
Ages 9 - 13 • 2:30 - 4:00pm

Cost: \$10\* per day

Registration: At the Lakeside Multiplex in Burns Lake, in person or by phone: (250) 692-3817

Camp Location: Curling Rink lounge (upstairs)

\*Bursaries available!

Art Camp 2026 is made possible with a partnership between the Lakes District Arts Council and the following supporters:



We acknowledge the support of the Province of British Columbia



### Superintendent's Report to the Board

Superintendent Anita McClinton presented her [Monthly Report](#) at the Regular School Board Meeting on Monday, May 25, 2026.

You may find it under the Latest News heading at [www.sd91.bc.ca](http://www.sd91.bc.ca) or on our [Board of Education Updates](#) page.



### Proposed Policy Update

The following draft policies are currently open for public feedback **until 4:30 p.m. on Friday, June 12, 2026.**

- [Policy 101.0 – Role of the Board](#)
- [Policy 101.2 – Trustee Standards of Conduct](#)
- [Policy 101.2A – Trustee Standards of Conduct - Appendix](#)
- \*NEW\*** [Policy 101.3.1 – Role of the Trustee](#)
- [Policy 101.3.2 – Chairperson and Vice-Chairperson](#)

Members of the public are welcome to review all the information, including how to provide feedback, on the [SD91 Policies and Regulations webpage](#).

## SURPRISE!!! Bike Camp Wednesday!

On Tuesday, we had a surprise offer from Mr. Chris Paulson to come out and do bike camp for a third time with our students! Our students benefit learning about safety and new skills and get to practice their lessons. Check out what they did!



## Early Dismissal Day!

A big reminder that Early Dismissal Day is on June 25, 2026, at 11:53 AM. Students will take the bus at this time and be dropped off at their stops 3 hours earlier than usual. Students who are usually picked up after school will need to be picked up at this time, too.

At this time, 11:53 AM on June 25, SUMMER BREAK will begin for our students!!! Hurray!!!

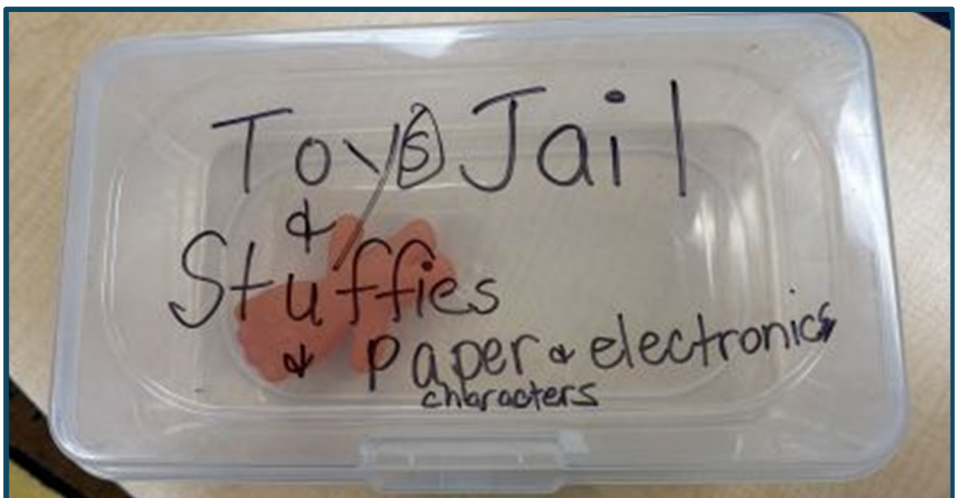


More ADST: Ask your Intermediate child what "Newton's Cradle" is!

*and the last word goes to:*

Our FLES PAC who again, are stepping up and providing lunch for our students for our Summer Fun Day on June 19!

Thank you so much PAC! We have appreciated everything you've done for us this year! You are the best!



## Primary Class Toys Jail – Yep, We've Got One







Please help your child keep their toys at home! We find our Primary students getting distracted with the cool toys they bring from home, and unfortunately, they also distract other students. When this happens, their toys land in jail for the day.










# How FireSmart Is Your Home?

Use this quick assessment to see how at risk your home would be during a wildfire.

Circle the image/description that best describes your home and add the numbers to find your Hazard Level.

<p>1. What is your roof made of?</p>	<p>Metal Roof 0</p> 	<p>Tile Shingles 0</p> 	<p>Asphalt Shingles 1</p> 	<p>Wood Shake 2</p> 
<p>2. What is the outside of your house made from?</p>	<p>Stucco/Cement Board 0</p> 	<p>Metal Siding 0</p> 	<p>Wood Siding 2</p> 	<p>Vinyl Siding 2</p> 
<p>3. What is your deck made from? Does it have a skirt?</p>	<p>Fire Resistant Material 0</p> 	<p>Wood Closed In 0</p> 	<p>Wood Open Bottom 1</p> 	
<p>4. Are your eaves open or closed? *eaves are the underside of your roof overhang</p>		<p>Closed Eaves 0</p>		<p>Open Eaves 2</p>
<p>5. Is your roof clean? Are the eavestroughs cleared?</p>		<p>Clean roof with no debris 0</p>		<p>Eavestrough filled with leaves 2</p>

6.	Do you have combustibles within 10m of your home?	No 0	Yes 2	*combustibles are anything that will burn in a fire especially: firewood, lumber and gas powered equipment
				
7.	What kind of ground cover do you have within 10m of your home?	Cut green grass up to house 0	Shrubs or wild grass up to the house 1	Logs and branches on the ground 2
				
8.	What kind of trees are near your house (<10m)	Deciduous (Broadleaf) 0	Coniferous and Deciduous 2	Coniferous (Needle leaf) 2
				
9.	What kind of trees are 10m-30m from your home?	Deciduous 0	Mixed Wood 1	Conifer 2

OTHER		YES	NO
10.	Ladder Fuels Are the trees 10m-30m from your home pruned to 2m above the ground?	0	1
11.	Address Is your address visible for emergency vehicles?	0	1
12.	Driveway Access (Acreage Only) Could a fire truck use your driveway?	0	1
13.	Evacuation Plan Do you have an evacuation plan?	0	1

Hazard Level - Add up all your points circled above and see where your home rates.

Low < 5 points	If your score is more than 10 points, what can you do to make your home safer in a wildfire?
Medium 5 - 10 points	
High > 10 points	

Points Page 1	
Points Page 2	
<b>Total Points</b>	

## Where do I go next?

Scan the QR code to for more information on the RDBN FireSmart Program.



# Northern BC Healthy K to 12 Schools Newsletter

ISSUE 10 | SPRING/SUMMER 2026





**Information for Northern BC schools, students, and families**



**northern health**  
the northern way of caring







## For all schools

- |   |   |   |   |
|---|---|---|---|
|  | <b>03 Truth and Reconciliation</b><br>Learn about Indigenous rights and territory acknowledgments                     |  | <b>08 Injury prevention</b><br>Recognize a concussion and what recovery can look like             |
|  | <b>04 Artwork contest</b><br><b>Students:</b> We'd love you to design the cover of our newsletters                    |  | <b>08 Mental wellness</b><br>Find free resources for families and school staff on mental wellness |
|  | <b>05 Daily dose of wellness</b><br>FEATURE STORY: Small habits that help build strong mental health                  |  | <b>09 Northern Health resources</b><br>Review tools and supports for health promotion in schools  |
|  | <b>06 Environmental health</b><br>Check out guidance on air quality and food safety with packed lunches               |  | <b>10 Nicotine risks</b><br>Understand nicotine pouches and vaping harms                          |
|  | <b>07 Immunizations (school-age)</b><br>Find out which vaccines students need to stay up to date (including measles!) |  | <b>11 Physical activity</b><br>Foster meaningful movement and screen-smart students               |

## For elementary ages

- |  |   |  |  |
|--|---|--|--|
|  | <b>13 Dental health</b><br>Promote strong teeth, healthy smiles, and good dental habits |  | <b>13 Social-emotional development</b><br>Learn simple ways to support kids' emotional health and resilience |
|--|---|--|--|

## For secondary ages

- |   |   |   |   |
|---|---|---|---|
|  | <b>14 Distracted driving</b><br>Stay safe by keeping your attention on the road ahead       |    | <b>15 Online safety</b><br>Learn practical tips for building safe, healthy digital habits       |
|  | <b>14 Mental wellness</b><br>Learn where youth ages 12–24 can access free wellness supports |    | <b>15 Smoking and vaping toolkit</b><br>Find helpful resources for smoking and vaping education |
|  | <b>15 Nutrition curriculum</b><br>Explore Canada's food guide through deeper contexts       |  This icon is found on the bottom right of each page – click on it to come back here, to the table of contents |   |

### Using QR codes

In this newsletter, we use QR codes for various websites and resources. Here are steps to help you:



- **Step 1:** Open the Camera App from your mobile device (either on the home screen, control centre, or lock screen).
- **Step 2:** Hold your device so the QR code opens in the viewfinder and wait until you see a notification pop up with a link.
- **Step 3:** Click on the notification to open the link associated with the QR code.

## Land Acknowledgement

Northern Health (NH) acknowledges with gratitude that our work takes place on the territories of the Tlingit, Tahltan, Nisga'a, Gitksan, Tsimshian, Haisla, Haida, Wet'suwet'en, Carrier (Dakelh), Sekani (Tse'khene), Dane-zaa, Cree, Sauleteau, and Dene Peoples.

We also recognize the 11 Métis Chartered Communities across northern B.C., and the Inuit, urban and away from home Indigenous Peoples on these lands.

We are thankful for the continued opportunity to work in partnership to uphold Indigenous rights to health and to optimize the health and well-being of the Indigenous people and communities we serve.

### NH's commitment statement to Truth and Reconciliation

NH acknowledges the harms experienced by Indigenous peoples accessing the health system. We are committed to new ways of being, through building healthy and trusting relationships with Indigenous communities, families, individuals, and employees. These commitments are interwoven throughout the strategic priorities and are integral to the success of NH.



For more information on NH's commitments, visit NH's [strategic plan](#).

### NH Indigenous Health



Indigenous Health walks alongside Indigenous peoples (First Nations, Métis, and Inuit) and communities we serve, as well as organizations, staff, and physicians in the North. Together, we aim to provide excellent care that respects Indigenous cultures and supports Indigenous Peoples' right to make decisions about their own health and wellness.

Visit [NH Indigenous Health](#) for more information.

### Assembly of First Nations (AFN): digital education toolkit

Check out the [It's Our Time: The AFN Education Toolkit](#). It brings together First Nations and non-First Nations people and fosters a spirit of cooperation, understanding, and action.

It includes easy-to-use learning modules on topics like treaties, residential schools, and Indigenous ways of knowing – designed to support respectful relationships and reconciliation in schools and communities.



## National Collaborating Centre for Indigenous Health



The National Collaborating Centre for Indigenous Health (NCCIH) helps share health information with First Nations, Inuit, and Métis people across Canada. It started in 2005 and is funded from the Public Health Agency of Canada. The NCCIH works out of the University of Northern British Columbia in Prince George, B.C., on the land of the Lheidli T'enneh First Nation.



They have [knowledge resources](#) on child, youth, and family health topics.

### Artwork contest!

#### Call for K – 12 student submissions

- We want to showcase your creativity, knowledge, and learning through a student art feature in our newsletter.
- Theme: Think about what it means to create and keep friendships and relationships that are built with respect and kindness, then show us through your art!

#### Details



- Your art can be drawn, painted, or designed digitally!
- The winning artwork will be selected to appear on the cover page of the next Healthy Schools newsletter. Newsletters are shared with schools across Northern BC and on NH's social media.
- This newsletter comes out twice a year. Each one will have a new contest and topic for the cover of the next issue!
- A smaller version of the winning artwork will also appear inside the newsletter with a short description that you write about it. We will only include the identifiers listed below.



#### How to submit

Artwork will be accepted between now and July 31, 2026, for the Fall/Winter 2026 issue.

- Email (or ask an adult for help) a photo or digital/scanned copy of your artwork to: [HealthySchools@northernhealth.ca](mailto:HealthySchools@northernhealth.ca).
- In the email, please include:
  - The artist's first name and school district
  - 2–5 sentences about your artwork (don't include anything private about yourself or other people)
- Northern Health is collecting your artwork and information about you under section 26 of British Columbia's Freedom of Information and Protection of Privacy Act.
- We are going to use your artwork to show how we are helping students in your community learn about healthy relationships. If you or your parents have any questions about how we are going to use your artwork and information about you, you can contact us at [HealthySchools@northernhealth.ca](mailto:HealthySchools@northernhealth.ca) and we will be happy to answer your questions.



## Daily dose of wellness

### Simple ways to build strength every day (even when it's a bad day)

Mental wellness is like a muscle. It gets stronger when we practice using it through small (healthy) habits every day. With busy schedules, it's easy to wait until there's a "big" problem before checking in with the people we care about. Connecting on the "normal" days builds trust and makes it easier to face challenges together when they come up. Small moments can have big impacts, so try adding simple practices like these into your day at work, home, or at school. Adults can lead these routines, but kids and teens can use them too, so we strengthen our mental wellness muscles together.

### "Rose, thorn, and bud" check-in

Use a daily moment – a walk, drive, snack-break – to check in on how their day went. Try for open-ended questions to help encourage conversation instead of "yes" or "no" answers. For example:

- Rose: What was your favorite part of today? (celebrate small wins)
- Thorn: If you could change one thing that happened today, what would it be? (normalize that it's okay to have bad moments, and that we all have them)
- Bud: What can we do to make your day better? (build hope)

### Memes, music, and more

Ask about a favourite trend, song, movie, or a funny meme seen recently (6–7 or K-Pop anyone?). Even if it's not your thing, showing interest in what others enjoy helps them feel seen and valued. Trends quickly change, so have fun with it! (Kids – ask your parents what was popular when they were younger).

### Modeling emotions

Naming your feelings out loud shows that big emotions are normal and manageable. For example:

- "The room feels a bit loud, so I'm going to take a slow deep breath to help myself refocus"
- "I'm having a tough day and feeling frustrated. Thinking about what's going well helps me to reset."

These small moments help us learn healthy ways to understand and express our own emotions.

### Spot the strengths

Everyone has something they're good at. Look for small ways to notice and name those strengths – things like creativity, problem-solving, kindness, humour, curiosity, or being great with animals, tools, or tech. Having small jobs or roles that match what we enjoy (being the "organizer", "fix-it person", or "idea-generator") helps people see their strengths being recognized and helps them feel capable, confident, and connected.

### Celebrate the try

Effort matters just as much as the result. When someone is working through something challenging (particularly children and teens), noticing their persistence helps them feel encouraged and capable. You can point out small moments of patience, problem-solving, or bravery, even when (and especially when) the outcome isn't perfect. Here are a few things you might say:

- "This is tricky! I admire how you are sticking with it and not giving up!"
- "You showed so much patience through this!"



## Environmental health

### Food safety for packed lunches

Packing a lunch to bring to school? Here are some tips to keep it safe:



- Soft, insulated lunch bags or boxes are recommended for keeping packed lunches safe.
- Keep cold items cold: use insulated lunch boxes with ice packs, frozen water bottles, or frozen juice to keep cold food 4°C or colder. If packing the night before, store lunch in the refrigerator.
- Keep hot items hot: use an insulated thermos and pre-heat it with boiling water for 10 minutes before adding food. Ensure food is steaming hot before putting it in the thermos.
- Remind children to wash their hands before eating.
- Wash all fruits and vegetables under cool running water before cutting or serving whole.
- Throw away leftover perishable foods at the end of the day.
- Be aware of school policies regarding food allergies. Remind children that it is not safe to trade or share food.



For more information, check out [Safe school lunches – Canada.ca](https://www.canada.ca/en/health-canada/services/food-nutrition/school-lunches.html)



### Spring road dust

Did you know that dust levels are measured in about 12 communities in the NH region? Dust is more formally known as “coarse particulate matter or particles” that are 10 micrometers in diameter or less, and known as PM10. (For scale, a strand of human hair is 50–70 micrometers in diameter!)

Air quality warnings related to road dust peak in the spring when the snow and ice melts and the roads are dirty. Dust can be inhaled and negatively impact the upper part of the respiratory system. We can protect ourselves by limiting our exposure to dusty areas outdoors and by filtering indoor air.

[Tips for keeping the dust down](#)



[How to choose a portable air cleaner](#)



[Check out BC Air Quality Warnings](#)



## Immunizations (school-age)

It's important to be up to date on all childhood immunizations. The school-age immunizations are listed below, and the full list of recommendations (for children and adults) can be viewed at [Immunizations | HealthLink BC](#).



### Check if your immunization records are up to date:

Online at  
[BC Health Gateway](#)



Locally with your [health unit or health centre](#)  
(type "immunizations" in the find bar)



### Kindergarten / school entry

Children entering Kindergarten need the following two booster vaccines, and any other childhood vaccinations that may be overdue.



[Tetanus, Diphtheria, Pertussis,  
Polio Vaccine \(Tdap-IPV\)](#)



[Measles, Mumps, Rubella and  
Varicella Vaccine \(MMRV\)](#)

### Grade 6

Children in Grade 6 need the Human Papillomavirus (HPV) vaccine.



[Grade 6 Immunization:  
HPV Vaccine](#)



[Kids Boost Immunity:  
How to handle your vaccines  
like a champ!](#)

### Grade 9

Children in Grade 9 need the following booster vaccines. Additionally, the HPV vaccine will be offered to those who have not received it yet.



[Grade 9 Immunizations:  
Meningococcal Quadrivalent  
\(Men C-ACYW-135\) and Tetanus,  
Diphtheria, Pertussis \(Tdap\) Vaccines](#)



[Kids Boost Immunity:  
How to handle your vaccines  
like a champ!](#)

### CARD system – for students with needle-phobia

The CARD system (Comfort, Ask, Relax, Distract) provides strategies via videos, handouts and activities that can be used to help students cope before and during vaccine and needle procedures.



They have [toolkits](#) for health care providers, school staff, parents/guardians, and students!



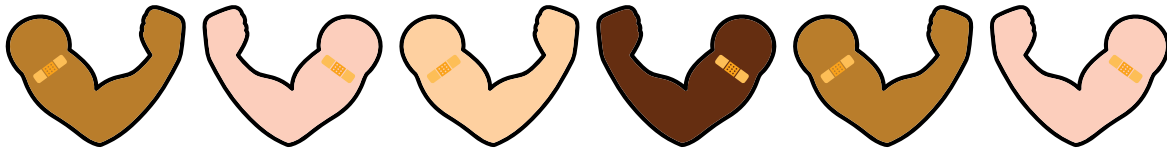
## Measles

The [measles](#) virus continues to spread in BC and across the world. It spreads easily, but we can help stop it with vaccines and knowing what to do if we're exposed to it.

Getting the measles vaccine is the best way to stay safe! People are protected if they:

- got two measles vaccines (shots) after turning 1 year old,
- were born before 1970, or
- have been diagnosed with measles before.

Use the links on page 7 to check if your immunization records are up to date. Reach out to your health unit, health centre, or pharmacy if you need to book an appointment.



## Injury prevention



### Concussion education

The Concussion Awareness Training Tool (CATT) offers up to date, evidence based resources and online courses. These tools help parents, caregivers, school staff, coaches, officials, and youth learn how to recognize a possible concussion, take the right steps, and support recovery.

Check out CATT at [cattonline.com](http://cattonline.com)



## Mental wellness

### Establishing safe, caring, and respectful digital communities

**erase** | EXPECT RESPECT & A SAFE EDUCATION



[Erase](#) (expect respect & a safe education) helps students, adults, and school staff build safe, caring and inclusive school communities. One of the tools they offer are [online family sessions](#), free presentations that help families understand the digital world and learn about current issues with social media, smartphones, and artificial intelligence. \*More dates to be listed soon!



These 60-minute sessions are recommended for parents, caregivers, grandparents, and youth ages 10+ to help support safe and caring use of technology at home and in the community.



## Free mental health supports for schools, families, and counsellors

BC Children's Health Promotion and Schools Team and Kelty Mental Health Resource Centre offer free services and resources to support mental health and substance use challenges at school and at home.

They have a variety of [webinars](#), [podcasts](#), and [virtual supports](#).



Explore their full websites for more tools, planning support and resources:



[For school professionals](#)



[For parents and caregivers](#)



[For counsellors and clinicians](#)



## NH resources

Healthy schools help protect the health, well-being, and safety of our children and youth. NH has a variety of public health resources and services available to schools and families in Northern BC, on topics that include:

- Communicable disease
- Dental health
- Environmental health
- Food and nutrition
- Harm reduction
- Immunizations
- Injury prevention
- Legal substances and prevention of harms
- Mental wellness
- Physical activity
- Sexual and reproductive health
- Vision health
- Wildfire smoke and extreme heat



For a full list of resources, visit the [NH School and youth health webpage](#)



For an overview of school supports, see [NH supports for schools 2025/26](#)



Note: Some services may vary from community to community, and school to school.



If you or your family need to connect with a health care provider, contact the [health unit](#) in your community.



## Healthy Communities E-Brief



This [monthly newsletter](#) is prepared by the NH Healthy Communities team to help community organizations and local governments in Northern BC stay informed about resources, upcoming events, and funding opportunities that support community health and well-being.

To subscribe, send a blank email to [healthycommunities@northernhealth.ca](mailto:healthycommunities@northernhealth.ca) with “subscribe” in the subject line.



## Nicotine risks

### Nicotine pouches



[Nicotine pouches](#) might seem safer than smoking and/or vaping, but they can still be harmful to young people because they're addictive and can affect brain development and physical health. Explore [tips for talking with kids and teens about smoking and vaping](#).

## Roots Over Clouds: Escaping the Vape



First Nations Health Authority recently launched [Roots Over Clouds: Escaping the Vape](#), a new animated video that explores the harms of vaping, industry tricks, nicotine risks, and the power of sacred tobacco and connection.



## Physical activity

### Become a Canadian Ambassador for Phone Free Schools

What started as local advocacy for a more positive school experience and outcomes for students, families, and educators expanded first nationally and is now growing a Canadian movement.



To find out more, access the PFSM Canada Info session [recording](#). (passcode: i39RF#Gu)



Schools in BC have been working to limit the use of phones during class time, but would you like to help take this a step further? Consider learning more about the Phone-Free Schools Movement (PFSM) Canada and/or [joining the Ambassador program](#).



### Get ready for GoByBike weeks!



Save the dates and get ready to ride for the upcoming [GoByBike Weeks](#):



- Spring 2026: May 30–June 5
- Fall 2026: Sept. 19–25, 2026

Challenge another school or grade to see who can log the most kilometers and save the most greenhouse gases. Here are a few ideas to make 2026 the year of the bicycle:

- Add cycling skills and rides to the physical education curriculum.
- Trial a bike bus program to get more students and community members involved.
- Plan a bike rodeo or skills celebration.
- Set up a GoByBike Celebration Station at your school to mark the event.

[Parent-led bike bus resources](#)



[Resources for schools](#)



[Cycling education](#)

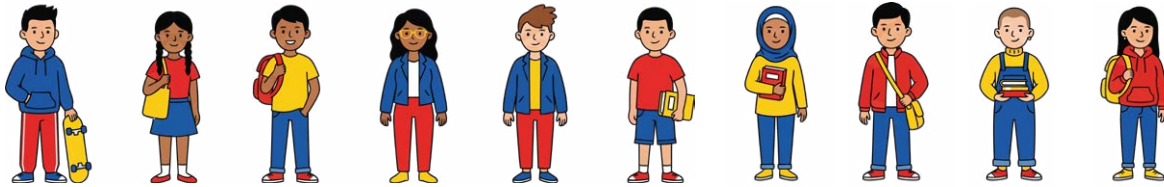


## Newcomer inclusion in physical activity experience: Guidebook for educators

Students are more likely to meaningfully take part in physical activity when they feel safe, included, respected, and represented. Newcomer students may face challenges that make it harder for them to join in or feel motivated to be active at school. If these challenges are not addressed, students may feel less connected, less interested, and may miss out on the physical, social, and emotional benefits of being active.



Physical and Health Education Canada has some [great information, including a guidebook](#), to help educators remove barriers, build a sense of belonging, and make sure all students can enjoy the fun and benefits of physical activity.



### Join the Community Physical Activity Challenge: June 1-30, 2026

- Get ready to get active this June to help your community be named Canada's Most Active Community and receive funding to support local physical activity and sport initiatives!
- Since [the Challenge](#) began in 2019, ParticipACTION has awarded over \$1.5 million in cash prizes to 49 winning communities across Canada to support local physical activity and sport initiatives.
- Schools, local governments, and community organizations can register their June physical activity and sport initiatives, programs and events and track the numbers of participants on the Challenge web portal for the month of June. After the challenge, 40 finalist communities will be invited to apply to be named Canada's Most Active Community.



**Your school has the power to make your community the winner!**

## You belong here: Five strategies for inclusive physical and health education

In too many schools, Physical and Health Education (PHE) remains a space where students' bodies, identities, and social standings are under scrutiny. Students learn constantly—not only from what we say but also from what we do not say. They learn who gets to be physical, who belongs in the activity, whose health matters, who is expected to lead, who gets to sit out, who is coached with care, and who is left on their own. When PHE spaces are rooted in care and inclusion, students move and show up differently.



Read this article called [You belong here: Five strategies for inclusive physical and health education](#). Get inspired how to make PHE spaces where more students can thrive, move, laugh, and feel like a part of the community! (10-15 minute read)



## For elementary ages

### Dental health

#### What are fissure sealants?

Around age 6, four adult molars grow in. Ask your dentist if sealants can help protect these teeth.

- Fissure sealants are a protective coating applied to the biting surface of the teeth.
- Fissure Sealants help protect the teeth from tooth decay.



**Before**  
Deep unprotected  
grooves



**After**  
Grooves protected  
by fissure sealants

#### Oral health education kits

Oral Health Education kits are now available to loan for educators across NH (schools, daycares, preschools, etc.) to provide hands-on oral health learning for the following ages:

- Pre-school aged kits (ages one to five years old)
- Primary aged kits (ages five to eight years old)



More information and loan request details can be found on the [NH Dental Health for Children page](#).

## Social-emotional development

### Feelings First

[Feelings First](#) is a BC wide initiative that helps parents, caregivers, and educators support children's social and emotional development. A child's emotional health is just as important as their physical health. It affects how they handle stress, make friends, express feelings, and understand the world.



They share simple, everyday strategies to help children build strong social emotional skills. Families and educators can explore a range of [free resources](#), including:

- Tips on communication and brain development
- Stress relief and mindfulness activities
- Kindness and compassion practices
- Information from child health experts



You can also watch their [video series](#) (five videos, 30 minutes each) on caregiver-child relationships and early childhood mental health. Scroll down and click on "start your e-learning journey" to access (free).

## For secondary ages

### Distracted driving

Stay safe and focused on the road!  

If you're looking at your phone, you're not watching the road

- Even checking your phone while stopped affects your focus
- Using a hand-held phone makes you 3.6x more likely to crash
- If BC drivers avoided distractions, 78 lives could be saved each year in BC
- Turn off notifications and keep your phone out of sight



Let's make our roads safer together - stay safe and stay focused!

Stay safe and stay focused! Visit [Distracted driving | ICBC](#)

## Mental wellness

### Foundry BC

Foundry is a province-wide network of integrated health and wellness services for those aged 12–24. Young people can [access free and confidential services](#) by:

- Walking into one of our 17 local Foundry centres.
- Exploring our online tools and resources at [foundry.ca](#).
- Connecting virtually through the free Foundry BC app (for communities without a physical centre).



### Find Northern BC Foundry Centres in:

#### Burns Lake

686 McPhail Rd  
250.691.0166

#### Prince George

1148 7 Ave V2L 5G6  
236.423.1571

#### Terrace

101 – 3219 Eby Street  
250.635.5596

Coming soon to:

- Fort St. John
- Quesnel
- Vanderhoof

### Foundry Virtual BC

For communities that do not yet have a Foundry centre, [FREE virtual services are available](#) and include:

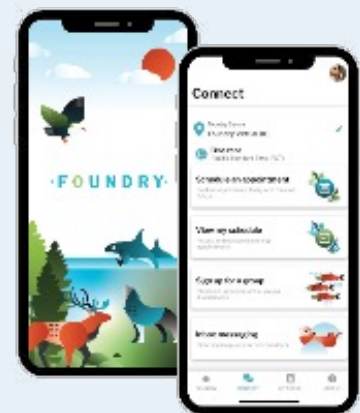
- counselling
- peer support
- groups and workshops
- physical and sexual healthcare
- work and education services



Hours of operation: 7 days a week.

- Monday to Friday 10:00 am to 9:00 pm
- Saturday to Sunday 10:00 am to 6:00 pm

Questions? Email [online@foundrybc.ca](mailto:online@foundrybc.ca)



## Nutrition curriculum tool

### Canada's food guide: A deep dive into historical, cultural and personal contexts

How can we understand Canada's food guide in today's high school classrooms?

This resource supports teaching about Canada's food guide in a deeper, more culturally responsive way, while promoting critical thinking and positive eating behaviors and attitudes for youth.

Co-created by BC educators and health professionals, it was designed to reflect today's teaching environments and students' diverse food contexts. It includes lesson plans, student materials, projects and assessment tools, making it a practical resource that teachers can use immediately.



The curriculum will be available in Spring 2026 – find it on the [NH Teaching about Food and Nutrition webpage](#).



## Online safety

### What youth and families need to know

Kids and teens spend a lot of time online for school, friends, and fun. It's important for families to know how to help them stay safe.

[This resource](#) explains common online risks and offers practical guidance for parents, caregivers, and youth. It includes everyday tips for:

- building healthy digital habits
- setting expectations together
- knowing what to do when something doesn't feel right

You'll also find trusted links, tools, and supports to help youth and families navigate the online world with confidence, and support safer, healthier tech use.



## Smoking and vaping toolkit

### Toolkits and resources for schools



Check out the school resources on NH's [Smoking and commercial tobacco reduction webpage](#) to access the toolkit and other useful resources about smoking and vaping. These can be used by educators, parents, guardians, and young people!



## Previous newsletter issues



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[Issue 7](#)  
[Fall/Winter 2024](#)

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## Important contact information

If you need to speak with a health care provider:

- Call your family doctor or nurse practitioner.
- Connect with your local health unit.
- Check out the NH website for more information.

Here are some more options for you and your family:



Connect with the [First Nations Virtual Doctor of the Day](#)  
at 1.855.344.3800



Call [HealthLinkBC](#)  
at 8-1-1



Contact the [Northern Health Virtual Clinic](#)  
at 1.844.645.7811



#HealthyNorth

[northernhealth.ca](#)

[HealthySchools@northernhealth.ca](mailto:HealthySchools@northernhealth.ca)



**northern health**  
the northern way of caring