



## May 16, 2023, Superintendent's Report

### 1. Music Program Engaging Students:

The district was pleased to welcome music specialist Ms. Dianne Pare in January to direct the music program for students in kindergarten to grade seven. Each week Ms. Pare visits every elementary classroom and works with the teachers and students on a variety of music and performing arts skills.

Early primary students have been learning songs and movements and playing musical games. They have also begun to explore instruments such as toe tambourines, hand bells, xylophones, and boom whackers. The middle grades have been singing songs, learning to use the recorder, and have also started to read sheet music. Upper intermediates have enjoyed singing, learning the recorder and some classes have also taken up the ukulele. At NES, a small experimental band has been formed and students are experimenting with brass and reed instruments.


Understanding, appreciating experiencing, and creating music is a crucial part of the learning process and is beneficial to critical thinking, creativity, communication, and self-regulation. Music education allows students to express themselves in different ways and explore new learning, opportunities, and passions. Having a district music program is providing rich learning to students and we are excited to be looking at ways to include more performing arts opportunities to all students in the district in the future. Thanks again to Ms. Pare for her leadership and guidance.

### 2. Middle Years Development Instrument Provides Useful Data:

The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in Grade 4 to 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) at UBC are using results to learn more about children's social-emotional health and well-being.

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 Out-of-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.

Data from this year's MDI provide important information for teachers, schools, and the district to help meet the needs of students. Highlights of the data indicate that 47% of grade four students self-report High Well-Being compared to 35% in other participating districts and 30% Low Well-Being



compared to 36%. 21% of grade 7 students self-report High Well-Being compared to 26% in other districts and 54% report Low Well-Being compared to 48% in other districts. When looking at number of important adults at school, 93% of grade four students self-report having two or more important adults, compared to 70% in other districts, and 86% of grade seven students self-report two or more important adults at school, compared to 51% in other districts.

Based on this data as well as school-based data, we have identified several areas for further attention which include; interpersonal/social skills and conflict resolution, the amount of screen time students are exposed to, positive sleep hygiene, and healthy eating habits. The district is committed to ensuring that students are safe, cared for and have the supports and resources available to meet their social and emotional needs.

### **3. Teachers Attend CBEEN Environmental Education Leadership Clinic:**

Last month, over 40 educators across the region, including three teachers from the district, attended the Columbia Basin Environmental Educators Network leadership clinic to develop plans to support their schools and communities. Climate literacy, place-based learning, Indigenous knowledge and perspectives, reconciliation, mental health, stewardship, and sustainability were all central to their discussions and planning.

This Leadership Clinic provided representatives from 10 Local Chapters of EEPSA (BC Environmental Educators Provincial Specialist Association) with the opportunity to take the time to come together to connect, collaborate and plan for ways they can support outdoor and environmental learning in their region.

These local chapters were supported at the leadership clinic by non-profit organizations such as CBEEN, KBEE, Wildsight, Take Me Outside, Classrooms to Communities and Habitat Conservation Trust Foundation. This Leadership Clinic was also supported by in-kind and financial support by Nipika Mountain Resort, The Outdoor Learning Store, EEPSA and Columbia Basin Trust.

Teachers, Erika Momeyer, Anita Vibe, and Veronica Chapman shared their wisdom with their colleagues at the clinic and brought back valuable learning that will be shared with educators across the district as we continue to enhance our learning about outdoor and environmental education.