The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BOARD MEETING AGENDA

Date: Tuesday, June 18, 2019
Time: 6:00 p.m.
Venue: District Education Support Centre

A copy of the Agenda with attachments is available on the School District website at:
https://sd83.bc.ca/board-meetings/ Board Meeting Agendas.
Alternatively, copies are available on request from the Executive Assistant to the Secretary-Treasurer.

Item **Description**

EMPLOYEE RECOGNITION

Employees that have worked in the district for 20 years and 30 years will be recognized.

1. CALL TO ORDER

2. WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

We open the meeting with the acknowledgement that the Board holds its meeting on the traditional territory of the Secwepemc people.

3. ADOPTION OF AGENDA – CHANGES / ADDITIONS

Recommendation

That the Board of Education adopt the June 18, 2019 Regular Board Meeting Agenda as presented.

4. ADOPTION OF BOARD MEETING MINUTES

A. Regular Board Meeting Minutes – May 21, 2019 **Pg. 5**

Recommendation

That the Board of Education adopt the Regular Board Meeting Minutes of May 21, 2019 as presented.

5. ADOPTION OF IN-CAMERA MEETING SUMMARY

A. Summary of In-camera Meeting – May 21, 2019 **Pg. 12**

Recommendation

That the Board of Education adopt the Summary of the In-camera Meeting of May 21, 2019 as presented.

Item	Description	
	B. Summary of Special In-Camera Meeting – May 30, 2019	**Pg. 14**

Recommendation

That the Board of Education adopt the Summary of the Special In-camera Meeting of May 30, 2019 as presented.

6. BUSINESS ARISING

None

7. ANNOUNCEMENTS

6:40pm
A. Peter Jory, Superintendent
B. Trustees

8. DELEGATIONS

None

9. EDUCATION COMPONENT

A. Sorrento Elementary Drummers – Presentation (10 min)

6:50pm **Assistant Superintendent: Carl Cooper**

B. Early Learning - MDI/EDI/CHEQ Data – Presentation (10 min) **Pg. 15**

7:00pm **District Principal: Jen Findlay**

7:10pm C. Inashiki Exchange – Presentation (10 min) **Pg. 65**

Principal: Pam Chudiak

10. DISCUSSION ITEMS

A. Board/Authority Authorized Courses **Pg. 66**

7:20pm **Superintendent/CEO: Peter Jory**

Recommendation

That the Board of Education approve the following Board/Authority Authorized Courses as presented:

- *Athletic Leadership 10*
- *Health Science 12*
- *Connect Learner Strategies 10/11/12*
- *Mountain Biking Community Development 10*
- *Drumline 10/11/12*
- *Post-Secondary Preparation 11/12*
- *Yearbook 11/12*

B. Education Technology Plan **Pg. 133**

7:30pm **Superintendent/CEO: Peter Jory**

Recommendation

That the Board of Education approve the Education Technology Plan, as presented.

Item	Description	
	C. School Fees	**Pg. 137**
7:40pm	**Superintendent/CEO: Peter Jory**	
	Recommendation	
	That the Board of Education approve the School Fees for the 2019-20 school year as presented in Attachment A.	
7:50pm	D. Board Working Session – Work Plan/Charter/Committees	
	Trustee: Amanda Krebs	
11.	**COMMITTEE REPORTS**	
	A. Education Directions	
8:00pm	**Committee Chair: Trustee Marianne VanBuskirk**	
	B. Finance & Facilities / Audit	
8:05pm	**Committee Chair: Trustee Amanda Krebs**	
	i. 2020-21 Five-Year Capital Plan	**Pg. 141**
	Secretary-Treasurer: Alanna Cameron	
	Recommendation	
	That that Board of Education approve the 2020-21 Five-Year Capital Plan, as presented.	
	ii. Risk Assessment	**Pg. 145**
	Secretary-Treasurer: Alanna Cameron	
	Board Information	
	iii. Long Range Facilities Plan – Update	
	Secretary-Treasurer: Alanna Cameron	
	Board Information	
	C. Labour Relations	
8:20pm	**Committee Chair: Trustee Quentin Bruns**	
	D. Partner Group Liaison	
8:25pm	**Committee Chair: Trustee Marty Gibbons**	
	E. Policy Committee	
8:30pm	**Committee Chair: Trustee Tennile Lachmuth**	
	i. Legend for Policy Revision Marks	**Pg. 147**
	Board Information	

Item	Description	
	ii. Policy 122 – Digital Citizenship – Second and Final Reading	**Pg. 148**

Recommendation

That the Board of Education approve the second and final reading of Policy 122 – Digital Citizenship.

iii. Policy 137 – Roles and Responsibilities of the Vice-Chairperson – Second and Final Reading **Pg. 152**

Recommendation

That the Board of Education approve the second and final reading of Policy 137 – Roles and Responsibilities of the Vice-Chairperson.

12. BCSTA UPDATE

8:35pm A. BCSTA Provincial Council
Trustee: Tennile Lachmuth

13. INFORMATION ITEMS

None

14. OTHER

A. Indigenous Education Review – Update

8:40pm **Trustee: Tennile Lachmuth**

Request for discussion

B. Guarding Minds/Employee Wellness – Update
Trustee: Tennile Lachmuth

Request for discussion

15. QUESTION PERIOD

8:50pm *The Board welcomes questions of a general nature, but the primary purpose of the "Public Question Period" is to ask questions about the Board's policies or operations. Question Period is not a platform for presentations or personal statements.*

16. UPCOMING DATES / EVENTS

Regular Board Meeting – September 17, 2019 – 6:00pm (DESC)

17. ADJOURNMENT

Recommendation:

That the June 18, 2019 Regular Board Meeting be adjourned.

The Board of Education of School District No. 83
(North Okanagan-Shuswap)

Minutes of the Regular Board Meeting of the Board of Education of School District No. 83 (North Okanagan-Shuswap), held at the District Education Support Centre Tuesday, May 21, 2019.

Present:

M. VanBuskirk	Board Chairperson	P. Jory	Superintendent
Q. Bruns	Vice-Chairperson	A. Cameron	Secretary-Treasurer
M. Gibbons	Trustee	C. Cooper	Assistant Superintendent (Instruction)
A. Krebs	Trustee	C. Leidloff	Dir. of Instruction – Inclusive Education
T. Lachmuth	Trustee	T. Bettcher	Director of Operations

Regrets:

R. Brennan	Assistant Superintendent (HR)

1. CALL TO ORDER

The Meeting was called to order at 6:00 p.m. by Board Chairperson Marianne VanBuskirk.

2. WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Board Chairperson VanBuskirk opened the meeting with the acknowledgment that the Board holds its meeting on the traditional territory of the Secwepemc people.

3. ADOPTION OF AGENDA - ADDITIONS / CHANGES

052/2019
CARRIED

"That the Board of Education adopt the May 21, 2019 Regular Board Meeting Agenda with the following changes:

- *Addition - 10B.ii. Special Education Question – Bell to Bell CEA's*
- *Addition - 14B. Non-Instructional Days*
- *Remove - 11E.ii. Policy 122 - Digital Citizenship."*

4. ADOPTION OF BOARD MEETING MINUTES

A. Regular Board Meeting Minutes – April 16, 2019

053/2019
CARRIED

"That the Board of Education adopt the Regular Board Meeting Minutes of April 16, 2019 as presented."

5. ADOPTION OF IN-CAMERA MEETING SUMMARY

A. Summary of In-camera Meeting – April 16, 2019

054/2019
CARRIED

"That the Board of Education adopt the Summary of the In-camera Meeting of April 16, 2019 as presented."

6. BUSINESS ARISING

None

DRAFT

7. ANNOUNCEMENTS

A. Peter Jory, Superintendent
B. Trustees

8. DELEGATIONS

None

9. EDUCATION COMPONENT

A. Foundation Skills Assessment & Numeracy Exam Data
Assistant Superintendent: Carl Cooper

Assistant Superintendent Cooper reported on the briefing note he provided in the agenda for information and presented various graphs showing trends and comparisons in district and provincial results over the last eight years. He noted that district results are improving in comparison to previous years and in comparison to provincial results but there is still room for improvement, specifically in numeracy.

10. DISCUSSION ITEMS

A. Alternate Education Programs/Salmon Arm Storefront Update
Director of Instruction: Carol-Ann Leidloff

Director Leidloff reviewed the briefing note she provided in the agenda for information, giving the Board background information on the current and previous Alternate Education program configurations in the district as well as concerns about the program expressed by the Chief Auditor from the recent enrollment audit. She explained that they are moving into a consultation process with the secondary school principals and Salmon Arm Storefront staff along with getting feedback from other Storefront schools around the province that do well.

B.i Inclusive Education Question
Trustee: Tennile Lachmuth

Trustee Lachmuth commented that her question was answered through Director Leidloff's report in the previous agenda item (10A).

B.ii Special Education Question – Bell-to-Bell CEAs
Trustee: Amanda Krebs

Trustee Krebs presented a question in regard to what the costs would be for bell-to-bell CEAs. Director Leidloff responded noting that there are many factors involved including bell-to-bell not being the instructional day, the addition of recess and lunch breaks, not all CEAs want full-time work, not all students require full-time support, and different bell schedules at different schools. She commented that it would take some time to determine a cost estimate as each school would need to looked at individually.

DRAFT

B. Committee of the Whole

Trustee: Marty Gibbons

Trustee Gibbons requested that the Board officially establish a Committee of the Whole with terms of reference to be developed at a later date.

055/2019 CARRIED *"That the Board of Education of School District No. 83 create a Committee of the Whole and that the committee be open to the public."*

11. COMMITTEE REPORTS

A. Education Directions

Committee Chair: Trustee Marianne VanBuskirk

Trustee VanBuskirk reported on the latest committee meeting which included a presentation by Shuswap Middle School counsellors on how absenteeism affects students. The presentation will be brought to a future board meeting in the fall.

B. Finance & Facilities / Audit

Committee Chair: Trustee Amanda Krebs

i. 2019-20 Annual Budget

Secretary-Treasurer: Alanna Cameron

Secretary-Treasurer Cameron reviewed the briefing note she provided in the agenda highlighting the budget development process, operating revenues and significant revenue increases, operating expenditures and significant increases/ decreases, special purpose funds and capital funds, while referring to the Annual Budget document for further clarity. Each Trustee shared their thoughts and comments on the budget and the budget development process.

056/2019 CARRIED *That School District No. 83 (North Okanagan-Shuswap) Annual Budget Bylaw 2019/2020 be given first reading.*

057/2019 CARRIED *That School District No. 83 (North Okanagan-Shuswap) Annual Budget Bylaw 2019/2020 be given second reading.*

Unanimous consent was received to proceed to third reading of the Annual Budget Bylaw.

058/2019 CARRIED *That School District No. 83 (North Okanagan-Shuswap) Annual Budget Bylaw 2019/2020 be given third reading, passed and adopted on this 21st day of May 2019.*

ii. Shop Audit Recommendations

Director of Operations: Trevor Bettcher

Director Bettcher reviewed the briefing note in the agenda providing background information and presented the detailed shop audit summaries categorized by school or Operations department responsibilities for information. The complete reports will go to the schools and shop walkthroughs will be scheduled with the school principals and shop teachers.

C. Labour Relations

Committee Chair: Trustee Quentin Bruns

Trustee Bruns reported that NOSTA bargaining is continuing and going well and CUPE bargaining is not likely to be wrapped up by the end of the school year.

D. Partner Group Liaison

Committee Chair: Trustee Marty Gibbons

Next meeting: Tuesday, May 28th at 4:00 p.m.

E. Policy Committee

Committee Chair: Tennile Lachmuth

i. Policy 121 – Sexual Orientation and Gender Identity – Second and Final Reading

059/2019
CARRIED

"That the Board of Education approve the second and final reading of Policy 121 – Sexual Orientation and Gender Identity."

~~**ii. Policy 122 – Digital Citizenship – Second and Final Reading**~~

~~*That the Board of Education approve the second and final reading of Policy 122 – Digital Citizenship.*~~

iii. Policy 130 – Roles and Responsibilities of the Board – Second and Final Reading

060/2019
CARRIED

That the Board of Education approve the second and final reading of Policy 130 – Roles and Responsibilities of the Board.

iv. Policy 131 – Roles and Responsibilities of the Board Chairperson – Second and Final Reading

061/2019
CARRIED

That the Board of Education approve the second and final reading of Policy 131 – Roles and Responsibilities of the Board Chairperson.

v. Policy 132 – Roles and Responsibilities of Individual Trustees – Second and Final Reading

062/2019
CARRIED

That the Board of Education approve the second and final reading of Policy 132 – Roles and Responsibilities of Individual Trustees.

vi. Policy 133 – Trustee Code of Conduct – Second and Final Reading

063/2019
CARRIED

That the Board of Education approve the second and final reading of Policy 133 – Trustee Code of Conduct.

vii. Policy 134 – Trustee Conflict of Interest – Second and Final Reading

064/2019
CARRIED

That the Board of Education approve the second and final reading of Policy 134 – Trustee Conflict of Interest.

viii. Policy 135 – Trustee Attendance – Second and Final Reading

065/2019 CARRIED *That the Board of Education approve the second and final reading of Policy 135 – Trustee Attendance.*

ix. Policy 136 – Trustee Remuneration and Expenses – Second and Final Reading

066/2019 CARRIED *That the Board of Education approve the second and final reading of Policy 136 – Trustee Remuneration and Expenses.*

x. Policy 137 – Roles and Responsibilities of the Vice-Chairperson – First Reading

067/2019 CARRIED *That the Board of Education approve the first reading of Policy 137 – Roles and Responsibilities of the Vice-Chairperson.*

12. BCSTA UPDATE

A. BCSTA AGM

Trustee: Marianne VanBuskirk & Amanda Krebs

Trustees reported on the BCSTA AGM attended by all, and commented on the valuable networking with other boards around the province. Trustee Lachmuth reported on the BCSTA Provincial Council meeting at the AGM noting that the BCSTA annual budget was passed.

B. Trustee Work Plan

Trustee: Amanda Krebs

Trustee Krebs provided an update noting that the first meeting is scheduled for Thursday, May 30th and a draft agenda has been circulated.

C. Letter to Ministry of Education – Funding Request for Exempt Staff Increases

Trustee: Tennile Lachmuth

068/2019 CARRIED *"That the Board of Education of School District No. 83 (North Okanagan-Shuswap) write a letter to the Ministry of Education in support of Motion 17 carried at the BCSTA 2019 AGM:*

'That BCSTA advocate for exempt staff compensation to be fully funded by the Ministry of Education.'"

D. Letter to Ministry of Education – SD83 Feedback on Funding Model Review

Trustee: Tennile Lachmuth

The Board discussed information gathering from staff, partner groups and the BCSTA HUB in regard to the Funding Model Review to assist in creating a response letter.

069/2019 CARRIED *"That the Board of Education of School District No. 83 (North Okanagan-Shuswap) write a letter to the BCSTA to provide feedback on the K-12 Public Education Funding Model Review recommendations and implementation."*

070/2019 CARRIED *"That Motion 069/2019 be referred to the Partner Group Committee for recommendations."*

E. Letter in Support of BCSTA AGM Motions – Private Member Bill and Vaping
Trustee: Tennile Lachmuth

071/2019 CARRIED *"That the Board of Education of School District No. 83 (North Okanagan-Shuswap) write a letter to the provincial government in support of Motion L29 carried at the BCSTA 2019 AGM:*

'That BCSTA urge the provincial and federal governments to support tougher regulations on the sale to minors of e-cigarettes and vapour products, for example as outlined in the proposed *Vulnerable Adolescents Protection from e-cigarettes (VAPE) Act 2019*, including the banning of the sale of products which are marketed specifically to young people.'*"*

F. Letters of Advocacy – Board Support of Other BCSTA Motions
Trustee: Tennile Lachmuth

Trustee Lachmuth reported that she had no other motions to put forward in regard to letters of advocacy, noting that this agenda item was requested as a placeholder for any other Trustees to put forward a motion if they so wished.

13. INFORMATION ITEMS

A. Vaping & Cannabis Awareness
Trustees: Marianne VanBuskirk & Tennile Lachmuth

Trustee VanBuskirk reviewed the information memo she provided in the agenda regarding Dr. Marvin Krank's presentation in School District No. 22 and the Government of Canada micro-funding grants for cannabis and vaping public education. The Board requested that the memo and accompanying documentation be shared and referred to Partner Group Liaison.

14. OTHER

A. AED Fundraising
Trustee: Amanda Krebs

The Board discussed AED fundraising initiatives and reaching out to the local communities for support. The Board also requested that AED fundraising be put on the next Partner Group Liaison agenda.

072/2019 CARRIED *"That the Board of Education write a letter to local governments requesting assistance purchasing AED's for school."*

B. Non-Instructional Days
Trustee: Marty Gibbons

Trustee Gibbons initiated discussion on looking at ways to better communicate the importance of non-instructional days to the public and how it benefits students. Superintendent/CEO Jory agreed with the importance of non-instructional day communication and commented that staff have been working on improving communication through website posts and the school calendar consultation process.

15. QUESTION PERIOD

The Board welcomes questions of a general nature, but the primary purpose of the "Public Question Period" is to ask questions about the Board's policies or operations.

Question Period is not a platform for presentations or personal statements.

Questions regarding the public budget survey feedback, Funding Model Review and Alternate Education program were asked and responded to.

16. UPCOMING DATES / EVENTS

Regular Board Meeting – June 18, 2019 – 6:00 p.m. (District Education Support Centre)

17. ADJOURNMENT

The meeting was adjourned at 8:45 p.m.

Marianne VanBuskirk
Board Chair

Certified Correct:

Alanna Cameron
Secretary-Treasurer

DRAFT

The Board of Education of School District No. 83
(North Okanagan-Shuswap)

Summary of an In-Camera Board Meeting of the Board of Education of School District No. 83 (North Okanagan-Shuswap), held on Tuesday, May 21, 2019 at the District Education Support Centre.

Present:

M. VanBuskirk	Board Chair	P. Jory	Superintendent
Q. Bruns	Vice-Chair	A. Cameron	Secretary-Treasurer
M. Gibbons	Trustee	C. Cooper	Assistant Superintendent (Instruction)
A. Krebs	Trustee		
T. Lachmuth	Trustee		

Regrets:

R. Brennan Assistant Superintendent (HR)

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1. CALL TO ORDER

The Meeting was called to order at 3:33 p.m. by Board Chairperson, Marianne VanBuskirk.

2. WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Board Chair VanBuskirk opened the meeting with the acknowledgment that the Board holds its meeting on the traditional territory of the Secwepemc people.

3. ADOPTION OF AGENDA – CHANGES / ADDITIONS

The Board of Education adopted the Agenda of the In-camera Board Meeting of May 21, 2019 as presented.

4. ADOPTION OF BOARD MEETING MINUTES

The Board of Education adopted the Minutes of the In-camera Board Meeting of April 16, 2019 as presented.

5. BUSINESS ARISING

The Board discussed one labour matter.

6. LAND/LABOUR/LAW

The Board discussed two legal matters and four personnel matters.

7. LABOUR RELATIONS – COMMITTEE REPORT

Labour Relations Committee update.

8. OTHER

None

9. UPCOMING DATES / EVENTS

In-camera Board Meeting – June 18, 2019 – 3:30pm @ District Education Support Centre
Regular Board Meeting – June 18, 2019 – 6:00pm @ District Education Support Centre

10. ADJOURNMENT

The meeting was adjourned at 4:54 pm.

_____
Certified Correct, Secretary-Treasurer

The Board of Education of School District No. 83
(North Okanagan-Shuswap)

Summary of a Special In-Camera Board Meeting of the Board of Education of School District No. 83 (North Okanagan-Shuswap), held on Thursday, May 30, 2019 at the District Education Support Centre.

Present:

M. VanBuskirk	Board Chair	P. Jory	Superintendent
Q. Bruns	Vice-Chair	A. Cameron	Secretary-Treasurer
M. Gibbons	Trustee	R. Brennan	Assistant Superintendent (HR)
A. Krebs	Trustee		
T. Lachmuth	Trustee		

The Board unanimously agreed to change the scheduled meeting time to 3:00 p.m. from 5:00 p.m.

1. CALL TO ORDER

The Meeting was called to order at 3:06 p.m. by Board Chairperson, Marianne VanBuskirk.

2. WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Board Chair VanBuskirk opened the meeting with the acknowledgment that the Board holds its meeting on the traditional territory of the Secwepemc people.

3. ADOPTION OF AGENDA – CHANGES / ADDITIONS

The Board of Education adopted the Agenda of the Special In-camera Board Meeting of May 30, 2019 as presented.

4. LAND/LABOUR/LAW

The Board discussed and approved one labour matter.

5. ADJOURNMENT

The meeting was adjourned at 3:32 pm.

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Certified Correct, Secretary-Treasurer

SCHOOL DISTRICT 83 **NORTH OKANAGAN-SHUSWAP**

SCHOOL DISTRICT REPORT

2018/2019

HUMAN EARLY LEARNING PARTNERSHIP

TABLE OF CONTENTS

1. **INTRODUCTION TO THE MDI**

2. **ABOUT THIS REPORT**

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    - SOCIAL & EMOTIONAL DEVELOPMENT
    - PHYSICAL HEALTH & WELL-BEING
    - CONNECTEDNESS
    - USE OF AFTER-SCHOOL TIME
    - SCHOOL EXPERIENCES

4. **MOVING TO ACTION**

INTRODUCTION TO THE MDI

WHY THE MIDDLE YEARS MATTER

Experiences in the middle years, ages 6 to 12, have critical and long lasting effects. They are powerful predictors of adolescent adjustment and future success. During this time, children are experiencing significant cognitive, social and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop and maintain friendships, and make thoughtful decisions.

During the late middle childhood years (also referred to as early adolescence), children have an increased awareness of themselves and others. During middle childhood they are developing ideas about how they may or may not "fit in" to their social and academic environments (Rubin et al., 2006). These ideas have the power to either promote health and academic achievement or lead to negative outcomes such as depression and anxiety in adulthood (Jacobs et al., 2008). Although middle childhood is a time of risk, it is also a time of opportunity. There is mounting evidence to suggest that positive relationships to adults and peers during this critical time act to increase a child's resiliency and school and life success.

WHAT IS THE MIDDLE YEARS DEVELOPMENT INSTRUMENT?

The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in Grade 4 and Grade 7 about their thoughts, feelings and experiences in school and in the community. It is a unique and comprehensive questionnaire that helps us gain a deeper understanding of how children are doing at this stage in their lives. Researchers working at the Human Early Learning Partnership (HELP) are using results to learn more about children's social-emotional health and well-being. In addition, the MDI is being used across sectors to support collaboration and inform policy and practice.

The MDI uses a strengths-based approach to assess five areas of development that are strongly linked to well-being, health and academic achievement. In addition, the MDI focuses on highlighting the promotive and protective factors and assets that are known to support and optimize development in middle childhood. These areas are: *Social and Emotional Development, Physical Health and Well-Being, Connectedness, Use of After-School Time* and *School Experiences*. Each of these dimensions is made up of several measures. Each measure is made up of one or more individual questions.

Combining select measures from the MDI helps us paint a more comprehensive portrait of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices: The Well-Being Index and the Assets Index.

The following illustrates the relationship between MDI dimensions and measures, and highlights which measures contribute to the Well-Being and Assets Indices.

- ○ **A measure in the Well-Being Index**
- ▪ **A measure in the Assets Index**
- * A measure in the Grade 7 MDI only

SOCIAL & EMOTIONAL DEVELOPMENT

Measures

- ○ **Optimism**
  Empathy
  Prosocial Behaviour
- ○ **Self-Esteem**
- ○ **Happiness**
- ○ **Absence of Sadness**
  Absence of Worries
  Self-Regulation (Short-Term)
  Self-Regulation (Long-Term)
  *Responsible Decision-Making
  *Self-Awareness
  *Perseverance
  *Assertiveness
  *Citizenship/Social Responsibility

PHYSICAL HEALTH AND WELL-BEING

Measures

- ○ **General Health**
- ▪ **Eating Breakfast**
- ▪ **Meals with Adults at Home**
- ▪ **Frequency of Good Sleep**
- Body Image

CONNECTEDNESS

Measures

- ▪ **Adults at School**
- ▪ **Adults in the Neighbourhood**
- ▪ **Adults at Home**
- ▪ **Peer Belonging**
- ▪ **Friendship Intimacy**
- Important Adults

USE OF AFTER-SCHOOL TIME

Measures

- ▪ **Organized Activities**
  - ○ Educational Lessons or Activities
  - ○ Youth Organizations
  - ○ Sports
  - ○ Music or Arts
- How Children Spend their Time
- After-school People/Places
- Children's Wishes and Barriers

SCHOOL EXPERIENCES

Measures

- Academic Self-Concept
- School Climate
- School Belonging
- Motivation
- Future Goals
- Victimization and Bullying

CONNECTING THE MDI WITH THE PERSONAL AND SOCIAL COMPETENCIES OF THE BC CURRICULUM

Your MDI data provide a unique approach to understanding children's social and emotional development and well-being in relation to the BC Ministry of Education's Personal and Social Competencies (http://curriculum.gov.bc.ca/competencies) .

Areas measured by the MDI reflect facets of the "Personal and Social Competency" domain of BC's Redesigned Curriculum, providing valuable information for understanding children's growth and progress within this core competency. The MDI questions provide an opportunity for students to self-assess and reflect on their social and personal competency, including reflecting on MDI concepts, questions, and results.

PERSONAL & SOCIAL COMPETENCIES

Positive Personal & Cultural Identity

Related MDI Measures:

- Connectedness to Adults at Home, School and Community
- Peer Belonging
- Friendship Intimacy
- Empathy
- School Belonging
- School Climate
- Self-Esteem
- Academic Self-Concept
- Importance of Grades
- Friends & Learning
- Self-Awareness
- Perseverance
- Responsible Decision-Making

Personal Awareness & Responsibility

Related MDI Measures:

- Academic Self-Concept
- Self-Esteem
- Self-Regulation
- General Health
- Optimism
- Self-Awareness
- Perseverance
- Responsible Decision-Making
- Assertiveness
- Use of After-School Time

Social Responsibility

Related MDI Measures:

- Citizenship and Social Responsibility
- Prosocial Behaviour
- Empathy
- School Climate
- Connectedness to Adults at School
- Connectedness to Peers
- Self-Regulation
- Assertiveness

ABOUT THIS REPORT

HOW THE RESULTS ARE REPORTED

School district data in this report includes all children who participated within the public school district in 2018/2019. School district data is compared to the **average for all districts**, which includes children from all participating public school districts and any independent schools.

Districts with large populations contribute more in computing the **average for all districts** than districts with smaller populations. Results for large districts tend to be closer to the average for all districts. Please see the table below for a list of participating districts, and note that the average is based on participating districts and **does not** represent all school districts in the entire province.

Where school districts or neighbourhoods contain fewer than 35 children, the results are suppressed. The data in this report have been rounded. Many questions on the MDI allow children to provide multiple responses. Totals for some measures and questions may not equal 100%.

#	School District	# of Children	Participation Rate
5	Southeast Kootenay	379	86%
6	Rocky Mountain	258	91%
10	Arrow Lakes	25	71%
19	Revelstoke	74	90%
20	Kootenay-Columbia	208	74%
33	Chilliwack	933	85%
35	Langley	1434	86%
37	Delta	900	80%
38	Richmond	1093	76%
39	Vancouver	2641	72%
40	New Westminster	461	82%
41	Burnaby	1353	76%
42	Maple Ridge Pitt Meadows	936	85%
43	Coquitlam	1972	81%
46	Sunshine Coast	225	83%
47	Powell River	109	67%
51	Boundary	75	85%
52	Prince Rupert	113	78%
53	Okanagan Similkameen	130	86%
61	Victoria	637	42%
67	Okanagan Skaha	393	89%
70	Alberni	254	84%
71	Comox Valley	494	78%

#	School District	# of Children	Participation Rate
78	Fraser Cascade	114	80%
83	North Okanagan-Shuswap	462	92%
84	Vancouver Island West	14	70%
85	Vancouver Island North	79	87%
91	Nechako Lakes	181	72%
	Independent Schools	61	
	Total	**16008**	

2018/2019 RESULTS FOR NORTH OKANAGAN-SHUSWAP

DEMOGRAPHICS

Population		Gender Identity	
Total Sample	462	Boys	53%
Participation Rate	92%	Girls	49%
		In another way	1%

A note on how we are asking about gender identity
In the 2017/18 school year, for the first time, children were able to describe *themselves* through choices that included: "boy," "girl" or "in another way."

Following a review of the responses, this question was refined in the 2018/19 school year to instruct children to describe their *gender* as "boy," "girl" or, if they see themselves "in another way," to describe their gender using their own words. This question may continue to evolve.

Languages Spoken at Home

Aboriginal	0%	Cantonese	0%
English	98%	French	7%
Hindi	0%	Japanese	1%
Korean	0%	Mandarin	0%
Other	4%	Punjabi	0%
Spanish	1%	Filipino/Tagalog	1%
Vietnamese	0%		

Total Sample: Refers to the total number (#) of children represented in this report. Children are included in the sample if they complete a question and the data are reported.

Participation Rate: Refers to the percentage of the Grade 4 population that participated in the MDI survey this year.

Gender Identity: Children are asked to describe themselves as "Boy," "Girl" or "In another way." Children may choose not to answer the question at all. Children are able to select more than one response and therefore, in some cases, percentages may not add to 100%. Data are suppressed where fewer than 5 children selected the response.

Languages Spoken at Home: Children are able to select more than one language spoken at home.

Aboriginal Languages: If a child selects "Aboriginal" as a language spoken in the home, they are then asked to identify, if possible, the specific language. Aboriginal Language data are not publicly available.

Other: A limited selection of languages is offered on the MDI questionnaire. The "Other" category gives children an opportunity to enter their own response(s).

WELL-BEING & ASSETS INDICES

Combining select measures from the MDI helps us paint a more comprehensive portrait of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices. This section of the report focuses on results for the Well-Being Index and the Assets Index. Learn more about the important relationship between individual measures, the well-being index and the assets index in the MDI Field Guide (http://www.discovermdi.ca/understanding-the-mdi/mdi-data/data-primer/) .

WELL-BEING INDEX

The Well-Being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

MEASURES

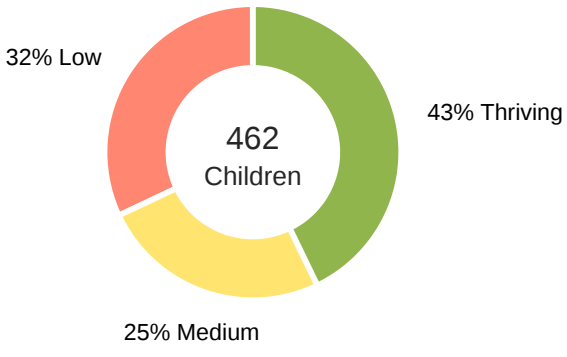
Optimism
Happiness
Self-Esteem
Absence of Sadness
General Health

High Well-Being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

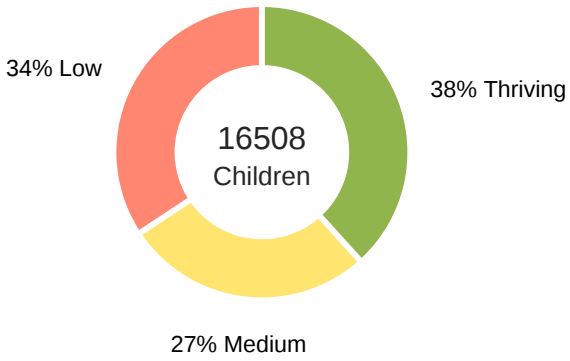
Medium Well-Being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

Low Well-Being
Children who score in the low range on at least 1 of the 5 measures of well-being.

NORTH OKANAGAN-SHUSWAP



ALL PARTICIPATING DISTRICTS



The Assets Index combines MDI measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives. Assets are considered actionable, meaning that schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.

Note: School Experiences are also considered to be an asset that contribute to children's well-being; however, this asset is not reported as part of the Assets Index to prevent the ranking of individual schools or sites. Please refer to the School Climate and Bullying and Victimization measures for data related to this asset.

ADULT RELATIONSHIPS
Adults at School
Adults in the Neighbourhood
Adults at Home

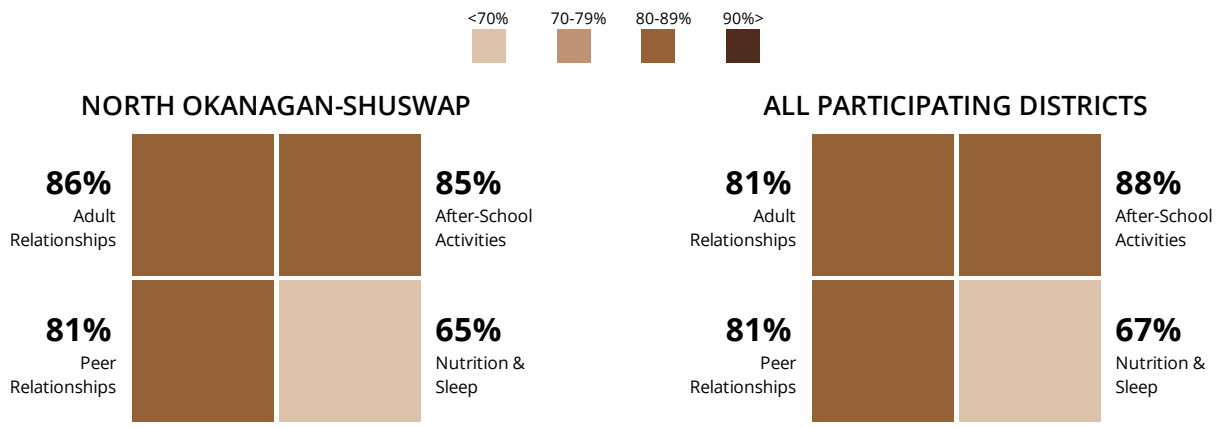
PEER RELATIONSHIPS
Peer Belonging
Friendship Intimacy

NUTRITION & SLEEP
Eating Breakfast
Meals with Adults at Home
Frequency of Good Sleep

AFTER-SCHOOL ACTIVITIES
Organized Activities

Percentage of children reporting the presence of an asset

<70% 70-79% 80-89% 90%>



SOCIAL & EMOTIONAL DEVELOPMENT

The development of social and emotional skills, including empathy, optimism and self-esteem, are important for supporting positive mental health during middle childhood and at all ages to follow. These skills help children understand and manage their emotions, build and maintain positive relationships, and regulate their own behaviour. Opportunities to develop social and emotional skills can be created in many supportive environments: at school with teachers and peers, in the home with elders, family or caregivers, and during after-school programs with community members.

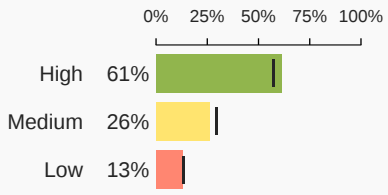
Detailed information on the MDI survey questions and response scales for Social and Emotional Development are available in the MDI Field Guide (http://discovermdi.ca/making-sense/social-emotional-development).

RESULTS FOR NORTH OKANAGAN-SHUSWAP

| Average for all districts

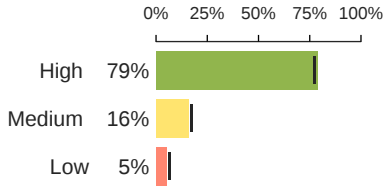
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."



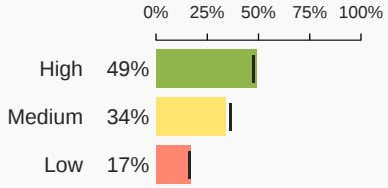
EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g., "I care about the feelings of others."



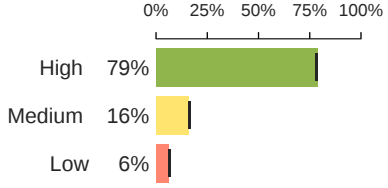
PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."



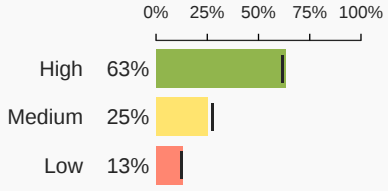
SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."



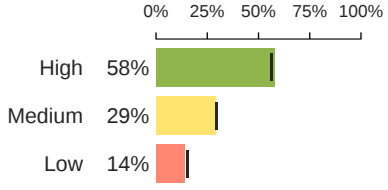
HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."



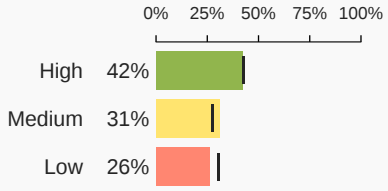
ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."



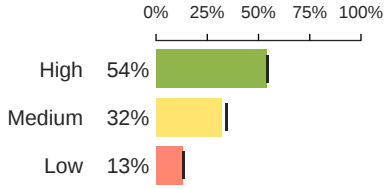
ABSENCE OF WORRIES

Worries measure the beginning symptoms of anxiety. e.g., "I worry a lot that other people might not like me."



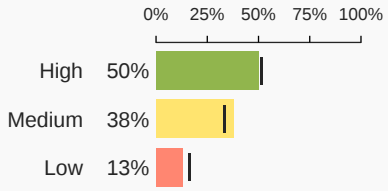
SELF REGULATION (LONG-TERM)

Long-term self-regulation requires adapting present behaviour to achieve a goal in the future. e.g., "If something isn't going according to my plans, I change my actions to try and reach my goal."



SELF REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."



RESEARCH HIGHLIGHTS

SOCIAL AND EMOTIONAL DEVELOPMENT

Social and emotional competencies include children's ability to recognize, understand, and effectively respond to emotions, manage stress and be optimistic. They also include showing concern for others, sustaining healthy relationships, and making effective personal and social decisions (Weissberg, Durlak, Domitrovitch, & Gullota, 2015).

Middle childhood is an important time for promoting self-regulation and problem-solving strategies to help children persevere in the face of obstacles and setbacks. Related skills and strategies learned during middle childhood tend to stick with children throughout the rest of their lives (Skinner et al., 2016).

A Vancouver-based study asked Grade 10 children to volunteer 1-1.5 hours per week with elementary school children. After 10 weeks researchers found participants had significantly decreased their risk for cardiovascular disease. The greatest health benefits were seen in children who displayed the highest self-report measures of empathy and mental health (Schreier, Schonert-Reichl, & Chen, 2013).

PHYSICAL HEALTH & WELL-BEING

Promoting children's physical health and well-being in the middle years lays the foundation for a healthy life. Children who report feeling healthy are more likely to be engaged in school, have a feeling of connectedness with their teachers, and are less likely to be bullied or bully others. Children benefit from guidance and opportunities that support the development of healthy habits, which they can carry forward into adolescence and adulthood. These habits include regular physical activity, quality sleep and healthy, social meals.

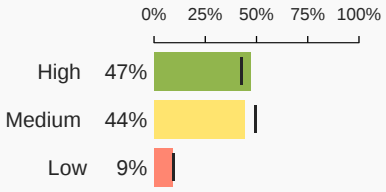
Detailed information on the MDI survey questions and response scales for Physical Health and Well-Being are available in the MDI Field Guide (http://www.discovermdi.ca/understanding-the-mdi/dimensions/physical-health-well-being).

RESULTS FOR NORTH OKANAGAN-SHUSWAP

| Average for all districts

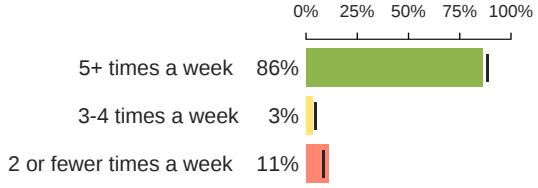
GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"



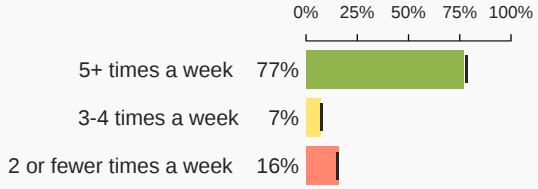
EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"



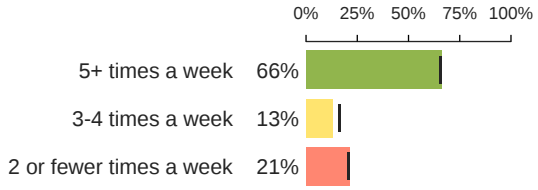
MEALS WITH ADULTS AT HOME

Children are asked, "How often do your parents or other adult family members eat meals with you?"

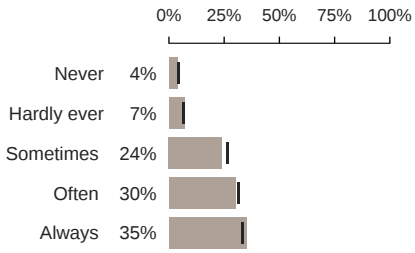


FREQUENCY OF GOOD SLEEP

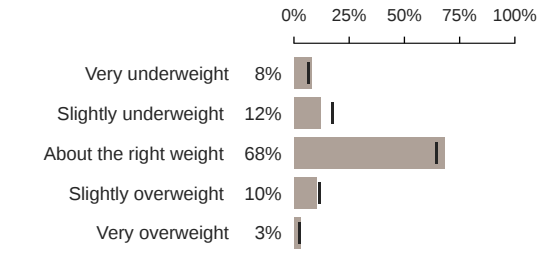
Children are asked, "How often do you get a good night's sleep?"



HOW OFTEN DO YOU LIKE THE WAY YOU LOOK?



HOW DO YOU RATE YOUR BODY WEIGHT?



WHAT TIME DO YOU USUALLY GO TO BED DURING THE WEEKDAYS?

58%
Before 9 pm

27%
9 pm - 10 pm

5%
10 pm - 11 pm

4%
11 pm - 12 am

6%
After 12 am

HOW OFTEN DO YOU EAT FOOD LIKE POP, CANDY, POTATO CHIPS, OR SOMETHING ELSE?

40%
Never-Once/week

40%
2-4 times/week

19%
5+ times/week

DO YOU HAVE A PHYSICAL OR HEALTH CONDITION THAT KEEPS YOU FROM DOING SOME THINGS OTHER KIDS YOUR AGE DO?

For example, school activities, sports, or getting together with friends. (Children can select all of the options that apply.)

No health condition	82%
Yes, a physical disability	6%
Yes, a long-term illness	5%
Yes, overweight	3%
Yes, something else	9%

RESEARCH HIGHLIGHTS

PHYSICAL HEALTH & WELL-BEING

Eating meals together as a family often is related to increased self-esteem and school success, and decreased chance of eating disorders, substance abuse, violent behaviour, and symptoms of depression (Harrison et al., 2015).

Because of changes in the brain that take place around the time of puberty, children are more strongly attracted to junk foods that contain high amounts of fat and sugar than adults (Reichelt, 2016).

Middle childhood is an important time in which children form lasting viewpoints about their bodies as they become increasingly self-aware and self-conscious, comparing themselves to others. Having a healthy body image is strongly linked to healthy self-esteem in both boys and girls (van den Berg et al., 2010).

Children ages 5 to 13 need 9–11 hours of uninterrupted sleep a night (Hirshkowitz et al., 2015). When children do not get enough sleep they are more likely to have troubles at school, be involved in family disagreements, and display symptoms of depression (Smaldone, Honig, & Byrne, 2007).

CONNECTEDNESS

Strong and supportive social connections play an important role in children's healthy development. Close relationships and a sense of belonging with adults and peers at home, in school, and in the community, can promote positive mental health and minimize risks that may be present in children's lives.

Having one adult, such as a parent or auntie, an elder or a coach, who cares about them, listens to them and believes in them can make a powerful difference in a child's life. For children, connectedness to extended family, community, as well as land, language, and culture also play an important role in encouraging a strong and healthy sense of identity.

Detailed information on the MDI survey questions and response scales for Connectedness is available in the MDI Field Guide (http://discovermdi.ca/making-sense/connectedness) .

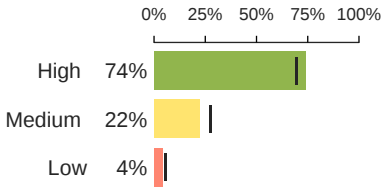
RESULTS FOR NORTH OKANAGAN-SHUSWAP

| Average for all districts

CONNECTEDNESS WITH ADULTS

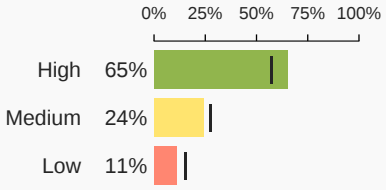
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



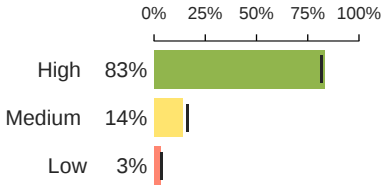
ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."



ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."



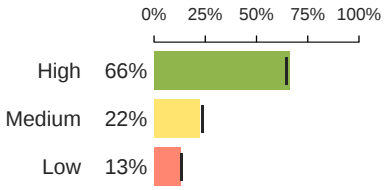
NUMBER OF IMPORTANT ADULTS AT SCHOOL

	2 or more	One	None
	64%	10%	26%
Average for all districts	61%	10%	29%

CONNECTEDNESS WITH PEERS

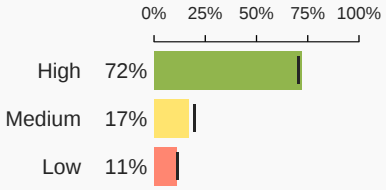
PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."



FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."



RESEARCH HIGHLIGHTS
CONNECTEDNESS

Children who do not feel part of a group or feel cast out by their own group are at risk of anxiety and depression. They are also at higher risk of low school attendance and future school drop-out (Viega et al., 2014).

Social competencies and friendship-building skills can buffer children against bullying, anxiety and depression (Guhn et al., 2013).

Strong social connections in adolescence are a better predictor of well-being in adulthood than their academic achievement (Olsson, 2013).

For younger students during elementary and middle school years, a nurturing and caring relationship with a classroom teacher is vital. Connections with warm and accepting teachers enhance emotional well-being, increase motivation, engagement, and success in school for children in early adolescence. They are also buffers for children who are experiencing mental health problems (Oberle, 2018).

USE OF AFTER-SCHOOL TIME

Participation in activities after school provides important developmental experiences for children in their middle years. These activities create a variety of opportunities for children to build relationship skills and gain competencies. Research has consistently found that children who are engaged in after-school activities are more likely to experience greater academic and social success.

Detailed information on the MDI survey questions and response scales for Use of After-School Time is available in the MDI Field Guide (http://discovermdi.ca/making-sense/after-school-time) .

RESULTS FOR NORTH OKANAGAN-SHUSWAP

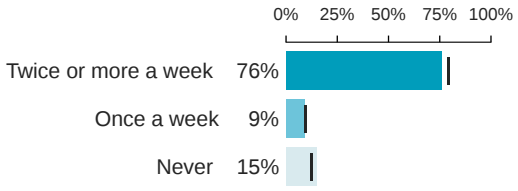
| Average for all districts

AFTER-SCHOOL ACTIVITIES

Children were asked, "During the last week after school (from 3 pm - 6 pm), how many days did you participate in?":

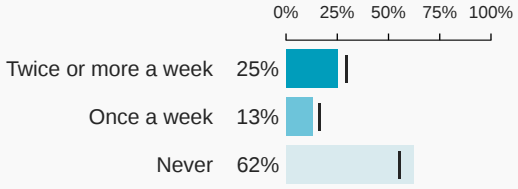
ANY ORGANIZED ACTIVITY

Children who participated in any after-school activity that was structured and supervised by an adult. (e.g., educational lessons, youth organizations, music or art lessons and sports practice)



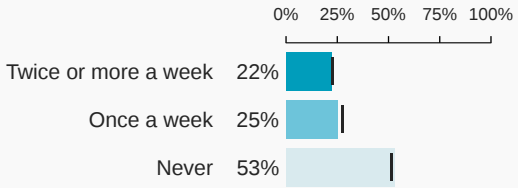
EDUCATIONAL LESSONS OR ACTIVITIES

For example: Tutoring, attending a math school, foreign language lessons, or some other academic related activity.



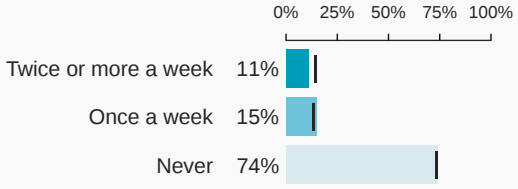
MUSIC OR ART LESSONS

For example: Drawing or painting classes, musical instrument lessons or some other activity related to music or art.



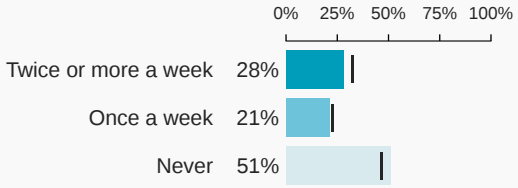
YOUTH ORGANIZATIONS

For example: Scouts, Girl Guides, Boys and Girls Clubs, or some other group organization.



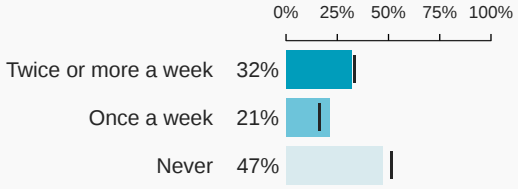
INDIVIDUAL SPORTS (WITH A COACH OR INSTRUCTOR)

For example: Swimming, dance, gymnastics, ice skating, tennis or another individual sport.



TEAM SPORTS (WITH A COACH OR INSTRUCTOR)

For example: Basketball, hockey, soccer, football, or another team sport.



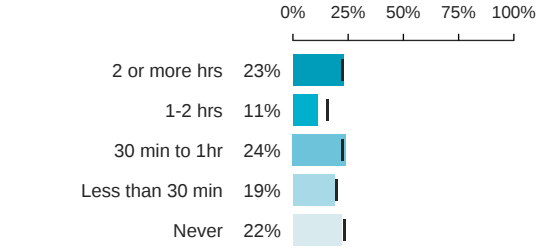
HOW CHILDREN SPEND THEIR TIME

Children were asked how they spend their time during the after-school hours of 3 pm - 6 pm:

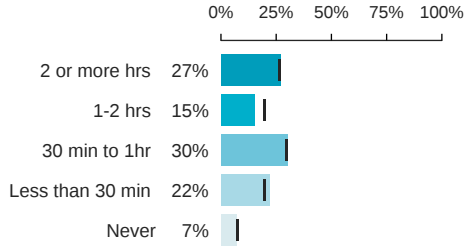
Percentage of children who reported:

COMPUTER USE & TV

VIDEO OR COMPUTER GAMES

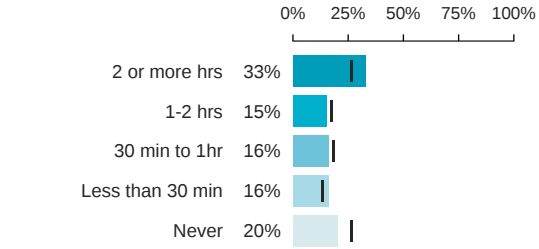


WATCH TV, NETFLIX, YOUTUBE OR SOMETHING ELSE

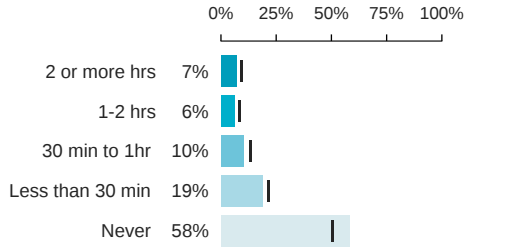


SOCIALIZING WITH FRIENDS

HANG OUT WITH FRIENDS

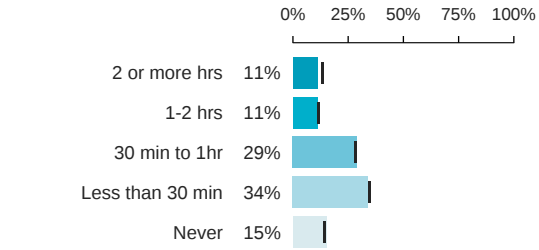


USE A PHONE OR INTERNET TO TEXT OR CHAT WITH FRIENDS

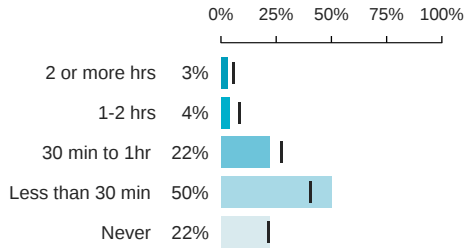


READING & HOMEWORK

READ FOR FUN

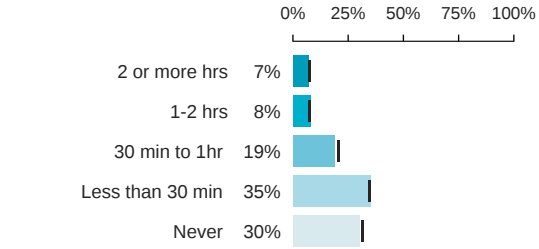


DO HOMEWORK

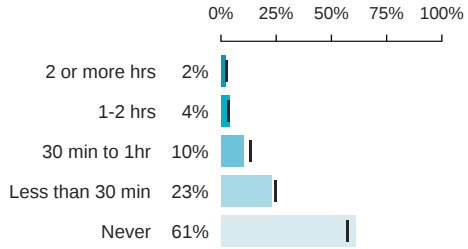


ARTS & MUSIC

ARTS & CRAFTS

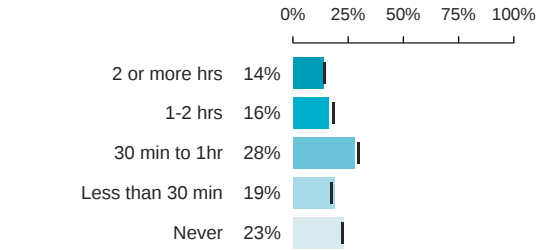


PRACTICE A MUSICAL INSTRUMENT



SPORTS

PLAY SPORTS OR EXERCISE FOR FUN



WHAT CHILDREN WISH TO BE DOING

Children were asked what they want to be doing during the after-school hours of 3 pm - 6 pm:

I am already doing the activities I want to be doing

84%

I wish I could do additional activities

22%

I am doing some of the activities I want, but I wish I could do more

6%

Children who answered that they wish to be doing additional activities were asked to identify one activity they wish they could do and where they would like to do it. Note: responses are grouped into categories for reporting purposes.

WISHES

	(Number of students)
Computer/Video Games/TV	9
Friends and playing	8
Physical and/or outdoor activities	47
Music and arts	14
Time with family at home	0
Free time/relaxing	5
Other	6

WHERE WOULD YOU LIKE THIS ACTIVITY TO BE?

	(Number of students)
Community Centre	20
Home	35
Park or Playground	18
School	17
Other	28

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

Children were asked what prevents them from doing the activities they wish to be doing after school (3 pm - 6 pm):

	(Number of students)
I have no barriers	217
I have to go straight home after school	123
I am too busy	66
It costs too much	36
The schedule does not fit the times I can attend	53
My parents do not approve	30
I don't know what's available	31
I need to take care of siblings or do things at home	25
It is too difficult to get there	44
None of my friends are interested or want to go	27
The activity that I want is not offered	25
I have too much homework to do	24
I am afraid I will not be good enough in that activity	24
It is not safe for me to go	10
Other	32

AFTER-SCHOOL PEOPLE AND PLACES

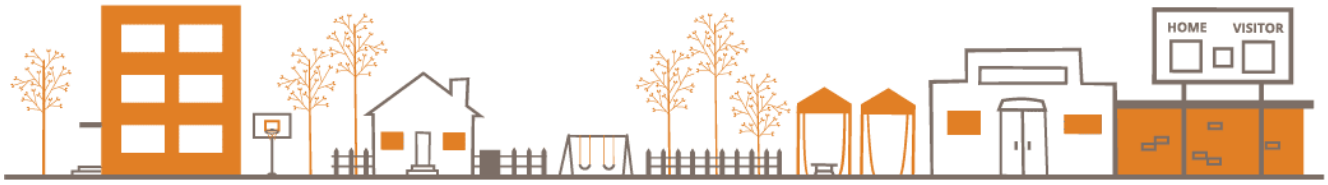
WHERE DO YOU GO AFTER SCHOOL? (FROM 3 PM - 6 PM)

	Never	1x /week	2x +/week
Home	5%	3%	93%
Stay at school for an activity	65%	12%	22%
After-school program or child care	75%	8%	16%
Friend's house	31%	46%	23%
Park/playground/community centre	54%	26%	19%
The mall or stores	63%	24%	13%
Someplace else	37%	39%	24%

WHO ARE YOU WITH AFTER SCHOOL? (FROM 3 PM - 6 PM)

(Children can select all of the options that apply)

By myself	30%
Friends about my age	41%
Younger brothers/sisters	25%
Older brothers/sisters	22%
Mother (or stepmother/foster mother)	45%
Father (or stepfather/foster father)	36%
Other adult (for example, elder, aunt or uncle, coach, babysitter)	8%
Grandparent(s)	11%
Other	8%



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

76% Yes

10% No

14% Don't know

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

59% Yes

14% No

28% Don't know

RESEARCH HIGHLIGHTS
USE OF AFTER-SCHOOL TIME

Participation in after-school programs can result in greater connectedness to school and success in school as well as decreased negative behaviours (Durlak et al., 2010).

Quiet reflection time and daydreaming is just as essential to brain health and development as active and focused activities (Immordino-Yang, 2012).

Children who demonstrate a lack of self-control and problem solving skills may experience the greatest benefit from activities such as music, arts, and sports that help to develop these skills (Diamond, 2014).

A study examining the experiences of children in Grades 1–5 who participated in after-school programs found that children who participated in high-quality, structured after-school programs had increased social-emotional skills, in addition to fewer conduct problems and higher social self-control and assertion (Wade, 2015).

Challenging and enjoyable after school activities can improve youth's ability to reason and problem solve, exercise choice and discipline, and be creative and flexible, which are strong predictors of academic, career, and life success (Diamond, 2014).

SCHOOL EXPERIENCES

Children's school experiences are important for their personal well-being and academic success. When children have positive experiences at school they are more likely to believe they have a valued role in the school, feel more engaged in class and achieve higher academic performance. Understanding children's school experiences improves our ability to cultivate school environments that are safe, caring, and supportive.

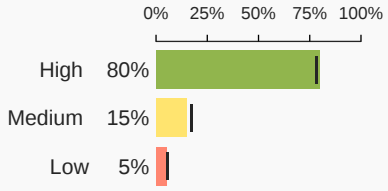
Detailed information on the MDI survey questions and response scales for School Experiences are available in the MDI Field Guide (http://discovermdi.ca/making-sense/school-experiences) .

RESULTS FOR NORTH OKANAGAN-SHUSWAP

| Average for all districts

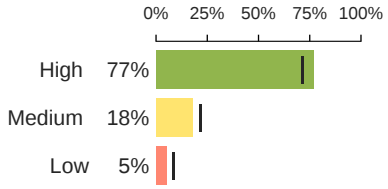
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



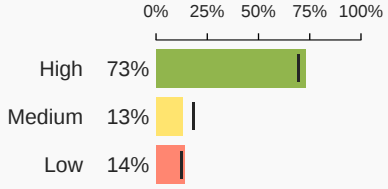
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Percentage of children who feel it is **very important** to:

68%
make friends

73%
get good grades

76%
learn new things

Percentage of children who **agree a little** or **agree a lot** that:

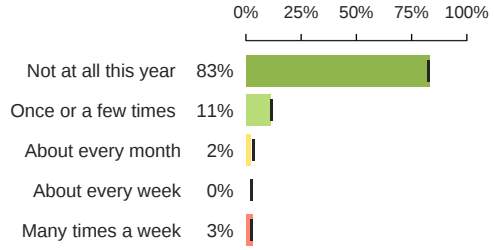
When I grow up, I have goals and plans for the future.

80%

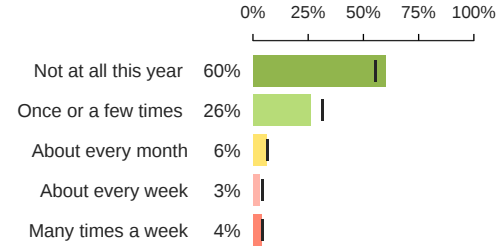
VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":

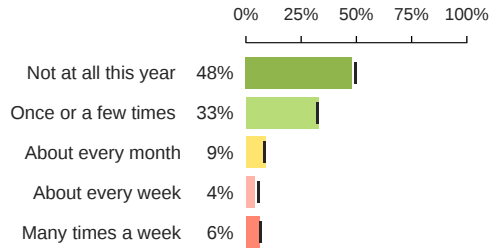
CYBER



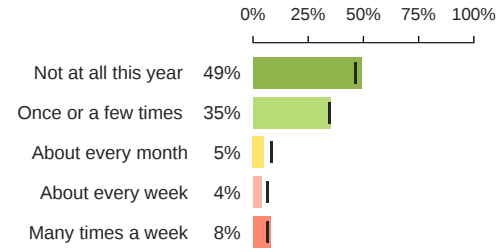
PHYSICAL



SOCIAL



VERBAL



RESEARCH HIGHLIGHTS
SCHOOL EXPERIENCES

Children's perception of kindness within a school is a consistent indicator of a positive school climate. Students who see kind behaviours in students, teachers and staff also describe their school environments as being safe and encouraging places to learn. As children transition from Grade 4 to Grade 8, perceptions of kindness in schools decrease (Binfet, Gadermann & Schonert-Reichl, 2016).

Feelings of belonging are associated with lower emotional distress, the reduction of negative behaviours (such as bullying and mental health issues), and are associated to rates of higher resilience later in life (van Harmelen et al., 2016).

Children and youth who demonstrate empathy are less likely to bully others and are more likely to defend against bullying. Research shows that specific empathy skills differ between those who bully, are victimized, defend or are bystanders. Focusing on developing children's understanding of what others feel results both in less bullying and more defending behaviours (van Noorden et al, 2015).

MOVING TO ACTION

MDI data can support planning, foster collaboration and inform action across schools, organizations and communities. There are many opportunities for working with your MDI results and there are examples of successful initiatives from across the province to learn from.

We encourage you to take time to visit Discover MDI: A Field Guide to Well-Being in Middle Childhood at discovermdi.ca, an online resource where you can access information and research on the many aspects of well-being in middle childhood, resources and tools for understanding and sharing MDI data, and to connect with MDI Champions who are working on similar issues in their schools and communities. Here are some key resources and tools to get you started:

UNDERSTAND YOUR MDI RESULTS

MDI reports provide information with both detail and depth into the social and emotional lives of children. Approach the results with a lens of curiosity, inquiry and appreciation. The MDI Field Guide can help walk you through how to read the results (http://www.discovermdi.ca/understanding-the-mdi/mdi-data/) and provide background information during your meaning-making process.

CHOOSING A FOCUS: THINK BIG, START SMALL

It may be overwhelming to consider the many opportunities for change presented in the MDI data. Where will your focus be? What results do you have some control or influence over? How will you make change? We suggest narrowing your efforts to one or two key focus areas for improvement. The MDI Field Guide provides in depth information on the MDI and its dimensions and measures (http://www.discovermdi.ca/understanding-the-mdi/mdi-101/) or access a full list of research publications (http://www.discovermdi.ca/mdi-references/) to help you start this process.

ENGAGING OTHERS

Increasing local dialogue on the importance of child well-being in the middle years is an excellent way to start improving outcomes for children. Once you are ready, review your MDI report with multiple audiences: children, parents and elders, caregivers and teachers, school administrators, after-school programmers, local early/middle childhood committees, local government and other community stakeholders. Visit the MDI Field Guide for tips and tools to widen the conversation and to think critically about the data together (http://www.discovermdi.ca/making-change/sharing/).

MAKING CHANGE

The MDI provides opportunities to weave together data and local knowledge to create a change process that reflects the unique context of your school, district or community. The Field Guide's 'Making Change Workshops' support school (http://www.discovermdi.ca/making-change/school/) and community change-makers (http://www.discovermdi.ca/making-change/community/) through the process of facilitating exploration of MDI data, creating action teams, and turning ideas into concrete plans. There are full facilitation guides for each workshop, paired with worksheets and companion slide decks. Explore Approaches to Making Change (http://www.discovermdi.ca/making-change).

SHARING DATA WITH CHILDREN

Do the results surprise you or raise further questions? Conversations with children will help explore and clarify results in these areas. Sharing data with children will provide them with an opportunity to share their perspectives and ideas on how to create environments and interactions that help them thrive. If you are wondering how to involve children of all ages and their families in exploring these results, explore our Tools page (http://www.discovermdi.ca/resources/).

BE INSPIRED AND CONNECT WITH OTHERS

Innovation happens when people build on ideas, rather than simply duplicating them. Discover MDI provides opportunities to connect with seasoned MDI Champions (http://www.discovermdi.ca/connect/mdi-champions/) – check out their advice and submit your burning questions, explore the growing collection of MDI examples, stories, and downloadable tools (http://www.discovermdi.ca/resources/), and access training opportunities and webinars (http://www.discovermdi.ca/connect/events-training/). Be inspired, edit, adapt or create new!

If you have any additional questions about the MDI project, please visit our website at earlylearning.ubc.ca/mdi or contact the MDI team at mdi@help.ubc.ca.

SCHOOL DISTRICT 83 **NORTH OKANAGAN-SHUSWAP**

SCHOOL DISTRICT REPORT

2018/2019

HUMAN EARLY LEARNING PARTNERSHIP

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    - SOCIAL & EMOTIONAL DEVELOPMENT
    - PHYSICAL HEALTH & WELL-BEING
    - CONNECTEDNESS
    - USE OF AFTER-SCHOOL TIME
    - SCHOOL EXPERIENCES

4. **MOVING TO ACTION**

INTRODUCTION TO THE MDI

WHY THE MIDDLE YEARS MATTER

Experiences in the middle years, ages 6 to 12, have critical and long lasting effects. They are powerful predictors of adolescent adjustment and future success. During this time, children are experiencing significant cognitive, social and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop and maintain friendships, and make thoughtful decisions.

During the late middle childhood years (also referred to as early adolescence), children have an increased awareness of themselves and others. During middle childhood they are developing ideas about how they may or may not "fit in" to their social and academic environments (Rubin et al., 2006). These ideas have the power to either promote health and academic achievement or lead to negative outcomes such as depression and anxiety in adulthood (Jacobs et al., 2008). Although middle childhood is a time of risk, it is also a time of opportunity. There is mounting evidence to suggest that positive relationships to adults and peers during this critical time act to increase a child's resiliency and school and life success.

WHAT IS THE MIDDLE YEARS DEVELOPMENT INSTRUMENT?

The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in Grade 4 and Grade 7 about their thoughts, feelings and experiences in school and in the community. It is a unique and comprehensive questionnaire that helps us gain a deeper understanding of how children are doing at this stage in their lives. Researchers working at the Human Early Learning Partnership (HELP) are using results to learn more about children's social-emotional health and well-being. In addition, the MDI is being used across sectors to support collaboration and inform policy and practice.

The MDI uses a strengths-based approach to assess five areas of development that are strongly linked to well-being, health and academic achievement. In addition, the MDI focuses on highlighting the promotive and protective factors and assets that are known to support and optimize development in middle childhood. These areas are: *Social and Emotional Development, Physical Health and Well-Being, Connectedness, Use of After-School Time* and *School Experiences*. Each of these dimensions is made up of several measures. Each measure is made up of one or more individual questions.

Combining select measures from the MDI helps us paint a more comprehensive portrait of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices: The Well-Being Index and the Assets Index.

The following illustrates the relationship between MDI dimensions and measures, and highlights which measures contribute to the Well-Being and Assets Indices.

- ○ **A measure in the Well-Being Index**
- ▪ **A measure in the Assets Index**
- * A measure in the Grade 7 MDI only

SOCIAL & EMOTIONAL DEVELOPMENT

Measures

- ○ **Optimism**
  Empathy
  Prosocial Behaviour
- ○ **Self-Esteem**
- ○ **Happiness**
- ○ **Absence of Sadness**
  Absence of Worries
  Self-Regulation (Short-Term)
  Self-Regulation (Long-Term)
  *Responsible Decision-Making
  *Self-Awareness
  *Perseverance
  *Assertiveness
  *Citizenship/Social Responsibility

PHYSICAL HEALTH AND WELL-BEING

Measures

- ○ **General Health**
- ▪ **Eating Breakfast**
- ▪ **Meals with Adults at Home**
- ▪ **Frequency of Good Sleep**
  Body Image

CONNECTEDNESS

Measures

- ▪ **Adults at School**
- ▪ **Adults in the Neighbourhood**
- ▪ **Adults at Home**
- ▪ **Peer Belonging**
- ▪ **Friendship Intimacy**
  Important Adults

USE OF AFTER-SCHOOL TIME

Measures

- ▪ **Organized Activities**
  - ○ Educational Lessons or Activities
  - ○ Youth Organizations
  - ○ Sports
  - ○ Music or Arts

How Children Spend their Time
After-school People/Places
Children's Wishes and Barriers

SCHOOL EXPERIENCES

Measures

Academic Self-Concept
School Climate
School Belonging
Motivation
Future Goals
Victimization and Bullying

CONNECTING THE MDI WITH THE PERSONAL AND SOCIAL COMPETENCIES OF THE BC CURRICULUM

Your MDI data provide a unique approach to understanding children's social and emotional development and well-being in relation to the BC Ministry of Education's Personal and Social Competencies (http://curriculum.gov.bc.ca/competencies) .

Areas measured by the MDI reflect facets of the "Personal and Social Competency" domain of BC's Redesigned Curriculum, providing valuable information for understanding children's growth and progress within this core competency. The MDI questions provide an opportunity for students to self-assess and reflect on their social and personal competency, including reflecting on MDI concepts, questions, and results.

PERSONAL & SOCIAL COMPETENCIES

Positive Personal & Cultural Identity

Related MDI Measures:

- Connectedness to Adults at Home, School and Community
- Peer Belonging
- Friendship Intimacy
- Empathy
- School Belonging
- School Climate
- Self-Esteem
- Academic Self-Concept
- Importance of Grades
- Friends & Learning
- Self-Awareness
- Perseverance
- Responsible Decision-Making

Personal Awareness & Responsibility

Related MDI Measures:

- Academic Self-Concept
- Self-Esteem
- Self-Regulation
- General Health
- Optimism
- Self-Awareness
- Perseverance
- Responsible Decision-Making
- Assertiveness
- Use of After-School Time

Social Responsibility

Related MDI Measures:

- Citizenship and Social Responsibility
- Prosocial Behaviour
- Empathy
- School Climate
- Connectedness to Adults at School
- Connectedness to Peers
- Self-Regulation
- Assertiveness

ABOUT THIS REPORT

HOW THE RESULTS ARE REPORTED

School district data in this report includes all children who participated within the public school district in 2018/2019. School district data is compared to the **average for all districts**, which includes children from all participating public school districts and any independent schools.

Districts with large populations contribute more in computing the **average for all districts** than districts with smaller populations. Results for large districts tend to be closer to the average for all districts. Please see the table below for a list of participating districts, and note that the average is based on participating districts and **does not** represent all school districts in the entire province.

Where school districts or neighbourhoods contain fewer than 35 children, the results are suppressed. The data in this report have been rounded. Many questions on the MDI allow children to provide multiple responses. Totals for some measures and questions may not equal 100%.

#	School District	# of Children	Participation Rate
5	Southeast Kootenay	390	87%
6	Rocky Mountain	210	88%
10	Arrow Lakes	28	75%
19	Revelstoke	75	91%
20	Kootenay-Columbia	235	79%
23	Central Okanagan	1375	81%
33	Chilliwack	914	87%
35	Langley	1336	87%
37	Delta	991	82%
38	Richmond	1290	83%
40	New Westminster	423	87%
42	Maple Ridge Pitt Meadows	992	87%
43	Coquitlam	1979	85%
46	Sunshine Coast	197	75%
51	Boundary	93	87%
52	Prince Rupert	110	72%
53	Okanagan Similkameen	165	85%
60	Peace River North	325	79%
61	Victoria	499	35%
67	Okanagan Skaha	376	85%
70	Alberni	237	85%
71	Comox Valley	495	83%
78	Fraser Cascade	103	79%

#	School District	# of Children	Participation Rate
83	North Okanagan-Shuswap	440	90%
84	Vancouver Island West	22	78%
85	Vancouver Island North	100	91%
91	Nechako Lakes	174	70%
	Independent Schools	68	
	Total	**13642**	

2018/2019 RESULTS FOR NORTH OKANAGAN-SHUSWAP

DEMOGRAPHICS

Population		Gender Identity	
Total Sample	440	Boys	52%
Participation Rate	90%	Girls	47%
		In another way	1%

A note on how we are asking about gender identity
In the 2017/18 school year, for the first time, children were able to describe *themselves* through choices that included: "boy," "girl" or "in another way."

Following a review of the responses, this question was refined in the 2018/19 school year to instruct children to describe their *gender* as "boy," "girl" or, if they see themselves "in another way," to describe their gender using their own words. This question may continue to evolve.

Languages Spoken at Home

Aboriginal	1%	Cantonese	0%
English	99%	French	6%
Hindi	0%	Japanese	1%
Korean	1%	Mandarin	0%
Other	6%	Punjabi	0%
Spanish	2%	Filipino/Tagalog	0%
Vietnamese	0%		

Total Sample: Refers to the total number (#) of children represented in this report. Children are included in the sample if they complete a question and the data are reported.

Participation Rate: Refers to the percentage of the Grade 7 population that participated in the MDI survey this year.

Gender Identity: Children are asked to describe themselves as "Boy," "Girl" or "In another way." Children may choose not to answer the question at all. Children are able to select more than one response and therefore, in some cases, percentages may not add to 100%. Data are suppressed where fewer than 5 children selected the response.

Languages Spoken at Home: Children are able to select more than one language spoken at home.

Aboriginal Languages: If a child selects "Aboriginal" as a language spoken in the home, they are then asked to identify, if possible, the specific language. Aboriginal Language data are not publicly available.

Other: A limited selection of languages is offered on the MDI questionnaire. The "Other" category gives children an opportunity to enter their own response(s).

WELL-BEING & ASSETS INDICES

Combining select measures from the MDI helps us paint a more comprehensive portrait of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices. This section of the report focuses on results for the Well-Being Index and the Assets Index. Learn more about the important relationship between individual measures, the well-being index and the assets index in the MDI Field Guide (http://www.discovermdi.ca/understanding-the-mdi/mdi-data/data-primer/).

WELL-BEING INDEX

The Well-Being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

MEASURES

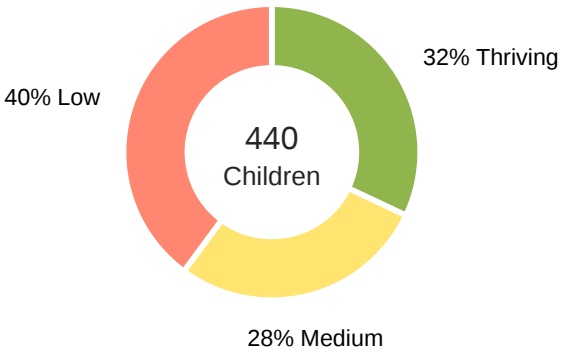
Optimism
Happiness
Self-Esteem
Absence of Sadness
General Health

High Well-Being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

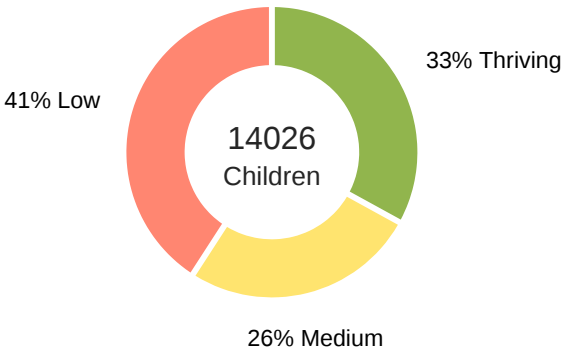
Medium Well-Being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

Low Well-Being
Children who score in the low range on at least 1 of the 5 measures of well-being.

NORTH OKANAGAN-SHUSWAP



ALL PARTICIPATING DISTRICTS



The Assets Index combines MDI measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives. Assets are considered actionable, meaning that schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.

Note: School Experiences are also considered to be an asset that contribute to children's well-being; however, this asset is not reported as part of the Assets Index to prevent the ranking of individual schools or sites. Please refer to the School Climate and Bullying and Victimization measures for data related to this asset.

ADULT RELATIONSHIPS
Adults at School
Adults in the Neighbourhood
Adults at Home

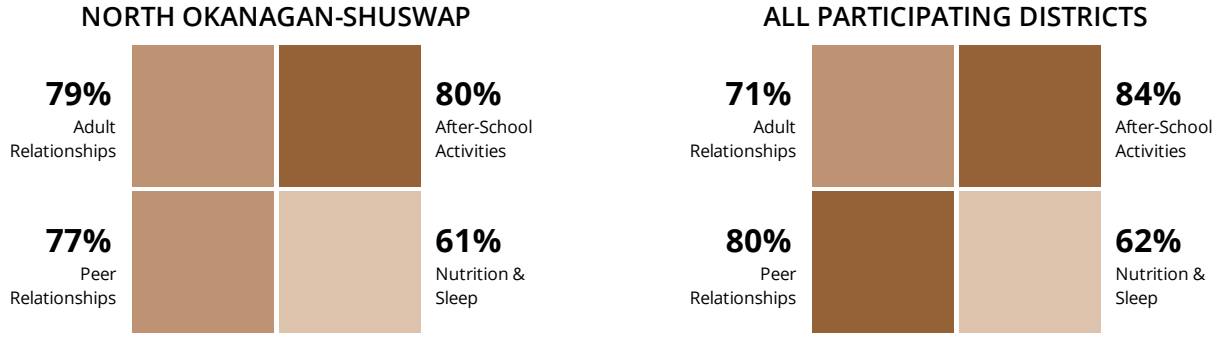
PEER RELATIONSHIPS
Peer Belonging
Friendship Intimacy

NUTRITION & SLEEP
Eating Breakfast
Meals with Adults at Home
Frequency of Good Sleep

AFTER-SCHOOL ACTIVITIES
Organized Activities

Percentage of children reporting the presence of an asset

<70% 70-79% 80-89% 90%>



SOCIAL & EMOTIONAL DEVELOPMENT

The development of social and emotional skills, including empathy, optimism and self-esteem, are important for supporting positive mental health during middle childhood and at all ages to follow. These skills help children understand and manage their emotions, build and maintain positive relationships, and regulate their own behaviour. Opportunities to develop social and emotional skills can be created in many supportive environments: at school with teachers and peers, in the home with elders, family or caregivers, and during after-school programs with community members.

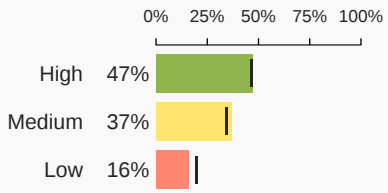
Detailed information on the MDI survey questions and response scales for Social and Emotional Development are available in the MDI Field Guide (http://discovermdi.ca/making-sense/social-emotional-development).

RESULTS FOR NORTH OKANAGAN-SHUSWAP

| Average for all districts

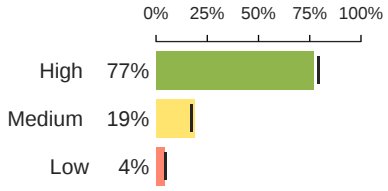
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."



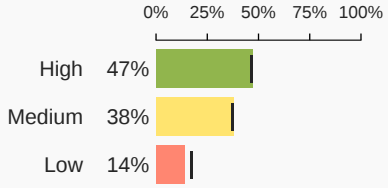
EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g., "I care about the feelings of others."



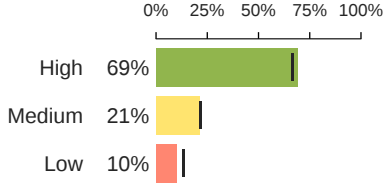
PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."



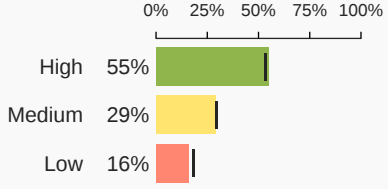
SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."



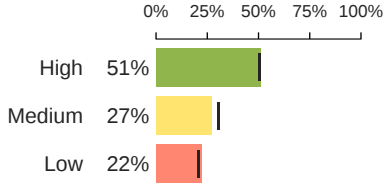
HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."



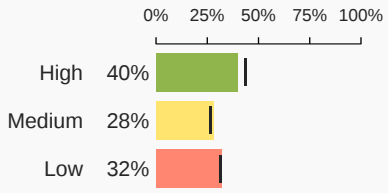
ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."



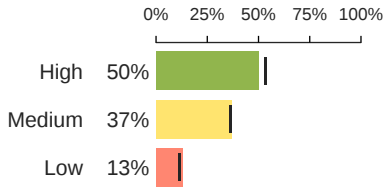
ABSENCE OF WORRIES

Worries measure the beginning symptoms of anxiety. e.g., "I worry a lot that other people might not like me."



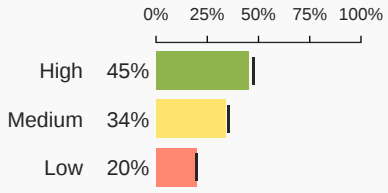
SELF REGULATION (LONG-TERM)

Long-term self-regulation requires adapting present behaviour to achieve a goal in the future. e.g., "If something isn't going according to my plans, I change my actions to try and reach my goal."



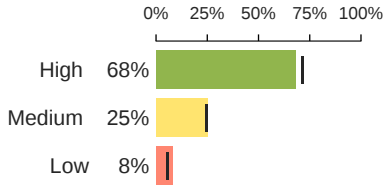
SELF REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."



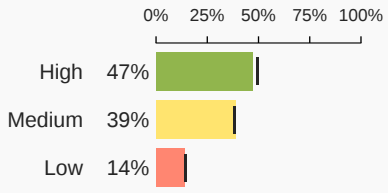
RESPONSIBLE DECISION-MAKING

Responsible decision-making is about understanding the consequences of one's actions and making good choices about personal behaviour. e.g., "When I make a decision, I think about what might happen afterward."



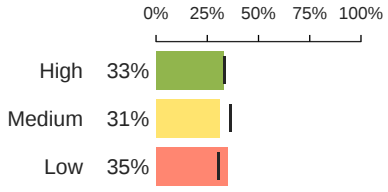
SELF-AWARENESS

Self-awareness is the ability to recognize one's emotions and thoughts while understanding their influence on behaviour. e.g., "When I'm upset, I notice how I am feeling before I take action."



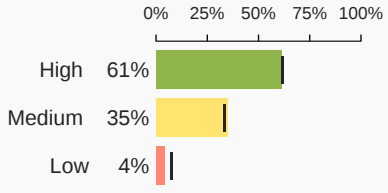
PERSEVERANCE

Perseverance refers to determination. It means putting in persistent effort to achieve goals, even in the face of setbacks. e.g., "Once I make a plan to get something done, I stick to it."



ASSERTIVENESS

Assertiveness means communicating a personal point of view. It includes the ability to stand up for oneself. e.g., "If I disagree with a friend, I tell them."



CITIZENSHIP AND SOCIAL RESPONSIBILITY

I believe I can make a difference in the world	
Disagree a lot	8%
Disagree a little	9%
Don't agree or disagree	23%
Agree a little	36%
Agree a lot	24%

I try to make the world a better place	
Disagree a lot	3%
Disagree a little	5%
Don't agree or disagree	24%
Agree a little	38%
Agree a lot	31%

HAVE YOU EVER VOLUNTEERED?

69% Yes

31% No

ARE YOU CURRENTLY VOLUNTEERING?

17% Yes

83% No

DO YOU PLAN TO VOLUNTEER IN THE FUTURE?

78% Yes

22% No

RESEARCH HIGHLIGHTS

SOCIAL AND EMOTIONAL DEVELOPMENT

Social and emotional competencies include children's ability to recognize, understand, and effectively respond to emotions, manage stress and be optimistic. They also include showing concern for others, sustaining healthy relationships, and making effective personal and social decisions (Weissberg, Durlak, Domitrovitch, & Gullota, 2015).

Middle childhood is an important time for promoting self-regulation and problem-solving strategies to help children persevere in the face of obstacles and setbacks. Related skills and strategies learned during middle childhood tend to stick with children throughout the rest of their lives (Skinner et al., 2016).

A Vancouver-based study asked Grade 10 children to volunteer 1-1.5 hours per week with elementary school children. After 10 weeks researchers found participants had significantly decreased their risk for cardiovascular disease. The greatest health benefits were seen in children who displayed the highest self-report measures of empathy and mental health (Schreier, Schonert-Reichl, & Chen, 2013).

PHYSICAL HEALTH & WELL-BEING

Promoting children's physical health and well-being in the middle years lays the foundation for a healthy life. Children who report feeling healthy are more likely to be engaged in school, have a feeling of connectedness with their teachers, and are less likely to be bullied or bully others. Children benefit from guidance and opportunities that support the development of healthy habits, which they can carry forward into adolescence and adulthood. These habits include regular physical activity, quality sleep and healthy, social meals.

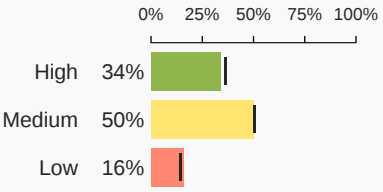
Detailed information on the MDI survey questions and response scales for Physical Health and Well-Being are available in the MDI Field Guide (http://www.discovermdi.ca/understanding-the-mdi/dimensions/physical-health-well-being).

RESULTS FOR NORTH OKANAGAN-SHUSWAP

| Average for all districts

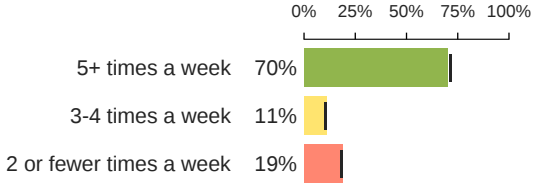
GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"



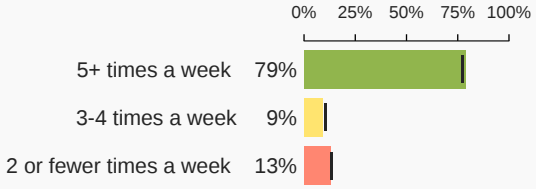
EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"



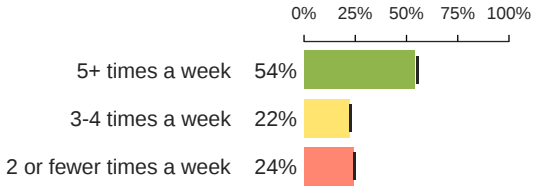
MEALS WITH ADULTS AT HOME

Children are asked, "How often do your parents or other adult family members eat meals with you?"

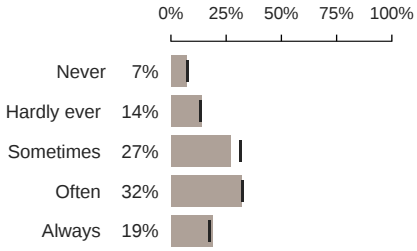


FREQUENCY OF GOOD SLEEP

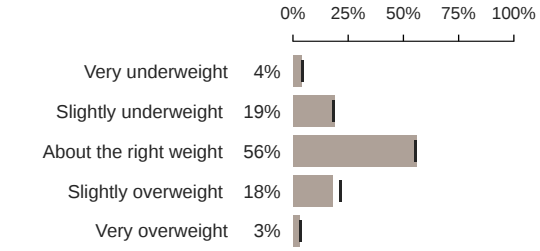
Children are asked, "How often do you get a good night's sleep?"



HOW OFTEN DO YOU LIKE THE WAY YOU LOOK?



HOW DO YOU RATE YOUR BODY WEIGHT?



WHAT TIME DO YOU USUALLY GO TO BED DURING THE WEEKDAYS?

29%	43%	12%	8%	8%
Before 9 pm	9 pm - 10 pm	10 pm - 11 pm	11 pm - 12 am	After 12 am

HOW OFTEN DO YOU EAT FOOD LIKE POP, CANDY, POTATO CHIPS, OR SOMETHING ELSE?

33%	44%	23%
Never-Once/week	2-4 times/week	5+ times/week

DO YOU HAVE A PHYSICAL OR HEALTH CONDITION THAT KEEPS YOU FROM DOING SOME THINGS OTHER KIDS YOUR AGE DO?

For example, school activities, sports, or getting together with friends. (Children can select all of the options that apply.)

No health condition	82%
Yes, a physical disability	3%
Yes, a long-term illness	6%
Yes, overweight	4%
Yes, something else	7%

RESEARCH HIGHLIGHTS

PHYSICAL HEALTH & WELL-BEING

Eating meals together as a family often is related to increased self-esteem and school success, and decreased chance of eating disorders, substance abuse, violent behaviour, and symptoms of depression (Harrison et al., 2015).

Because of changes in the brain that take place around the time of puberty, children are more strongly attracted to junk foods that contain high amounts of fat and sugar than adults (Reichelt, 2016).

Middle childhood is an important time in which children form lasting viewpoints about their bodies as they become increasingly self-aware and self-conscious, comparing themselves to others. Having a healthy body image is strongly linked to healthy self-esteem in both boys and girls (van den Berg et al., 2010).

Children ages 5 to 13 need 9–11 hours of uninterrupted sleep a night (Hirshkowitz et al., 2015). When children do not get enough sleep they are more likely to have troubles at school, be involved in family disagreements, and display symptoms of depression (Smaldone, Honig, & Byrne, 2007).

CONNECTEDNESS

Strong and supportive social connections play an important role in children's healthy development. Close relationships and a sense of belonging with adults and peers at home, in school, and in the community, can promote positive mental health and minimize risks that may be present in children's lives.

Having one adult, such as a parent or auntie, an elder or a coach, who cares about them, listens to them and believes in them can make a powerful difference in a child's life. For children, connectedness to extended family, community, as well as land, language, and culture also play an important role in encouraging a strong and healthy sense of identity.

Detailed information on the MDI survey questions and response scales for Connectedness is available in the MDI Field Guide (http://discovermdi.ca/making-sense/connectedness) .

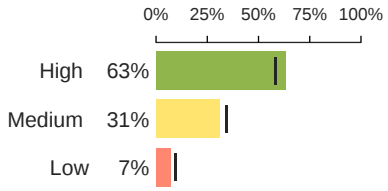
RESULTS FOR NORTH OKANAGAN-SHUSWAP

| Average for all districts

CONNECTEDNESS WITH ADULTS

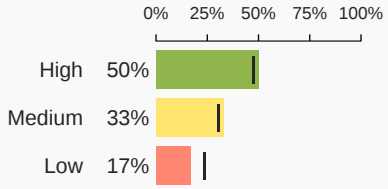
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



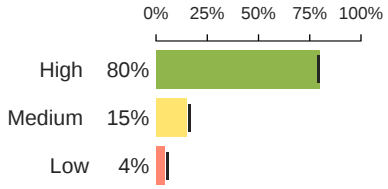
ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."



ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."



NUMBER OF IMPORTANT ADULTS AT SCHOOL

2 or more
42%
Average for all districts: 39%

One
12%
Average for all districts: 12%

None
45%
Average for all districts: 49%

WHAT MAKES AN ADULT IMPORTANT TO YOU?

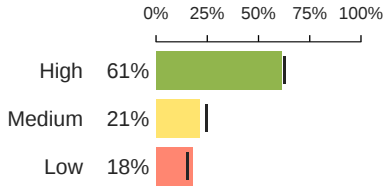
(Children can select all the options that apply)

	At School	At Home
This person teaches me how to do things that I don't know.	70%	74%
I can share personal things and private feelings with this person.	25%	74%
This person likes me the way I am.	56%	84%
This person encourages me to pursue my goals and future plans.	53%	76%
I get to do a lot of fun things with this person or because of this person.	39%	76%
The person is like who I want to be when I am an adult.	19%	47%
The person is always fair to me and others.	51%	66%
The person stands up for me and others when we need it.	33%	66%
The person lets me make decisions for myself.	52%	74%

CONNECTEDNESS WITH PEERS

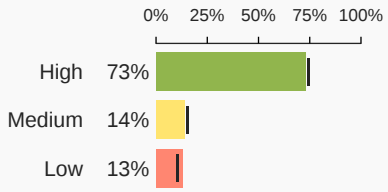
PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."



FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."



RESEARCH HIGHLIGHTS

CONNECTEDNESS

Children who do not feel part of a group or feel cast out by their own group are at risk of anxiety and depression. They are also at higher risk of low school attendance and future school drop-out (Viega et al., 2014).

Strong social connections in adolescence are a better predictor of well-being in adulthood than their academic achievement (Olsson, 2013).

For younger students during elementary and middle school years, a nurturing and caring relationship with a classroom teacher is vital. Connections with warm and accepting teachers enhance emotional well-being, increase motivation, engagement, and success in school for children in early adolescence. They are also buffers for children who are experiencing mental health problems (Oberle, 2018).

Social competencies and friendship-building skills can buffer children against bullying, anxiety and depression (Guhn et al., 2013).

USE OF AFTER-SCHOOL TIME

Participation in activities after school provides important developmental experiences for children in their middle years. These activities create a variety of opportunities for children to build relationship skills and gain competencies. Research has consistently found that children who are engaged in after-school activities are more likely to experience greater academic and social success.

Detailed information on the MDI survey questions and response scales for Use of After-School Time is available in the MDI Field Guide (http://discovermdi.ca/making-sense/after-school-time) .

RESULTS FOR NORTH OKANAGAN-SHUSWAP

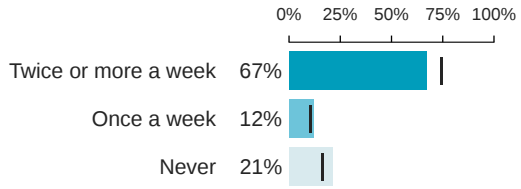
| Average for all districts

AFTER-SCHOOL ACTIVITIES

Children were asked, "During the last week after school (from 3 pm - 6 pm), how many days did you participate in?":

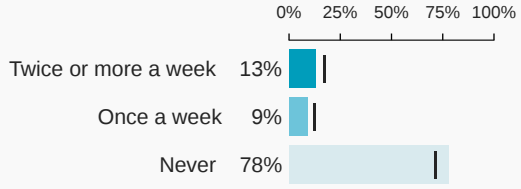
ANY ORGANIZED ACTIVITY

Children who participated in any after-school activity that was structured and supervised by an adult. (e.g., educational lessons, youth organizations, music or art lessons and sports practice)



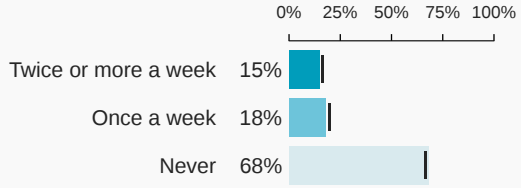
EDUCATIONAL LESSONS OR ACTIVITIES

For example: Tutoring, attending a math school, foreign language lessons, or some other academic related activity.



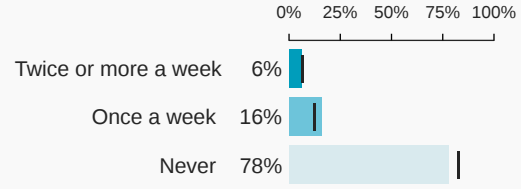
MUSIC OR ART LESSONS

For example: Drawing or painting classes, musical instrument lessons or some other activity related to music or art.



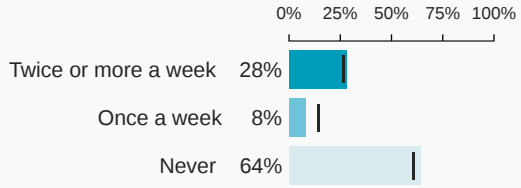
YOUTH ORGANIZATIONS

For example: Scouts, Girl Guides, Boys and Girls Clubs, or some other group organization.



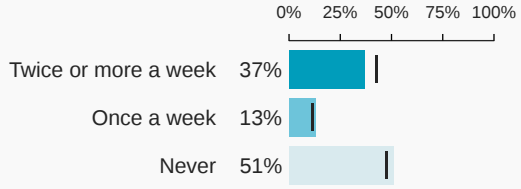
INDIVIDUAL SPORTS (WITH A COACH OR INSTRUCTOR)

For example: Swimming, dance, gymnastics, ice skating, tennis or another individual sport.



TEAM SPORTS (WITH A COACH OR INSTRUCTOR)

For example: Basketball, hockey, soccer, football, or another team sport.



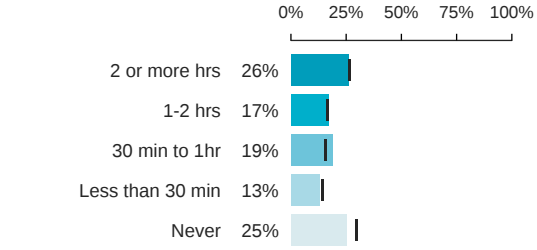
HOW CHILDREN SPEND THEIR TIME

Children were asked how they spend their time during the after-school hours of 3 pm - 6 pm:

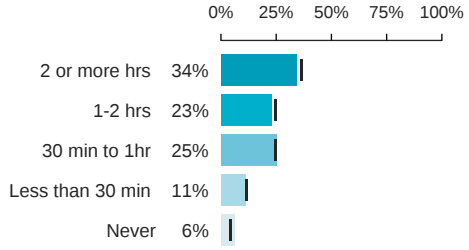
Percentage of children who reported:

COMPUTER USE & TV

VIDEO OR COMPUTER GAMES

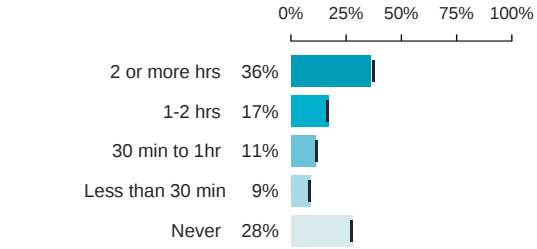


WATCH TV, NETFLIX, YOUTUBE OR SOMETHING ELSE

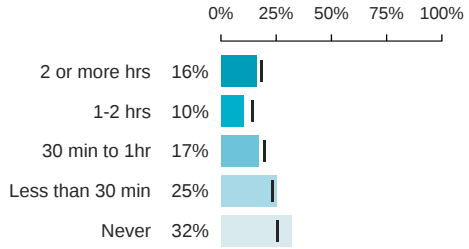


SOCIALIZING WITH FRIENDS

HANG OUT WITH FRIENDS

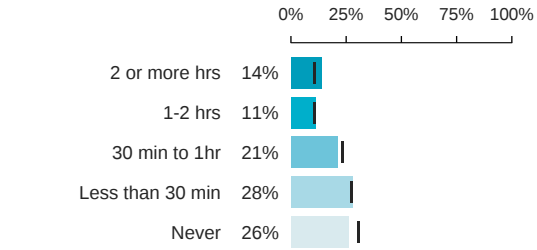


USE A PHONE OR INTERNET TO TEXT OR CHAT WITH FRIENDS

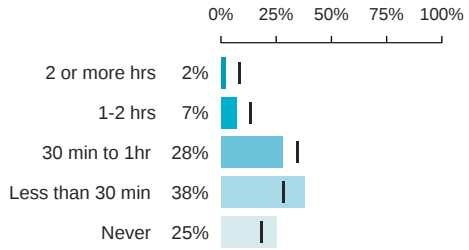


READING & HOMEWORK

READ FOR FUN

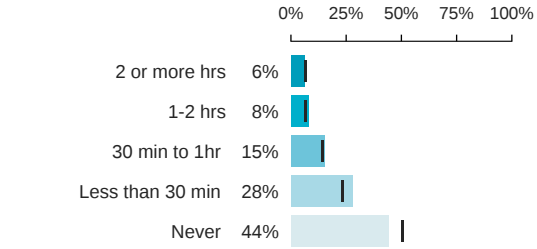


DO HOMEWORK

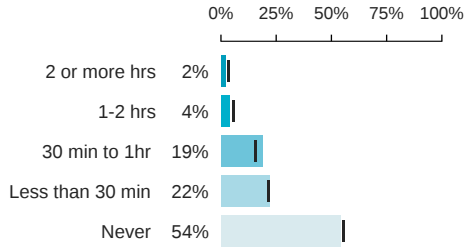


ARTS & MUSIC

ARTS & CRAFTS

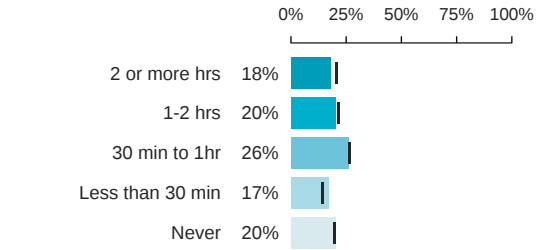


PRACTICE A MUSICAL INSTRUMENT



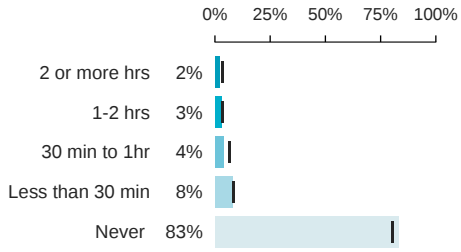
SPORTS

PLAY SPORTS OR EXERCISE FOR FUN

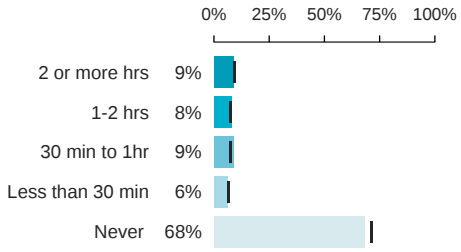


WORKING & VOLUNTEERING

VOLUNTEER



WORK AT A JOB



WHAT CHILDREN WISH TO BE DOING

Children were asked what they want to be doing during the after-school hours of 3 pm - 6 pm:

I am already doing the activities I want to be doing

77%

I wish I could do additional activities

26%

I am doing some of the activities I want, but I wish I could do more

4%

Children who answered that they wish to be doing additional activities were asked to identify one activity they wish they could do and where they would like to do it. Note: responses are grouped into categories for reporting purposes.

WISHES

	(Number of students)
Computer/Video Games/TV	5
Friends and playing	23
Physical and/or outdoor activities	50
Music and arts	20
Time with family at home	1
Work related activities/volunteering	3
Free time/relaxing	0
Other	1

WHERE WOULD YOU LIKE THIS ACTIVITY TO BE?

	(Number of students)
Community Centre	23
Home	36
Park or Playground	18
School	15
Other	53

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

Children were asked what prevents them from doing the activities they wish to be doing after school (3 pm - 6 pm):

	(Number of students)
I have no barriers	173
I have to go straight home after school	91
I am too busy	94
It costs too much	49
The schedule does not fit the times I can attend	95
My parents do not approve	32
I don't know what's available	41
I need to take care of siblings or do things at home	40
It is too difficult to get there	67
None of my friends are interested or want to go	55
The activity that I want is not offered	46
I have too much homework to do	31
I am afraid I will not be good enough in that activity	54
It is not safe for me to go	7
Other	43

AFTER-SCHOOL PEOPLE AND PLACES

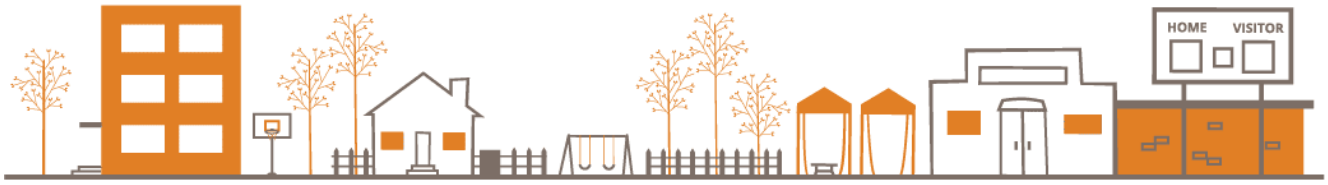
WHERE DO YOU GO AFTER SCHOOL? (FROM 3 PM - 6 PM)

	Never	1x /week	2x +/week
Home	2%	4%	94%
Stay at school for an activity	60%	14%	26%
After-school program or child care	86%	4%	9%
Friend's house	32%	44%	25%
Park/playground/community centre	68%	17%	14%
The mall or stores	66%	25%	8%
Someplace else	43%	33%	24%

WHO ARE YOU WITH AFTER SCHOOL? (FROM 3 PM - 6 PM)

(Children can select all of the options that apply)

By myself	47%
Friends about my age	44%
Younger brothers/sisters	45%
Older brothers/sisters	28%
Mother (or stepmother/foster mother)	63%
Father (or stepfather/foster father)	50%
Other adult (for example, elder, aunt or uncle, coach, babysitter)	8%
Grandparent(s)	15%
Other	9%



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

78% Yes

11% No

11% Don't know

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

71% Yes

11% No

18% Don't know

RESEARCH HIGHLIGHTS
USE OF AFTER-SCHOOL TIME

Participation in after-school programs can result in greater connectedness to school and success in school as well as decreased negative behaviours (Durlak et al., 2010).

Quiet reflection time and daydreaming is just as essential to brain health and development as active and focused activities (Immordino-Yang, 2012).

Children who demonstrate a lack of self-control and problem solving skills may experience the greatest benefit from activities such as music, arts, and sports that help to develop these skills (Diamond, 2014).

A study examining the experiences of children in Grades 1–5 who participated in after-school programs found that children who participated in high-quality, structured after-school programs had increased social-emotional skills, in addition to fewer conduct problems and higher social self-control and assertion (Wade, 2015).

Challenging and enjoyable after school activities can improve youth's ability to reason and problem solve, exercise choice and discipline, and be creative and flexible, which are strong predictors of academic, career, and life success (Diamond, 2014).

SCHOOL EXPERIENCES

Children's school experiences are important for their personal well-being and academic success. When children have positive experiences at school they are more likely to believe they have a valued role in the school, feel more engaged in class and achieve higher academic performance. Understanding children's school experiences improves our ability to cultivate school environments that are safe, caring, and supportive.

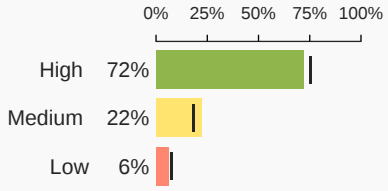
Detailed information on the MDI survey questions and response scales for School Experiences are available in the MDI Field Guide (http://discovermdi.ca/making-sense/school-experiences) .

RESULTS FOR NORTH OKANAGAN-SHUSWAP

| Average for all districts

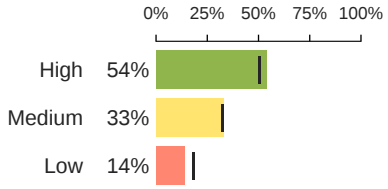
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



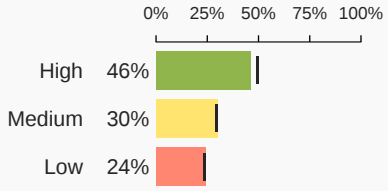
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Percentage of children who feel it is **very important** to:

60%
make friends

66%
get good grades

59%
learn new things

I plan to graduate from high school.

97%
Yes

3%
No

Percentage of children who **agree a little** or **agree a lot** that:

When I grow up, I have goals and plans for the future.

78%

I feel I have important things to do in the future.

79%

I plan to graduate from college, university, or some other training after high school.

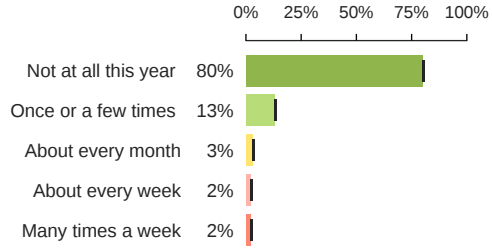
89%
Yes

11%
No

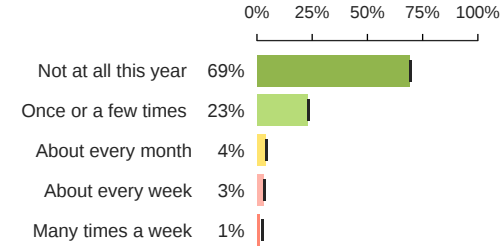
VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":

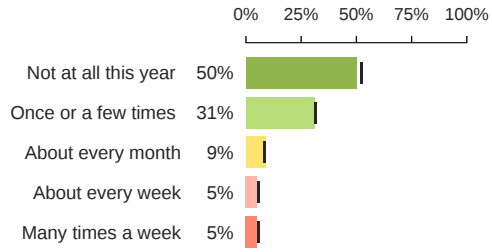
CYBER



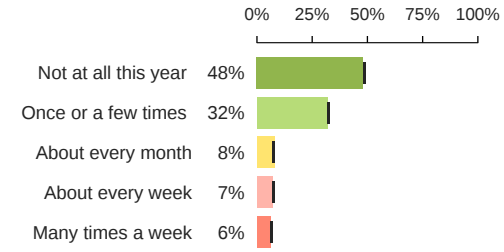
PHYSICAL



SOCIAL



VERBAL



RESEARCH HIGHLIGHTS
SCHOOL EXPERIENCES

Children's perception of kindness within a school is a consistent indicator of a positive school climate. Students who see kind behaviours in students, teachers and staff also describe their school environments as being safe and encouraging places to learn. As children transition from Grade 4 to Grade 8, perceptions of kindness in schools decrease (Binfet, Gadermann & Schonert-Reichl, 2016).

Feelings of belonging are associated with lower emotional distress, the reduction of negative behaviours (such as bullying and mental health issues), and are associated to rates of higher resilience later in life (van Harmelen et al., 2016).

Children and youth who demonstrate empathy are less likely to bully others and are more likely to defend against bullying. Research shows that specific empathy skills differ between those who bully, are victimized, defend or are bystanders. Focusing on developing children's understanding of what others feel results both in less bullying and more defending behaviours (van Noorden et al, 2015).

MOVING TO ACTION

MDI data can support planning, foster collaboration and inform action across schools, organizations and communities. There are many opportunities for working with your MDI results and there are examples of successful initiatives from across the province to learn from.

We encourage you to take time to visit Discover MDI: A Field Guide to Well-Being in Middle Childhood at discovermdi.ca, an online resource where you can access information and research on the many aspects of well-being in middle childhood, resources and tools for understanding and sharing MDI data, and to connect with MDI Champions who are working on similar issues in their schools and communities. Here are some key resources and tools to get you started:

UNDERSTAND YOUR MDI RESULTS

MDI reports provide information with both detail and depth into the social and emotional lives of children. Approach the results with a lens of curiosity, inquiry and appreciation. The MDI Field Guide can help walk you through how to read the results (http://www.discovermdi.ca/understanding-the-mdi/mdi-data/) and provide background information during your meaning-making process.

CHOOSING A FOCUS: THINK BIG, START SMALL

It may be overwhelming to consider the many opportunities for change presented in the MDI data. Where will your focus be? What results do you have some control or influence over? How will you make change? We suggest narrowing your efforts to one or two key focus areas for improvement. The MDI Field Guide provides in depth information on the MDI and its dimensions and measures (http://www.discovermdi.ca/understanding-the-mdi/mdi-101/) or access a full list of research publications (http://www.discovermdi.ca/mdi-references/) to help you start this process.

ENGAGING OTHERS

Increasing local dialogue on the importance of child well-being in the middle years is an excellent way to start improving outcomes for children. Once you are ready, review your MDI report with multiple audiences: children, parents and elders, caregivers and teachers, school administrators, after-school programmers, local early/middle childhood committees, local government and other community stakeholders. Visit the MDI Field Guide for tips and tools to widen the conversation and to think critically about the data together (http://www.discovermdi.ca/making-change/sharing/).

MAKING CHANGE

The MDI provides opportunities to weave together data and local knowledge to create a change process that reflects the unique context of your school, district or community. The Field Guide's 'Making Change Workshops' support school (http://www.discovermdi.ca/making-change/school/) and community change-makers (http://www.discovermdi.ca/making-change/community/) through the process of facilitating exploration of MDI data, creating action teams, and turning ideas into concrete plans. There are full facilitation guides for each workshop, paired with worksheets and companion slide decks. Explore Approaches to Making Change (http://www.discovermdi.ca/making-change).

SHARING DATA WITH CHILDREN

Do the results surprise you or raise further questions? Conversations with children will help explore and clarify results in these areas. Sharing data with children will provide them with an opportunity to share their perspectives and ideas on how to create environments and interactions that help them thrive. If you are wondering how to involve children of all ages and their families in exploring these results, explore our Tools page (http://www.discovermdi.ca/resources/).

BE INSPIRED AND CONNECT WITH OTHERS

Innovation happens when people build on ideas, rather than simply duplicating them. Discover MDI provides opportunities to connect with seasoned MDI Champions (http://www.discovermdi.ca/connect/mdi-champions/) – check out their advice and submit your burning questions, explore the growing collection of MDI examples, stories, and downloadable tools (http://www.discovermdi.ca/resources/), and access training opportunities and webinars (http://www.discovermdi.ca/connect/events-training/). Be inspired, edit, adapt or create new!

If you have any additional questions about the MDI project, please visit our website at earlylearning.ubc.ca/mdi or contact the MDI team at mdi@help.ubc.ca.

INASHIKI EXCHANGE

August 16 to 24, 2019

STUDENT ITINERARY

(29th Anniversary) Final

Date	Time	Activity
Friday, August 16, 2019	3:00 pm	Host family meeting (phone tree, host cheques, and sign up)
(AC8401 Kelowna -2:57pm) Bus to Salmon Arm	4:00 pm	Greetings at **Salmon Arm Secondary – Jackson Cafeteria** -Families pair up for Home Hosting
Saturday, August 17th		*Free Day with Host Family*
Sunday, August 18th		*Free Day with Host Family*
Monday, August 19th	8:45 am	Meet at Friendship Gate for pictures
	10:00 am	**City Council Welcome (student speeches)**
	11:30 am	Walk to Prestige for lunch
	1:15 pm	Art activity, baking, sports and tour at Jackson
	4:30 pm	Parents pick up students from Jackson
Tuesday, August 20th	8:30 am	Meet at Community Center – Bus to Adams River
	10:00 am	**Group A-Whitewater Rafting - Adams River** (change of clothes) **Group B – Quaaout Talking Rock Golf Driving Range**
	Noon	Lunch at Quaaout
	1:00pm	**Group B – Whitewater Rafting Group A- Quaaout Talking Rock Golf Driving Range**
	5:00 pm	Parents pick up students from Community Center
Wednesday, August 21st	8:30 am	Parents drop off students at Gardom Lake Bible Camp
	9:00 am	Waterfront activities
	10:00 am	Low & high ropes course
	Noon	Lunch
	1:00 pm	Archery
	2:00 pm	Parents pick up students at Gardom Lake
Thursday, August 22nd	1:00 pm	Meet at Canoe Beach Various beach activities + boating Dinner BBQ
	6:30 pm	Pick up students at Canoe Beach
Friday, August 23rd	6:30 pm	Sayonara Party at **Community Center** (entertainment, refreshments & dinner)
Saturday, August 24th	8:20 am	Inashiki group departs from **Community Centre** (to Banff/Calgary)

June 7/19

The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO:	**Board of Education**	**DATE: 18 June 2019**
FROM:	**Peter Jory, Superintendent of Schools/CEO**	
RE:	**Board/Authority Authorized Courses**	

Background

Presented with revised Ministry expectations regarding Renewed Curriculum, School District No. 83 staff conducted a review of BAA course offerings to:

- Determine which BAA courses should be retired as they no longer meet requirements or are now redundant due to additional Ministry course offerings.
- Revise remaining BAA courses to reflect the new "Know-Do-Understand" curriculum model.

District staff used a number of updated Ministry documents to guide them in their work. These included the BAA Courses Requirements and Procedures Guidebook 2017, a revised BAA Course Form, and new BAA Framework Templates. The full submission of BAA courses being presented for approval incorporates these new forms and templates.

This is the second wave of BAA revisions and focuses on all remaining grade 11 and 12 BAA courses being considered for use in September 2019.

Recommendation

That the Board of Education approve the following Board/Authority Authorized Courses as presented:

- Athletic Leadership 10
- Health Science 12
- Connect Learner Strategies 10/11/12
- Mountain Biking Community Development 10
- Drumline 10/11/12
- Post-Secondary Preparation 11/12
- Yearbook 11/12

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

Athletic Leadership 10
Board/Authority Approved Course

North Okanagan Shuswap	School District 83
Developed By: Tiffany Lombaert	Date Developed: April 2019
School Name: Salmon Arm Secondary School – Jackson Campus	Principal's Name: Mr. Rob Cadden, Mr. Steve Drapala (VP)
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course: Athletic Leadership 10	Grade Level of Course: 10
Number of Course Credits: 2 or 4	Number of Hours of Instruction: 50 (2 credits) or 100 (4 credits)

Board/Authority Prerequisite(s):
Students must have good standing in their PHE 9 course; a recommendation from a PHE teacher is preferred.

Special Training, Facilities, or Equipment Required:

- Teacher will need training in leadership methodologies and strategies.
- Knowledge of effective unit planning and construction is necessary.
- First aid training also an asset.
- Strong connections with community members and/or resources.

Course Synopsis:
Athletic Leadership 10 is an introductory level course to develop athletic leadership skills for students. This course includes a combination of classwork to learn leadership and planning skills and practical, hands-on applications of those skills. Students will develop and apply skills such as leadership, teamwork, goal setting, event planning, activity assessment and reflection through the development of curricular events and lesson plans. This course supports and encourages students to assist in school/community/leadership athletic opportunities. As well, there is on-going support for students to explore career options in PHE and/or coaching opportunities within the school and/or community.

Goals: This course seeks to:

1. Develop leadership skills in students who can have a positive impact on school and community culture.
2. Offer leadership and coaching training to help athletes achieve their athletic and leadership goals for life.
3. Use management and organization strategies to effectively plan and execute events in the school and/or community.
4. Prepare students to be future leaders, coaches and change-makers in the sport of choice.
5. Develop and foster a reflective leadership practice while working alone, in peer groups and/or with community members.
6. Work to support and enhance school and/or community culture.
7. Build and foster a strong sense of social responsibility.

Rationale:

Specific leadership skills are necessary yet not often addressed in the school system. Students taking this course are given tangible leadership skills and training, and then encouraged to play a sport leadership role within their school and/or community. From this course, students are developing life skills such as fair play, sport etiquette, active participation and preparedness that will prepare them to be future leaders, coaches, and sport enthusiasts within their community.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.

- Students are contributing to the community and/or school culture and the development of relationships within these two.
- By developing strong leadership skills, students see themselves as contributors and develop confidence in their abilities to lead groups.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

- Students are given opportunities to experience leadership through the practical, hand-on activities they help to develop and lead
- Students are asked to reflect on their leadership experiences and work with team members to hone skills and refine their planning and implementations processes.

Learning involves recognizing the consequences of one's actions

- Students understand the cause and effect relationship their actions can have in the development and implementation of a program

Learning involves generational roles and responsibilities

- Students learn and practice their roles and responsibilities, both in the planning and development of activities for students

Learning involves patience and time

- Students learn that planning an event takes time and preparation.
- Students also learn that the development and honing of their leadership skills takes time.

Learning requires exploration of one's identity.

- Students learn about themselves and their leadership capacity

Declaration of Aboriginal Worldviews and Perspectives:

Connectedness and relationships

- Focus on team building and interpersonal skills
- Promote positive school and community culture

Local focus

- Promote active involvement in both school and local community

Emphasis on Identity

- Identify strengths and areas for improvement in order to develop strong leadership skills

Community involvement

- Use local contacts in our community group for guidance and possible resources

Experiential learning

- Organize athletic events for school and/or community that offer positive experiences for students
- Organization of events/activities is student centered where students emphasize their strengths and preferences

Assessment and Evaluation:

Formative Assessment:

- Indirect instruction/Experiential learning feedback
- Reciprocal Evaluation (both teacher and peer)
- Discussion Forums

Summative Assessment:

- Event reflection/evaluation
- Written reflections/journals
- Self-reflection/assessment
- Presentations
- Projects

Course Name: Athletic Leadership 10

BIG IDEAS

Advocating for the health and well-being of others connects us to our community.	Contributing to our school and community benefits both ourselves and others.	Being involved in leadership activities helps to promote initiative-taking and community involvement.	Advocating for daily participation in physical activity can help promote a healthy lifestyle.	Leadership involves problem-solving, evaluation, reflecting when planning and leading others in activities.

Learning Standards

Curricular Competencies	Content
*Students are expected to **do** the following:* • Apply appropriate interpersonal skills while organizing, coaching, teaching and participating in physical activities • Utilize effective goal setting strategies when planning and developing an event, lesson, or activity • Show respect for individual abilities, interests, gender and cultural backgrounds • Demonstrate and describe the characteristics of good leaders and respected members of a community • Model self-respect and self-confidence while organizing, leading, teaching, and coaching physical activities • Consistently model fair play, etiquette, participation and preparedness in a variety of roles including athlete, coach, official and observer • Evaluate, analyze and modify appropriate safety procedures, rules, routines and procedures while involved in activities. • Use applicable communication skills when communicating in a leadership role with students and teachers. • Design, teach, and reflect on activities to ensure students are getting all the **fundamental movement skills** • Analyze a problem and apply problem-solving strategies when planning and leading others in specific activities.	*Students are expected to **know** the following:* • Different strategies for planning and executing events. • Effective communication tools in order to complete a task alone and/or with a team • How to demonstrate social responsibility during the planning, execution and completion of an event or activity. • **Characteristics of good leaders and respected members of a community** • Roles and responsibilities of student leaders • Facility usage, equipment usage and safety procedures including injury prevention • **Effective event planning and implementation strategies**

Big Ideas - Elaborations

- none

Curricular Competencies – Elaborations

- **Fundamental Movement Skills** – the basic movements to the more specialized and complex skills used in play, games, recreation and sports. These skills include the following: throwing, catching, jumping, striking, running, kicking; and agility, balance and coordination.

Content – Elaborations

- **Characteristics of good leaders and respected member of a community** includes organizational skills, communication skills, responsibility, confidence, commitment, trustworthiness, collaboration skills.
- **Effective event planning and implementation strategies** include activity selection processes, scheduling, game knowledge, safety planning, officiating, equipment maintenance and clean up protocols.

Health Science 12
Board/Authority Approved Course

North Okanagan Shuswap	School District 83
Developed By: John Smith and Kathy Williams	Date Developed: April 29, 2019
School Name: Salmon Arm Secondary School – Sullivan Campus Eagle River Secondary	Principal's Name: Mr. Rob MacAulay, Mr. Mark Marino
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course: Health Science 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 100 hours

Board/Authority Prerequisite(s): Science 10

Special Training, Facilities, or Equipment Required:

Training: Teacher must have a background in Biology. Experience in Athletics/Physical Education and certification in First Aid, CPR and AED is strongly recommended.

Equipment: Models and charts of human anatomy, microscopes and prepared slides,
Sphygmomanometer/stethoscopes, spirometer, on-line access to digital projector, anatomy and physiology software
Access to gymnasium weight room and athletic tape and accessories

Course Synopsis:
This is an exciting and innovative program for students wishing to pursue a career in medicine, health, and wellness or sports related occupations. The course will focus on how your body is structured and functions. It covers nutrition and healthy diets, exercise management injury prevention and rehabilitation. First Aid, CPR and AED certificates will be an option. It is possible that students will be able to obtain preferential enrollment

into university and college programs after completing this course. This course will provide the opportunity to gather portfolio evidence in Health and Human Services and Science and Applied Science.

Goals and Rationale:

Rationale: This is a good background course for those entering Health, Physical Education, Kinesiology, and/or Biology related fields. Health Science 12 provides exposure to different career possibilities (other than traditional ones) in the health field. Furthermore, students will be provided with exposure to current health issues. Students involved in athletics gather information about training, injuries and rehabilitation. Finally, this course helps students learn about their own bodies - how they function and how to take care of themselves

Goals: For the students to

- Become aware of the anatomy and physiology of the body so they can assess and appreciate their own health and physical and emotional needs (fitness, nutrition, disease and injuries).
- Become aware of issues in health today.
- Become aware of potential career paths in the health field.
- Learn how to assess and treat an injury and plan its rehabilitation.
- Be able to plan an exercise routine specific to a desired outcome.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

1. Learning ultimately supports the well-being of the self, the family, the community and the land. Students are learning about the structures and functioning of the body in a healthy state and in an unhealthy state. Clinical applications are a focus.
2. Learning is holistic and experiential and relational (focused on connectedness, on reciprocal relationships and a sense of place). Learning involves recognizing the consequences of one's actions. This course focusses on structure and function, and how the environment influences the efficacy of function.
3. Learning recognizes the role of indigenous knowledge. Students are encouraged to explore relationships between traditional use of local plants.

4 Learning involves exploration of one's identity. Students examine their social-emotional needs.

Declaration of Aboriginal Worldviews and Perspectives:

1. Connectedness and Relationships. Students participate in a wellness survey.
2. Local focus. Students will examine the local ecology, determining usefulness of local flora and fauna in establishing health.
3. Emphasis on Identity. Students reflect on their cultural background, family origins and how it impacts their overall health.
4. The Power of Story. Encourage students to share their health experiences
5. Experiential Learning. Look for ways to incorporate hands-on learning with the care and handling of the local flora.

Assessment and Evaluation:

Formative Assessment:

Assignments	15%
Labs	20%
Projects	15%

Summative assessment:

Tests and Quizzes	30%
Final Project	20%

Course Name: Health Science 12

BIG IDEAS

Anatomy and Physiology. The interrelationship between structure and function of the human body.	Disease. Exploring clinical applications of all of the body systems.	Injury and Rehabilitation. Exploring athletic injuries and rehabilitation.	Nutritional Health. Exploring the connection between nutrition and health, including mindfulness.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Questioning and predicting** •Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest •Make observations aimed at identifying their own questions, including increasingly abstract ones **Planning and conducting** •Collaboratively and individually plan, select, and use appropriate investigation methods, lab experiments, to collect reliable data (qualitative and quantitative) •Assess risks and address ethical, cultural issues associated with their proposed methods to systematically and accurately collect and record data •Experience and interpret the local environment •Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information •Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies •Construct, analyze, and interpret graphs, models, and/or diagrams •Use knowledge of scientific concepts to draw conclusions that are consistent with evidence •Analyze cause-and-effect relationships **Evaluating** •Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions •Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources •Consider the changes in knowledge over time as tools and technologies	*Students are expected to know the following:* • anatomical direction, body planes and regions • cells and tissues, membranes • carcinogenesis – process of cancer formation • organ systems - structure and function - structural and functional interdependence - maintenance of homeostasis • lifestyle differences and their effects on human health - fad diets and current research • holistic approach to health • disease as an imbalance in homeostasis • rehabilitation – taping and use of supports to promote recovery and prevent re-injury • careers – explore careers in the health field through guest

have developed •Connect scientific explorations to careers in science •Consider social, and ethical implications of the findings from their own and others' investigations •Critically analyze the validity of information in primary and secondary sources and evaluate the approaches used to solve problems **Applying and innovating** •Contribute to care for self, others, community, and world through individual or collaborative approaches •Cooperatively design projects •Implement multiple strategies to solve problems in real-life, applied, and conceptual situations **Communicating** •Formulate physical or mental theoretical models to describe a phenomenon •Express and reflect on a variety of experiences and perspectives	speakers, research and field trips

Big Ideas - Elaborations

Anatomy and Physiology

- What is the advantage of having specialized tissues?
- What lifestyle decisions would improve your health?
- Describe how heart rate and breathing rate affect blood gas composition?

Disease

What are the physiological mechanisms at work involving a disorder of a body system?

- For example, How does high blood pressure affect kidney function?

Nutritional Health

- How does diet affect cardiovascular health?
- What would be the short term and long term impacts or consequences of continuing your current diet?

Rehabilitation

- What are the causes and consequences of athletic injuries?
- What are the steps involved in rehabilitating a knee injury?

Curricular Competencies – Elaborations

Questioning and Predicting

What would happen to blood pressure with a high salt intake and what changes would occur to kidney function?

How would a high fat diet affect the cardiovascular system? What would the suggested follow up treatment be?

Planning and Conducting

Design an experiment to determine the connection between activity and breathing rate?

Consider the impact of a high protein diet on the excretory system and research a method to measure the effects.

Processing and Analyzing Data and Information

Collect data for 24 hours on all physical activity and food intake. Analyze diet and compare to the recommended dietary allowances.

Evaluating

How would you evaluate a health claim made by an advertiser on the Internet?

What impact has the Internet or social media had on medical self-diagnosis or diet?

How do studies of different body types help mitigate social media pressure?

Applying and Innovating

Develop a healthy dietary plan for a high-performance athlete. How does it compare to a safe dietary plan for an average high school student?

How might ethnobotany be used to develop alternatives to antibiotics?

Communicating

In Science Fair format, students will show how microbiomes affect human physiology.

Content – Elaborations

Unit/Topic/Module Descriptions:

Unit 1: Human Anatomy & Physiology

Introduction to Anatomical Terminology – students should be able to:

- understand the levels of organization in the human body
- define the term *anatomical position*
- define the directional terms used to describe structural features of the body
- describe the major body regions
- describe the four common planes used in sectioning the body or organs
- describe the two major cavities of the body
- explain the meaning of the term *homeostasis.*

Cells and Tissues – students should be able to:

- identify and discuss the basic structure and function of a cell
- compare the major passive and active transport processes that move substances through cell membranes
- understand and explain the importance of cellular reproduction
- list the phases of mitosis and describe the events that occur in each one
- describe the function and common locations of epithelial tissues, connective tissues, muscle tissues and nerve tissues.

Organ Systems of the Body – students should be able to:

- list the 11 major organ systems of the body
- identify and locate the major organs of each organ system
- briefly describe the major functions of each organ system.

Integumentary System – students should be able to:

- understand the functions of the Integumentary System
- define two major categories of body membranes
- identify the accessory structures of the skin.

Skeletal System – students should be able to:

- describe the functions of the Skeletal System
- describe the general structure of a bone and list the functions of its parts
- distinguish between axial and appendicular skeletons, and identify the major bones that comprise the axial and appendicular skeleton
- compare the structure and function of the various types of joints and give examples of each.

Muscular System – students should be able to:

- contrast the structural and functional characteristics of skeletal, smooth, and cardiac muscle tissue
- describe the structure of a skeletal muscle sarcomere and motor unit
- discuss and compare the major types of skeletal muscle contractions
- identify and label the major muscles of the body
- understand the types of movements produced by skeletal muscles.

Nervous System – students should be able to:

- describe the structure and function of neurons and explain neuron processes
- describe the processes of impulse formation and conduction, including synaptic transmission
- identify the major anatomical components of the brain and spinal cord and function]
- describe common disorders of the nervous system.

Circulatory System – students should be able to:

- identify the parts of the heart and describe their functions
- trace the flow in blood through the heart
- compare structure and function of blood vessels
- explain how the exchange of materials between blood and tissue of cells occurs
- describe how blood pressure is regulated.

Respiratory System – students should be able to:

- list the parts of the respiratory system and describe their functions
- describe the mechanism of breathing
- list and describe the various volumes and explain their importance
- describe the process of gas exchange in the lungs and body tissue
- understand the mechanisms of oxygen and carbon dioxide transport by the blood.

Digestive System – students should be able to:

- contrast mechanical and chemical digestion
- identify the layers composing the wall of the alimentary canal and describe their functions
- identify and describe the organs of the digestive system, their locations, major components, and functions
- discuss the basics of protein, fat, and carbohydrate digestion
- define key terms.

Nutrition and Metabolism – the students should be able to:

- define anabolism and catabolism
- describe the metabolic roles of carbohydrates, fats, proteins, vitamins, and minerals
- define basal metabolic rate and list some factors that affect it
- consider the caloric value of each of the bulk nutrients and discuss the implications for weight control and exercise.

Fluid and Electrolyte Balance – the students should be able to:

- describe and compare body fluid compartments
- understand mechanisms that maintain fluid balance
- explain how an athlete can maintain a state of hydration during an event.

Unit 2: Injury Prevention and Rehabilitation

Concepts and Terminology – students should be able to:

- define and understand the basic concepts and medical terminology involved in injury assessment and rehabilitation.

Injury Assessment – students should be able to:

- identify specific anatomical parts of the body involved in an injury (ie., bones, joints, muscles, ligaments, blood vessels, nerves…)
- recognize and evaluate signs and symptoms of injury
- understand the importance of 'patient history' in assessing an injury
- identify and perform some functional tests.

Injury Rehabilitation and Prevention – students should be able to:

- understand and apply the P.R.I.C.E. Principle at the time of injury
- understand basic concepts related to appropriate rehabilitation techniques
- understand the importance of early protected mobilization and proprioceptive training
- identify methods of prevention.

Unit 3: Nutrition and Contemporary Health Issues

Carbohydrates – students should be able to:

- understand the importance of carbohydrates as a nutrient
- understand the difference between a monosaccharide, disaccharide, and polysaccharide
- describe starch, glycogen, dextrin, and cellulose
- describe the importance of fiber in a well-balanced diet
- identify the major functions of carbohydrates.

Fats – students should be able to:

- define the health needs for fat
- differentiate between saturated and unsaturated fats
- explain the role of cholesterol in the body
- identify and understand the need for essential fatty acids
- state the recommended dietary intake of fats.

Proteins – students should be able to:

- define the health needs for protein
- give examples of simple and complex proteins
- differentiate between essential and non-essential amino acids
- identify the food items highest in protein content
- state the recommended dietary intake of protein
- understand the digestion and absorption of protein.

Vitamins – students should be able to:

- define the health needs for vitamins
- identify the physiologic functions of each vitamin
- identify food sources for each vitamin
- understand how food preparation and cooking can affect vitamin content of food
- state the recommended requirement for each vitamin.

Minerals – students should be able to:

- define the health needs for minerals and differentiate between major and trace elements
- identify the physiologic functions of specific minerals
- identify food sources for each mineral
- identify problems associated with mineral imbalances
- state the recommended requirement for each mineral.

Well-Balanced Diet – students should be able to:

- identify the recommended number of daily servings from the food groups in the Food Guide Pyramid
- make small changes in their daily food selections and preparations that make a significant change in their nutritional wellness

Unit 4: Exercise Management

Components of Physical Fitness – students should be able to:

- understand and define physical fitness
- understand and define each of the components of physical fitness
- understand the importance of lifestyles to good health and wellness.

Training for Muscular Strength and Endurance – students should be able to:

- understand and define muscular strength and endurance training
- describe tree types of muscle contractions
- identify correct safety guidelines for weight training
- understand basic training systems.

Cardiorespiratory Fitness – students should be able to:

- understand and define cardiorespiratory fitness
- describe how to monitor target heart rate
- understand how to train the cardiorespiratory system.

Flexibility – students should be able to:

- identify correct guidelines for flexibility development
- define two types of stretching
- identify basic flexibility exercises.

Health and Wellness – students should be able to:

- understand the difference between health and wellness
- identify the dimensions of wellness
- analyze their own levels of health and wellness and understand how to meet their own needs
- understand the physical and emotional effects of stress and strategies to cope with stress.

Related Topics – students should be able to:

- understand the physiological differences between men and women regarding their performance levels
- be able to recommend exercises for pregnant women and the elderly
- understand the physical benefits exercise can have on 'special populations' and possible limitations
- understand the effects of performance enhancing drugs
- comment on how drugs affect the individual and the "sport".

Unit 5: First Aid, CPR and AED Training

Overall Course Objective is – to train each student to the Emergency or Standard level of First Aid, CPR level desired and AED certification
Each course provides students with specific knowledge, skills, and confidence that will enable them to:

- recognize when first aid is needed
- give first aid at an emergency scene
- recognize when more qualified help or medical help is required

In addition, St. John Ambulance hopes that students will be motivated to:

- take more comprehensive first aid training
- join the brigade.

Connect Learner Strategies 10/11/12
Board/Authority Approved Course

North Okanagan Shuswap	School District 83
Developed By: Ms. Chelsea Prince	Date Developed: May 2019
School Name: Pleasant Valley Secondary School	Principal's Name: Mr. Abbas El Gazzar
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course: Connect Learner Strategies	Grade Level of Course: 10/11/12
Number of Course Credits: 2/4	Number of Hours of Instruction: 60/120

Board/Authority Prerequisite(s): There are no prerequisites for this class. However:

- Students must be recommended by the School Based Team
- Students are aiming to achieve a Dogwood Diploma
- Students must be identified as being academically at risk

Special Training, Facilities, or Equipment Required:
Ideally, the teacher would have a background in learning assistance, alternate education, or behavioural support.

Course Synopsis:
Some students struggle with success in school for a number of reasons – these may include social-emotional needs, learning disabilities, lack of home support, behavioural challenges, mental health, or poor work habits. This course is designed to both mitigate and teach students to deal with these struggles, and to learn how to be the driving factor in their own success. It will provide students the opportunity to develop self-awareness of their own learner profile, and to be proactive in their learning process. This course will also support student success in core academic areas and assist in the areas of organization, time management, and social emotional well-being. The focus on independence, advocacy skills, and personal goal setting combined with addressing study skills and organizational techniques will provide a foundation for successful school completion and

lifelong learning. This course could be delivered as a block within the timetable, or a program that is followed outside of the timetable with the support of a teacher and mentor.

Goals and Rationale:

Goals:

- Students will identify their learning profile.
- Students will develop effective study skills and habits to be able to successfully graduate from and become lifelong learners.
- Students will be confident in articulating their individual needs to adults in their world. Students will actively participate in providing information to their education and world network.

Rationale:

Connect Learner Strategies 10/11/12 are educational programs designed to assist academically at-risk students working towards a Dogwood Diploma.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors – Connect Learner Strategies builds capacity in students to be self-advocates and contributing members of the community.
- Learning involves recognizing the consequences of one's actions – Connect Learner Strategies helps students to take responsibility for their own actions and to recognize that their behaviour has an impact on both themselves and others.
- Learning involves patience and time – Connect Learner Strategies helps students to recognize that we all learn at our own rate, and that sometimes we need to be patient with ourselves as we learn new ideas and concepts.
- Learning is embedded in memory – Connect Learner Strategies requires students to work on their memory skills.
- Learning requires exploration of one's identity – Throughout the Connect Learner Strategies courses, students must learn about themselves – their learning styles, their abilities or disabilities, their strengths and growth areas, and their skills.

Declaration of Aboriginal Worldviews and Perspectives:

- Connectedness and Relationship:
    - Taking part in this course requires students to work closely with their teachers and mentors.
- Emphasis on Identity:
    - These courses provide repetitive opportunities for students to reflect on and learn about their identities.

Assessment and Evaluation may include:

- Gaining certification such as Food Safe and First Aid
- Journals and Portfolios (reflective journals, gratitude journals, photo/art journals, goal setting)
- Self-Regulation Goals (sleep, eating, strategies, exercise)
- Meetings with mentor (regular interviews, check-ins, portfolio sharing)
- Self-Assessment

Connect Learner Strategies 10/11/12 Self and Teacher Core Competency Assessment

	Emerging	Satisfactory	Proficient	Extending
Communication	• I communicate clearly, using a variety of techniques. • In discussions and collaborative activities, I am an engaged listener—I ask clarifying questions. • I share my ideas and try to connect them with others' ideas. • I contribute to planning and adjusting a plan, and help to solve conflicts. • I am able to represent my learning, and connect it to my efforts. • I give and receive constructive feedback.	• I communicate confidently and show attention to my audience. • I contribute positively to discussions and collaborations, and help to organize and monitor the work. • I ask thought-provoking questions, support others, and manage conflicts. • I offer detailed descriptions of my own efforts and experiences. • I give, receive, and act on constructive feedback.	• I communicate effectively. • In discussion and collaboration, I acknowledge different perspectives, and look for commonalities. • I offer both leadership and support; I am flexible and have a variety of strategies/experiences to draw on. • I am able to represent my learning/ goals, and help others to reflect on their own learning/goals. • I accept constructive feedback and use it to move forward.	• I am intentional and strategic in my communication with peers, including those who are not easy to work with • I can take leadership in a discussion or collaboration, and focus on deepening our thinking. • I seek consensus, and focus on collective results. • I can articulate a keen awareness of the strengths/goals of myself and others • I offer detailed analysis of my progress, work and goals.
Personal Awareness and Responsibility	• I can recognize my strengths and use strategies to set, focus, and accomplish my goals as a learner with support. • I can be focused and determined. • I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. • I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself.	• I recognize my strengths and use strategies to accomplish my goals as a learner. • I am usually focused and determined in class. • I can help others to set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. • I manage stressful situations in class using a range of self-regulating strategies.	• I can recognize my value and advocate for my rights. • I take responsibility for my choices, my actions, and my achievements. • I can set priorities; implement, monitor, and adjust a plan; and assess the results. • I take responsibility for my behaviour in class and set goals for improving my achievement as a learner. • I have valuable ideas to share; I can help others.	• I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. • I am responsible for making ethical decisions. • I can take ownership of my goals, learning, and behaviour; • I recognize the implications of my choices and how others may be affected by my decisions. • I reflect on my experiences as a way of enhancing my well-being.
Social Responsibility	• I contribute to group activities that make my classroom and school a better place. • I can identify things I can do that could make a difference to others. • I can consider others' views and express a different opinion in a peaceful way. • I can identify problems and compare potential problem-solving strategies. • I can demonstrate respectful and inclusive behaviour. • I can identify when others need support and provide it.	• I can take purposeful action to support others. • I can identify how my actions and the actions of others affect the classroom environment. • I can clarify problems, consider alternatives, and evaluate strategies. • I respect differences, and demonstrate respectful and inclusive behaviour. • I can advocate for others. • I am aware of how others may feel and take steps to help them feel included.	• I can initiate change for others. • I can identify and explain complex social issues. • I can clarify problems, generate strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. • I take action to support diversity and human rights, and can identify how diversity is beneficial for my classroom. • I build and sustain positive relationships with diverse people. • I show empathy for others and adjust my behaviour to accommodate their needs.	• I can initiate change for others. • I can analyze complex social issues from multiple perspectives. • I can clarify problems, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. • I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my classroom. I build and sustain positive relationships with diverse people. • I show empathy for others and adjust my behaviour to accommodate their needs.

***Note that the Core Competency descriptions have been altered to fit the Connect Learner Strategies course.**

Course Name: Connect Learner Strategies 10

BIG IDEAS

Building the skills of lifelong learning can help us adapt and arrive as we transition to the world beyond high school.	Well-being requires finding a balance of personal health, relationships, work, learning, and community engagement.	Self-advocacy, independent learning skills and self-reflection can prepare us for success.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
• Explain strategies for promoting a home-work-school balance • Document decision making processes that help identify learning, personal career opportunities, and informed choices • Explore personal, career, and life choices • Demonstrate personal awareness and responsibility through diverse experiences • Identify evidence of learning experiences that represent achievement • Use innovative thinking to solve problems at school • Utilize strategies for managing physical, emotional, and social changes. • Utilize organizational skills and strategies • Focus on personal strengths to identify strategies • Identify supports required for areas of personal strength and need • Gain knowledge to assist them with successful completion of their academic courses. • Practice self-advocacy frequently	Learning Profile: - Potential short and long term consequences of health decisions including those involving mental wellness, sleep routines, potential abuse of drugs, and technology use Study Skills and Strategies: - Self-evaluate the effectiveness and usefulness of previously used strategies - Implement a successful study skill - Utilize effective test taking strategies based on conversations with mentor Advocacy: - Learning needs and self-advocacy for what their needs are - Useful and non-useful supports - Some supports based on the circumstance Personal Development: - Awareness that self-assessment and preparation are needed to achieve goals - Cultivation of interpersonal, intercultural, collaborative, and social skills. - Transferable skills and how they are gained through a variety of in-school experiences - Understanding that prior learning can guide future choices - Awareness that learning and choices may change with time and new experiences - Current experiences can guide future choices

Course Name: Connect Learner Strategies 11

BIG IDEAS

Building the skills of lifelong learning can help us adapt and arrive as we transition to the world beyond high school.	Well-being requires finding a balance of personal health, relationships, work, learning, and community engagement.	Self-advocacy, independent learning skills and self-reflection can prepare us for success.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
• Evaluate and explain strategies for promoting a home-work-school balance • Document and the ways of knowing research and decision making processes that help identify learning, personal career opportunities, and informed choices • Explore personal choices • Demonstrate personal awareness and responsibility through diverse experiences and make connections to community and place • Identify and provide evidence of learning experiences that represent achievement and inform future directions • Use innovative thinking to solve problems inside and outside school • Utilize strategies for managing physical, emotional, and social changes. • Utilize organizational skills and strategies and apply knowledge from previous learning inventories and theories • Focus on personal strengths to assess which strategies are successful • Identify supports required for areas of personal strength and need • Gain knowledge to assist them with successful completion of their academic courses. • Practice self-advocacy on a daily basis	Learning Profile: - Potential short and long term consequences of health decisions including those involving mental wellness, sleep routines, potential abuse of drugs, and technology use - a variety of available tools (conventional and technology based) to assist with the building of additional skill areas. Study Skills and Strategies: - The effectiveness and usefulness of previously used strategies - A successful study skill and/or introduce a new strategy - Effective test taking strategies based on learner profile Advocacy: - Learning needs and self-advocacy for what their needs are - Useful and non-useful supports - Some supports based on the circumstance Personal Development: - Awareness that self-assessment and preparation are needed to achieve goals and plans - Cultivation and nurturing of interpersonal, intercultural, collaborative, and social skills. - Transferable skills and how they are gained through a variety of in-school and out-of-school experiences - Understanding that prior learning can guide future career and life choices - Awareness that learning and career choices may change with time and new experiences - Current experiences can guide future choices

Course Name: Connect Learner Strategies 12

BIG IDEAS

Building the skills of lifelong learning can help us adapt and arrive as we transition to the world beyond high school.	Well-being requires finding a balance of personal health, relationships, work, learning, and community engagement.	Self-advocacy, independent learning skills and self-reflection can prepare us for success.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
• Evaluate and explain strategies for promoting a home-work-school balance • Document and apply the ways of knowing research and decision making processes that help identify learning, personal career opportunities, and informed choices • Explore personal, career, and life choices as an educated citizen • Demonstrate personal awareness and responsibility through diverse experiences and make connections to community and the workplace • Identify and provide evidence of learning experiences that represent achievement and inform post-graduation directions • Use innovative thinking to solve problems inside and outside school, and anticipate future potential issues • Utilize strategies for managing physical, emotional, and social changes, especially in the post-graduate world • Utilize organizational skills and strategies and apply knowledge from previous learning inventories and theories • Focus on personal strengths to assess which strategies are successful • Identify supports required for areas of personal strength and need • Gain knowledge to assist them with successful graduation and transition to the workplace • Practice self-advocacy whenever necessary	Learning Profile: - Potential short and long term consequences of health decisions including those involving mental wellness, sleep routines, potential abuse of drugs, and technology use - a variety of available tools (conventional and technology based) to assist with the building of additional skill areas, and how to use these tools in the post-graduate world Study Skills and Strategies: - The effectiveness and usefulness of previously used strategies - A successful study skill and/or introduce a new strategy - Effective test taking strategies based on learner profile and self-knowledge Advocacy: - Learning needs and self-advocacy for what their needs are - Articulation of useful and non-useful supports - The most successful support for the circumstance Personal Development: - Awareness that self-assessment and preparation are needed to achieve post-graduation goals and plans - Cultivation and nurturing of interpersonal, intercultural, collaborative, and social skills. - Transferable skills and how they are gained through a variety of in-school and out-of-school experiences - Understanding that prior learning can guide future career and life choices - Awareness that learning and career choices may change with time and new experiences - Current experiences can guide future choices without support at school

Big Ideas - Elaborations

Life-long learning – the commitment to acquiring knowledge throughout one's life • Transition – the movement of one phase to another

Curricular Competencies – Elaborations

• Personal awareness and responsibility – includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. • Diverse experience – school, work, volunteer activities, athletic and artistic pursuits, travel, etc. • Place – place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives of the world. • Organizational skills – use of tools and time through the implementation of effective strategies • Personal strengths – areas of talent, knowledge, or skill • Learning inventories – tools to survey and determine ones own personal learning style • Self-advocacy – to identify and articulate ones views or needs to others

Content – Elaborations

• Post-graduation goals and plans – as per the 2018 graduation requirements, and applicable post-secondary plans • Preparation – personal graduation requirements, personal financial planning, etc. • Transferable skills – includes essential career skills and employability skills

Mountain Biking Community Development 10
Board/Authority Approved Course

North Okanagan Shuswap	School District 83
Developed By: Chris Stromgren	Date Developed: May 2019
School Name: JL Jackson Secondary School	Principal's Name: Mr. Rob Cadden
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course: Mountain Biking Development	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities, or Equipment Required:

- Training: Professional Mountain Biking Instructor's Association Level 1 Instructor Course (or higher), Occupational First Aid Level 1 (or higher), or a wilderness first aid equivalent.
- Facilities: classroom, outdoor areas (ex. Sports field or gravel parking), trail access, weight training facility/gym
- Equipment: a performance mountain bike in good repair, a modern helmet without visible damage, gloves, and back pack (with required tools and repair gear).

Course Synopsis:

In the past decade there has been a growing regional, provincial and national interest in recreation, competition and tourism related to mountain biking. This course seeks to develop recreational, competitive and career opportunities in the sport of mountain biking. Province-wide there has been, and continues to be, several post-secondary programs structured directly around mountain biking tourism and sustainable practices in mountain biking as a valid career path (ex. Capilano University Mountain Bike Program). Included in the proposed course programming are skill development, first-aid, grant application writing and implementation, bike mechanics, sustainable trail design, construction and maintenance, physical conditioning and leadership and guiding skills. This program will serve as an introduction to the

huge variety of career opportunities within the field of adventure tourism. This course would cover all elements and facets of learning about, and participating in, the sport and career of mountain biking.

Goals and Rationale:

Goals:

- To learn about community collaboration and the sustainable planning and development of mountain biking
- To advocate for the health and fitness of others connects us to our community
- To learn about and mitigating the risks of mountain biking through best practices, risk management and mitigation in real world urban and wilderness scenarios.
- To develop foundational mountain biking skills and appreciation for the life-long benefits of the sport
- To develop leadership skills through community and industry collaboration and through group guiding
- To increase mechanical knowledge in order to promote safety, enjoyment and employment
- To increase technology to mitigate risks and promote mountain bike tourism in our region

Rationale:

British Columbia is a world renowned destination for mountain biking tourism. Salmon Arm has a very well established mountain biking community. Through the Larch Hills Nordic skiing program many young, competitive athletes 'cross-over' to mountain biking as their three season sport of choice following the ski season. Building upon this success is the Salmon Arm Secondary Mountain Bike Team which began 13 years ago and has since won the BC School Sports Provincial Championship five times. At the team try outs in April 2019 there were 47 athletes vying for a position on the team. Shuswap Middle School and South Canoe Elementary School both have mountain bike teams and/or clubs. Salmon Arm Secondary school hosted a Thompson/Okanagan zone league race in April 2019 that attracted 96 competitors. All in all, mountain biking is well established and growing quickly in our region. The present expansion of the South Canoe Trails facility by the City of Salmon Arm is set to triple available parking, add a pump track, jump park, skills park, outdoor classroom and picnic facilities. The Rubberhead trail network east of Canoe recently received official Recreation Site status from Sites and Trail B.C. and resultant facility improvements.

Given the established popularity and continued growth of mountain biking in our community it seems the timing is right to offer students opportunities to pursue competitive, recreational and career options in this sport. A course such as this will provide students with the opportunity to learn about this sport and industry in a safe and informative, innovative and experiential environment. Primary amongst these opportunities is the ability for this course to offer a series of collaborative projects with groups in our community such as the Shuswap Trail Alliance, the Shuswap Cycling Club, local businesses, the Larch Hills Nordic Society, as well as outreach programs including leadership opportunities for students in the course to visit schools in the district to teach what they are learning. The learning pertaining to the physical fitness and skill development side of mountain biking will provide students with in depth knowledge around the elements of cardiovascular, strength and endurance training regimes of this life-long sport. This course will set students up for success in mountain

biking in a safe and controlled environment by teaching the foundational skills of mountain biking combined with detailed lessons on wilderness safety and basic trailside first aid, evacuation, mechanics and repair.

Mountain biking is increasingly seen as a viable economic tourism initiative for tourism lead communities such as ours. This creates the potential for job opportunities for youth in our region. The nature of technology as it pertains to mountain bike tourism will also be explored using some newly developed and highly regarded applications that are changing the nature of mountain bike tourism by increasing safety and improving the quality of information available to riders.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

- Mountain Biking and guiding supports the development of self in support of connecting with others through shared experiences.
- Learning is embedded in memory, history and shared story.
- Leading and coaching groups involves learning from mentors and those in the leadership role.
- Leadership can be shared and is unique to each person, situation, and experience.

Declaration of Aboriginal Worldviews and Perspectives:

- Recognizing the importance of visitor experience and views and incorporating that knowledge into our own world views.
- Recognizing the importance and connectedness of natural systems and how we may interact in a sustainable fashion.
- Group explorations are deeply connected to building relationships both with those involved and community.
- Community involvement/engagement
- Experiential Learning
- Local focus
- Learner centered

Assessment and Evaluation:

Formative Assessment:

- Self-reflection/self-assessment
- Journaling for fitness tracking, community collaboration and personal responsibility
- First aid practical and theoretical components
- Regular logs for bike repair and maintenance
- Regular journal logs for trail reports and subsequent maintenance

BIG IDEAS

Community and Planning	Safety and First Aid	Mountain Biking Skills	Leadership	Mechanics and Repair
Collaboration with user groups and needs provides quality development of sustainable resources	Understanding safe practices and risk management is greatly complimented by First Aid training	Foundational skill development increases ability and enjoyment of sport, fitness and opportunity	Development of leadership skills is ongoing	Increasing mechanical knowledge and ability promotes a deeper understanding and accessibility

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
Community and Sustainable Planning: • Identify possible areas of development/maintenance/repair in collaboration with the Shuswap Cycling Club (SCC) & the Shuswap Trail Alliance (STA) development plans • Explore the area in question and hang flagging outlining the proposed trail/repair/maintenance project • Identify key elements requiring funding • Identify the individual elements and budgets needed for the specific proposal and grant request • Create and write the Grant Proposal/Request • Outline the multiple user groups that will benefit from the proposed improvements • Outline and itemize costs of implementation and scheduled maintenance/repair needed to ensure sustainable enjoyment and use of proposed improvements • Identify user groups and develop maintenance plans with all user groups and their respective interests • Seek sustainable development opportunities that increase access for multiple user groups • Promote healthy activities that increase access and reduce impact on the environment	Community and Sustainable Planning: • Processes of consultation with community stakeholders • Environmentally sustainable trail building practices • Material and equipment costs and related permitting fees for trail design and construction • Community and stakeholder consultation processes • Scheduling and implementation of plans
Safety, First Aid and Remote Evacuation: • Demonstrate knowledge of Standard First Aid protocols and wilderness first-aid evacuation • Construct a personal first-aid kit • Identify the value of items in their personal first-aid kit • Demonstrate an awareness of outdoor safety situations • Use to technology to help mitigate risks and to act in emergency situations	Safety, First Aid and Remote Evacuation: • Standard First Aid • Remote evacuation procedures and protocols • The unique nature of sport in a wilderness setting • Risk management best practices • Mountain biking responsibility code

Environmental Sustainability and Trail Maintenance: • Identify areas suitable for development and maintenance • Understand sustainable trail development • Manage and minimize erosion and environmental impact • Manage drainage • Understand soil compaction and the significance of using appropriate construction techniques for the area of development • Design and build quality and lasting features including but not limited to: bench cut, berms, and bridges	Environmental Sustainability and Trail Maintenance: • The various interest and user groups implicated in a given riding area • Principles of sustainable trail building techniques such as: drainage and erosion control and protection of sensitive habitats • Corridor clearance and sight line considerations for safe best practices • Appropriate technological applications to aid in sustainability and management such as recording GPS waypoints for mapping
Riding Skill Development: • Develop proper body position over a variety of terrain • Understand balance and be able to shift balance points to increase traction and stability • Understand fundamentals and advanced cornering techniques • Increase pedaling efficiency and power • Trail scanning techniques • Proper use of shifting and gearing mechanisms • Asses and mitigate risk through a collection of skills to increase ability and enjoyment of riding	Riding Skill Development: • Body position and balance • Operation of controls • Terrain awareness • Direction control • Pressure control • Timing and coordination
Physical Conditioning: • Develop a basic understanding of human anatomy and physiology • Participate in exercises that build endurance, strength, balance, and flexibility pertaining to the sport of mountain biking • Build conditioning to enhance performance and reduce/rehabilitate injury • Tracking fitness activity regularly using electronic and or paper based journals	Physical Conditioning: • The nature of the cardiovascular system • Skeletal and muscular anatomy • Principles of endurance training, strength training and flexibility • Aspects of balance related to mountain biking • F.I.T.T. principle • SAID principle

Basic Bicycle Mechanics and Repairs:
• Identify tire and tubes that need repairing
• Determine the cause(s) of the flat of damage
• Repair tubes/ tires using the proper tools
• Describe the steps required to true a wheel and the equipment/tools required
• Name the components of the different types of brake systems
	Basic Bicycle Mechanics and Repair:
	• The dynamic and static components of a mountain bike including:
	  ○ Rims, hubs, spokes
	  ○ Frame, fork and rear shock
	  ○ Braking components

• Identify a bike with an unsafe braking system • Describe the proper steps of the brake adjustment process • Identify the parts of a headset • Adjust/maintain and repair a headset • Identify the parts of front and rear derailleurs • Make adjustments to front and rear derailleurs to ensure smooth and accurate shifting Leadership Skills: • Prepare an outline detailing the proposed ride • Asses risks and possible areas of concern during proposed rides • Prepare expectations of conduct for the proposed ride • Outline possible first aid interventions and supplies needed for the student led ride • School and community outreach • Plan, prepare and lead an ability based group mountain bike ride	○ Cockpit control components ○ Adjustable height seat post ○ Drivetrain components • How to use the basic tools in their trailside tool kit • How to use an advanced full tool kit for extensive 'off the trail' repairs and maintenance Leadership skills: • Pre-trip planning and preparation for leading a group ride • How to plan and lead an appropriate, ability-based group ride • How to encourage others in the community to participate in mountain biking safely through school and community outreach

Curricular Competencies – Elaborations

Grant writing, proposals, maintenance plans:

1) How can we identify projects/trails that are in need of maintenance?
2) What constitutes a sound management plan?
3) What is the importance of creating and following a management plan?
4) How do we ensure monies are being allocated to the correct project elements?
5) What elements should be contained within a sound development plan?
6) How can we ensure multiple user groups have their specific needs addressed in a newly constructed or restored trail network?
7) How does trail material dictate the types of trails constructed?

Safety

1) Why is safety/first aid training essential for those guiding groups in an outdoor setting.
2) Why is a complete and restocked first aid kit needed?
3) Why is awareness key in the mitigation of risk?
4) Why is specific importance placed on safety protocol?
5) What is the significance of planning for all scenarios that may present during an activity?

Skill development

1) Why is proper body position so important to develop over a variety of terrain?
2) How does shifting balance affect traction and stability?
3) What are the fundamentals of advanced cornering techniques?
4) How can cadence affect pedaling efficiency and power?
5) How does trail scanning mitigate risk?

Strength, balance and flexibility

1) Why is importance placed on flexibility, strength and balance during any activity?
2) Why is understanding anatomy key to ensuring decreased instances of injury?
3) How can conditioning affect our ability to recover from injury or activity?
4) Why is flexibility so important in the reduction of injury?
5) How does improving core strength affect riding ability?

Bike fitment, set-up, mechanics, technology and repair

1) What are the various tire related mechanical failures that may occur on a bike?
2) What tools and steps would be required when truing a wheel?
3) What are the part and function of a braking system?
4) How can brake setup affect ride quality of any bike?
5) How does the rear derailleur operate?
6) What settings are easily adjusted when out on the trail?

Big Ideas – Elaborations
Community and Planning: Collaboration with user groups and needs provides quality development of sustainable resources **Sample Questions to support inquiry with students:** 1) How do proper practices ensure the most possible opportunity for the most user groups when developing trail networks? 2) What key elements must be considered to ensure effective management plans? 3) What is the purpose of consulting, and working in concert with, established groups and ministries? **Safety and First Aid:** Understanding safe practices and risk management is greatly complimented by First Aid training **Sample Questions to support inquiry with students:** 1) How can a guide maximize his or her effectiveness to provide a safe and secure experience with a group? 2) What is the importance of proper safety training and equipment during any guided experience? 3) What is the importance of planning when organizing a group activity? **Mountain Biking Skills:** Foundational skill development increases ability and enjoyment of sport, fitness and opportunity **Sample Questions to support inquiry with students:** 1) How does body position affect stability? 2) What skills can be combined to create strong cornering mechanics? 3) How is center of mass related to stability in steep terrain? **Leadership:** Development of leadership skills is ongoing **Sample Questions to support inquiry with students:** 1) What qualities should a leader possess to ensure a safe experience in the outdoors? 2) How does risk management ensure a safer experience in a group setting? 3) What is the importance of regular stops and checks while participating in a group activity in the outdoors? **Mechanics and Repair:** Increasing mechanical knowledge and ability promotes a deeper understanding and accessibility **Sample Questions to support inquiry with students:** 1) What is the purpose of regular maintenance and repair? 2) How does the state of repair of your bike affect your riding experience?

Summative Assessment:

Recommended Instructional Components:

Organizational Structure: Unit Descriptions

Unit	Title	Time
Unit 1	Grant Writing: Students will work in partnerships researching possible trail creation and development opportunities. Grant proposals, and funding requests designed to create and maintain trail-riding opportunities within the Salmon Arm area. Grants will be created by student partnerships and submitted to the appropriate organizations. Proposals will be evaluated on: detail contained within the proposal and the attention to the multiple needs and user groups that enjoy the trail networks. The Shuswap Cycling Club (SCC) and the Shuswap Trail Alliance (STA) have offered a partnership that will join the efforts of the students within the program with the needs and agreements of the community.	15 hours
Unit 2	Safety, First Aid and remote evacuation training: Students will receive basic first aid training specific to wilderness environments. This will be directed toward shock management, injury treatment and extraction to further care. Assessment will be connected to successful completion of the First aid unit. This unit will run before any riding takes place to ensure all members have adequate skills to assist in the event of injury. Students will receive Standard First Aid certificate upon completion of this unit.	15 hours
Unit 3	Environmental Sustainability/ Trail Building and Maintenance/Technology: Students will participate in the process of creating and maintaining trails in the local riding areas. Students will be taught the methods of proper sustainable trail construction. This includes: construction techniques, drainage, compaction, corner construction, and bridge building. Students will be a part of the development and maintenance program of the SCC & STA. Every year Salmon Arm has more frequent mountain bike tourist visits. Therefore, the tremendous value of proper trail development and maintenance is easily seen from both the perspective of recreational users and by the community in terms of revenue generation of tourist dollars. Students will be evaluated on all aspects of the building and maintenance projects: quality of build, maintenance plans, future development possibilities.	16 hours
Unit 4	Riding Skill Development: This course seeks to increase both skills and confidence pertaining to riding mountain bikes. Contained within the skill set of mountain biking are: Body position, balance, cornering, proper braking techniques, pedaling efficiency and a multitude of additional skills and knowledge. The instructor will provide weekly seminars on riding skills and these will be supplemented by seminars and clinics provided by local Pro riders. Skills will be evaluated and revisited, with the intention of consistently increasing ability, confidence, and mastery of specific skill sets.	42 hours
Unit 5	Physical Conditioning: Students will participate in cardiovascular endurance, strength, balance and flexibility training with the intention of maximizing performance and mitigating and reducing possible injuries. Evaluation and assessment will measure improvements in performance and charting of student goals throughout the term.	12 hours
Unit 6	Mechanics: Students will have weekly bike repair seminars. Repairs include: replacement of parts, general maintenance, and proper setups. Additional to the weekly repair seminars, local mechanics have offered to volunteer their time to teach specific modules pertaining to the specific components that require frequent maintenance. Students will be assessed on their mechanical proficiencies and trouble-shooting abilities.	15 hours

Unit 7	Leadership Skills and Technology: Students will be required to plan and lead a group ride. The group ride will include: route selection, route finding, use of trail application technology for location and emergency planning, risk assessment, expectations of conduct, and possible first aid interventions. Students will be assessed on the completeness of their plan, leadership skills, and successful completion of student led ride.	5 hours
	Total Hours	120 Hours

Recommended Assessment Components:

Unit 1: Grant proposal writing

Learning Outcome	Extending 5	Proficient 4	Developing 3	Emerging 2	Not Evident 1
Identify possible areas of development/ maintenance/ repair in collaboration with Shuswap Cycling Club (SCC) and the Shuswap Trail Alliance (STA) development plans	Clearly identified area follows SCC & STA development plan.	Identified area of development plan within the scope of the SCC & STA plan	Identified area of development but project falls somewhat outside of the SCC & STA development plan	Identified area of development needs significant revision to meet the scope of the SCC & STA plan	Does not meet the requirements of the SCC & STA development plan. Project redesign or relocation required
Invested Interests (II) respective requirements (e.g. Government ministries, First Nations) and collaboration	Acknowledges and adheres to requirements laid out by the IIs. Identifies drainage, habitat and impacts with no revision necessary	Adheres to most of the requirements outlined by MOE, minor adjustments needed to accurately address drainage, habitat and impacts	Adjustments need to be made to several areas of concern outlined by MOE guidelines and recommendations	Significant adjustments need to be made to meet the areas of concern outlined by MOE	Does not meet the requirements outlined by MOE. Project redrafting required
Meets recreational opportunities of multiple user groups	Considers multi-user group needs and recreational opportunities in a balanced fashion	Considers multi-user groups with bias towards one group	Considers multi-user groups with significant bias towards one group	Considers more than one user group but revisions needed to include additional groups	Does not acknowledge the needs of any other group seeking recreation in the outlined area of development

Build plan and project costs	Detailed outline of every element of the building/project costs	Outlines the key areas of projects costs. Minor revision.	Outlines most of the project costs. Revisions needed	Outlines some of the project costs. Revisions and reconsiderations needed	Does not address the specific costs adequately. Significant redrafting needed
Outline of scheduled maintenance plan	Clearly Expresses maintenance schedule	Outlines maintenance schedule	Outlines maintenance schedule but with some gaps	Identifies some elements of maintenance	Does not successfully identify areas of maintenance

Unit 2: Basic first aid, remote evacuation, risk assessment

Learning Outcome	**Extending** **5**	**Proficient** **4**	**Developing** **3**	**Emerging** **2**	**Not Evident** **1**
Basic First Aid Theory	Passes theoretical exam with 100%	Passes theoretical exam with +90%	Passes theoretical exam with +80%	Passes theoretical exam with +70%	Does not meet minimal theoretical passing grade. Repeat
Basic First Aid Practical	Passes theoretical exam with 100%	Passes theoretical exam with +90%	Passes theoretical exam with +80%	Passes theoretical exam with +70%	Does not meet minimal practical passing grade. Repeat
Risk Assessment	Identifies every risk present in the situation. Clearly outlines appropriate risk management	Identifies most potential hazards with appropriate risk management	Identifies most key risks. Risk management may be insufficient or inappropriate	Identifies some potential hazards. Risk management may be insufficient or inappropriate	Does not sufficiently identify key hazards. Risk management is inadequate
First Aid Kit	Kit contains every necessary item as well as unforeseen needs. Always carried and maintained	Kit contains every necessary item. Always carried and maintained.	Kit contains most necessary items. Always carried and maintained	Kit may be missing minor items or items are not identified adequately. Always carried	Kit may be missing major items or forgotten when out in the field.

Unit 3: Rider skill development

Learning Outcome	Extending 5	Proficient 4	Developing 3	Emerging 2	Not Evident 1
Develop proper body position over a variety of terrain types	Always displays proper body position over all terrain types	Displays proper body position over most terrain types	Displays proper body position most of the time over some terrain types	Sometimes displays proper body position over terrain types	Does not yet demonstrate proper body position
Understand balance points integral to maintaining stability.	Demonstrates understanding of balance points and is able to fluidly shift fore and aft and side to side increase and maintain stability	Understands balance points and shifts between them to maintain stability	Understands balance points in most situations, but balance may become unstable in some situations	Sometimes understands balance points. Balance becomes unstable during basic shifts between balance points	Does not yet understand balances points and is often unstable.
Cornering stability	Can corner at high speeds with mastery of cornering dynamics.	Can corner at speed with fluidity.	Can corner with confidence and control.	Can corner but control is lacking or unbalanced.	Does not yet demonstrate control during cornering.
Rules of conduct for bicycles/ cycling responsibility code and safety	Always demonstrates adherence to the cycling code of conduct and is considerate of all users.	Closely adheres to cycling responsibility code.	Displays knowledge of cycling responsibility code with minor breaks in etiquette.	Understands most areas of the cycling responsibility code. Minor breaks in etiquette.	Does not yet understand the responsibility code. May cause unsafe situations or major breaks in etiquette.

Unit 4: Trail Building Techniques

Learning Outcome	Extending 5	Proficient 4	Developing 3	Emerging 2	Not Evident 1
Understanding Soil sorting and compaction	Finding zones for development with appropriate soil types for building throughout the entire building area	Finding zones with appropriate soils in most of the building areas.	Finding zones with some appropriate soils. Soils may need to be carried or moved for building plans	Finding areas that require significant effort needed to relocate appropriate soils	Selected areas unsuitable for building or those requiring unreasonable efforts to relocate soils
Understanding types of construction and when and where they are appropriately used	Always correctly identifies correct building practices and able to identify key build types including: bench cut, corner berms, bridging, rock work	Correctly identifies correct building practices and able to identify key build types including: bench cut, corner berms, bridging, rock work	Sometimes identifies correct building practices and able to identify key build types including: bench cut, corner berms, bridging, rock work	Needs support to identify correct building practices and able to identify key build types including: bench cut, corner berms, bridging, rock work	Does not understand and or cannot demonstrate correct building practices and unable to identify key build types including: bench cut, corner berms, bridging, rock work
Habitat and impact assessment	Always identifies appropriate impact mitigation. Identifies manages and adapts planning to avoid sensitive habitat and species.	Identifies appropriate impact mitigation. Identifies manages and adapts planning to avoid sensitive habitat and species.	Identifies appropriate impact mitigation most of the time. Identifies manages and adapts planning to avoid sensitive habitat and species most of the time.	Sometimes identifies appropriate impact mitigation. Identifying shifts in planning and practice to avoid sensitive habitat and species needs support.	Does not adequately identify appropriate impact mitigation. Does not adequately manage and adapt planning to avoid sensitive habitat and species.

Unit 5: Strength, Flexibility, Conditioning
Self-Assessment and Goal Charting

Goal/baseline	Evaluation #1	Evaluation #2	Evaluation #3	Evaluation #4	Final Self-Assessment
Strength: 3 elements you plan on charting throughout the semester **1_____** **2_____** **3_____** **Consider both reps and duration**	1_____ 2_____ 3_____	1_____ 2_____ 3_____	1_____ 2_____ 3_____	1_____ 2_____ 3_____	1_____ 2_____ 3_____
Flexibility: 3 goals you plan on charting throughout the semester. **1_____** **2_____** **3_____**	1_____ 2_____ 3_____	1_____ 2_____ 3_____	1_____ 2_____ 3_____	1_____ 2_____ 3_____	1_____ 2_____ 3_____
Conditioning: 3 goals you plan on charting throughout the semester. **1_____** **2_____** **3_____**	1_____ 2_____ 3_____	1_____ 2_____ 3_____	1_____ 2_____ 3_____	1_____ 2_____ 3_____	1_____ 2_____ 3_____

Unit 6: Mechanics
Modularized checklist. Students will demonstrate mastery in the following repair modules.

Module	Demonstrated mastery: Use check or X to mark each attempted module. When module is passed as indicated by the check proceed to the next repair module.
Identify tire and tubes that need repairing	
Determine the cause(s) of the flat of damage	
Repair tubes/ tires using the proper tools	
Describe and demonstrate the steps required to true a wheel and the equipment/tools required	
Name the components of the different types of brake systems	
Identify a bike with an unsafe braking system	
Describe and demonstrate the proper steps of the brake adjustment process	
Identify the parts of a headset	
Adjust/maintain and repair a headset	
Identify the parts of front and rear derailleurs	
Describe and demonstrate steps required to adjust, maintain and service and adjustable height seat post.	
Make adjustments to front and rear derailleurs to ensure smooth and accurate shifting	

Unit 7: Leadership

Students will be required to plan and lead a group ride. The group ride will include: route selection, route finding, risk assessment, expectations of conduct, and possible first aid interventions. Students will be assessed on the completeness of their plan, leadership skills, and successful completion of student led ride.

Learning Outcome	Extending 5	Proficient 4	Developing 3	Emerging 2	Not Evident 1
Preparation of a detailed itinerary of the group ride	Selected ride is of ideal length and ability level for the group, reasonable timeline, highly organized	Selected ride is of appropriate length and ability level for the group, reasonable timeline, well organized	Selected ride is of appropriate length and ability level for the group, reasonable timeline, organized. Some revision needed	Selected ride is may be slightly inappropriate in length and ability level for the group, somewhat unreasonable timeline, lacks sound organization. Extensive revision needed	Selected ride is inappropriate in length and ability level for the group, unreasonable timeline, lacks sound organization. Redrafting needed
Risk Assessment and expectations of conduct and first aid protocols	Clearly outlines risks and acceptable conduct in every element of the planned ride. First aid interventions and duties are clearly defined in a detailed fashion	Outlines risks and acceptable conduct in most elements of the planned ride. First aid interventions and duties are defined	Outlines risks and acceptable conduct in some elements of the planned ride. First aid interventions and duties are loosely defined. Revision needed	Outlines risks and acceptable conduct in few elements of the planned ride. First aid interventions and duties are not clearly defined. Extensive revision needed.	Does not adequately outline risks and acceptable conduct in most elements of the planned ride. First aid interventions and duties are not defined. Redrafting required

Drumline 10/11/12
Board/Authority Approved Course

North Okanagan Shuswap	School District 83
Developed By: **Michelle Reed**	Date Developed: **April 29, 2019**
School Name: **Pleasant Valley Secondary & A.L. Fortune Secondary**	Principal's Name: **Mr. Abbas El Gazzar & Mr. Scott Anderson**
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course: **Drumline**	Grade Level of Course: 10, 11, 12
Number of Course Credits: **4 Credits**	Number of Hours of Instruction: **120 Hours**

Board/Authority Prerequisite(s):
Drumline 10: Successful competition of Instrumental Music 9 is recommended but not required for Drumline 10
Drumline 11: Successful competition of Instrumental Music 10 or Drumline 10 is recommended, or by recommendation of the Music Teacher
Drumline 12: Successful competition of Drumline 11 is required. Where a student has successful percussion experience in Instrumental Music 11, recommendation by Music Teacher will be acceptable.

Special Training, Facilities, or Equipment Required:
Marching percussion equipment and accessories. Drumline instrumentation consists of Marching Basses, Snares, Tenors and Cymbals. Keyboard percussion is optional but encouraged where possible.

Course Synopsis:
This course has been designed to meet the needs of the growth of Drumline as a scholastic endeavor in B.C. Students will learn rudiments as outlined by the Percussive Arts Society, as well as put ensembles and shows together in accordance to the Canadian Drumline Association's recommendations. This course will expand student's musicianship and provide them an opportunity to build percussive skills not available through other Music courses.

Goals and Rationale:

Goals:

- Routinely execute full ensemble warm ups
- Develop a bank of cadences, grooves and cheers for community performance
- Participate in annual regional/provincial competitions wherever possible
- Demonstrate teamwork through practice and commitment
- Develop proficiency reading percussion charts
- Engage in peer/mentor relationships
- Engage in leadership

Rationale:

Drumline is a course designed to promote percussive arts through marching and concert percussion instrumentation. It is a collaborative team-based activity which requires self-motivation, commitment, effective work habits, and initiative which emphasize both Personal Awareness and Communication core competencies. Participation in Drumline provides students with a sense of community, self-worth and feelings of achievement and satisfaction. There are numerous opportunities for students to explore leadership and peer mentorship through this type of ensemble, as each section requires a leader or captain.

Drumline provides students with the opportunity to enhance their musical vocabulary and performance experiences. It allows students to express themselves artistically through performance and collaboration. Success is realized through both individual and teamwork as students come together to achieve quality ensembles performances.

The activity combines a multitude of disciplines including marching percussion, concert percussion, dance, art, theatre, choir and cheerleading. Drumline shows are cross-curricular in that they incorporate dance and movement, theatrical performance, and artistic set-design to create a narrative or explore a theme. Such productions are a reflection of the opportunities to celebrate and exchange ideas and interests unique to community culture, demonstrating Positive Personal and Cultural Awareness. Drumline can combine with cheerleading or dance classes to create repertoire for school community building such as pep-rallies and athletic events, which promotes Social Responsibility.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational.
- Learning involves recognizing the consequences of one's actions.
- Learning involves patience and time.

Declaration of Aboriginal Worldviews and Perspectives:

- Drumline is inherently focused on connectedness and relationships given the demand for successful team dynamics in the ensemble.
  - Community involvement
  - The power of story
  - Experiential learning
  - Flexibility
  - Leadership
  - A positive learner-centered approach
  - The role of the teacher, leader, or coach

Assessment and Evaluation:

Formative Assessment:

- Peer and self-assessment of rudimental exercises/repertoire
- Sight-reading
- Performance testing
- Recordings for reflection
- Routine warm up and chop building exercises
- Listening assignments

Summative Assessment:

Summative assessment is easily achieved by recording (both visual and audio) performances. Drumline is a performance based class and as such the ensemble will be performing in public a great deal throughout the year. Each performance should be recorded so students can work collaboratively with the teacher to reflect on and evaluate the learning that has taken place. Wherever possible, Drumline ensembles will participate in the Regional and Provincial events held by the Canadian Drumline Association. CDA events are evaluated by Canada's top Marching percussion specialists who will provide both written and recorded feedback and assessment to ensembles.

Course Name: DRUMLINE 10

BIG IDEAS

Music communicates traditions, perspectives, world views and stories	Drumline offers **aesthetic experiences** that can transform our perspective	Drumline offers unique ways of exploring our identity and sense of belonging
Drumline is a process that relies on the engaged connection between the senses	Individual and collective expression is rooted in history, culture and community	Growth as a musician requires perseverance, resilience and reflection

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **EXPLORE & CREATE** -Perform in ensemble setting -Express meaning, intent and emotion through music -Explore a variety of contexts and their influences on musical works including place and time -Develop and refine technical skills and expressive qualities -Improvise and take creative risks in music -Study and perform a variety of musical styles and genres, in the context of drum corp styles from around the world -Consider audience and venue while rehearsing music for performance **REASON & REFLECT** -Describe and analyze musicians' use of technique using musical language -Reflect on rehearsal and performance experiences and musical growth -Consider the function of their instrument on the ensemble -Analyze styles of music to inform musical decisions -Engage knowledge and skills from other areas of study in discussing relationships between context and interpretation	*Students are expected to know the following:* -Musical elements, principles, vocabulary, symbols, and theory -Techniques, vocabulary, technologies, and context relevant to a particular idiom or genre -Creative processes -Movement, sound, image, and form -A variety of musical styles, genres, and traditions -Roles of performer, audience and venue -Health and safety issues and procedures -Basic warm up and technique builders -Basic music notation specific to drum rudiments

COMMUNICATE & DOCUMENT -Document, share, and appreciate musical works and experiences in a variety of ways -Receive and apply constructive feedback -Use discipline-specific language to communicate ideas -Contribute personal voice, cultural identity, and perspective in solo or ensemble musical study and performance -Demonstrate respect for self, others and the audience **CONNECT & EXPAND** -Demonstrate personal and social responsibility associated with creating, performing and responding to music -Make connections with others on a local, regional and global scale through music -Use technical knowledge and contextual observation to make musical decisions -Demonstrate safe care, use and maintenance of instruments and equipment -Practice appropriate self-care to prevent performance-related injury	-Basic rudimental technique (elaboration: full stroke, down stroke, tap stroke, up stroke) -Basic rudiments in a variety of dynamic ranges -Basic rudiments in a variety of tempi -Basic marching cymbal sounds and technique (elaboration: chip & crash) -Basic tenor drum techniques (elaboration: splits and crossovers) -Bass drum unison patterns -Snare drum matched grip -Cadences

Course Name: DRUMLINE 11

BIG IDEAS

Purposeful choices enhance the quality, artistry, and authenticity of musical processes	Enduring understanding of music is gained through perseverance, resilience and risk taking	Ideas and beliefs are conveyed through Drumline performance
The nuances of musical expression are understood through deeper study and performance	Purposeful arrangement and show design shape the audiences aesthetic experience	Drumline integrates the arts to provide unique **aesthetic experiences**

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **EXPLORE & CREATE** -Perform in ensemble and solo settings -Express meaning, intent and emotion through music -Explore a composer's musical and expressive intentions -Refine technical skills and expressive qualities -Improvise and take creative risks in music -Study and perform a variety of musical styles and genres, in the context of drum corp styles from around the world -Explore new musical ideas by combining genres or styles -Consider audience experience when arranging a show **REASON & REFLECT** -Describe and analyze musicians' use of technique using musical language -Reflect on rehearsal and performance experiences and musical growth -Consider the function of their instrument on the ensemble -Analyze styles of music to inform musical decisions	*Students are expected to know the following:* -Musical elements, principles, vocabulary, symbols, and theory -Techniques, vocabulary, technologies, and context relevant to a particular idiom or genre -Creative processes -Movement, sound, image, and form -A variety of musical styles, genres, and traditions -Roles of performer, audience and venue -Health and safety issues and procedures -Intermediate warm up and technique builders -Intermediate music notation specific to drum rudiments -Intermediate level rudimental technique (elaboration: single stroke roll, single paradiddle, double stroke & flams)

-Engage knowledge and skills from other areas of study in discussing relationships between context and interpretation **COMMUNICATE & DOCUMENT** -Document, share, and appreciate musical works and experiences in a variety of ways -Receive and apply constructive feedback -Use discipline-specific language to communicate ideas -Contribute personal voice, cultural identity, and perspective in solo or ensemble musical study and performance -Demonstrate respect for self, others and the audience -Anticipate individual responses to a piece of music **CONNECT & EXPAND** -Build a diverse repertoire of music reflecting multiple themes, perspectives, and contexts -Demonstrate personal and social responsibility associated with creating, performing and responding to music -Make connections with others on a local, regional and global scale through music -Use technical knowledge and contextual observation to make musical decisions -Demonstrate safe care, use and maintenance of instruments and equipment -Practice appropriate self-care to prevent performance-related injury -Demonstrate understand of creative processes -Explore and relate musical selections to personal, social or cultural issues -Establish evolving personal goals for instrumental performance	-Intermediate level rudiments in a variety of dynamic ranges -Intermediate level rudiments in a variety of tempi -Intermediate marching cymbal sounds and technique (elaboration: slide-choke& taps) - Intermediate tenor drum techniques (elaboration: sweeps, scrapes and crossover patterns) -Bass drum eighth note splits -Explore snare drum traditional grip -Stick movement for added visual impact -Pep rally charts -Appropriate carrying techniques and use of harnesses -Intermediate movement technique (Elaboration: forward march step) -Show design and execution in conjunction with the Canadian Drumline Association's 'Concert Class' category

Course Name: DRUMLINE 12

BIG IDEAS

Purposeful choices enhance the quality, artistry, and authenticity of musical processes	Enduring understanding of music is gained through perseverance, resilience and risk taking	Ideas and beliefs are conveyed through Drumline performance
Ideas and beliefs are conveyed through Drumline performance	Active participation in the arts is essential to building culture, expressing identity and providing insight into human experience	Arranging and show design in Drumline facilitates limitless expression and meaning

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **EXPLORE & CREATE** -Perform in ensemble and solo settings -Express meaning, intent and emotion through music -Explore a composer's musical and expressive intentions -Refine technical skills and expressive qualities -Improvise and take creative risks in music -Study and perform a variety of musical styles and genres, in the context of drum corp styles from around the world -Explore new musical ideas by combining genres or styles -Consider audience experience when arranging a show **REASON & REFLECT** -Describe and analyze musicians' use of technique using musical language -Reflect on rehearsal and performance experiences and musical growth	*Students are expected to know the following:* -Musical elements, principles, vocabulary, symbols, and theory -Techniques, vocabulary, technologies, and context relevant to a particular idiom or genre -Creative processes -Movement, sound, image, and form -A variety of musical styles, genres, and traditions -Roles of performer, audience and venue -Health and safety issues and procedures -Advanced warm up and technique builders -Advanced music notation specific to drum rudiments -Advanced level rudimental technique (elaboration: double stroke roll & triple strokes)

-Consider the function of their instrument on the ensemble -Analyze styles of music to inform musical decisions -Engage knowledge and skills from other areas of study in discussing relationships between context and interpretation **COMMUNICATE & DOCUMENT** -Document, share, and appreciate musical works and experiences in a variety of ways -Receive and apply constructive feedback -Use discipline-specific language to communicate ideas -Contribute personal voice, cultural identity, and perspective in solo or ensemble musical study and performance -Demonstrate respect for self, others and the audience -Anticipate individual responses to a piece of music **CONNECT & EXPAND** -Build a diverse repertoire of music reflecting multiple themes, perspectives, and contexts -Demonstrate personal and social responsibility associated with creating, performing and responding to music -Make connections with others on a local, regional and global scale through music -Use technical knowledge and contextual observation to make musical decisions -Demonstrate safe care, use and maintenance of instruments and equipment -Practice appropriate self-care to prevent performance-related injury -Demonstrate understanding of creative processes -Explore and relate musical selections to personal, social or cultural issues -Establish evolving personal goals for instrumental performance	-Advanced level rudiments in a variety of dynamic ranges -Advanced level rudiments in a variety of tempi -Advanced marching cymbal sounds and technique (elaboration: Flips) - Advanced tenor drum techniques (elaboration: advanced crossover patterns) -Bass drum sixteenth note splits -Consistent snare drum traditional grip execution -Individual solos -Advanced movement techniques (Elaboration: crab stepping) -Advances staging techniques and effects -Show design and execution in conjunction with the Canadian Drumline Association's 'Intermediate' category

Big Ideas - Elaborations

Aesthetic Experiences: emotional, cognitive or sensory responses to works of art

Curricular Competencies – Elaborations

Content – Elaborations

Post-Secondary Preparation 11/12
Board/Authority Approved Course

North Okanagan Shuswap	School District 83
Developed By: Patricia Izik-Dzurko	Date Developed: May 7, 2019
School Name: Salmon Arm Secondary School – Sullivan Campus	Principal's Name: Mr. Rob MacAulay
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course: Post-Secondary Preparation	Grade Level of Course: 11 and 12
Number of Course Credits: Each course is 4 credits	Number of Hours of Instruction: 100 - 120 each

Board/Authority Prerequisite(s):
Grade 11 or Grade 12 Standing

Special Training, Facilities, or Equipment Required: Regular classroom, overhead projector, document camera, access to the internet, computer and Career Centre to allow students to research both current post-secondary information and current scholarship information.

Course Synopsis:
Post-Secondary Preparation 11 and 12 are academic elective courses that prepare students to make the most of post-secondary and future career opportunities. Students will continue refining their personal inventory of interests, passions and competences in order to thoughtfully plan out and refine their post-secondary plans and career life strategies. Students will complete a detailed financial budget plan that includes an extensive scholarship search and application process along with the design and development of a career portfolio and final capstone project. Rigorous instruction utilizing a relevant post-secondary preparation framework will include collaboration in study groups and writing to include: critical inquiry, analyzing prompts, developing research-supported arguments, character analysis and detailed reflections. Pertinent, provocative and ethically-challenging curriculum will provide a powerful way to engage students in thinking deeply about their own convictions and behaviours, and empower them with the skills to successfully navigate the challenges of a post-secondary education. Finally, students will develop effective coping strategies to ease the difficult transition from home into a university or college environment.

Goals and Rationale:

Goals:

- Build a sense of character recognizing a variety of ways in which one can positively contribute to society.
- Develop an understanding of metacognition and learning how to learn.
- Explore post-secondary options and planning resources to develop informed and thoughtful career pathways.
- Develop confidence and self-advocacy skills.
- Develop integral skills in reading and writing necessary for success in both high school and post-secondary programs.
- Develop analytical and critical thinking and inquiry skills.
- Understand that developing "soft skills" improves success in post-secondary and career fields.
- Develop organizational and time management skills and approaches to become an efficient and effective learner.
- Develop an understanding of the physiological, psychological and social effects of stress, and how these effects can be changed, reduced and balanced through the use of effective coping strategies.

Post-secondary preparation, admission requirements, and information about open and entrance scholarships and bursaries are complex and ever-changing. Postsecondary 11 and 12 courses are designed to prepare students to make informed and meaningful choices about their future educational pursuits. Curriculum is designed to support, encourage, motivate, inspire and empower students to successfully integrate to post-secondary environments.

Aboriginal Worldviews and Perspectives:

Learning in this course inherently acknowledges and addresses many aspects within **The First Peoples Principles of Learning**. Specifically:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirts, and the ancestors.
- Learning requires exploration of one's identity in order to identify strengths, passions and challenges.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story.
- Recognize that there are many pathways for pursuing post-secondary opportunities within Indigenous worldviews.

Declaration of First Peoples Principles of Learning:

- Post-Secondary 11 and 12 support the development of self in support of connecting with others.
- Post-Secondary 11 and 12 require the exploration of one's identity through the understanding of many perspectives.
- Both courses support the well-being of the self, the family, and community as students learn about the connection between mind and body.
- Learning requires exploration of one's identity through understanding.

Declaration of Aboriginal Worldviews and Perspectives:

- Post-Secondary curriculums ensure that many Aboriginal Worldviews and Perspectives are included.
- Genuine engagement around cultural identities is encouraged by having students share and listen to various perspectives to unearth deeply-held, unspoken beliefs, values, and expectations.
- Experiential learning activities are included in the curriculum to widen students' circle of compassion so that, rather than just hearing the words that are spoken, students can feel genuine and compelling emotions of empathy.
- Creative opportunities for students to demonstrate and share their expertise in a safe and supportive environment are provided to ensure a distributed leadership classroom where learners are motivated and inspired to take an active role in their learning.

Instructional Strategies:

This big ideas and essential questions that have guided the development of these Post-Secondary courses are pertinent, provocative, and ethically-challenging, and require students to engage in deep and critical self-reflection, collaborative work and discussion. Many opportunities are provided for multi-dimensional inquiry as well as hands-on activities. Students have many opportunities for self-directed learning through the critical questions and problem-based tasks, projects and assignments presented throughout the course. These instructional strategies are designed to engage students in authentic intellectual work that will have value beyond the doors of the school.

- Direct Instruction
- Modelling
- Student Presentations
- Simulations
- Collaborative Tutorials
- Peer Teaching
- Experiential Learning
- Reflective Writing
- Writing to Learn Activities
- Socratic Seminars
- Dialogue and Debate Activities
- Guest Speaker Presentations
- Inquiry-based Explorations
- Reciprocal Teacher
- Engagement Methodologies

Assessment Strategies:

Assessments are varied, and flexible providing opportunities for students to demonstrate their understanding in a variety of meaningful and engaging ways. Rubrics and outcomes are often created together in order to provide opportunities for students to deepen their understanding of the content and to fully understand the learning outcomes. Personal and peer communication, anecdotal feedback along with self-reflection are also valuable in helping students set appropriate goals to foster an upward cycle of learning.

- Journal Reflections
- Peer and Self-Assessments
- Performance Assessments
- Organization-based Assessments
- Activity Debriefs and Reflections
- Collaborative Group Projects
- Observational Assessments
- Oral Presentations
- Discussion Participation
- Formative Assessments

Resources:

1. Career education resources/websites such as My Blueprint
2. Websites and print material from post-secondary institutions
3. Guest speakers such as admission officers from universities, scholarship representatives, current university students.
4. Experiential university exploration such as career fairs, school educational trips and college classroom visitations.

Course Name: Post-Secondary Preparation 11

BIG IDEAS

Well-being requires finding a balance of personal health, relationships, work, learning, community engagement, and committed citizenship.	Being post-secondary and career-ready require exploration, research, planning, evaluating, reflecting and adapting.	Building character means becoming self-aware while recognizing an ability to positively influence the world around us.	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	Learning how to learn prepares us to be lifelong learners who can innovate and adapt to changing career opportunities.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: • Consider impacts of personal/career choices on themselves and others. • Conduct self-assessments to illuminate interests, pursuits, strengths, and weaknesses. • Use self-assessment and reflection to create graduation and post-graduation goals and plans. • Create an academic plan to select courses that meet post-secondary entrance requirements upon high school graduation. • Develop an understanding of what it means to be an educated person and the breadth and depth of learning that is encompassed. • Further strengthen leadership abilities by developing positive communication and interaction skills in various extracurricular clubs, programs, school/community service, and/or athletics of interest.	*Students are expected to know the following:* **Character Development** • Essential differences between and characteristics of Growth and Fixed Mindsets • Metacognitive Strategies • Metacognitive Strategies and Memory Retention Methods • SMART Goal Setting • Community services and implications to scholarship and post-secondary applications • Awareness of and respect for local and global culture differences. **Academic Strategies and Readiness** • Writing-to-Learn Practices and Costa's Levels of Thinking • Critical reading strategies for expository text as well as post-reading analysis strategies.

• Track school/community service and/or extracurricular activity participation. • Take ownership of learning by communicating with teachers and analyzing progress reports to create a study/action plan for continued academic improvement. • Demonstrate persuasive speaking and academic listening skills in a variety of formal and informal contexts for a range of purposes. • Use writing and design processes to plan, develop, and create engaging, thoughtful and meaningful texts for a variety of purposes and audiences. • Explore how language constructs personal and cultural identities. • Use higher-level questioning and many ways of knowing to explore ideas within, between, and beyond text in order to elicit deeper thinking and more meaningful understanding. • Construct meaningful personal connections between self, text, and world in order to identify bias, contradictions, and distortions.	• Higher-level questioning techniques and introductory Socratic Seminar formats and tutorials. • How to develop positive peer communication and interaction skills that nurture a positive relational environment. • Learn the use of time management tools to track tasks, responsibilities and future time commitments throughout the year. • Begin to use technology appropriately to conduct critical research and complete academically rigorous assignments and coursework. **Career Exploration and Vision** • Graduation and post-secondary requirements. • Self-assessment for career research through personality tests, career suitability profiles and vision of future. • Awareness that careers and career choices may change with time and new experiences. • Awareness that all careers are multifaceted and have a variety of choices and opportunities. • Understanding that prior learning can guide future career and life choices. • Understanding that exposure to a rigorous high school curriculum is a predictor of academic success at college/university and can open possibilities for future career and life choices.

Course Name: Post-Secondary Preparation 12

BIG IDEAS

Post-Secondary preparation and readiness requires extensive and ongoing cycles of exploring, planning, reflecting, adapting, and refining.	Building character means becoming self-aware while recognizing an ability to positively influence the world around us.	Questioning what we hear, read, and view contributes to our ability to be educated, thoughtful and engaged citizens.	Developing inquiry and self-advocacy skills prepares us to be lifelong learners who can guide and seek out educational and career opportunities in a dynamic, global society.	Building emotional intelligence provides us with the ability to cope with the social and emotional demands of a postsecondary program in a way that supports our health and well-being.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: • Consider impacts of personal/career choices on themselves and others. • Explore, articulate and demonstrate career opportunities based on research ways of knowing. • Research post-secondary institutions and focus on finalizing and applying within the early admission deadlines. • Refine an academic plan to evaluate progress towards meeting post-secondary entrance requirements upon high school graduation • Assess areas needing growth and plan ways to improve using SMART GOALS followed by evaluative reflection. • Research and apply for potential scholarships associated with clubs, sports, and/or community involvement. • Continue with selected school activities/clubs, seeking out positions of leadership and tracking/documenting in student portfolio. • Refine critical speaking and listening skills in a variety of formal and informal contexts for a range of purposes and learning.	*Students are expected to know the following:* **Post-Secondary Opportunities and Applications** • How to research potential universities/colleges and participate in presentations/fairs from various post-secondary institutions • How to read, understand, and be able to extract pertinent information from university/college calendars and websites. • How to determine which programs are best suited to interests and aptitudes and plan a post-secondary program of study. **Portfolio: Scholarships, Resume, Letters, Applications, Finances** • How to navigate and complete university/college applications. • How to develop a career portfolio that includes a personality profile, academic resume and scholarship application, volunteer and community service opportunities, autobiographical scholarship essay and formal reference request and thank you letters.

• Clarify understanding of content through critical questioning. • Analyze complex post-secondary level prompts and design critical academic arguments with fully developed claims and cited evidence. • Develop and strengthen writing through inquiry and research. • Apply brain science skills and strategies to improve note-taking, higher level questioning, studying and exam preparation. • Refine collaborative group study skills using academic tutorials. • Foster active leadership roles that encourage higher levels of thinking and comprehension. • Refine use of academic language skills that nurture a positive relational capacity environment in the classroom. • Utilize technology to interact and collaborate with others while fostering trust-building skills through working with partners to complete a task. • Continue to add to academic portfolio to demonstrate personal inventory of interests and strengths as well as growth and learning. • Present portfolio at the end of the year emphasizing personal growth, success and readiness for postsecondary program. • Apply First Peoples Principles of Learning to their post high school plans.	• How to create and present a Capstone/Transition Plan which includes personal assessment of core competencies. • How to research post-secondary finances, create a budget spreadsheet and apply for scholarships, loans and bursaries. **Academic Strategies and Readiness** • How to develop core competencies and establish strong critical thinking, reading, writing, and study skills. • How to engage in focused note-taking and writing-to-learn practices • How to engage in higher-level questioning techniques. • How to develop positive peer communication and interaction skills that nurture a positive relational environment. • Refine use of time management tools to track tasks, responsibilities and future time commitments throughout the year. • Use technology, where appropriate, to conduct critical research and complete academically rigorous assignments and coursework.

Big Ideas - Elaborations

- Post-secondary and career ready: having the skills and demonstrating the attributes necessary to be successful in post-secondary and career fields including reading, document use, numeracy, writing, oral communication, organization, collaborating with others, critical thinking, digital literacy, and continuous learning.
- Being in the world: refers to how our personal identity is connected to our surroundings, our sense of place, our people, and our history; this connection between being in the world and walking in the world if foundational to First Peoples perspectives.
- Walking in the World: refers to being an active participant in the world, acknowledging the impact we have on the world and the world has on us; the connecting between being in the world and walking in the world is foundational to First Peoples perspectives.

Yearbook 11/12
Board/Authority Approved Course

North Okanagan Shuswap	School District 83
Developed By: Chris Harrington	Date Developed: April 29th, 2019
School Name: Salmon Arm Secondary School – Sullivan Campus	Principal's Name: Mr. Rob MacAulay
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course: Yearbook 11/12	Grade Level of Course: 11/12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities, or Equipment Required:
A fully equipped computer lab is required, DSLR cameras, photo editing software, graphic design software, publishing software, training in software use and photography techniques and equipment. Training in the chosen digital publication platform.

Course Synopsis:
Yearbook 11/12 students will be gaining leadership skills and decision making skills while positively contributing to the school's culture. The students will complete a variety of tasks which will produce a pictorial history of the activities for the current school year. Students will develop an appreciation and responsibilities in the complexity of publishing which includes: research, interviewing, copywriting, editing, type selection, photography, photo editing (manipulation) design (layout) computer skills, advertising and distribution.

Students will cooperatively develop a theme, design a cover, create a themed master design for each section, create a page ladder and format an image library, select fonts and type sets, determine section and photo ideas, organize sales and distribution methods, establish and meet

publication deadlines. Students will use Adobe Photoshop, Illustrator, and InDesign, as well as publisher specific software (Jostens or other) as well as excel and DSLR cameras with an emphasis on lighting, location and lenses.

Goals and Rationale:

Goals:

- Develop an understanding of the publishing process from concept- idea – planning – content collection, production – editing –print.
- Develop skills specific to publishing a large document; attending a variety of school events; communication with editors; collecting and organizing content; editing; publishing product using industry standard software.
- Developing the understanding and skills to document and design personal and culturally expressive pages which reflect and enhance school culture and events of the school.
- Develop competencies such as creative thinking and design, communicating
- intentions and plans, problem solving and overcoming challenges.

Rationale:

The yearbook is a record of the people and events that make a school what it is. The yearbook is one thing that students are likely to keep from their school days for the rest of their lives to share with their families and friends. The student experience will be unique in that the students are directly accountable to their fellow yearbook students as well as the general population of the school. Essentially they become part of a team which is reliant on every member to meet their responsibilities and deadlines. These experiences and skills will benefit students as they pursue careers in business, publishing, graphic design, and higher education.

Students will also develop an appreciation and understanding of the interdisciplinary nature of print publishing which includes: budgeting, research, interviewing, copywriting, public relations, typography, photography, document organization, design, layout, computer skill, advertising, pricing, distribution and evaluation of the finished product.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors –Yearbook 11/12 students become much more confident, involved, and aware members of our community.

Learning is holistic, reflective, reflexive, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place). Yearbook 11/12 will focus on collaborative and cooperative learning activities.

Learning involves recognizing the consequences of one's actions. Providing choice of what is included in the yearbook and allowing the students to have control over their tasks, allowing them to make mistakes and supporting them to find solutions

Learning involves generational roles and responsibilities – Yearbook 11 students will see the Grade 12 Yearbook students as mentors as well as their own teacher during mandated classroom time.

Declaration of Aboriginal Worldviews and Perspectives:

- Create a classroom based on the concepts of community, shared learning, and trust of which are vital to collaborating on a sophisticated publication of a school yearbook.
- Students will incorporate a variety of Aboriginal perspectives throughout the publication by documenting Aboriginal events that are expressed by the school community. Particular attention will be paid to cultural appropriation and the ethical decisions that need to be considered when using Aboriginal symbols, products, and techniques. This issue can be addressed through consultation with Aboriginal school support team.

Organizational Structure

Topic	Concepts	Class Time Allotment
Sales Advertising	Cost of Publishing Earning Revenue Setting Budgets	5 hours
Concept, Theme and Content	Purpose of yearbook Concept and Theme Content	5 hours
Organizational Structure	Teamwork Roles Time Management	10 hours
Layout and Design	Elements of design Principles of design Building the Layout	35 hours
Photography	Cameras Organization and pictures Composition Organizing Images	30 hours
Computer Skills	Image Manipulation Typography Page Layout Software	25 hours
Copywriting	Gathering Information Copywriting Legal and Ethical Information	5 hours

Distribution	Record Keeping Accounting Physical Distribution	5 hours

Assessment and Evaluation:

Formative Assessment:

- Tutorials and practice
- Journals used to document experiential learning
- Peer and self assessment
- Self reporting

Summative Assessment:

- Student teacher conferencing and feedback
- Student demonstrations of ability and showing evidence of knowledge and understanding

Yearbook 11

BIG IDEAS

A yearbook is a unique document that combines professional photography and editorial in a published document	A yearbook is a unique document that combines professional photography and editorial in a published document	The tools required in print production can be adapted for specific purposes	Refining photographic expressions and page design require problem solving, resilience, and risk taking	Purposeful and impactful publications have the ability to impact the entire student body as they demonstrate a pictorial history of the activities for the school

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Exploring and Designing** • Create **spreads** with photographic images and editorial content collaboratively and as an individual using imagination, observation, and inquiry • Demonstrate, select and combine materials, processes, and **image-making technologies** to produce a publication • Develop skills and techniques in a wide range of styles and perspectives • Experiment with a range of materials, processes, and those a **defined role** in the design production and development of a publication • Connect with potential end users combining publishing materials and processes **Idea Creation** • Take **creative risks** to reflect different perspectives and processes • Generate ideas to create a range of possibilities for individual projects • Communicate and consider how social, ethical, and sustainability issues play a role in our decisions • Gather feedback from users over time to critically evaluate their design and make changes to page design **Production** • Identify appropriate tools, technologies, materials, processes, and time needed for production of the yearbook • Use **publishing management processes** when working on spreads • Work with strict deadlines in order to meet the publisher demands that ensures the book is delivered on time.	*Students are expected to know the following:* • the concept of a yearbook, the purpose that it is intended to serve, and the expectations of the audience/buyer. • the concept of theme development, analyzing how theme has been used within a publication • the importance of managing their time and resources given the deadline sensitive nature of the course. • the importance of interpersonal relationships and development of communication skills within the course, due to the collaborative decision-making approach to design and production of the yearbook. • the numerous **ethical and legal considerations** when collecting images and preparing stories for publication. • the skills of good photography, including collecting a variety of images, and documenting a wide variety of people and experiences throughout the year. • work of successful photographers, and will learn to make distinctions between “snapshots” and photographs.

Collaborating • Work as part of a team to design a **theme** that will be carried out throughout the publication • **Share** student progress improve design and process • Self-report on their projects, and their own struggles and successes, with consideration for project management processes • Identify issues and problems relative to image quality, page design, technological and how they could improve their finished product **Applied Skills** • Demonstrate an awareness of safety issues for themselves and others in digital environments • Identify and evaluate their skills and skill levels, in relation to page design and composition • Explore existing **publisher technologies** within the learning environment and how these can be incorporated into their page design and theme • Demonstrate the use of image editing and composition technologies • Reflect on how **sources of inspiration**, cultural beliefs, values, and ethical positions affect the final product	• different methods of capturing images using **DSLR** cameras, and digital enhance computer images. • the relationship between image quality, image resolution, and the technological requirements of the publisher.

Yearbook 12

BIG IDEAS

A yearbook is a unique document that combines professional photography and editorial in a published document	A yearbook is a unique document that combines professional photography and editorial in a published document	The tools required in print production can be adapted for specific purposes	Refining photographic expressions and page design require problem solving, resilience, and risk taking	Purposeful and impactful publications have the ability to impact the entire student body as they demonstrate a pictorial history of the activities for the school

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Exploring and Designing** • Create **spreads** with photographic images and editorial content collaboratively and as an individual using imagination, observation, and inquiry • Demonstrate, select and combine materials, processes, and **image-making technologies** to produce a publication • Develop skills and techniques in a wide range of styles and perspectives • Experiment with a range of materials, processes, and those a **defined role** in the design production and development of a publication • Connect with potential end users combining publishing materials and processes **Idea Creation** • Take **creative risks** to reflect different perspectives and processes • Generate ideas to create a range of possibilities for individual projects • Communicate and consider how social, ethical, and sustainability issues play a role in our decisions • Gather feedback from users over time to critically evaluate their design and make changes to page design	*Students are expected to know the following:* • the concept of a yearbook, the purpose that it is intended to serve, and the expectations of the audience/buyer. • the concept of theme development, analyzing how theme has been used within a publication • the importance of managing their time and resources given the deadline sensitive nature of the course. • the importance of interpersonal relationships and development of communication skills within the course, due to the collaborative decision-making approach to design and production of the yearbook. • the numerous **ethical and legal considerations** when collecting images and preparing stories for publication. • the skills of good photography, including collecting a variety of images, and documenting a wide variety of people and experiences throughout the year. • work of successful photographers, and will learn to make distinctions between “snapshots” and photographs. • different methods of capturing images using **DSLR** cameras, and digital enhance computer images. • the relationship between image quality, image resolution, and the technological requirements of the publisher.

Production • Identify appropriate tools, technologies, materials, processes, and time needed for production of the yearbook • Use **publishing management processes** when working on spreads • Work with a team of editors to ensure deadlines are met • Work with strict deadlines in order to meet the publisher demands that ensures the book is delivered on time. **Collaborating** • Work as part of a team to design a **theme** that will be carried out throughout the publication • **Share** student progress improve design and process • Self-report on their projects, and their own struggles and successes, with consideration for project management processes • Identify issues and problems relative to image quality, page design, technological and how they could improve their finished product **Applied Skills** • Demonstrate an awareness of safety issues for themselves and others in digital environments • Identify and evaluate their skills and skill levels, in relation to page design and composition • Explore existing **publisher technologies** within the learning environment and how these can be incorporated into their page design and theme • Demonstrate the use of image editing and composition technologies • Reflect on how **sources of inspiration**, cultural beliefs, values, and ethical positions affect the final product	• The importance of documenting people and events with words. Although photographs are a significant part of the yearbook, so too is accurate research and interesting writing. • how to conduct interviews with other students, and with coaches and teachers for the purpose of collecting meaningful information for the yearbook. • a variety of approaches to page layout and design, by analyzing a number of different types of publications, both historical and current. • the elements and principles of design as they relate to page layout and design, and cover design. • ways in which they might artistically incorporate the theme of the yearbook into the design and layout of their pages. • image manipulation software (Adobe Suite: *Photoshop, Illustrator & InDesign*), so that photographic images may be colour corrected, or adjustments made to tonality before the image is placed into the layout. • an organizational system for digital files, utilizing the school network. • how to formally submit pages to the printing company, including the production of page proofs and completion of necessary paperwork. • knowledge and skills, and complete numerous double page spreads for publication including: the collection of information and images, the design of the page or spread, through final submission. • How to work independently on numerous pages, and as part of a group for other pages. • Review and correct page proofs as they are returned from the plant. • Constantly be engaged in the process of evaluating and re-evaluating what they need to do in order to meet their commitments to generate certain pages for the yearbook, with numerous publication deadlines in mind. This may be both an independent process and a group process. • Be engaged in the process of providing feedback and assistance to one another as needed in order to meet publication deadlines. • Be involved in sorting and organizing the books upon arrival at the school. • The importance of deadlines and consequences of failing to meet deadlines • How to delegate tasks and how to monitor departments. • How to Demonstrate Management techniques in a respectful manner • How to facilitate Team Building techniques within respective departments • Be engaged in leadership roles within the structure the year

Learning Standards

Big Ideas - Elaborations

Curricular Competencies – Elaborations

Spreads – Layout is a design plan of a page or spread in a yearbook, it accounts for the position and size of all elements on a page
Image Technology – Using digital cameras and photo editing software to produce a publish quality document
Boundaries – Limiting factors such as available technology, expense, issues of appropriation, and environmental impact
Source of inspiration: - experiences, traditional beliefs, interests
Publisher technologies – may include Adobe Suite software, Photoshop, illustrator, InDesign and Jostens
Share – Students giving critical feedback and support constantly

Content – Elaborations

Theme – A consistent message that is identified throughout the publication
DSLR – Digital Single Lens Reflex camera
Ethical and Legal Considerations – The same ethical principles apply to yearbook journalism as to any other media

The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO:	**The Board of Education**	**DATE: May 21, 2019**
FROM:	**Superintendent of Schools/CEO, Peter Jory**	
RE:	**Education Technology Plan**	

Overview:
The purpose of an Education Technology Plan is to guide School District staff with technology acquisition, deployment, and training in support of the **District Strategic Plan**. It will do this by establishing goals and strategies that will guide staff work and inform decision-making processes, including budget discussions.

Our Plan:
The Technology Review Advisory (Sub) Committee (TRAC) is made up of stakeholders from all employee groups. Since May 2018 this committee has been working toward the development of a plan to meet the educational technology needs of School District No. 83. This process has included the consideration of previous educational technology reviews that were developed for the District, other BC school district technology plans, a completed a SWOT analysis of our current and future needs in this area, and feedback from stakeholders.

District Education Technology Goals:
The Plan establishes the following goals:

1. Students First – Provide and maintain appropriate technology for staff and students so they may access meaningful resources to support curricular goals and increase student achievement.
2. Organizational Efficiency – Increase the technological capacity of District staff to allow the effective and efficient use of technology in all schools and departments.
3. Culture of Health and Wellness – Engage and educate students, parents, and staff to be strong and safe digital citizens.

Recommendation:

"That the Board of Education approve the Education Technology Plan as presented."

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

SD83 Educational Technology Plan

Purpose:
To guide School District staff with technology acquisition, deployment, and training in support of the **District Strategic Plan**.

Rationale:
School District No. 83 has had multiple reviews related to technology over the past decade which have not led to a definitive technology strategy. The District needs to have a guiding plan in order to drive decision-making in the areas of education and business technology for the next five school years. The benefits of an effective technology plan will be reflected in the Strategic Plan Outcomes under Students First, Organizational Efficiency, and a Culture of Health and Wellness. These are:

Students First

- Students pursue and demonstrate growth and self-awareness in academic and personal goals
- Students demonstrate proficiency in literacy, numeracy, and core competencies
- Students have successful experiences from K-12 that prepare them for a life with dignity and purpose during their school years and after graduation

Organizational Efficiency

- The organization is trustworthy, consistent, ethical, and transparent
- Resources (e.g. time, money and people) are allocated responsibly
- Financial reporting is consistent and accessible
- All employees and trustees are committed to individual and organizational capacity building and to continuous improvement

Culture of Health & Wellness

- Students and staff are meaningfully engaged in their work
- Students and staff feel a sense of connection and belonging to the learning community
- Students and staff co-create and share responsibility for a safe learning environment
- Students and staff utilize resources and strategies to support positive mental health and respond to mental health concerns and the contributing factors
- Students and staff create and sustain positive personal and cultural awareness, identity and responsibility

School District No. 83 is committed to continuous improvement in order to uphold our values and achieve our strategic goals. The effective use and allocation of technology plays an integral role in achieving success in these areas.

DRAFT

SD83 Educational Technology Plan

Educational Technology Goal #1: Students First – Provide and maintain appropriate technology for staff and students so they may access meaningful resources to support curricular goals and increase student achievement.

Students will have increased access to electronic resources and knowledge-based resources. District technology infrastructure will be maintained or upgraded as required to continue to offer a consistent, reliable, and secure level of service.

Strategies:

1.1. Promote the use of technology as a means to grow communication, creativity, collaboration, and critical thinking skills in our students, and to support them in their ability to reflect on and describe their learning.
1.2. Develop a scope and sequence for critical technology skills in K through 12 that reflects the Information and Communication Technology (ICT) strand of the Ministry of Education's New Curriculum, and the International Society for Technology in Education (ISTE) Standards.
1.3. Provide learning opportunities for teachers and support staff in educational technology tools that support student learning and digital literacy specific to the New Curriculum.
1.4. Create a standard set of Digital Resources for educational staff and students.
1.5. Commit to an equitable deployment and refresh cycle that supports a minimum 4 to 1 student to mobile devices ratio in each school for students in grades 4-12.
1.6. Commit to an equitable deployment and refresh cycle that supports a minimum 6 to 1 student to mobile devices ratio for students in kindergarten-grade 3 or a minimum of 28 devices in each school (whichever is greater).
1.7. Improve access to modern assistive learning technology and digital resources for students with special needs in all schools.
1.8. Explore new and evolving technologies to promote personalized and inquiry learning.

Educational Technology Goal #2: Organizational Efficiency – Increase the technological capacity of District staff to allow the effective and efficient use of technology in all schools and departments.

Staff competencies around technology will be increased. Staff will feel empowered to accomplish necessary tasks with the proper tools, education, and direction. Staff will model the effective use of technology during District professional learning, site professional learning communities, and staff meetings.

Strategies:

2.1. Provide a device to every teacher on contract.
2.2. Provide learning opportunities for teachers and support staff in appropriate and effective use of District hardware and software.
2.3. Develop infrastructure and environments to meet differentiated learning needs.
2.4. Consolidate IT structures to improve efficiencies and support disaster recovery.
2.5. Standardize equipment choices through an "a la carte menu" to reduce the total cost of ownerships (TCO) and increase the return on investment (ROI), while meeting educational needs.
2.6. Create school technology plans that describe learning goals and guide purchasing decisions.

DRAFT

SD83 Educational Technology Plan

Educational Technology Goal #3: Culture of Health and Wellness – Engage and educate students, parents, and staff to be strong and safe digital citizens.

The District community will have opportunities to become familiar with and gain skills in the area of digital citizenship. Staff will be engaged in learning opportunities around digital and corporate security. District staff and students will become educated around the SD83 Educational Technology Plan and will demonstrate ethical and responsible use of hardware, software and the Internet.

Strategies:

3.1. Utilize professional learning opportunities to support staff with technology implementation.
3.2. Initiate a digital citizenship program to educate staff and students in regard to digital safety, digital rights, and digital responsibilities.
3.3. Enhance District practices in the areas of cyber and network security.
3.4. Provide guidelines for appropriate technology use to staff and students for the home and the workplace.

Measurement and Reporting:

The impact of technology on student learning will be assessed by:

- Measuring achievement through all provincial, district and classroom metrics as per the **Education Plan**.
- Surveying staff and students on technology use, engagement, and parent reporting on student use.
- Collecting anecdotal observation and reflections.
- Reviewing District Resource Centre usage.
- Creating pilot project reports.

DRAFT

The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO:	The Board of Education	**DATE:**	June 18, 2019
FROM:	Superintendent of Schools/CEO, Peter Jory		
RE:	**School Fees**		

Issue

The current fee structure was approved in June of 2018 with the caveat that we review our practice prior to fees being brought back to the Board in June 2019.

Background

A working group was formed and the subsequent review has determined that our current practice is not fully aligned with the spirit of the School Act or our own Policy 8020 in regard to school fees. Further to this, it was agreed that greater alignment in fees across the district would be appropriate. The Fees Working Group has therefore recommended the following Fee Structure to set the maximum amounts schools may charge:

School purchased supply package:	**$35**
Planner or Agenda:	**$10**
Lock:	**$5**
Activity Fee:	**$20**
Cultural Performances:	**$10**
Maximum Total:	**$80**

***Charges for activities that are optional or extra-curricular in nature (and therefore optional) will be at the discretion of the principal, but subject to Policy 8020 and its regulation.**
***Additional course fees must follow Academy Guidelines.**

Analysis

A focused look at our school budgets indicated that the supply fees were being charged to allow schools to maintain service levels, primarily in elective and exploratory courses. The following increases have been proposed:

All elementary schools:	**+$600 per school**
Grade 6-7 students	**+$25 per FTE student**
Grade 8-12 students	**+$33 per FTE student**

The approved $120K budget increase for 2019-20 will cover the amounts described above. Along with base rate and per student increases for next year, base rates and per student amounts were also increased for the current year. As well, a $5,000 hardship fund was established last year to assist smaller rural schools with cost recovery for unpaid charges. A

comparison of five similar-sized districts shows that the additional amounts will place us at the mean when compared on a per student basis.

School principals are expected to consult with staff and PAC regarding fees before submitting their proposed fees to the District.

Recommendation

"That the Board of Education approve the School Fees for the 2019-20 school year as presented in attachment A."

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

Appendix A

Name	School Name	School Purchased Supply Package	Other amount for Supply Package	Planner or Agenda	Other amount for Planner or Agenda	Lock	Other amount for Lock	Activity Fee (Optional for Parents/Guardians to Pay)	Other amount for Activity Fee	Cultural Performances (Opt. for Parents/ Guardians to Pay)	Other amount for Cultural Performances
Scott Anderson	A.L. Fortune Secondary	Less - See box below	$10.00	No			$7.00	Yes - $20.00		Yes - $10.00	
Corrinne Langston	Armstrong Elementary	Yes - $35.00	$35.00 for Grades 1-3 - all other grades will receive supply lists for parent purchase.	Yes - $10.00		No		Less - See box below	$10.00 (Kindergarten cooking fee and no fees for other grades)	Less - See box below	$7.00
Joel Menzies	Bastion Elementary	Less - See box below	$30.00	Less - See box below	$7.00	No		Yes - $20.00		Yes - $10.00	
Shane Corston	Carlin Elementary Middle	Yes - $35.00		Yes - $10.00		Less - See box below	$3.00 (rental feel for lock)	No	Funds to be requested on a per activity basis	Yes - $10.00	
Mark Marino	Eagle River Secondary	No		No		Yes - $5.00		Yes - $20.00		Yes - $10.00	
Shelly Cull	Falkland Elementary	Yes - $35.00		Less - See box below	$6.00 (no insert and only for our 2 oldest divisions).	Less - See box below	$3.00	No	Funds to be requested on a per activity basis	Yes - $10.00	
Jeffery Abbott	Grindrod Elementary	Less - See box below	$25.00	Less - See box below	$7.00	No		No	$15.00	Yes - $10.00	
Rob Ellis	Highland Park Elementary	Yes - $35.00		Less - See box below	$8.00	No		Less - See box below	$15.00	Less - See box below	$6.00
Gord Ritchie	Hillcrest Elementary	Less - See box below	$32.00	Less - See box below	$8.00	No		Yes - $20.00		Yes - $10	
Robert Cadden	J.L. Jackson Secondary	No		No		Yes - $5.00		No		Yes - $10.00	
Denise Brown	Len Wood Middle	No		Less - See box below	$7.00	Yes - $5.00		Yes - $20.00		Less - See box below	$8.00
Gene Doray	M.V. Beattie Elementary	Yes - $35.00		Yes - $10.00		No		Yes - $20.00			This has been part of our $20 Activity Fee
Glen Overgaard	North Canoe Elementary	Yes - $35.00		No		No		Yes - $20.00		No	
Paul Rosman	North Shuswap Elementary	Yes - $35.00		Yes - $10.00		Yes - $5.00	Grade 8 only	No		Yes - $10.00	
Carla Schneider	Parkview Elementary	Yes - $35.00		Yes - $10.00		No		Yes - $20.00		Yes - $10.00	
Abbas El Gazzar	Pleasant Valley Secondary	No		No		Yes - $5.00		Yes - $20.00		Yes - $10.00	
Doug Cumming	Ranchero Elementary	Yes - $35.00		Less - See box below	$5.00	Less - See box below	$3.00 (grade 8 students only)	Less - See box below	$5.00 (grades K - 8)	Yes - $10.00	
Rob Macaulay	Salmon Arm Secondary	No		No		No		Less - See box below	$5.00	Yes - $10.00	
Valerie Edgell	Salmon Arm West Elementary	Less - See box below	K-1 $22.00 Grades 2-5 $27.00	Less - See box below	$8.00	No		Less - See box below	$10.00	Yes - $10.00	
Chris Matheson	Shuswap Middle	Yes - $35.00		Yes - $10.00		Yes - $5.00		No			$6.00

Appendix A

Kirsten Mazur	Silver Creek Elementary	Yes - $35.00		Less - See box below	$6.00	No		No		Yes - $10.00	
Jodi Garries	Sorrento Elementary	Yes - $35.00		Yes - $10.00	Planners are only charged, ordered and used for grade 1 - 5.	No		No		No	We are fortunate that our PAC pays our cultural performance levy
Shawn Weeks	South Broadview Elementary	Less - See box below	$29.00	Less - See box below	$7.00	No		Less - See box below	$9.00	Yes - $10.00	
Isabelle Gervais	South Canoe Elementary	Yes - $35.00		Less - See box below	$8.00	No		Yes - $20.00		Yes - $10.00	

The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO:	The Board of Education	**DATE:**	June 18, 2019
FROM:	Alanna Cameron, Secretary-Treasurer		
RE:	**2020-21 Five-Year Capital Plan**		

Purpose

This briefing note is to provide the Board of Education with an overview of the 2020-21 Five-Year Capital Plan that is required to be approved and submitted to Ministry of Education on or before June 30, 2019, as per section 142 (1) of the *School Act*.

Background

A board of education's five-year capital plan should reflect a strategy for balancing the supply of existing facilities against both current and projected enrolment demands. This plan should also reflect the replacement or rejuvenation of existing facilities, including seismic upgrades and building envelope remediation.

The five-year capital plan should be based on a comprehensive School District Facilities Plan (SDFP). Such plans take into consideration education program requirements and trends; operating capacities and current condition of existing facilities; current and anticipated changes in land use; student yield rates; community demographics; local community and economic development strategies; and other long-term planning considerations.

The SDFP provides the rationale for specific projects that may be proposed as part of a board of education's five-year capital plan. The SDFP should outline concrete plans for a ten-year planning horizon with more general consideration for the longer term. The scope and emphasis of each SDFP will vary depending on the specific circumstances and priorities of each school district.

Five-year capital plans from school districts are used to develop the Ministry of Education capital plan for consideration of Treasury Board for an upcoming capital budget year.

Funding consideration for a capital project involving new school space, the renovation of an existing school, or the replacement of an existing school will only be considered if a supporting Project Identification Report (PIR) is provided as part of a five-year capital plan submission.

The Ministry of Education capital plan is developed on the basis of established ranking criteria for requested capital projects and anticipated future capital funding levels.

Summary

The Ministry is seeking submissions for consideration for the following capital programs:

Building Addition
None proposed for 2020-21

New School

Site Acquisition
None proposed for 2020-21

Seismic Mitigation Program
This program does not apply to School District No. 83

School Replacement
None proposed for 2020-21

School Demolition
None proposed for 2020-21

Building Envelope Program
None proposed for 2020-21

School Enhancement Program
The District is applying for five projects under this program:

1. Health and Safety Upgrades – A.L. Fortune Secondary, bring dust collection system up to current standards to comply with WCB standards.
2. Health and Safety Upgrades – Eagle River Secondary, bring dust collection system up to current standards to comply with WCB standards.
3. Mechanical Upgrade - SAS - Sullivan Campus – new boilers – Energy and cost savings.
4. Heating and Ventilation Upgrade (Phase 4) – replace HVAC system at Eagle River Secondary – energy and cost savings. Health and Safety Upgrades.
5. Heating and Ventilation Upgrade – replace HVAC system at A.L. Fortune Secondary – energy and cost savings.

Carbon Neutral Capital Program
The District is applying for three projects under this program:

1. SAS – Jackson Campus – new boilers – to improve energy consumption.
2. Falkland Elementary – DDC Upgrade – to improve energy consumption.
3. South Canoe Elementary – DDC Upgrade – to improve energy consumption.

Bus Inventory & Program (not included in capital summary – separate process)
The District is applying for 5 bus replacements.

Playground Equipment Program (included but funded separately)
The district is applying for three projects under this program:

1. South Canoe School – Universally Accessible Playground Equipment – new.
2. Armstrong Elementary – Universally Accessible Playground Equipment – replacement.
3. Highland Park Elementary School – Universally Accessible Playground Equipment – replacement.

See attached summary of submission.

Recommendation

That the Board of Education approve the 2020-21 Five-Year Capital Plan, as presented.

Respectfully submitted,

Alanna Cameron

Alanna Cameron
Secretary-Treasurer

Ministry of Education
Capital Plan 2020/21 Request Summary

School District Number	83
School District Name	North Okanagan-Shuswap
Long Range Facility Plan Last Updated:	Please enter date

SD #	83

Program	Total or Estimated Project Cost
Addition	$2,200,000
New School	$31,000,000
SEP	$4,431,631
CNCP	$798,000
Grand Total	**$38,429,631**

**PEP and BUS not included*

Program Name	Project Priority	Facility or Project Name	Project Description	Total/Estimated Project Cost
Addition	1	Lenwood Middle School	New gym - middle school sized	$2,200,000.00
New School	1	Salmon Arm Elementary	New 540 capacity K-5 school in Salmon Arm	$31,000,000.00
SEP	1	A.L.Fortune	Bring Dust Collectorsystem up to current standards	$432,081.00
SEP	2	Eagle River High School	Bring Dust Collector system up to current standards	$475,550.00
SEP	3	Sullivan High School	Boiler Replacement	$790,000.00
SEP	4	Eagle River High School	Replace HVAC system and energy savings	$1,429,000.00
SEP	5	A.L.Fortune	Replace HVAC system and energy savings	$1,305,000.00
CNCP	1	J.L. Jackson High School	Boiler Replacement	$553,000.00
CNCP	2	Falkland Elementary	Better building control	$115,000.00
CNCP	3	South Canoe Elementary	Better building control	$130,000.00
PEP	1	South Canoe Elementary	Universally Accessible Playground Equipment	
PEP	2	Armstrong Elementary School	Universally Accessible Playground Equipment	
PEP	3	Highland Park Elementary	Universally Accessible Playground Equipment	
Total				**$38,429,631.00**

The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO: Board of Education **DATE:** 18 June 2019

FROM: Alanna Cameron, Secretary-Treasurer

RE: **Risk Assessment**

Purpose

This briefing note is to update the Board of Education on the action plan undertaken by District staff to address the key risks identified in the KPMG Enterprise Risk Management (ERM) Assessment Summary Report and Risk Register for School District No. 83.

Background

In the spring/summer of 2017, the District engaged KPMG to complete an Enterprise Risk Management (ERM) Assessment for School District No. 83. The assessment was designed to help the District identify significant risks, prioritize the risks, and provide guidance on appropriate risk mitigation strategies and monitoring procedures. ERM is founded on the premise that risks are not merely hazards, but can present opportunities to create value.

The assessment process was completed in five phases over a number of months which included stakeholder interviews and an ERM workshop facilitated by KPMG. The final deliverables of the ERM project comprised of a Summary Report (presented to the Official Trustee at the June 19, 2018 Regular Board Meeting) and a high-level Risk Register which included the risk ranking, potential risk drivers and a summary of current mitigation activities/compensating controls for each risk.

Next Steps

Based on the information in the Risk Register, over the coming months, District staff will delegate each of the 24 identified risks to the appropriate department to discuss the action plan for each risk. Departments will then develop and commit to ongoing monitoring and review processes in order to ensure that the identified risks are controlled and/or mitigated. All action plans will be reviewed, documented and discussed at the Audit Committee.

Attached for information is the action plan for three risks that relate to the district's strategic direction and operational efficiency & effectiveness, detailing the current mitigation/compensating controls and their status.

Recommendation

No action; for information only.

Respectfully submitted,

Alanna Cameron

Alanna Cameron
Secretary-Treasurer

KPMG - ERM ASSESSMENT FOR SCHOOL DISTRICT 83 - ACTION PLAN OF KEY RISKS IDENTIFIED

Number	Category	Risk Item	Risk Discription	Potential Risk Drivers	Current Mitigation/Compensating Controls	complete/ on-going/ in progress	Primary Risk Impact Category	Impact	Likelihood	Risk Rating	Rank Order
19	Strategic	**Resistance to change**	The risk that School District No. 83 is resistant to cease activities that are no longer effective, or nimble enough to attempt new initiatives or activities to achieve desired outcomes (e.g., emotional ties to traditional approaches or activities).	• Lack of flexibility around unionized roles	A new superintendent and virtually all new senior staff have initiated a number of significant changes to practice.	on-going	Operational Efficiency & Effectiveness (includes IT-related risks)	3.50	4.20	14.70	8
					The greater concern currently would likely be change fatigue in the system.	on-going					
					The district and the unions have developed partnership and have been able to work more effectively within collective agreement boundaries.	complete/ on-going					
20	Strategic	**Organizational capacity**	The risk that School District No. 83 may not have the organizational capacity (people and expertise) to manage all the current and planned initiatives and projects, while ensuring that regular operations are effective.	• Funding/resource constraints leading to School District No. 83 being unable to fill needed requirements • Skillsets of employees within certain roles may not meet current needs, leaving other employees with an increased workload • Continuous expansion of programming may not be aligned with staffing requirements	District capacity has generally improved through effective recruiting, though senior team experience is still a concern.	on-going	Operational Efficiency & Effectiveness (includes IT-related risks)	4.20	5.00	21.00	1
					All departments generally struggle to recruit and retain staff in positive economy. Bus drivers, custodians, teachers, and CEAs are in demand.	on-going					
					Some departments may struggle to keep up with workload.	on-going					
21	Strategic	**Enrollment levels**	The risk that School District No. 83 is under-enrolled and is unable to attract a student base in order to grow enrollment to a desired level.	• Rising cost of housing in the region • Shifting demographics • High number of potential students currently being home-schooled in the region • Lack of international student program to increase enrollment levels	Housing prices have been seen as reasonable in comparison to metro districts.	n/a	Strategic / Reputation	3.00	2.80	8.40	19
					Enrollment has increased by 500 students, both through migration and birth rate.	n/a					
					Restored collective agreement language has expanded required space, to create pressures in the Salmon Arm area.	on-going					
					An International Program has been created, and will increase enrollment where space is available.	in progress					

The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO: Board of Education **DATE:** 18 June 2019

FROM: Peter Jory, Superintendent of Schools/CEO

RE: Policy Committee – Legend for Revision Marks

Background

At the May 29, 2019 Policy Committee meeting, a request was forwarded from the Board of Education for a "Policy Committee – Legend for Revision Marks" document.

A legend has been created and is being presented to the Board of Education for information at this time.

Policy Committee – Legend for Revision Marks	
Code for Policy Committee Revisions	
Strikethrough	Indicates a deletion by Policy Committee (EG)
Underline	Indicates an insertion by Policy Committee (EG)
Double Strikethrough	Indicates text moved from by Policy Committee (EG)
Double Underline	Indicates text moved to by Policy Committee (EG)
Code for Consultant Revisions	
Strikethrough	Indicates a deletion by Consultant (AC)
Underline	Indicates an insertion by Consultant (AC)
Double Strikethrough	Indicates text moved from by Consultant (AC)
Double Underline	Indicates text moved to by Consultant (AC)

Recommendation

This is presented for information only at this time.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO:	**Board of Education**	**DATE: 18 June 2019**
FROM:	**Peter Jory, Superintendent of Schools/CEO**	
RE:	**Policy 122 – Digital Citizenship**	

Background

Policy 122 – Digital Citizenship was presented to the Board of Education on January 22, 2019 and first reading was approved.

Public feedback on Policy 122 was requested from February 21, 2019 to March 22, 2019. The public feedback was reviewed at the April 24, 2019 Policy Committee meeting and Policy 122 has been revised to include public feedback as well as comments from IT.

Policy 122 – Digital Citizenship is being presented to the Board of Education for second and final reading at this time.

Recommendation

That Policy 122 – Digital Citizenship be approved for second and final reading by the Board of Education.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

POLICY 122 DIGITAL CITIZENSHIP

The Board of Education of School District No. 83 (North Okanagan-Shuswap) supports the use of information technology for educational purposes and believes that, if used effectively, information technology is a means to improve student learning.

This policy is provided to ensure that all users of district networks are aware of their responsibilities for acceptable use of all district networks and that the communications between the school district network and the Internet may be blocked and/or decrypted to support a safe, secure and robust network.

As all access to the Internet through the school district network is intended to support the goals, objectives, and activities of the school district and the district strategic plan it is essential to inspect Internet traffic to verify its security, legitimacy, veracity and application.

The Board of Education recognizes the benefits of providing district networks to its users; however, the Board is also aware of the risks involved. School District No. 83 (North Okanagan-Shuswap) will decrypt or block Internet traffic for all devices connected to the school district network in accordance with the guidelines outline below. This policy will apply to all devices connected to the school district network and users of these devices need to recognize the need to block and/or perform decryption on Internet traffic to reduce the risk to the Board by ensure a safe, secure and robust network.

School District No. 83 (North Okanagan-Shuswap) will conduct security training awareness campaigns to hone employee and student security skills to reduce the risk of a potential security breach.

Guidelines

1. Definitions

- "Digital Citizenship" is defined as appropriate, responsible behaviour with regard to technology use.
- "Digital Footprint" is the data trace or trail left by someone's activity in a digital environment.
- "Appropriate use" is based on community standards and includes school district expectations.
- "Excessive use" is based on the time, capacity, and accessibility of resources of a particular ~~site~~ user.
- "Inappropriate use" includes, but is not limited to accessing pornography, hate literature, illegal or offensive material, or anything that contravenes the B.C. Human Rights Act ~~and~~ or the Freedom of Information and Protection of Privacy Act or Copy Write Laws.
- "Independent" refers to the supervised access of networks, including the Internet, of which the school district does not have direct control. This includes, but is not limited to, personal electronic mail.

- "Internet" is defined as electronic resources over which the school district does not have direct control.
- "Network" refers to any electronic method of communications. This includes, but is not limited to computer-based data systems and video-conferencing.

- "Wi-Fi" refers to the establishment of a wireless computer network within school and district buildings for the purpose of connecting to the district communication and information technology network.
- “Decrypt” refers to a method used to provide access to the packet data so that traffic may be inspected.

2. Acceptable Use of Networks

2.1. The purpose of communication and information technology networks ~~for staff and students~~ is to support communications, research, education, and the achievement of school and district goals and objectives.

2.2 Internet traffic that fits into the following URL categories as defined by ~~Palo Alto Networks~~the provincially chosen network vendor ~~list of URL Categories~~ will not be decrypted. The District does not decrypt financial services.

2.3 Internet traffic that fits into the following URL categories defined by ~~Palo Alto Networks~~ the provincially chosen network vendor list of URL Categories will be blocked: Adult, Nudity, Malware, Phishing, Peer-to-Peer.

2.4 All digital content (including email messages) created or stored in any of the school district systems are the property of School District No. 83.

2.5 All content stored, sent or received within any school district systems is subject to the Freedom of Information and Protection of Privacy Acts.

~~2.6 Exchanges of information regarding professional development activities for District employees are an appropriate use of the District’s electronic system.~~

~~2.7 Requests for the use of our network regarding Union business will be reviewed with the District Administration prior to distribution.~~

2.8 Users are expected to follow storage and retention policy with respect to electronically stored data. (This policy ~~needs to be created~~is in process – fixed rules are coming).

2.9 Users of networks, including the Internet, must follow these acceptable rules of network behaviour and etiquette. Specifically, users must not:

2.9.1 Use networks, including the Internet for their own commercial gain.

2.9.2 Use networks, including the Internet, for inappropriate and/or unlawful purposes.

2.9.3 Access and/or place inappropriate, pornographic or unlawful information on networks, including the Internet.

2.9.4 Use abusive, sexist, profane, racist and/or other objectionable language in any electronic communications.

2.9.5 Use another user’s identification and/or password or attempt to harm or destroy the data of another person.

2.9.6 Circumvent security measures and/or access areas and services to which the user is not authorized.

2.9.7 Use network facilities and resources in an excessive and/or inappropriate manner. This may include but is not limited to, network intensive games.

2.9.8 Break copyright laws.

2.10 It is the responsibility of all users to inform themselves of the specific application of these acceptable and restricted uses of networks and the Internet. Failure to comply with these rules may result in disciplinary action through established procedures in statutes, collective agreement, student codes of conduct and school district policy.

3. Use of Electronic Personal Devices

3.1 These guidelines and policies apply to the use of all laptop computers and all other mobile internet-capable devices. No personally owned device will be connected to the hard-wired School District Network.

3.2. The School District will not be held responsible in any capacity for physical damage, loss or theft of any personally-owned device.

3.3. Use of personally-owned devices in the classroom will be at the discretion of the classroom teacher. Personal devices must be part of a respectful learning environment and must meet the needs of the classroom. Classroom teachers may prohibit, restrict or regulate use of personally-owned devices.

3.4. All use of a personally-owned device must support the instructional activities currently occurring in the school environment.

~~3.5. The use of mobile devices could cause distraction for others, especially in regards to audio. Therefore, audio must be muted unless otherwise directed by a school authority.~~

3.6. Devices with camera and video capability must not be used without consent of the person(s) being photographed. ~~This is an attempt to protect the privacy of students and staff.~~

3.7. Personally-owned devices may be used ~~only~~ for instructional purposes and for managing medical situations or emergencies.

3.8. Employees, guests, students and their families accept that their personally owned devices may be remove from the network if it is not found to be in compliance with school and district codes of conduct, policies and guidelines, including the Digital Citizenship Acknowledgement/Agreement and the requirements of the ~~Next Generation Network (NGN)~~provincial network. Students and their families also accept that school authorities may inspect the device and its contents to also ensure compliance.

3.9. All users access the network at their own risk. The school district will not be held responsible for damage that may occur as a result of connecting to the network or any electrical power source.

3.10. All users bringing personal technology to school are responsible for and will be required to reimburse the School District for any damage that may be caused through the use of network with his/her personally-owned device.

4. Consequences

4.1. Failure to comply with these guidelines and policies may result in disciplinary action by the school which may include, but is not limited to, loss of access to the network and other school district discipline.

The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO:	**Board of Education**	**DATE: 18 June 2019**
FROM:	**Peter Jory, Superintendent of Schools/CEO**	
RE:	**Policy 137 – Roles and Responsibilities of the Vice-Chairperson**	

Background

At its meeting held on April 16, 2019, the Board of Education reviewed Policy 137 – Roles and Responsibilities of the Vice-Chairperson. Policy 137 was referred back to the Policy Committee to include a reference to Policy 131 - Roles and Responsibilities of the Board Chairperson, as well as a reference to agenda setting duties.

At its meeting held on May 21, 2019, the Board of Education approved first reading of Policy 137 – Roles and Responsibilities of the Vice-Chairperson.

Policy 137 – Roles and Responsibilities of the Vice-Chairperson is being presented to the Board of Education for second and final reading at this time.

Recommendation

That Policy 137 – Roles and Responsibilities of the Vice-Chairperson be approved for second and final reading by the Board of Education.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

POLICY 137 ROLES AND RESPONSIBILITIES OF THE BOARD VICE-CHAIRPERSON

The Board of Education shall elect a Vice-Chairperson at the inaugural and at each annual meeting to serve as Vice-Chairperson, to hold office at the pleasure of the Board.

Specific Responsibilities:

1. The Vice-Chairperson shall act on behalf of the Board Chairperson, in the latter's absence and shall have all of the duties and responsibilities of the Board Chairperson as outlined in Policy 131 Roles and Responsibilities of the Board Chairperson, including a responsibility to set the agenda for meetings in consultation with the Superintendent and the Secretary-Treasurer. . The Board Chairperson may, on an as-needed basis, delegate the presiding officer task to the Vice-Chairperson.

2. The Vice-Chairperson shall assist the Board Chairperson in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.

3. The Vice-Chairperson shall be an alternate signing authority for the District.

4. The Vice-Chairperson may be assigned other duties and responsibilities by the Board Chairperson.

DRAFT