

We educate students to be
healthy, resilient, and
empowered.



Central Olney
Public Schools
Together We



4.1 Middle Years Development Instrument

2019-2020 District Report





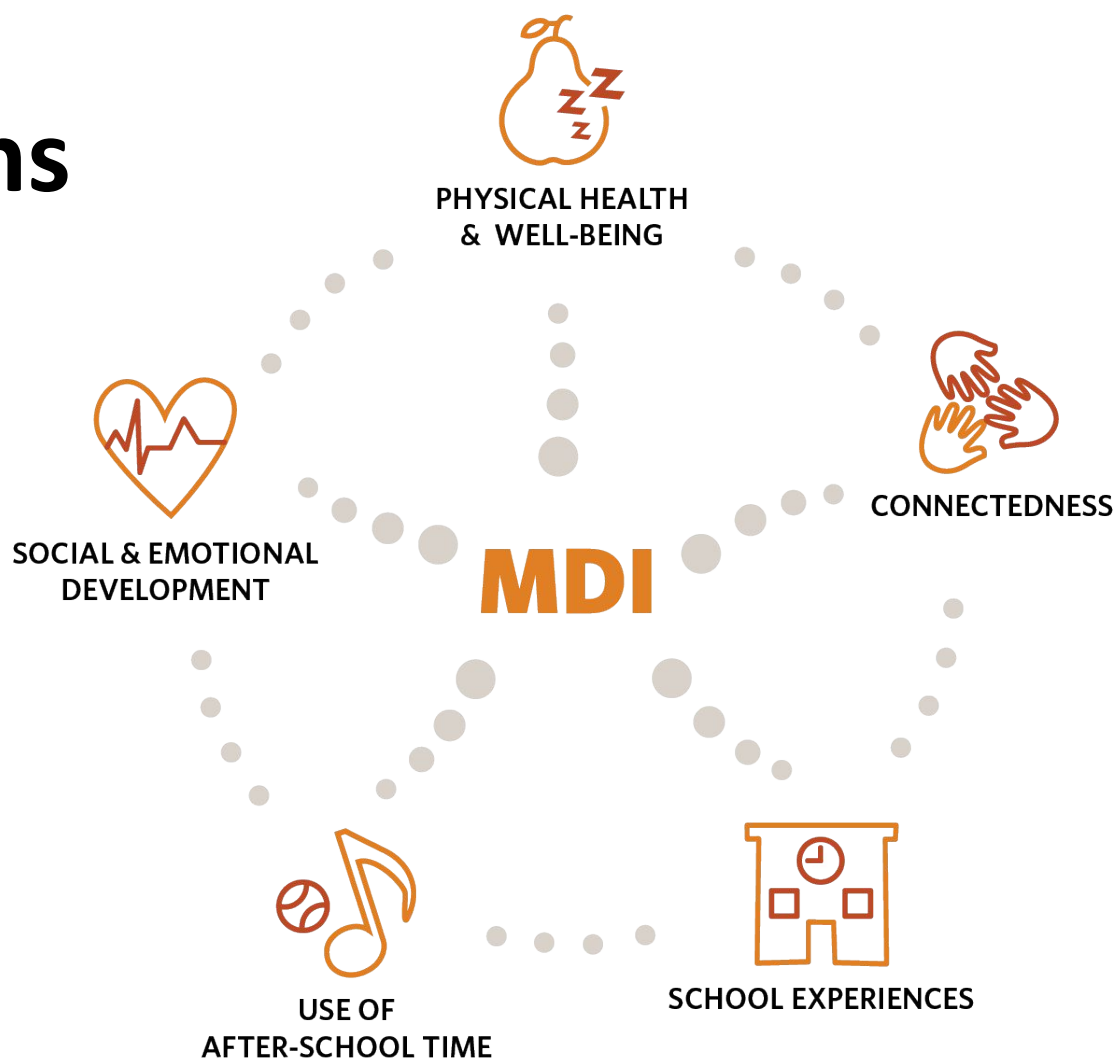
A photograph of three young women sitting together, smiling and laughing. The woman in the foreground is wearing a pink polka-dot shirt. The woman in the middle has a purple headband and a blue patterned shirt. The woman on the left is wearing a blue shirt. A bowl of popcorn is visible in the bottom left corner. The background is slightly blurred, showing a white shelf with some items.

MDI

Why is it important?

MDI Dimensions

Measures areas of development strongly linked to well-being, health and academic achievement



Aligning the MDI

BC's Redesigned Curriculum



Personal and Social Competencies	MDI measures
Positive Personal & Cultural Identity	Connectedness, Self-Esteem, Personal Meaning, Academic Self-Concept
Personal Awareness and Responsibility	Self-Awareness, Perseverance, Responsible Decision-Making, Self-Regulation, Well-Being
Social Responsibility	Citizenship/Social Responsibility, Empathy, Prosocial Behaviour

The Gr. 7 Well-Being Index 2019/20



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.

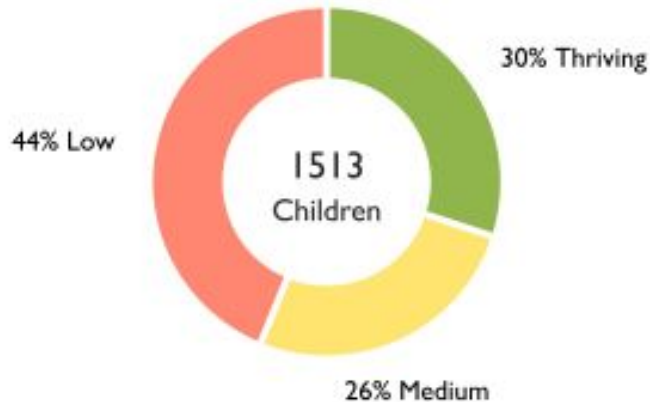


Medium Well-Being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

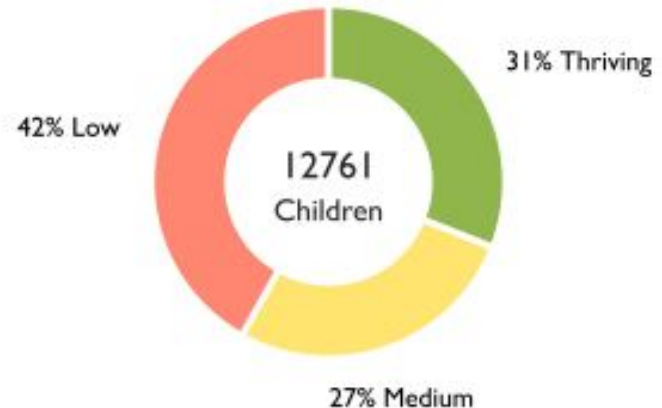


Low Well-Being
Children who score in the low range on at least 1 of the 5 measures of well-being.

CENTRAL OKANAGAN



ALL PARTICIPATING DISTRICTS



The Gr. 7 Assets Index 2019/20



ADULT RELATIONSHIPS

Adults at School

Adults in the Neighbourhood

Adults at Home



PEER RELATIONSHIPS

Peer Belonging

Friendship Intimacy



NUTRITION & SLEEP

Eating Breakfast

Meals at Home with Your Family

Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Organized Activities

Percentage of children reporting the presence of an asset



CENTRAL OKANAGAN

70%
Adult Relationships



82%
After-School Activities



80%
Peer Relationships



59%
Nutrition & Sleep



ALL PARTICIPATING DISTRICTS

72%
Adult Relationships



82%
After-School Activities



79%
Peer Relationships



58%
Nutrition & Sleep

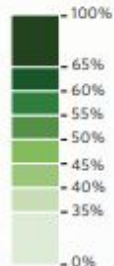




WELL-BEING INDEX

The MDI Well-Being Index is a composite score of 5 measures that are of critical importance during the middle years. Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores are considered to be "thriving."

Percentage of Children Thriving



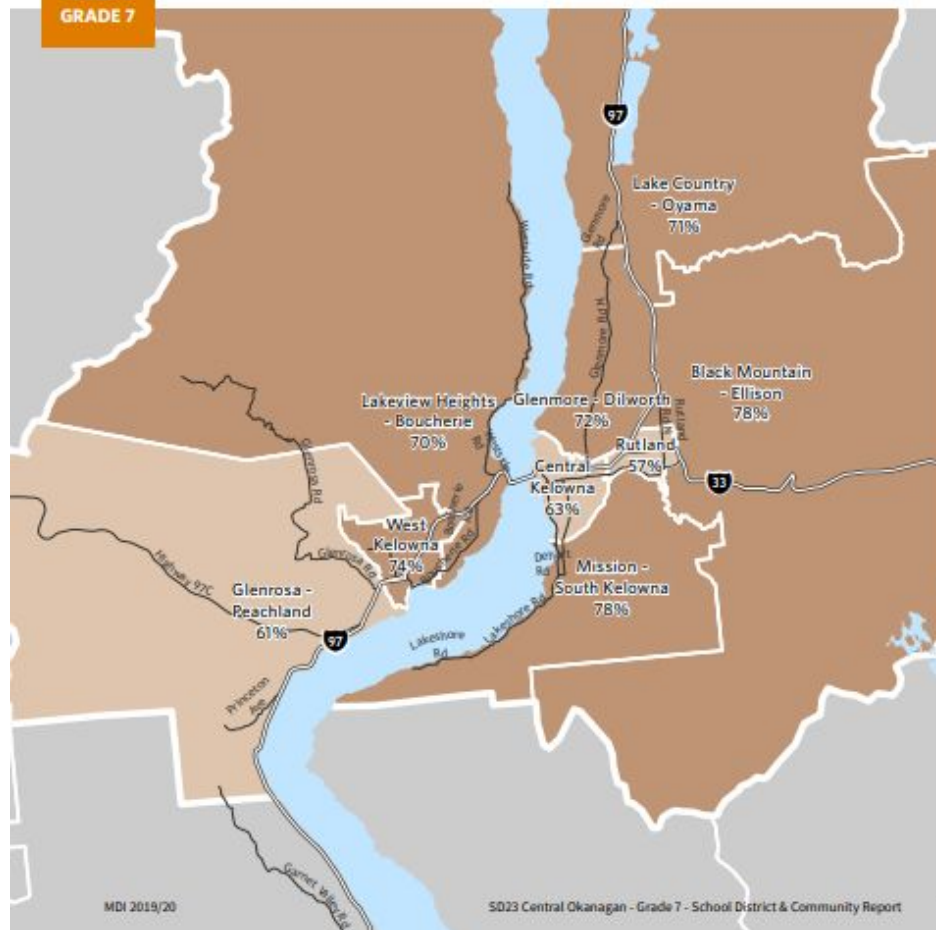
SD 23
30%

All Participating
Districts*
31%

Data Suppressed
(<35 students)

*See page 7 for a list of participating school districts in 2019/20.

Note: Data are mapped using home postal codes, not by where children attend school.



ADULT RELATIONSHIPS

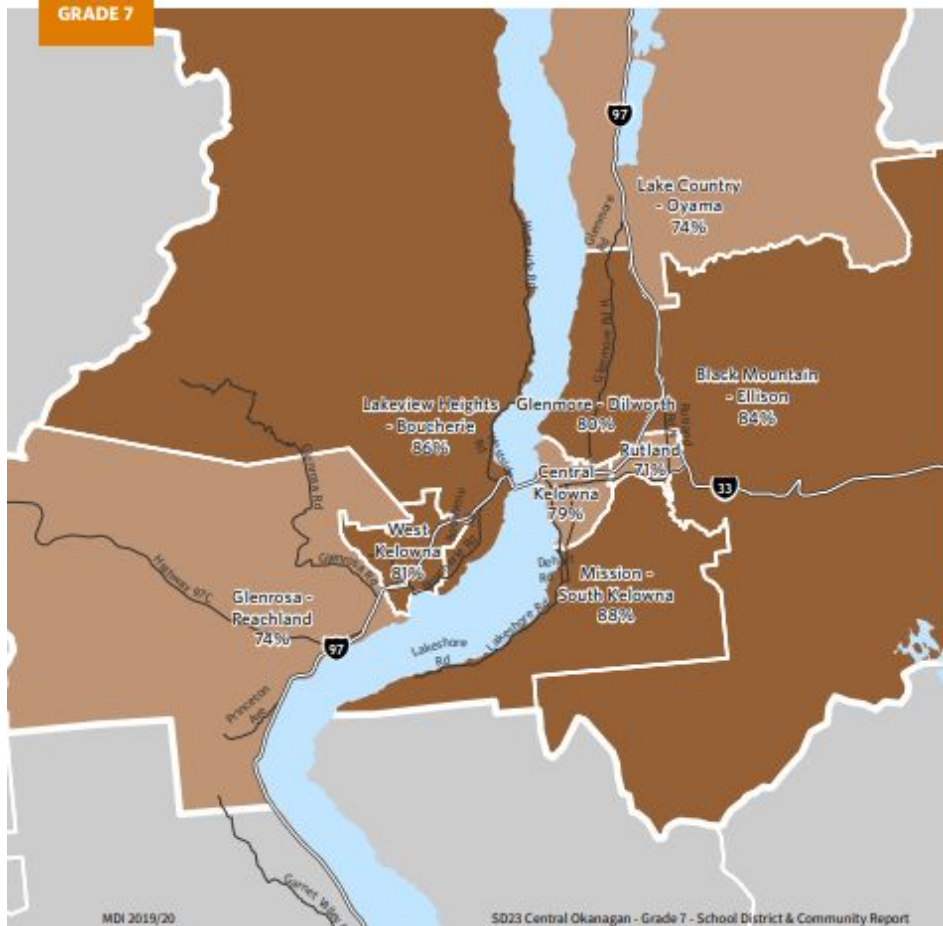
Children's health and well-being are directly related to the presence of adult relationships at home, at school and in their neighbourhood or community.

Percentage of children reporting the presence of the adult relationship asset

90-100%	SD 23
80-89%	70%
70-79%	All Participating Districts*
<70%	72%
Data Suppressed (<35 students)	

*See page 7 for a list of participating school districts in 2019/20.

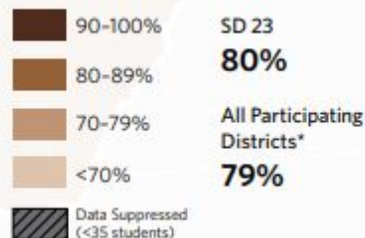
Note: Data are mapped using home postal codes, not by where children attend school.



PEER RELATIONSHIPS

Children's health and well-being are directly related to feeling a sense of belonging with their peers and having close or intimate friendships.

Percentage of children reporting the presence of the peer relationship asset



*See page 7 for a list of participating school districts in 2019/20.

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NUTRITION & SLEEP

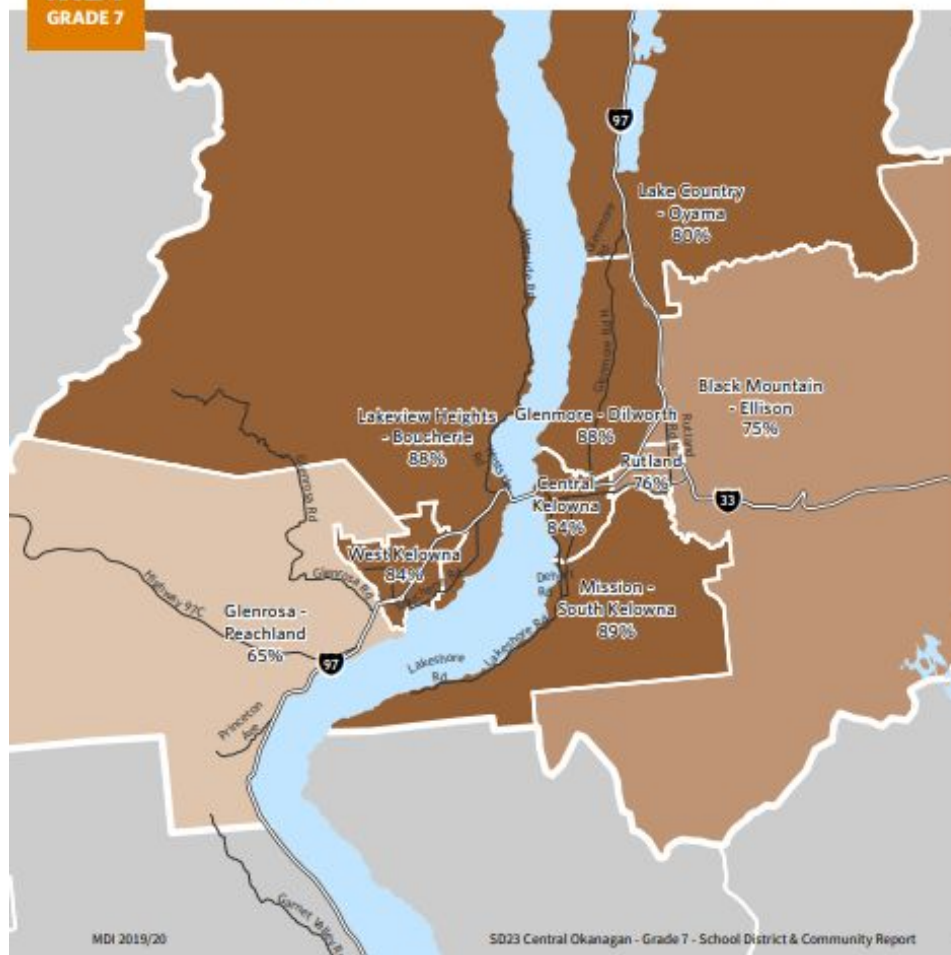
Children's health and well-being are directly related to their nutrition and sleeping habits.

Percentage of children reporting the presence of the nutrition and sleep asset

90-100%	SD 23
80-89%	59%
70-79%	All Participating Districts*
<70%	58%
Data Suppressed (<35 students)	

*See page 7 for a list of participating school districts in 2019/20.

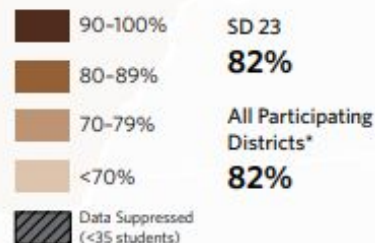
Note: Data are mapped using home postal codes, not by where children attend school.



AFTER-SCHOOL ACTIVITIES

Children's health and well-being are directly related to the positive activities they participate in during the after-school hours of 3-6pm.

Percentage of children reporting the presence of the after-school activity asset



*See page 7 for a list of participating school districts in 2019/20.

Note: Data are mapped using home postal codes, not by where children attend school.

earlylearning.ubc.ca/maps/mdi/nh/



MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

4.2 Farm to School

Leah Perrier, Public Health Dietitian





Farm to School Initiative SD 23

Presenter: Leah Perrier, PHD Interior Health

What is Farm to School?

Administered by the Public Health Association of BC

Supported by PHSA

- Farm To School (F2S) is broadly defined as a school-based program that connects schools (K-12) and local farms.
- **GOAL** - goal of the program is to ensure children have access to fresh, local, nutritious, safe and culturally appropriate foods while at school.



History – Farm to School

- Established in 2007
- Farm to School BC is a diverse and expanding provincial network that promotes, supports, and links Farm to School activity, policy and programs across the province.
- 50 Farm to Schools throughout the BC, currently not in Central Okanagan!
- 6 regional hubs - supporting schools in conducting a variety of Farm to School activities and engaging over 14,000 students
- **FUTURE: Farm to School HUB in SD23??**

Core Elements



Farm to school programs differ by school, but always include the following core elements:

Healthy Local Food

Schools source local food in a variety of ways, including; direct farmer relationships, food distributors, schoolyard farms, or harvesting of wild or traditional foods.

Hands on Learning

Food literacy through school garden, greenhouse, kitchen, lunchroom field trips to local farms, forests and shores

School & Community Connectedness

strong relationships between schools, farmers, community members, and support organizations

Examples of Farm to School Models

- Schoolyard Garden
- Growing Microgreens indoors
- Square foot Gardening
- Grow stations for Starting Seeds
- Field Trips to local farms OR bringing Farmers to the Schools
- Harvesting local fruits and vegetables
- Seed saving
- Preserving local food – dehydrating, fermenting, pickling
- Cooking in the classroom

Ideas for cross-curricular connections

- Harvest4Knowledge

<https://farmtoschoolbc.ca/harvest4knowledge-information/>

- F2S VA Hub- **Indigenous Foodscapes**

<https://www.youtube.com/watch?v=qngbX8UsR7c>

Benefits of Farm to School

•Students

Increase school and student access to nutritious, high quality local food so they are ready to learn and grow, and help develop food literacy skills and healthy eating habits.

•Farmers & Communities

Provides local farmers with opportunities to educate and connect students in their community with the local food system, and can serve as a new market opportunity.

Buying from local producers and processors helps stimulate the local economy, while engaging community members helps foster deep community connections.

What F2S could look like in SD23?

- Already existing Community Partnerships: Food for Thought , local farmers
- Spring Farm to School in COK schools – adapt programs for COVID
- Future Farm to School Hub in the COK



Next Steps

- Recruiting Schools in SD23 that are interested in Farm to School program

Leah Perrier, Public Health Dietitian, Interior Health

Leah.perrier@interiorhealth.ca

Farm to school Funding – Oct 2020 for spring programs

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5. 2020-2021 HPS Action Plan Update

- Professional Development:
 - Everyday Anxiety Strategies for Educators (EASE)
 - Mental Health Literacy (Grade 8s)
- Food Provision:
 - School Meals Program, Breakfast Program, Backpack Program, Central Okanagan Food Bank/Breakfast Clubs of Canada
- Middle/Secondary PHE Resource Support
- Implementation Day: Oyama Elementary
- Social and Emotional Learning Team
 - Connecting and collaborating with 17 elementary schools

6.1 Food Safety Protocols

On Site Food Preparation (i.e.: school meal programs, cafeterias, foods classes, etc.) The BCCDC indicates COVID-19 does not appear to be transmitted by eating food contaminated with the virus, however, it is important to practice good hand hygiene before preparing food. The BCCDC does not require food preparers to wear gloves or non-medical masks, however, if food preparers do wear gloves they must wash their hands thoroughly before putting on and after removing the gloves. Wearing gloves does not reduce the need for hand washing. Schools can include food preparation as part of learning and provide food services.

Appendix 7 – Food Preparation Safety Plan The Central Okanagan Public Schools plan is to continue providing meal programs and food-based education to students in a safe manner and in alignment with the Provincial Health Officer directives and Provincial COVID-19 Public Health Guidelines for K-12 Settings (September 11, 2020), which may require creative and innovative approaches. Practice diligent hand hygiene by washing hands regularly, but especially at the beginning of the class, before and after handling food, before and after eating and drinking, whenever hands are visibly dirty. Shared equipment (e.g. kitchen equipment for culinary programs) are considered frequently-touched surfaces and must be cleaned at least twice in 24 hours. Schools should continue to emphasize that food and beverages should not be shared.

6.2 Sexual Health Education Update



6.3 Mental Health Support

Sherri McKinnon - District Principal of Learning Support Services

