



Supporting Student Mental Health

Breathing

Mindful breathing exercises, when practiced regularly, have been proven to reduce stress and promote a feeling of calm. They can be used anywhere, both in-person and online with students or yourself and may be of significant benefit to individuals struggling with emotion regulation. Relaxed abdominal breathing, as opposed to shallow chest breathing, greatly increases the effectiveness of these exercises.

Counting Breathing:

*Breathe in, Breathe out, say 1.
Breathe in, Breathe out, say 2.
Continue until 10, then start over.*

Cycle Breathing:

*Inhale (count to four)
Hold (count to two)
Exhale (count to four)
Hold (count to two)*

Raised Arm Breathing:

*Sit with a forearm resting on each leg, palms down.
Breathe in and bend elbows and raise back of hands to shoulders.
Breathe out and return arms to lap.*

Source: Crisis & Trauma Institute Inc.



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Pride – FAQs



What is Pride?

Pride signifies a positive stance against discrimination and violence toward people who identify within LGBTQ2S+ communities to promote their self-affirmation, dignity, equality rights, increase their visibility as a social group, build community, and celebrate sexual and gender diversity.

Why do schools raise a Pride Flag, participate in Pride activities, or support other activities like those of GSAs (Gay Straight Alliances)?

The Ontario Human Rights Code, the Education Act, and the Safe Schools Act, require all Ontario School Boards to have both preventative and responsive strategies to create and sustain inclusive and safe cultures and learning environments where all students report a sense of belonging. Sexual orientation, gender identity and gender expression are all protected grounds within the Ontario Human Rights Code. In the ADSB, many LGBTQ2S+ students have had negative experiences within our schools due to their sexual orientation and/or gender identity/expression (see page 2).

Displaying the Pride Flag, facilitating inclusive LGBTQ2S+ learning activities (e.g. Pride), and student led GSAs, are concrete symbols of support and recognition of LGBTQ2S+ peoples in our Board community and a show of support to those who have family and friends who identify as LGBTQ2S+. They symbolize that our schools are safe, respectful, and welcoming environments where our students and staff who identify as LGBTQ2S+ people can learn, grow, and succeed together. They also send the message that we are also committed to standing against homophobia and transphobia.

Every Child Matters

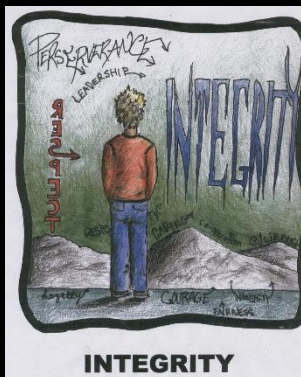
*Kina go Binoojii'ag Gch nendaagoziwag
Chaque Enfant Compte*



ADSB flags are at half-mast in memory of the 215 children.

As we begin National Indigenous History Month in June, the recent discovery of the unmarked graves of **215 children**, including some as young as 3, at the former site of the Kamloops Indian Residential School is a reminder that we do not only recognize residential schools and the on-going impact of residential schools on First Nation, Métis and Inuit students, families, and communities on Orange Shirt Day. This learning must be infused in the curriculum throughout the school year. The last residential school closed in 1996 and this is a living memory and trauma for many Indigenous families within our ADSB school communities. Indigenous students, educators, leaders, families, and communities are mourning, filled with sadness and searching for the good. Please keep this in mind in your interactions.

ADSB Changemakers: Cole Clouthier



Cole Clouthier is a student change maker at White Pines CVS. Cole is well known in the community as he runs three businesses, deejays games for the Soo Greyhounds and fulfills his role as Director of Technical Services and Game Day Operations for the Soo Thunderbirds.



Cole has been an avid Ted Talks presenter speaking at Ted X events in Ottawa and Toronto and will be presenting at upcoming Ted Talks. Whether he is speaking about bullying, sharing his stories on mental health or inspiring youth to build their self-confidence, Cole weaves a story that will keep you on the edge of your seat asking for more. When asked why he enjoys speaking, Cole responded, *"I see students struggling everyday with issues, and I see myself in them as I have had the same struggles. If I can share my story, my thoughts, the hope is that it will resonate with someone, so they know that they are not alone."* Cole has also been active within the ADSB, whether it is organizing workshops, giving speeches, managing high school sports teams, or working with Student Senate. Currently Cole is in the process of planning a large mental health event in Sault Ste. Marie. When asked why he gets involved and donates most of his time to these causes Cole responded, *"I am a big believer in doing things out of the kindness of your heart because you can, not because you may become famous or get posted all over social media. Sure, those things are great, and they feel awesome, but we shouldn't wait for a camera to be recording to do something thoughtful, helpful or kind."*

Moving forward, Cole would like to expand his online ecommerce class for teens who want to start a business and start a not-for-profit organization for youth and teen mental health. Cole plans to attend Durham College in the Sports Administration and Management program.

Integrity

I show integrity when...

- I do the right thing
- I am honest and sincere
- I determine my values and what matters to me
- I am consistent
- I am true to who I am
- I do what I say I will do
- I do not give in to peer pressure
- I am able to be me

Digging Deeper

[Edutopia: Creating a Culture of Integrity in the Classroom](#)



Why does the ADSB use the term LGBTQ2S+ ?

Because there are so many different identities that involve gender and sexuality, there is no one acronym that is utilized and several versions are available. For consistency, the ADSB uses the term **LGBTQ2S+** as including all sexual orientations and gender identities other than straight and cisgender, including lesbian, gay, bisexual, trans, queer, two spirit, plus others including but not limited to genderqueer, gender non-conforming and intersex.

**LGB
TQ2S
+**

**Lesbian, Gay, Bisexual
Transgender, Queer or Questioning,
Two Spirit
Plus**

LGBTQ2S+ Snapshot – 2019 ADSB Student Well-Being Survey

- 13.3% of ADSB students in grade 7-12 identified their sexual orientation as one of the LGBTQ2S+ identities and 2.0% of ADSB students in grades 4-12 identified as gender diverse, a gender other than male or female
- Gender Diverse students are **2x** more likely to be nervous or anxious (80%) or overwhelmed/stressed out (84.7%) in comparison to the overall ADSB student population
- 42.7% of LGBTQ2S+ students and 55.6% of Gender Diverse students worry about being bullied
- 61.2% of LGBTQ2S+ students and 44.4% of Gender Diverse students feel safe at school
- 80.3% of LGBTQ2S+ students and 74.7% of Gender Diverse students have at least one caring adult who supports them at school.

There's No App to Address Cyberbullying

On Wednesday May 5, 2021, the ADSB Parent Involvement Committee hosted Dr. Wendy Craig and her presentation, "There's No App to Address Cyberbullying". Dr. Craig works with PrevNET, a leading Canadian national organization dedicated to promoting healthy relationships and preventing bullying.

Dr. Craig's presentation focused on three areas:

What is
cyberbullying?



Why worry
about it?



What can you
do about it?

What is
cyberbullying?

Cyberbullying combines bullying and technology, bringing bullying into an online environment. Youth may refer to terms like drama or 'trash-talk'.

Cyberbullying involves:

Power imbalance + Targeting + Intent

Why worry
about it?

The online world amplifies the impact of cyberbullying in that it never goes away, is accessible 24/7, has an unlimited audience, and perceptions of anonymity.

In Canada in 2021, 37% of boys and 42% of girls reported being cyber-victimized, while 20% of boys and 19% of girls reported cyberbullying others.

Some effects related to cyberbullying include:

- Anxiety, depression and PTSD (Post-Traumatic Stress Disorder)
- Poor school performance and avoids school
- Aggression
- Substance use, particularly vaping
- Rule breaking (those that cyberbully others)

What can you
do about it?

You do not need to be a "tech-wizard" to address cyberbullying. Research shows that youth want support from adults and relationships are important.

- (1) Be a healthy role model
 - be self-aware of your own use of technology, how you regulate emotion, how you deal with conflict and open communication
- (2) Use positive parenting practices (e.g. connection, boundaries, support, trust)
- (3) Build healthy relationship skills (e.g. self-reflect, emotional regulation, attention control, scaffold skills)
- (4) Build digital literacy skills (e.g. www.commonssensemedia.org)
- (5) Recognize and identify signs of cyberbullying, including:
 - Avoiding using the Internet and cell phones
 - Appearing angry or depressed
 - Withdrawing from friends and family
 - Not wanting to talk about online activities
 - Trying to hide the screen when people are in the room
- (6) Educate self/family on impacts and role
 - Talk with other parents, co-play/co-learn
 - Restrictive approaches do not work, but mediational ones do
- (7) Intervene directly and provide support and resources
 - Youth can feel traumatized if adults do not listen, respond or intervene, blame or do not believe the student, or are judgmental
 - Be realistic
 - Work together



PrevNet has additional information, resources and ideas on their main website [here](#) and in an additional site with more parent resources: "[Parenting in a Digital Age: Understanding Kids and Technology](#)".

Days of Significance

National Indigenous History Month

June 1-30, 2021

In June we recognize not only the historic contributions of Indigenous peoples, including First Nation, Métis and Inuit, to the development of Canada, but also the strength of present-day Indigenous communities.

Pride Month

June 1-30, 2021



Pride is generally celebrated in June throughout the world. Pride is an opportunity to celebrate diversity and raise awareness among staff and students about eh rich culture and history of our LGBTQ2S+ community.

Summer Solstice

June 20, 2021

See page 4.

National Indigenous Peoples Day

June 21, 2021

See page 4.

St. Jean Baptiste Day

This is a holiday celebrated in the province of Quebec and by French Canadians across Canada in honour of Francophone culture and history.

Ode'imini-giizis / Bashkaabigonii-giizis

June 24, 2021

Strawberry / Blooming Moon
See page 4.

Canadian Multiculturalism Day

June 27, 2021

This is an opportunity to celebrate the wealth of our diversity and recognize the contributions that Canadians from different backgrounds have made to our country and the world.

Long Lens

- Permanence – looking into the distance
- Is this issue going to be on my radar a year from now?

Wide Lens

- Pervasiveness – taking a broader view
- Is this situation really impacting my entire life?

Flip Lens

- Personalization – selfie
- Is this situation really all my fault?
- Is this situation really about me and what I've done?

Much like changing the lens on a camera can completely change the picture, when faced with a stressful situation or challenge, it is helpful to reframe the situation using the long lens, wide lens, and flip lens perspectives.

Anishinaabe Lunar Calendar

Amongst the Anishinaabeg of the Great Lakes region, “**Ode’imini-giizis**” or “**the Strawberry Moon**” takes place in June. As **Odeminan** or the **Strawberries** begin to appear (and eventually ripen), this signals a very significant and important period in the seasonal life cycles of Indigenous peoples.

In many Ojibwe communities, Elders often say that the traditional harvesting of certain plants and medicines can only take place after “the strawberries appear”. If we pause to think for a moment, we understand that we have just completed **Wabigani-giizis** or the **Flowering Moon** in the month of May. From this, we understand this **way of knowing** to demonstrate a deep respect for “**Oshki-bimaadsijig**” or the “**New Living-beings**” that are all around us in the season of spring/early summer.

In other communities, particularly in the eastern Great Lakes, June is simply known as the **Bashkaabigonii-giizis** or the **Blooming Moon**. Because of the vast territory the Anishinaabeg cover, ranging from parts of eastern Quebec, to the foothills of the Rocky Mountains, and down to Oklahoma, we do see variations in the names of the moons. This is due largely in part to the vast diversity in geography and climate regions. Thus, the moon cycles are reflective of the land itself.

Today, **Odemin** or the **Strawberry**, is not only a seasonal staple in traditional diets, but also, **Odemin** holds ceremonial and medicinal value. All throughout the Great Lakes, **Odemin** is found in the beadwork designs from the Anishinaabeg, Haudenosuanees, and Métis. Today, **Odemin**, or the **Strawberry**, continues to play an important role in the Traditional Lifeways of Indigenous peoples.

(Animikii-bineshiinhs)



Summer Solstice

The Summer Solstice is recognized as a very significant event all-across Turtle Island (and around the world). As Indigenous peoples acknowledge the Solstice through ceremony, celebration, song, and dance, we often see special events throughout our communities in recognition of “National Indigenous Peoples Day”. It is important to remember that the practice of celebrating June 21, or the summer solstice, dates back millennia for Indigenous peoples. Ojibwe Elders often say, “the Solstice signifies the start of Aabitaa-niibing or Mid-summer”. It is said, “after the solstice occurs is when the work begins”. This can be easily understood as all the continuing traditional activities are in preparation for the coming of winter.



National Indigenous Peoples Day

June 21 is **National Indigenous Peoples Day**. This is a day for all Canadians to recognize and celebrate the unique heritage, diverse cultures and outstanding contributions of First Nations, Métis and Inuit peoples. Although these groups share many similarities, they each have their own distinct heritage, language, cultural practices and spiritual beliefs. June 21, the summer solstice, was chosen for this day because for generations, many Indigenous peoples and communities have celebrated their culture and heritage on or near this day due to the significance of the summer solstice as the longest day of the year.