

# December 19, 2023

## Superintendent's Report



# SD83 Strategic Priorities

## INTELLECTUAL DEVELOPMENT

(Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self)

## HUMAN & SOCIAL DEVELOPMENT

(Each student will feel welcome, safe, and connected to peers and adults in their schools)

## CAREER DEVELOPMENT

(Each student will develop the skills and competencies necessary to be successful in a career pathway of their choice)

## DEVELOPING A CULTURE OF WELL-BEING

(Each student will feel socially, emotionally, and mentally supported within their schools and the district)

## ORGANIZATIONAL DEVELOPMENT

(We will develop and enhance procedures, practices, and partnerships that will assist in meeting the district strategic priorities)

## EFFECTIVE GOVERNANCE AND LEADERSHIP

(We will work to represent the interests of all students by actively advocating for student's learning and well-being through Strategic Planning, Policy, and responsible Stewardship)

**SCHOOL DISTRICT NO. 83 (NORTH OKANAGAN-SHUSWAP)**

STUDENTS FIRST | ORGANIZATIONAL EFFICIENCY | CULTURE OF HEALTH & WELLNESS

# With Gratitude .....



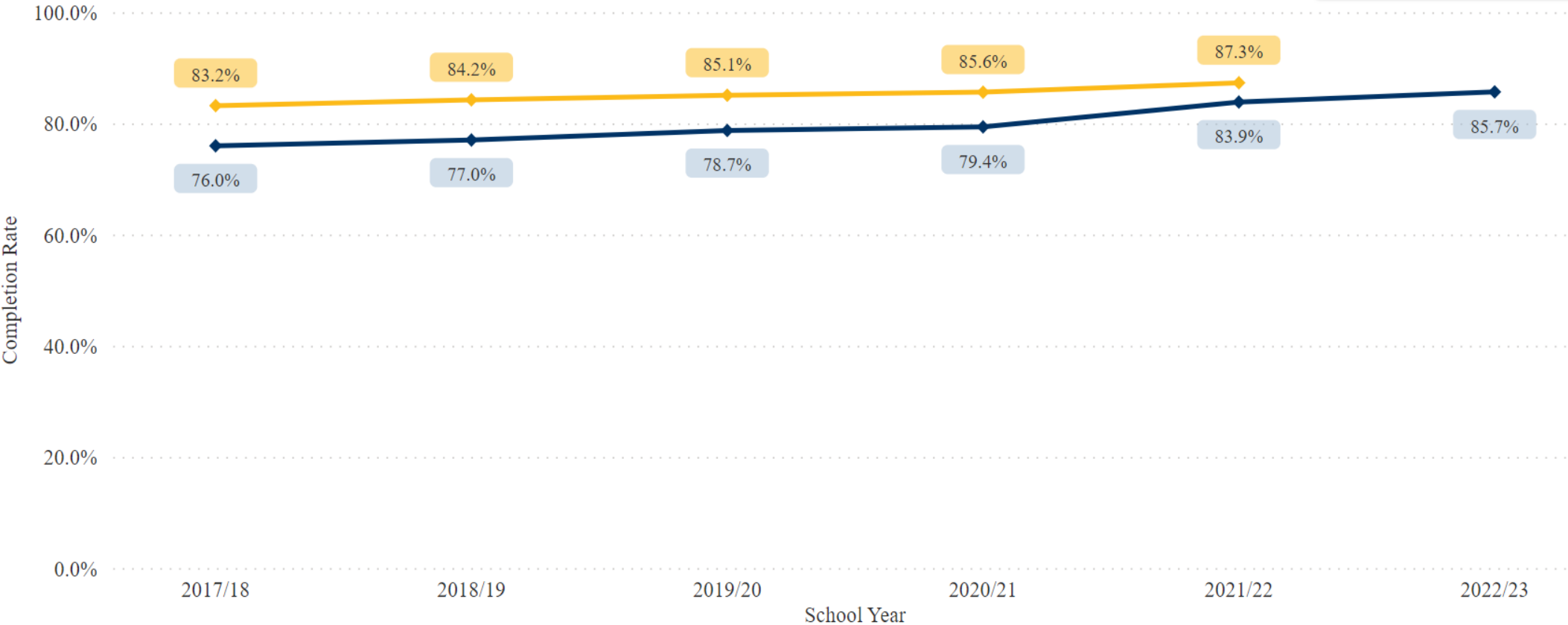
# 5 Yr. Completion Rates – All Students

## INTELLECTUAL DEVELOPMENT

(Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self)

5 Year - Completion Rate

◆ Completion Rate (District) ◆ Completion Rate (Provincial)

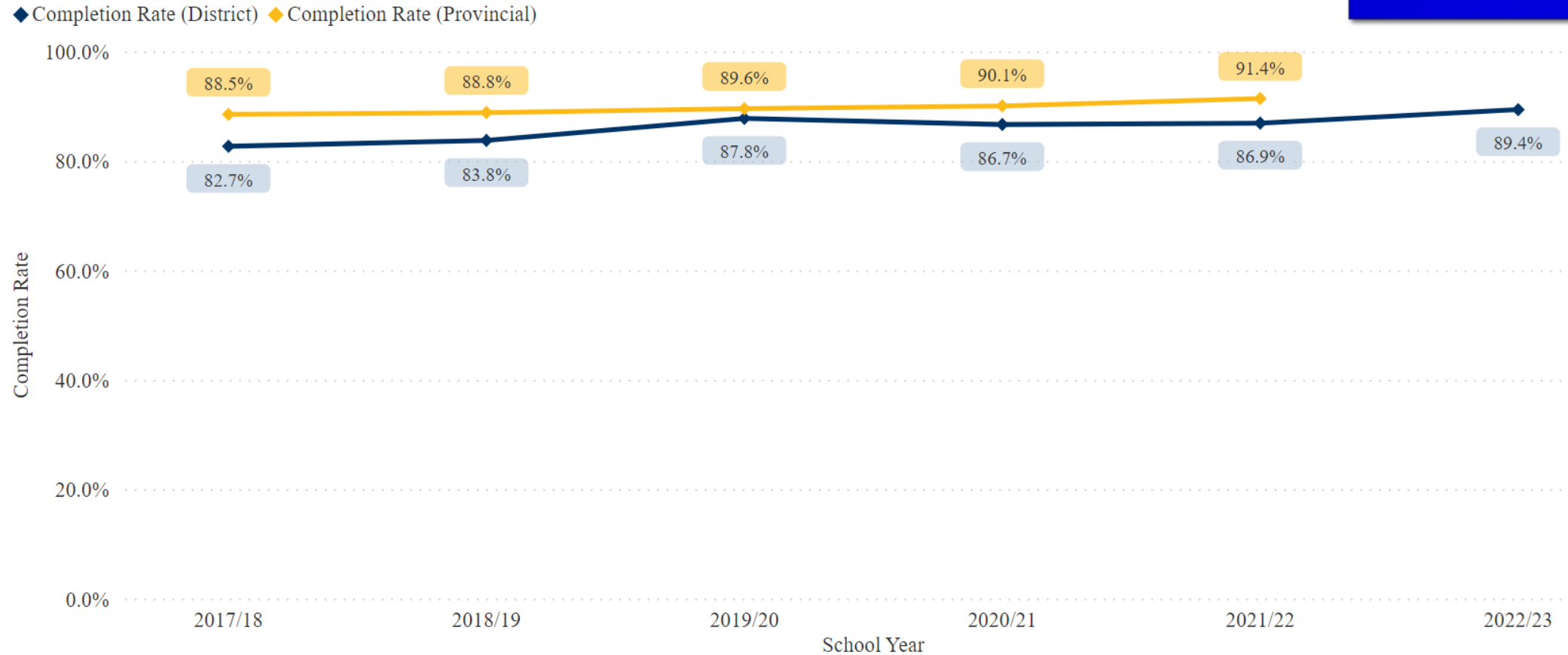


# 6 Yr. Completion Rates – All Students

## INTELLECTUAL DEVELOPMENT

(Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self)

### 6 Year - Completion Rate



**SCHOOL DISTRICT NO. 83 (NORTH OKANAGAN-SHUSWAP)**

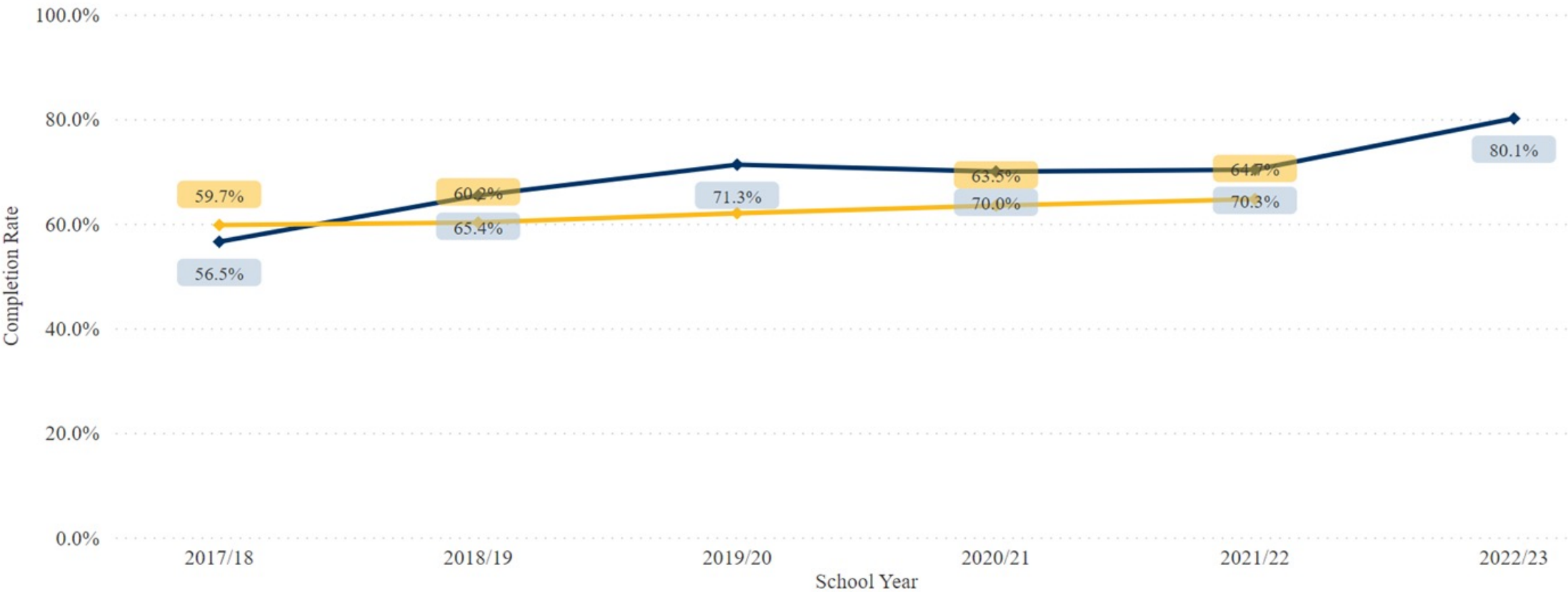
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# 5 Yr. Completion Rates – All Indigenous Students

**INTELLECTUAL DEVELOPMENT**  
(Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self)

5 Year - Completion Rate

◆ Completion Rate (District) ◆ Completion Rate (Provincial)





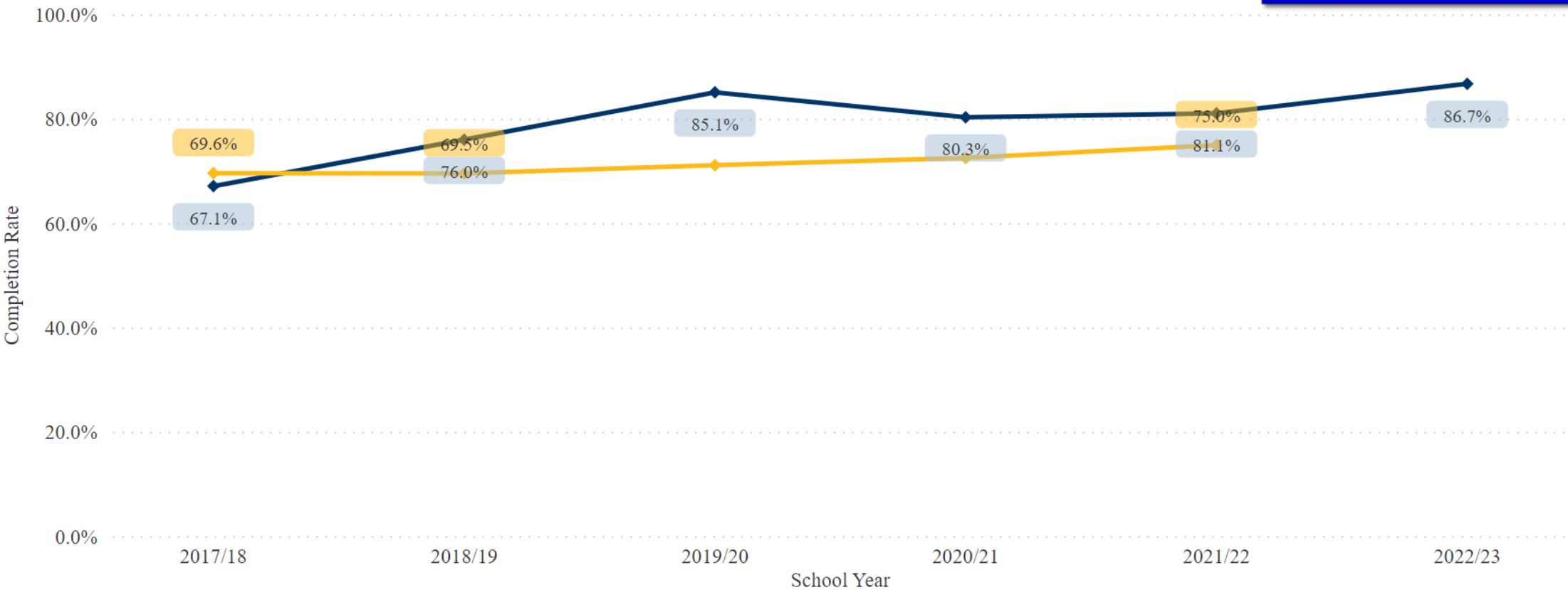
# 6 Yr. Completion Rates – All Indigenous Students

## INTELLECTUAL DEVELOPMENT

(Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self)

### 6 Year - Completion Rate

◆ Completion Rate (District) ◆ Completion Rate (Provincial)



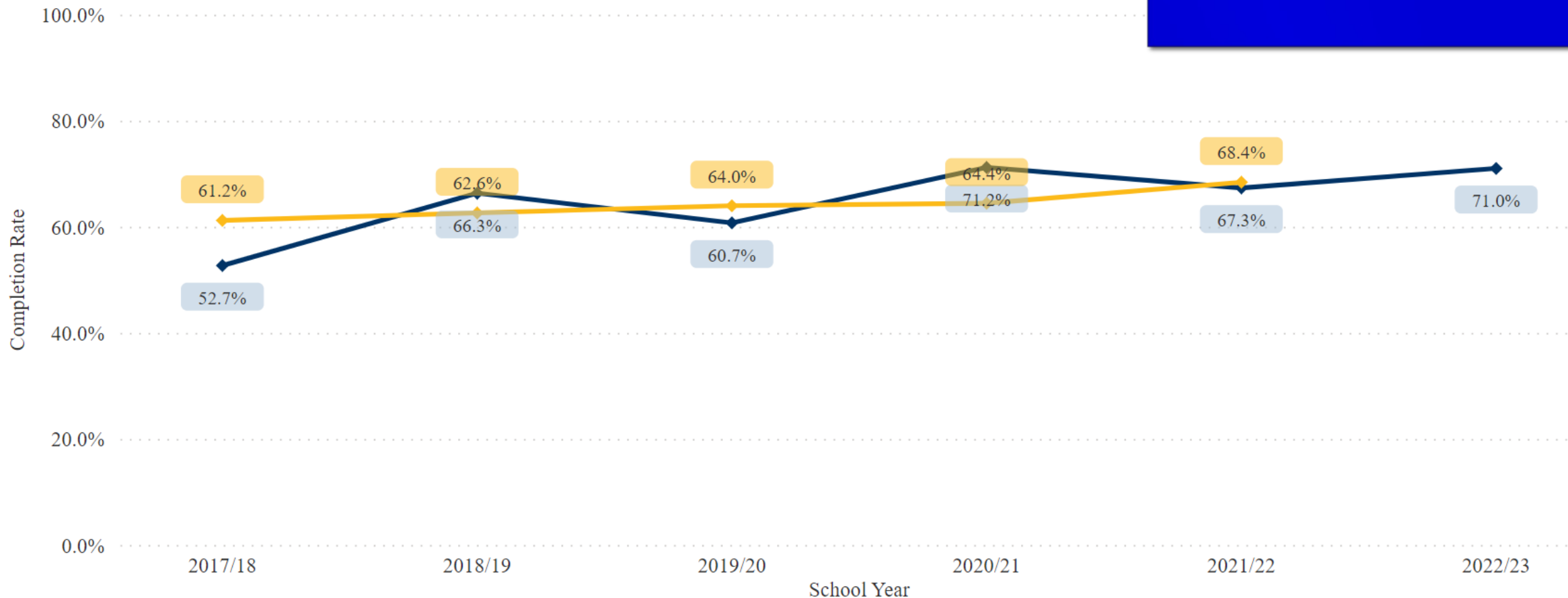
# 5 Yr. Completion Rates – Students with Diverse Needs

## INTELLECTUAL DEVELOPMENT

(Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self)

### 5 Year - Completion Rate

◆ Completion Rate (District) ◆ Completion Rate (Provincial)



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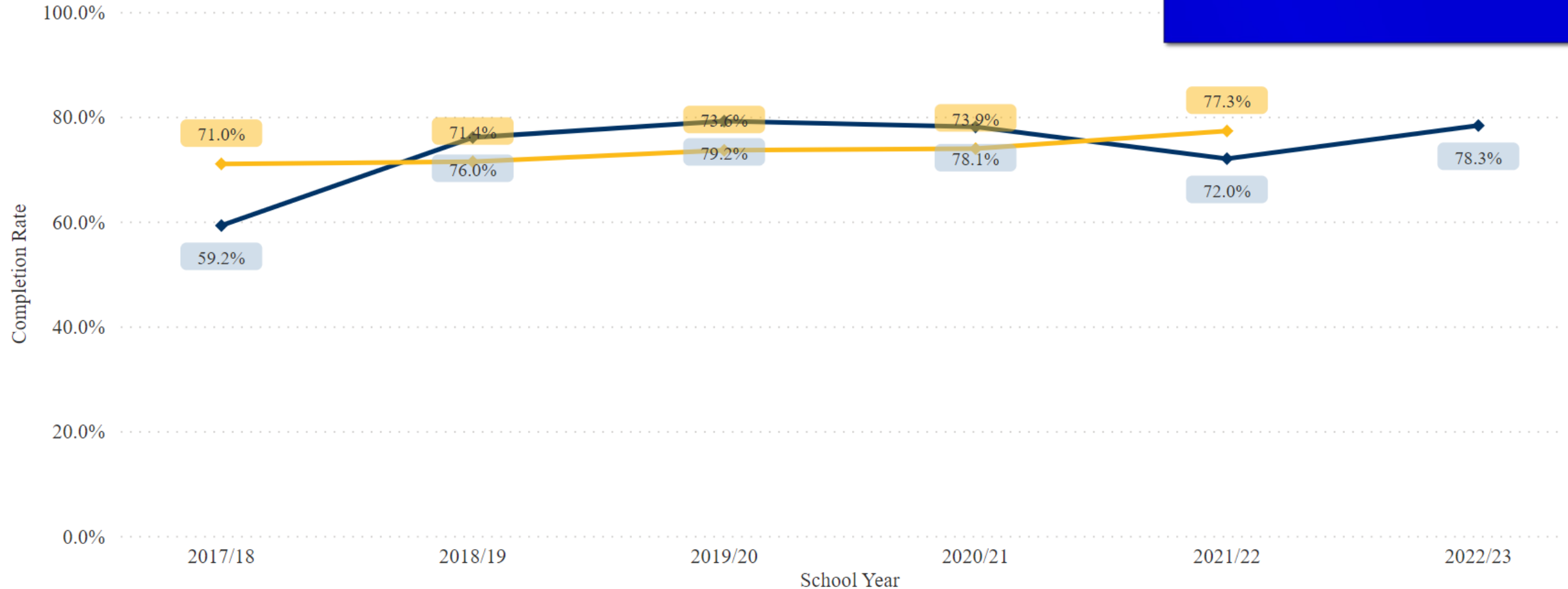
# 6 Yr. Completion Rates – Students with Diverse Needs

## INTELLECTUAL DEVELOPMENT

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### 6 Year - Completion Rate

◆ Completion Rate (District) ◆ Completion Rate (Provincial)



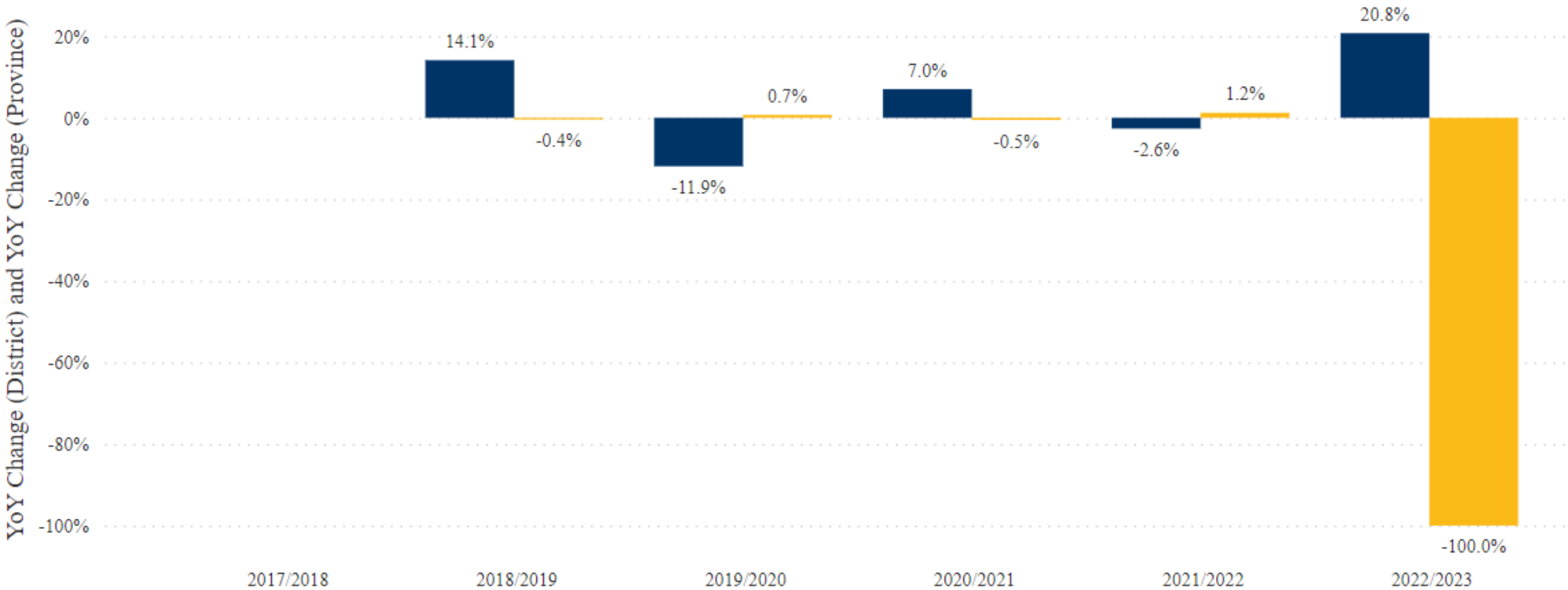
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# Year over Year Change in Dogwood Diplomas (All Students)

**INTELLECTUAL DEVELOPMENT**  
(Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self)

Year over Year % Change, 083 - North Okanagan-Shuswap, All Schools

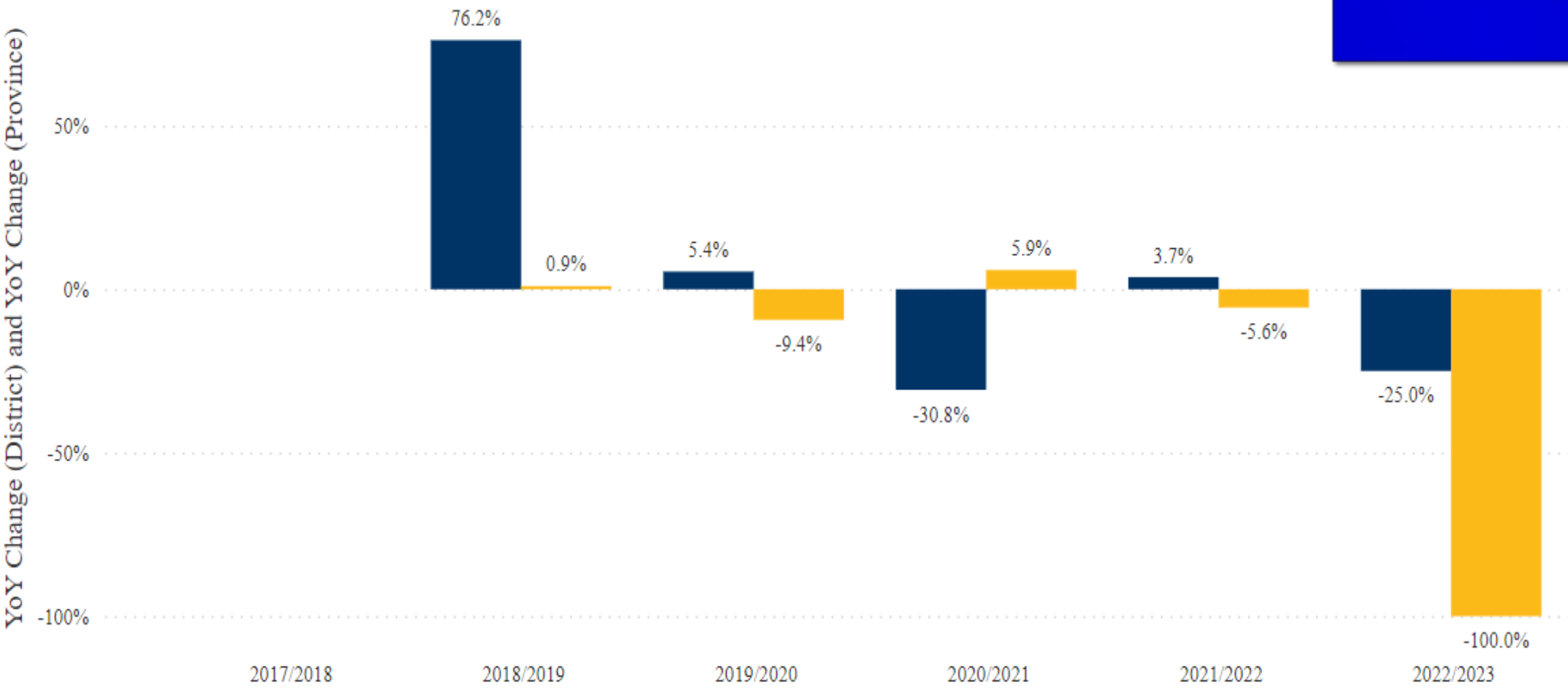


# Year over Year Change in Adult Dogwood (All Students)

INTELLECTUAL DEVELOPMENT

(Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self)

Year over Year % Change, 083 - North Okanagan-Shuswap, All Schools

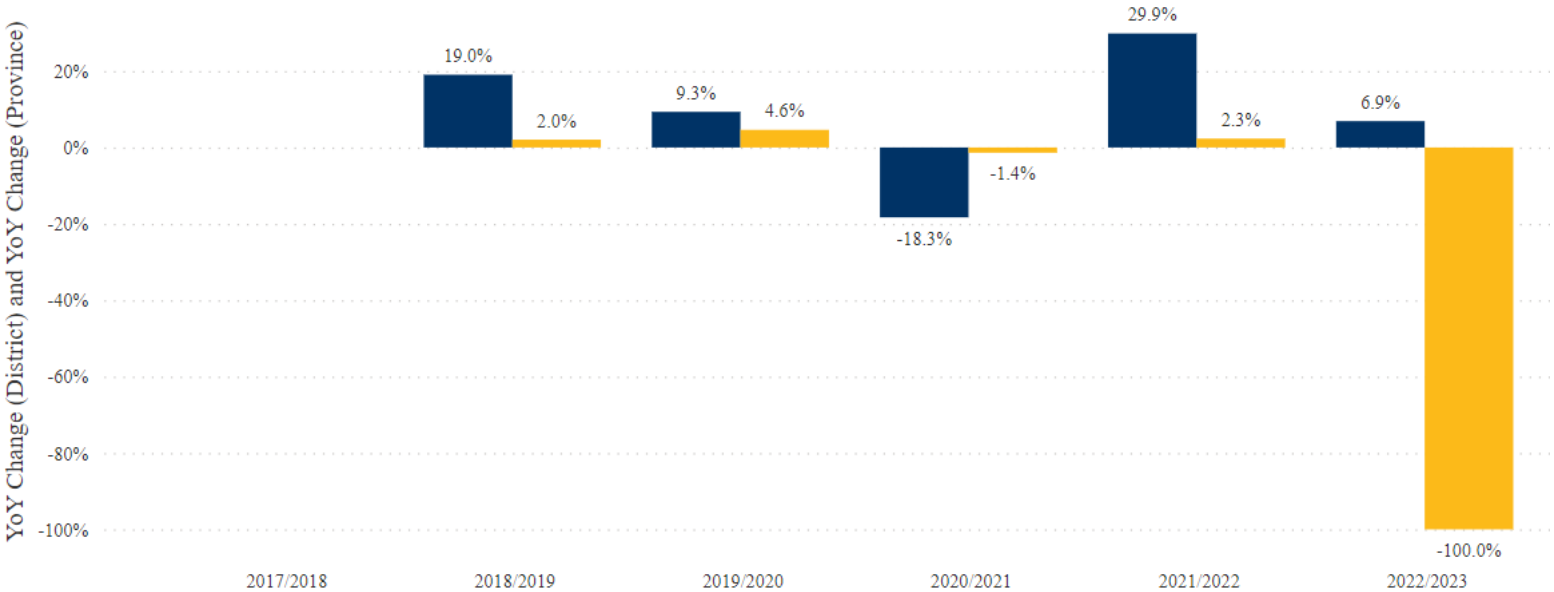


# Year over Year Change in Dogwood Diplomas (Indigenous)

INTELLECTUAL DEVELOPMENT

(Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self)

Year over Year % Change, 083 - North Okanagan-Shuswap, All Schools

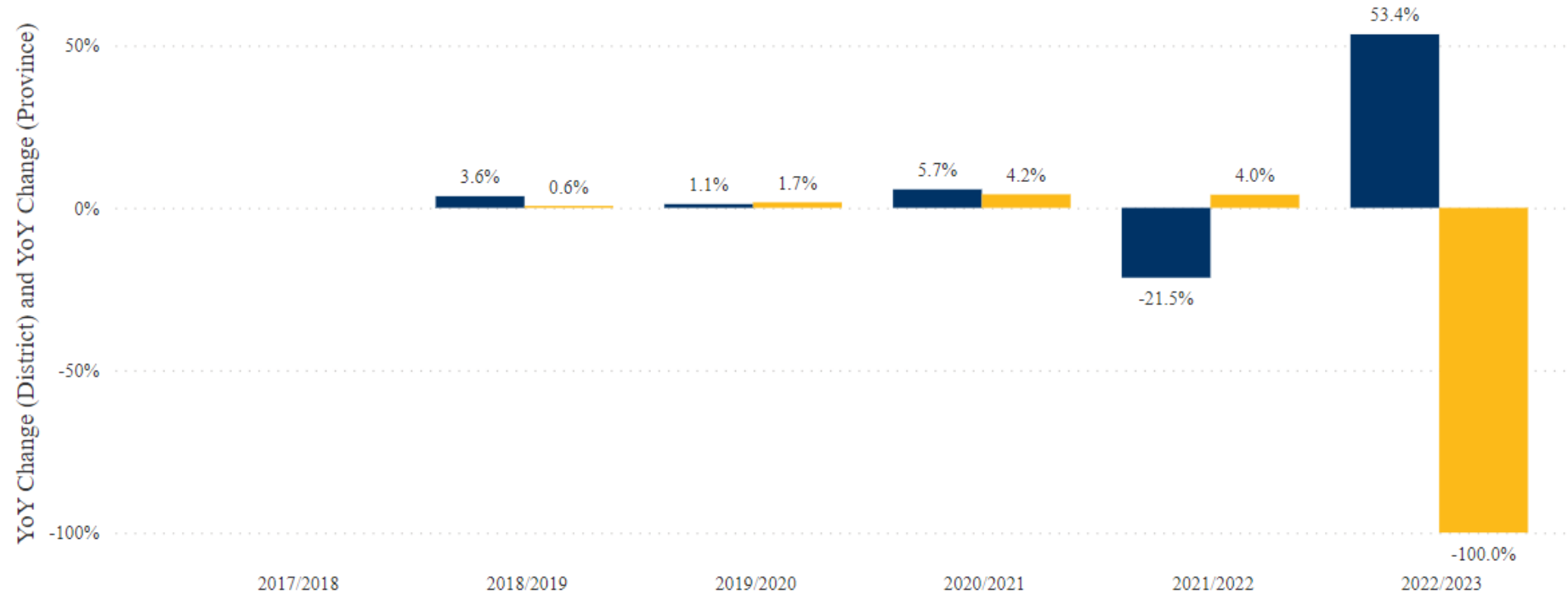


## Year over Year Change Dogwood Diploma (Diverse Needs)

### INTELLECTUAL DEVELOPMENT

(Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self)

Year over Year % Change, 083 - North Okanagan-Shuswap, All Schools



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## The 2023 McCreary Report – Adolescent Health Survey

HUMAN & SOCIAL DEVELOPMENT

(Each student will feel welcome, safe, and connected to peers and adults in their schools)



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# Profile of the Student Participants Within SD83

*SD83 was one of 59 school districts that participated in the survey.*

# Youth Health Survey

9:15

all

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McCreary

Can you tell me about the BC Adolescent Health Survey?

Sure! This survey is voluntary. You can stop any time and skip questions you don't want to answer.

Young people helped design the survey and it is used to improve services and supports for youth in BC.

No one at school or home will see your answers.

Please don't write your name on it.

Thank you!

 message 

 **McCreary  
Centre Society**

FOR OFFICE USE ONLY

REGION SCHOOL DISTRICT SCHOOL GRADE LEVEL CLASS MONTH DAY DAY OF WEEK

☐☐ ☐☐ ☐☐☐☐ ☐☐ ☐☐ ☐☐ ☐☐

**HUMAN & SOCIAL DEVELOPMENT**  
(Each student will feel welcome, safe, and connected to peers and adults in their schools)

| Age of survey participants |     |
|----------------------------|-----|
| 12 or younger              | 9%  |
| 13 years                   | 17% |
| 14 years                   | 16% |
| 15 years                   | 15% |
| 16 years                   | 16% |
| 17 years                   | 19% |
| 18 years or older          | 7%  |

| Racial identity         |     |
|-------------------------|-----|
| White                   | 88% |
| Black                   | 1%  |
| Asian                   | 3%  |
| Indigenous              | 13% |
| Latin American/Hispanic | 2%  |
| Mixed race              | 4%  |
| Other                   | NR  |

# What has changed from 2018 to 2023?

## *In 2018...*

**81%** of students rated their overall health as good or excellent, and 69% rated their mental health this highly.

**18%** had caretaking responsibilities for a relative.

**28%** were injured seriously enough to require medical attention.

55% had tried alcohol, 38% had used cannabis, and 29% had smoked tobacco.

**25%** did not eat breakfast on school days.

**54%** slept for at least 8 hours.

**78%** planned to attend post-secondary.

**22%** of Indigenous students could speak at least a few words of an Indigenous language.

## *In 2023...*

**70%** of students rated their overall health as good or excellent, and 56% rated their mental health this highly.

**25%** had caretaking responsibilities for a relative.

**37%** were injured seriously enough to require medical attention.

55% had tried alcohol, 35% had used cannabis<sup>1</sup>, and 23% had smoked tobacco.

**33%** did not eat breakfast on school days.

**44%** slept for at least 8 hours.

**65%** planned to attend post-secondary.

**38%** of Indigenous students could speak at least a few words of an Indigenous language.

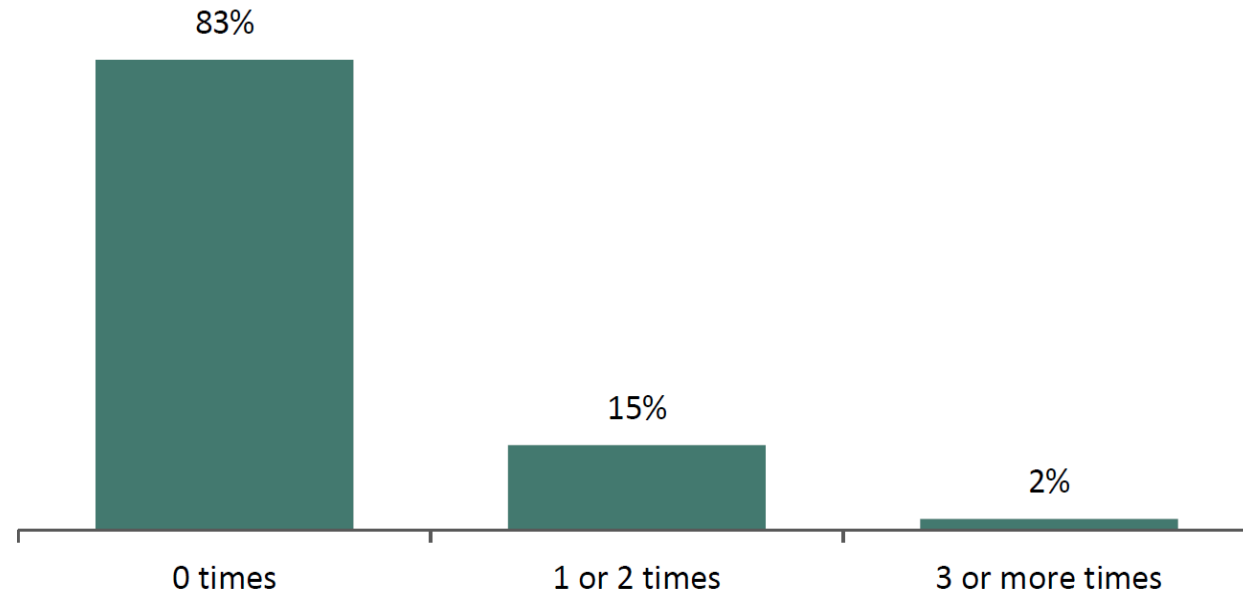
# Housing Insecurity and Transitions

**HUMAN & SOCIAL DEVELOPMENT**  
(Each student will feel welcome,  
safe, and connected to peers and  
adults in their schools)

## Unstable housing

In the past 12 months, 6% of students in this school district ran away from home, 6% were kicked out, and 3% were homeless.

Times students moved in the past 12 months



# Feeling Safe at School

**HUMAN & SOCIAL DEVELOPMENT**  
**(Each student will feel welcome, safe, and connected to peers and adults in their schools)**

## School safety

Students generally felt safe at school, and getting to and from school. However, they were more likely to feel safe in supervised locations such as classrooms and libraries, than in less supervised spaces.

| How often students felt safe |              |           |                |
|------------------------------|--------------|-----------|----------------|
|                              | Never/rarely | Sometimes | Usually/always |
| Classrooms                   | 6%           | 11%       | 83%            |
| Washrooms                    | 17%          | 18%       | 65%            |
| Changing rooms               | 16%          | 12%       | 72%            |
| Hallways and stairwells      | 8%           | 13%       | 80%            |
| Library                      | 5%           | 8%        | 87%            |
| Cafeteria                    | 10%          | 12%       | 78%            |
| Outside on school grounds    | 6%           | 13%       | 81%            |
| Getting to and from school   | 5%           | 9%        | 86%            |

Note: Percentages in each row may not total to 100% due to rounding.

# Self-Reported Health Conditions

## HUMAN & SOCIAL DEVELOPMENT

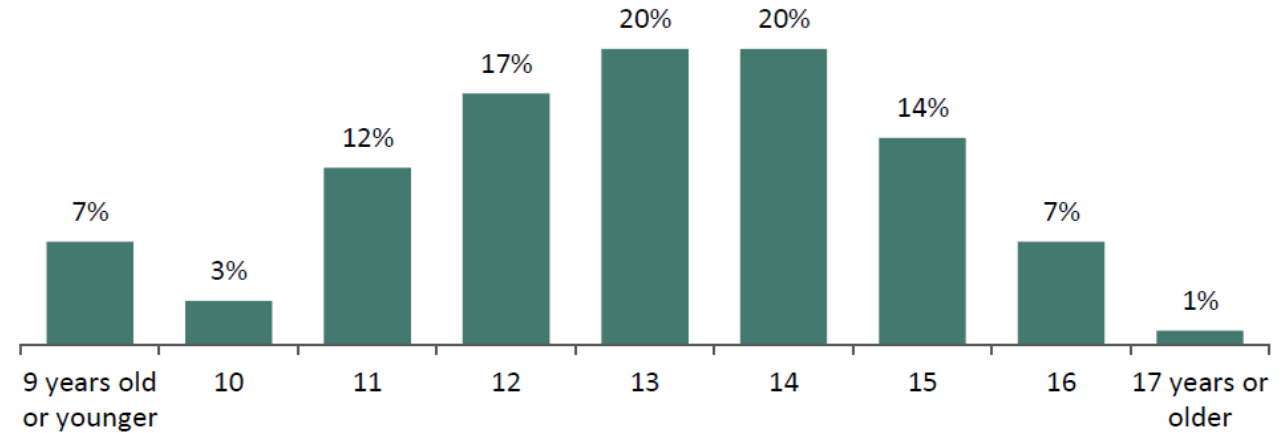
(Each student will feel welcome, safe, and connected to peers and adults in their schools)

| Activities students were engaging in after they were expected to be asleep           |     |
|--------------------------------------------------------------------------------------|-----|
| Chatting or texting                                                                  | 61% |
| Playing/watching esports                                                             | 16% |
| Gaming (other than esports)                                                          | 29% |
| Doing homework                                                                       | 32% |
| Scrolling through social media                                                       | 67% |
| Doing other things online (e.g., watching videos)                                    | 66% |
| Health conditions and disabilities                                                   |     |
| A mental health condition (e.g., depression, bipolar disorder, eating disorder, OCD) | 27% |
| A physical disability (e.g., cerebral palsy, use a wheelchair)                       | 1%  |
| Deaf or hard of hearing                                                              | 3%  |
| Blind or visual impairment which cannot be corrected with glasses/contact lenses     | 3%  |
| A long-term/chronic medical condition                                                | 7%  |
| A learning disability (e.g., dyslexia)                                               | 12% |

# Vaping Among Youth

[Cut Down or Quit Vaping: The steps towards a vape-free life | QuitNow](#)

Age students first vaped  
(among those who had ever vaped)



The majority of students who had tried vaping, had vaped in the past 30 days.

| Number of days students vaped in the past 30 days<br>(among those who had ever vaped) |     |
|---------------------------------------------------------------------------------------|-----|
| 0 days                                                                                | 40% |
| 1 or 2 days                                                                           | 14% |
| 3 to 5 days                                                                           | 7%  |
| 6 to 9 days                                                                           | 3%  |
| 10 to 19 days                                                                         | 7%  |
| 20 to 29 days                                                                         | 10% |
| All 30 days                                                                           | 20% |

Note: Percentages do not total to 100% due to rounding.

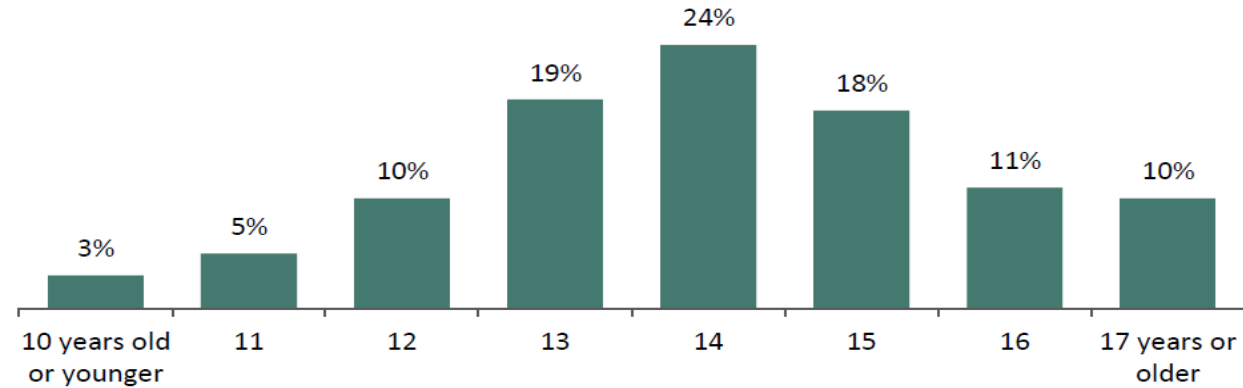
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# Cannabis Use Among Students

**Age students first used cannabis  
(among those who had ever used cannabis)**



| Number of days students used cannabis in the past 30 days<br>(among those who had ever used cannabis) |     |
|-------------------------------------------------------------------------------------------------------|-----|
| 0 days                                                                                                | 33% |
| 1 or 2 days                                                                                           | 17% |
| 3 to 5 days                                                                                           | 10% |
| 6 to 9 days                                                                                           | 7%  |
| 10 to 19 days                                                                                         | 9%  |
| 20 to 29 days                                                                                         | 9%  |
| All 30 days                                                                                           | 15% |

| Most recent method of cannabis use<br>(among those who had ever used cannabis) |     |
|--------------------------------------------------------------------------------|-----|
| Smoked it                                                                      | 79% |
| Vaped it                                                                       | 29% |
| Ate it                                                                         | 28% |
| Other                                                                          | 1%  |

# Organizational Development – Administrative Procedures

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- Administrative Procedure work being done regarding:
  - Student Suspension/Discipline/Restorative Practice
  - Bus Accident Procedures

## **ORGANIZATIONAL DEVELOPMENT**

**(We will develop and enhance  
procedures and practices that will  
assist in meeting the strategic  
priorities)**

# Effective Governance and Leadership

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- Salmon Arm Configuration
- Two meetings conducted with SD83 PVP
- Senior Leadership working to update the Board on:
  - Facility implications
  - Costs involved
  - Programming possibilities
  - Boundary implications
  - Future consultation process

## **EFFECTIVE GOVERNANCE AND LEADERSHIP**

**(We will work to represent the interests of all students by actively advocating for student's learning and well-being through Strategic Planning, Policy, and responsible Stewardship)**

# New Provincial Legislation

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- Impacts K -12 Indigenous Students
- Changes coming to the School Act
  - *School of Choice – First Nations can designate a school their students will attend*
  - *Mandatory LEA*
  - *Districts who do not have Indigenous Education Councils will be required to establish one*

This will result in very little change within SD83



# SD83 Values – Belonging/Respect

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- Parents/Caregivers/Guardians have requested an information session related to SOGI 123
- Information Session will be recorded and uploaded to the SD83 Website in February
- DPAC is assisting by collating questions from parents



# SD83 Value - Reconciliation







**SCHOOL DISTRICT NO. 83 (NORTH OKANAGAN-SHUSWAP)**  
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# SD 83 Value - Reconciliation

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## THE WORK OF TINA LAPINE – INDIGENOUS EDUCATION HELPING TEACHER



**SCHOOL DISTRICT NO. 83 (NORTH OKANAGAN-SHUSWAP)**

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# SD83 Information/Celebrations

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## Early French Immersion

Any parents interested in registering their child for Early French Immersion for September 2024. A parent information session will take place quickly after we return from Winter Break, on January 9 from 5 - 6 p.m. at Bastion Elementary. Please call the school if you have any questions!

## Registration for Kindergarten and programs of choice

Registration for Kindergarten, Early French Immersion and Kindergarten in the Outdoor Learning Program at South Canoe School will take place on Wednesday, January 17. All registrations on the 17th are treated as equal so there is no need to line up ahead of time!

Registrations received after January 17, 2024, will be date/time stamped and processed on a first-come, first-served basis. This information will be used to determine placement **IF** catchment area schools or programs of choice reach full capacity. More information is available on the school district's website.

# SD83 Information/Celebrations

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## **Feeding Futures Creativity at ERS**

Once a week students at Eagle River Secondary have an opportunity to learn new cooking skills, make a lunch and eat it too! In a new Feeding Futures Lunch Club piloted by staff members, Tricia Jeffery and Jodie Osmundson, students can sign up to cook the lunch of the day! The club started on Nov. 21 with make your own omelettes!

## **Health Care Field Trip @ TRU**

Thirty-seven students from SD83 participated in a nursing and respiratory therapy careers session during a field trip at Thompson Rivers University recently.

Students learned from nursing instructors about proper intubation technique, bag mask ventilation, how to administer automated ventilation, check for vitals, identify different kinds of blood cells and medical terminology and bring a flat lining mannequin back to life with CPR. Students also learned more from TRU recruiters about other health programs it offers as well as other fields of study, campus life, and housing.





BASTION, HILLCREST AND NORTH SHUSWAP  
**TURNING THE TIDE TOGETHER**

IN THE UNCEDED TERRITORY OF THE SECWEPENMC PEOPLES

- Each year, music educators across Canada are challenged to teach their students a Canadian Song, create a video and submit it for a chance to win prizes and recognition.

- This year, grade 4/5 students from Bastion, Hillcrest, and North Shuswap Elementary met on the shore of the Shuswap Lake at Scotch Creek to perform “Turning the Tide” with revised lyrics written by the original song writer, Luke Wallace. The Song was a way of empowering students to “turn the tide” on climate change.



*Happy  
Holidays*



— AND A —  
JOYFUL NEW YEAR

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