

May 20, 2025, Superintendent's Report

HEALTH:

1. Student Self-Report Health and Wellbeing Surveys

The Middle Years Development Instrument (MDI) is a self-report questionnaire for children in Grades 4 to 7. Each year, it asks students about their thoughts, feelings, and experiences in school, at home, and in the community.

Data from this year's MDI provides essential information for teachers, schools, and the district to help meet the needs of students. The data highlights that 27% of grade four students self-report High Well-Being compared to 36% in other participating districts, and 33% Low Well-Being compared to 33%. 45% of grade 7 students self-report High Well-Being compared to 32% in other districts, and 29% report Low Well-Being compared to 41% in other districts. When looking at the number of important adults at school, 85% of grade four students self-report having two or more important adults, compared to 76% in other districts, and 81% of grade seven students self-report having two or more important adults at school, compared to 54% in other districts. The district reports contain a variety of information that examines student experiences in depth.


Based on this data and school-based data, the district identified several areas for further attention, including a continued focus on school connectedness and belonging, healthy eating, encouraging less screen time and better sleep hygiene, and positive behaviour support. The district's mental health outreach coordinator, health-promoting schools' framework, district wellness committee, Elders in Residence, and school-based initiatives are all working together to address areas for attention. The district is committed to utilizing research-based approaches and best practices to ensure that students are safe and healthy and have access to the necessary support and resources to meet their health and wellness needs.

COMPETENCY:

2. Strategic Plan Implementation Update:

As part of the Board's strategic plan, a committee was formed to oversee the implementation of the plan. The committee took the inquiry questions and invited staff to participate in Communities of Practice in each of the priority areas to enhance learning and opportunities for students. The seven formal Communities of Practice focused on well-being and social-emotional learning, literacy development and assessment, early learning, Indigenous education, and environmental/outdoor education. Each group met multiple times over the year and used collaboration, content experts, data, and best practices to guide their work.





The committee requested feedback from participants to gauge the level of impact from their experiences this year. 33 responses were given, and some of the highlights include:

- Clear learning intentions that improved understanding and fostered collaboration
- Ability to share ideas and practice with colleagues
- Significant impact on practice through deep learning, reflection, and collaboration
- Positive feelings about participating (supported, inspired, grateful)
- Connecting essential elements like community, connections and relevance to student learning
- Strong desire to continue next year
- Praise for the initiative and acknowledgement of the value to professional growth

ENVIRONMENT:

3. SD10 Team Attends CBEEN Environmental Education Leadership Clinic:

On April 25-27, teams of teachers from all over the Canadian Columbia Basin gathered at Nipika Mountain Centre outside of Kootenay National Park for the annual Environmental Education Leadership Clinic. Representing the School District 10 team were Outdoor Thinkers executive members Anita Vibe and Erika Momeyer, as well as Early Years Educator Julia Greenlaw. This year, there were also teams in attendance from outside of the Basin, including Metro Vancouver/Powell River, Vancouver Island, Williams Lake, and Kamloops. This added another layer to the gathering, with teachers adding their perspective regarding outdoor education throughout the province.

This Leadership Clinic provided representatives from EEPsA (British Columbia Environmental Educators Provincial Specialist Association) with the opportunity to come together, connect, collaborate, and plan ways to support outdoor and environmental learning in their region.

The SD10 team shared their expertise with colleagues at the clinic, bringing back valuable insights that will be shared with educators across the district as we continue to enhance our understanding and practice of outdoor and environmental education. Proposed plans for next year include:

- One outdoor education representative from each zone, with regular meetings and a



Community of Practice developed around outdoor education

- Development of a district environmental education plan to support schools and create cohesion and alignment across the district

- Opportunities for teachers to obtain Wilderness First Aid certification

- Professional development options that bring teachers together more regularly

Thanks to CBEEN, EEPsA, the Outdoor Learning School Store and the district for the funding to make this professional learning opportunity possible.

