



EDUCATION AND STUDENT SERVICES COMMITTEE PUBLIC MEETING AGENDA

The Central Okanagan Board of Education acknowledges that this meeting is being held on the Traditional Territory of the Okanagan People.

DATE: Wednesday, June 5, 2019
TIME: 6:00 pm
LOCATION: School Board Office, Board Room
1040 Hollywood Road S.
Kelowna, B.C.

1. AGENDA

Additions/Amendments/Deletions

2. REPORTS/MATTERS ARISING

2.1 Public Education and Student Services Committee Report – May 1, 2019
(Attachment)

3. RECOGNITION/PRESENTATIONS/DELEGATIONS

3.1 Supports for Children in Care

Presenter: Kevin Kaardal, Superintendent of Schools/CEO

4. PUBLIC QUESTION/COMMENT PERIOD

5. COMMITTEE MEMBERS QUERIES/COMMENTS

6. DISCUSSION/ACTION ITEMS

6.1 Proposal to Transfer the Grade 7/8 Okanagan Mission Secondary School Hockey Canada Skills Academy to Canyon Falls Middle School
(Attachments)

Presenter: Jim Laird, Principal – Canyon Falls Middle School
Bruce McKay, Principal – Okanagan Mission Secondary School

STAFF RECOMMENDATIONS:

THAT: The Education and Student Services Committee recommends to the Board of Education:

THAT: The Board of Education approve the transfer of the grade 7/8 Okanagan Mission Secondary School Hockey Canada Skills Academy to Canyon Falls Middle School and adopt the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) for the fall of 2019, as attached to the Agenda, and as presented at the June 5, 2019 Education and Student Services Committee Meeting;

AND THAT: Once the Canyon Falls Middle School Parent Advisory Council has been established and approved by the Board of Education, the Principal of Canyon Falls Middle School seek confirmation from the Parent Advisory Council as to the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School);

AND THAT: The Canyon Falls Middle School Parent Advisory Council's feedback regarding the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) be provided to the Education and Student Services Committee in the fall of 2019.

6.2 Proposal to Conduct The Canadian Index for Adolescent Health Upstream Project Survey
(Attachment)

Presenter: Al Lalonde, District Principal – Learning Support Services

STAFF RECOMMENDATION:

THAT: The Education and Student Services Committee recommends to the Board:

THAT: The Board of Education approve grade 8 student participation from two middle schools in the Canadian Index for Adolescent Health Upstream Project Survey.

7. DISCUSSION/INFORMATION ITEMS

7.1 School Meal Options for Students in K to Grade 12

Presenter: Jon Rever, Assistant Superintendent

7.2 Board/Authority Authorized (BAA) Courses – Revised
(Attachment)

Presenter: Kevin Kaardal, Superintendent of Schools/CEO

8. COMMITTEE CORRESPONDENCE

9. ITEMS REQUIRING SPECIAL MENTION

**10. RECOMMENDATIONS/REFERRALS TO
THE BOARD/COORDINATING COMMITTEE/OTHER COMMITTEES**

11. ITEMS FOR FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS

- *Proposal for Substantive Change – Academy of Engineering (Kelowna Secondary School)*

October 2, 2019	November 6, 2019	January 8, 2020 (tbc)	February 5, 2020 (tbc)
Career Life Programs and Dual Credit Programs Review – Level 3 <i>Assistant Superintendent (V. Kintzinger)</i> Nutrition Programs in Schools <i>Assistant Superintendent (V. Kintzinger)</i>	Proposals for Board Authority/Authorized Courses Aboriginal Education New "Equity in Action" Agreement 2020-2025 <i>District Principal (J. De Guevara)</i>		Proposals for Substantive Change
April 1, 2020 (tbc)	May 6, 2020 (tbc)	June 3, 2020 (tbc)	
Proposals for Board Authority/Authorized Courses	Draft Program Review Cycle and Meeting Schedule 2020/2021 <i>Deputy Superintendent (T. Beaudry)</i>	Enhancing Student Learning Framework <i>Superintendent/CEO (K. Kaardal)</i>	

REVIEW LEGEND

LEVEL ONE REVIEW

- District-wide surveys involving all stakeholders
- Focus Groups
- Interviews with key staff and clients

LEVEL TWO REVIEW

- Surveys to a representative sample group of stakeholders
- Optional Focus Groups and personnel interviews as appropriate

LEVEL THREE REVIEW

Limited or no surveying and/or interviews to gather informal feedback

12. FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS

- October 2, 2019 and November 6, 2019.

13. MEDIA QUESTIONS

14. ADJOURNMENT

CENTRAL OKANAGAN PUBLIC SCHOOLS – BOARD COMMITTEE REPORT

COMMITTEE: Education and Student Services DATE: May 1, 2019

CHAIRPERSON: Trustee Norah Bowman STAFF CONTACT: Terry-Lee Beaudry, Deputy Superintendent

*The Committee Chairperson acknowledged that the meeting was being held on the
Traditional Territory of the Okanagan People.*

Board Attendees:

Trustee N. Bowman - Chairperson
Trustee C. Desrosiers – Committee Member
Trustee A. Geistlinger – Committee Member (*arrived at 6:12 pm*)
Trustee M. Baxter

Staff:

K. Kaardal, Superintendent of Schools/CEO
T. Beaudry, Deputy Superintendent of Schools
Y. Hildebrandt, Executive Assistant (Recorder)

Partner Group Representation:

COPAC	No Representative
COPVPA	Brady Ibbetson, Member-at-Large
COTA	Lori Dawson Bedard, First Vice-President
CUPE	No Representative
District Student Council	Matthew Richardson, Grade 12, Kelowna Secondary School

Agenda – Additions/Amendments/Deletions

Trustee Baxter was appointed voting Committee Member in the absence of Trustee Geistlinger.

Public Education and Student Services Committee Agenda – May 1, 2019 – approved as presented.

Reports/Matters Arising

Public Education and Student Services Committee Report – April 3, 2019 – received as presented.

Discussion/Action Items

1. **Board/Authority Authorized (BAA) Course Proposal – Aquatic Studies-Pre-Lifeguarding 12**

Hugh Alexander, Principal – Rutland Senior Secondary School, and Allen McNabb, Teacher – Rutland Senior Secondary School, presented a Board/Authority Authorized (BAA) course proposal for Aquatic Studies-Pre-Lifeguarding 12. Aquatic Studies-Pre-Lifeguarding 12 provides students with the opportunity to seek fully-certified lifeguarding employment upon completion of this course and success in the final, sector approved, Lifeguard Examination. This valuable certification makes students immediately employable in the field, thus enabling students the opportunity to seek a career in aquatics or support themselves financially as they transition into post-secondary education.

6:12 pm – Trustee Geistlinger arrived to the meeting and assumed role of voting Committee Member.

Outcome:

The Committee recommended that the Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – Aquatic Studies-Pre-Lifeguarding 12 (Rutland Senior Secondary School), as attached to the Agenda, and as presented at the May 1, 2019 Education and Student Services Committee Meeting.

2. **Proposal for Substantive Change – Lifeguard Academy (Rutland Senior Secondary School)**

Hugh Alexander, Principal – Rutland Senior Secondary School, and Allen McNabb, Teacher – Rutland Senior Secondary School, presented a Proposal for Substantive Change – Lifeguard Academy (Rutland Senior Secondary School). The Lifeguard Academy enables students to develop a passion for lifeguarding and giving back to the community by using their increased knowledge and skills in first aid and lifesaving. Students participating in the Academy learn valuable life skills to gain employment and develop a career in the field of lifeguarding, or use these skills while studying and pursuing further post-secondary opportunities.

Outcome:

The Committee recommended that the Board of Education approve the presented Proposal for Substantive Change - Pre-Lifeguarding Academy (Rutland Senior Secondary School), as presented and amended (name change to Pre-Lifeguarding Academy) at the May 1, 2019 Education and Student Services Committee Meeting.

3. **Proposal for External Partnership with UBC – Okanagan School of Education for EDUC 104 Introduction to Academic Pedagogy: An Aboriginal Perspective**

Dr. Karen Ragoonaden, Professor of Teaching - UBC – Okanagan School of Education, and Adrienne Vedan, Director, Aboriginal Programs & Services - UBC – Okanagan, presented a Proposal for an External Partnership with UBC – Okanagan School of Education. The course, EDUC 104, supports students' successful transition to a post-secondary institution through an Indigenous lens, using the circle of learning, peer mentorship, and emphasizing the importance of student-teacher relationships. Through this partnership, Central Okanagan Public Schools can provide grade 12 students an opportunity to explore their interest to attend post-secondary prior to graduation while learning more about educational pathways to post-secondary programs and how to prepare to be a post-secondary student.

Outcome:

The Committee recommended that the Board of Education approve the Proposal for External Partnership with UBC – Okanagan School of Education for EDUC 104, as presented at the May 1, 2019 Education and Student Services Committee Meeting.

Discussion/Information Items

1. **Draft Program Review Cycle and Meeting Schedule 2019/2020**

The Deputy Superintendent reviewed the 2019/2020 Draft Program Review Cycle and the Draft Meeting Schedule recommended by senior staff.

Items Requiring Special Mention

The Deputy Superintendent shared the following unique learning opportunities during the current week:

- Is the force 4U? on Tuesday, April 30th - Law Enforcement Career Conference at Hollywood Road Education Services for middle and high school students.
- Expo of Awesome on Wednesday, May 1st at UBC Okanagan. (Approximately 1000 students from Kindergarten to Grade 12 showcased their learning.)
- J'aime ça Festival on Thursday, May 2nd – French Festival for all Grade 4 to 6 French Immersion students in Central Okanagan Public Schools.

Recommendations/Referrals to the Board/Coordinating Committee/Other Committees

Public Board Meeting Action Items

- Board/Authority Authorized (BAA) Course Proposal – Aquatic Studies-Pre-Lifeguarding 12
- Proposal for Substantive Change – Pre-Lifeguarding Academy (Rutland Senior Secondary School)
- Proposal for External Partnership with UBC – Okanagan School of Education for EDUC 104 Introduction to Academic Pedagogy: An Aboriginal Perspective

Items for Future Education and Student Services Committee Meetings

- *District's third Enhancement Agreement – deferred to a later date*
- *Career Life Programs and Dual Credit Programs Review Update – deferred to fall 2019*
- *Proposal for Substantive Change – Academy of Engineering (Kelowna Secondary School)*

June 5, 2019	REVIEW LEGEND
Nutrition Programs in Central Okanagan Public Schools. (Assistant Superintendent, V. Kintzinger)	<u>LEVEL ONE REVIEW</u> • District-wide surveys involving all stakeholders • Focus Groups • Interviews with key staff and clients
Board/Authority Authorized (BAA) Courses - Revised (Assistant Superintendent, V. Kintzinger)	<u>LEVEL TWO REVIEW</u> • Surveys to a representative sample group of stakeholders • Optional Focus Groups and personnel interviews as appropriate
Report on the Supports for Children in Care	<u>LEVEL THREE REVIEW</u> • Limited or no surveying and/or interviews to gather informal feedback
Enhancing Student Learning Framework Superintendent/CEO (K. Kaardal)	

Future Education and Student Services Committee Meetings

- June 5, 2019.

Questions – Please Contact:

Trustee Norah Bowman, Chairperson

Terry-Lee Beaudry, Deputy Superintendent of Schools

E-mail: Norah.Bowman@sd23.bc.ca

Phone: 250.470.3225 e-mail: Terry.Beaudry@sd23.bc.ca

Norah Bowman, Chairperson



Memorandum

Date: May 31, 2019
To: Education and Student Services Committee
From: Kevin Kaardal, Superintendent of Schools/CEO
Prepared by: Terry-Lee Beaudry, Deputy Superintendent of Schools
Action Item: Proposal to Transfer the Grade 7/8 Okanagan Mission Secondary School Hockey Canada Skills Academy to Canyon Falls Middle School

1.0 ISSUE STATEMENT

An updated proposal to continue the existing grade 7/8 Okanagan Mission Secondary School Hockey Canada Skills Academy at Canyon Falls Middle School for the fall of 2019 has been developed. If this proposal is supported by the Board of Education, it will enable students, enrolled at Canyon Falls Middle School, the opportunity to participate in a Hockey Canada Skills Academy for the fall of 2019.

Currently, Okanagan Mission Secondary School grade seven students have the opportunity to participate in the Okanagan Mission Secondary School Hockey Canada Skills Academy. Providing this opportunity at Canyon Falls Middle School ensures next year's grade seven students have equitable access to this program and, upon transitioning to Okanagan Mission Secondary School in grade nine, students will have the option to continue in the Okanagan Mission Secondary School Hockey Canada Skills Academy.

2.0 BACKGROUND

The 2004 Graduation Program Order authorizes Boards of Education to offer locally relevant courses to meet the needs of schools and their communities, while providing choice and flexibility for students.

The Hockey Canada Skills Academy at Okanagan Mission Secondary School was approved by the Board of Education at the February 11, 2004 public Board meeting. This Academy has operated successfully since 2004 with the same vision, program expectations, and fee structure (see Appendix A). In the 2018-2019 school year, 48 grade 7 and grade 8 students enrolled in the Hockey Canada Skills Academy and 74 grade 9 to 12 students enrolled in the Advanced Hockey Canada Skills Academy.

3.0 POINTS FOR CONSIDERATION

If the Board of Education approves the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) for the fall of 2019, registration will open for students to enroll in this Academy.

4.0 OPTIONS FOR ACTION

- a) Approve the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) for the fall of 2019.
- b) Amend the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) for the fall of 2019.
- c) Request additional information on the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) for the fall of 2019.

5.0 DEPUTY SUPERINTENDENT'S COMMENTS

The Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) aligns with the existing Board-approved Academy structure and program expectations.

6.0 STAFF RECOMMENDATIONS

THAT: The Education and Student Services Committee recommends to the Board of Education:

THAT: The Board of Education approve the transfer of the grade 7/8 Okanagan Mission Secondary School Hockey Canada Skills Academy to Canyon Falls Middle School and adopt the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) for the fall of 2019, as attached to the Agenda, and as presented at the June 5, 2019 Education and Student Services Committee Meeting;

AND THAT: Once the Canyon Falls Middle School Parent Advisory Council has been established and approved by the Board of Education, the Principal of Canyon Falls Middle School seek confirmation from the Parent Advisory Council as to the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School);

AND THAT: The Canyon Falls Middle School Parent Advisory Council's feedback regarding the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) be provided to the Education and Student Services Committee in the fall of 2019.

7.0 APPENDICES

A. Okanagan Mission Secondary School Proposal for Substantive Change: Hockey Canada Skills Academy – January, 2004

B. Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School)

OKANAGAN MISSION SECONDARY SCHOOL



PROPOSAL FOR SUBSTANTIVE CHANGE HOCKEY CANADA SKILLS ACADEMY

JANUARY, 2004

APPENDIX A

SUMMARY

To implement the Hockey Canada Skills Academy at Okanagan Mission Secondary School under the umbrella of the HCSA District license. This program was implemented at Rutland Senior Secondary for the 2003-2004 year.

VISION

"To enhance achievement through improved student confidence, self-esteem and commitment to school.

EXPECTATIONS

Based on the 2003-04 school results at Rutland Senior Secondary as well as the experiences of similar hockey programs in other districts, we anticipate that students will have both improved hockey skills as well as increased achievement levels. At RSS all 25 enrolled students are expected to complete the program. Parents, coaches and staff are impressed with the program and the positive effects it has had on student attitude and achievement. Further there is a strong correlation between HCSA attendance and graduation.

IMPACT ANALYSIS

Should permission be provided to authorize the program at OKM, interested students could now stay at their neighbourhood school. Rutland Senior Secondary School recovered one student from Immaculata Regional Secondary School. OKM expects to recover students from both Central Okanagan Academy and Immaculata. Further the expansion of this program to OKM will reduce the number of OKM students wishing to attend RSS or the other private hockey school in the Mission.

PROMOTION

To date the program has been discussed with both the SPC and the PAC. The program would also be explained to parents and students as part of the course selection process. In addition, we would advertise by way of our school website, District website, the local minor hockey association, sponsors and local media.

OPERATIONS

Students would enroll in the HCSA course just as they do other courses. In terms of staffing, a minimum number of students (approximately 24) would be required to offer the program. One block of teacher staffing would be assigned per 24 students enrolled. The assigned teacher, as well as two hockey instructors, would be on the ice for each session. The cost for the instructors as well as the ice rental is built into the course fees. Students would receive credit for PE 8 through 12, Human Performance 11 through 12 and CAPP 8 through 12. All non-school personnel involved with this program would be required to obtain a criminal record check.

FINANCIAL IMPLICATIONS

All program costs including non School District 23 teacher instruction, ice time and transportation are covered by student tuition. A combination of School District No. 23 bussing and parent drivers would be used for transportation to and from the Mission Sports Complex (Capital News Centre). Cost of the program would be \$1200.00 per student.

EVALUATION

The evaluation of the program could be conducted in a variety of ways: including satisfaction interviews with HCSA students, parents, hockey coaches, instructors and subject teachers. As well student achievement would be reviewed. The program will also be evaluated annually by Hockey Canada before the annual license is renewed by Hockey Canada.



**Central Okanagan
Public Schools**

Together We Learn

PROPOSAL FOR SUBSTANTIVE CHANGE

September 2019

Canyon Falls Middle School

Hockey Canada Skills Academy

Canyon Falls Middle School

– Parent

– Parent

– Parent

Ryan Ward – Vice Principal

Jim Laird – Principal

Dan Ruggiero – District HCSA Coordinator

Kurt Corman – District HCSA Coordinator

APPENDIX B

VISION

Students will be able to pursue a passion for active living and giving back to the community by developing their knowledge and skills in the sport of hockey through the Canyon Falls Middle School Hockey Canada Skills Academy. Participants in the program will be able to pursue hockey activities outside of school as volunteer coaches of younger players or as officials at local games.

RATIONALE

Students attending Canyon Falls Middle School will have access to the Central Okanagan Public Schools Hockey Canada Skills Academy as did previous grade 7 students at Okanagan Mission Secondary School. Canyon Falls Middle School students will have the opportunity to participate in the Hockey Canada Skills Academy program if they so choose.

SUMMARY

The following document outlines the proposal for a substantive change with the addition of a Hockey Canada Skills Academy at Canyon Falls Middle School. This program is intended to provide students with an opportunity to further enhance their hockey skills and personal growth in the sport of hockey. When students are able to fulfill their personal interests in a school environment, it will promote:

- Improved self confidence
- Motivation for learning
- Increased connection to the school
- Increase interpersonal skills

The addition of Canyon Falls Middle School Hockey Canada Skills Academy will provide our students with:

- a healthy life style;
- an opportunity to develop hockey skills;
- an opportunity to pursue their sport of passion at school

The addition of this Academy will benefit our students, our school and our community. Participants in the Academy will receive approximately 50 hours of on-ice instruction at the Kelowna Capital News Centre along with regular physical health education at school.

The Physical Health Education Core Competencies directly impacted by a Hockey Academy include:

- participating in a lifelong physical activity
- understanding that healthy choices influence physical and emotional well-being
- understanding that healthy relationships can help us to lead rewarding and fulfilling lives
- developing, refining and applying fundamental movement skills of hockey
- developing and demonstrating safety, fair play, and leadership in physical activities
- participating in daily physical activity designed to enhance and maintain health

APPENDIX B

OPERATIONS

Students would enroll in the hockey program as in any other elective course. A minimum of 26 students will be required to offer the program. To ensure a high quality program, a qualified Physical Health Education teacher and additional highly qualified Hockey Canada trained staff will provide instruction for the program. All non-school district personnel involved in this program are required to obtain a criminal record check.

EXPECTATIONS

The following benefits are expected as a result of implementing the Canyon Falls Hockey Canada Skills Academy:

1. Improved school climate as a result of meeting the needs of individual learners;
2. Improved attendance as a result of making strong connections to the school;
3. Increased number of students involved in 'active living' through healthy choices;
4. Increased level of community involvement as coaches / minor officials;
5. Increased student and parent satisfaction levels with the variety of course offerings;

IMPACT ANALYSIS

The program would be open to any student in grades 6,7 or 8. For 2019/20, depending on enrollment, preference will be given to grade 7 students. Twenty-six participants will be required per section. In subsequent years, preference will be given to grade 8 students, then grade 7 students and then grade 6 students.

FINANCIAL IMPLICATIONS (approx.)

Expenditures

Ice \$6,500 for the 50 hours	\$6,500.00
Transportation (School district bus @ \$65.00/trip)	\$2,210.00
Equipment	\$500.00
Jerseys, socks, \$80.00 x 26.00	\$2,080.00
Hockey Canada/BC Hockey Registration and Insurance/player	\$900.00
Coordinator expenses	\$500.00
Hockey Canada License fee	\$500.00
Summer seminar travel	\$400.00
Instructor wages \$225.00/session x 34 classes =	\$7,650.00
District Coordinator time	<u>\$7,000.00</u>
	\$28,240.00

Revenue

26 students at \$1100 per Academy Participant	\$28,600.00
---	-------------

Total Expenditures	\$28,240.00
---------------------------	--------------------

As the proposed expenditures are approximate, the proposed fee will ensure the Academy remains financially viable. Any remaining funds will be carried forward and added to next year's Hockey Canada Skills Academy.

APPENDIX B

Please Note: Board Policy 425 and Regulation 425R are in place to ensure participation for those who would otherwise be excluded by financial constraints. To ensure that fees and deposits do not prohibit student participation, the school will facilitate fair and confidential procedures to allow participation by students who would otherwise be excluded. Please contact the school principal to discuss and explore student options to recover the fees.

CONSULTATION/PROMOTION

The Hockey Canada Skills Academy at Canyon Falls Middle School will be promoted through parent information evenings with elementary parents. Information about the Academy will also be included on the school website and in future school newsletters.

EVALUATION

The success and continuation of the program will be reviewed annually based on the following:

- a) enrollment within the Academy;
- b) the impact of expenses for the program;
- c) the number of program participants involved in voluntary community hockey programs;
- d) feedback from participants, parents and community.

CONSULTATION

The Hockey Canada Skills Academy was discussed on May 15, 2019 with parents from Okanagan Mission elementary schools. This proposal will be taken forward to the newly-established Canyon Falls Middle School Parent Advisory Council in the fall of 2019.

Canyon Falls Middle School, Parent Advisory Council



Memorandum

Date: May 31, 2019
To: Education and Student Services Committee
From: Terry-Lee Beaudry, Deputy Superintendent of Schools
Prepared by: Vianne Kintzinger, Assistant Superintendent
Action: Proposal to Conduct The Canadian Index for Adolescent Health Upstream Project Survey

1.0 RELEVANT BOARD MOTION/DIRECTION

None.

2.0 BACKGROUND

The Journey Home Strategy is Kelowna's 5-year plan to address homelessness with a focus on ensuring everyone has a place to call home. The City of Kelowna, working in partnership with the Foundry-Kelowna, ARC Programs, The Bridge, and the Okanagan Boys and Girls Club are committed to ensuring a coordinated and easy to access system of care for those in Kelowna who have lost, or are at risk of losing, their home. As part of the Journey Home Strategy work, the City of Kelowna is working with The Upstream Project Canada to identify youth who are at-risk of homelessness. This identification is done by using the Canadian Index for Adolescent Health Survey, developed by Upstream Canada - Raising the Roof.

The Upstream Project Canada is an innovative initiative aimed to prevent, rather than respond to, youth homelessness in Canada. Using a population-screening tool, the project identifies at-risk youth and connects them to supports that help them remain in school and maintain stable housing. Ultimately, the goals are to:

1. Improve student's overall and mental well-being
2. Increase school engagement
3. Decrease youth homelessness

The survey does not ask detailed personal health questions, but rather has a focus on their feelings on friends, family, teachers and school. The only identifier on this survey is a school number that can be used to assist students who are determined vulnerable.

3.0 POINTS FOR CONSIDERATION

If the Board of Education approves the distribution of the survey (with parent approval) to two schools, The Upstream Project through the Okanagan Boys and Girls Club will collaborate with District staff to prepare an instruction sheet to accompany the study as well as a parent letter and opt-out form.

4.0 OPTIONS FOR ACTION

- a) Approve the proposal to conduct the Canadian Index for Adolescent Health Upstream Project Survey with Grade 8 students at two middle schools.
- b) Amend the proposal to conduct the Canadian Index for Adolescent Health Upstream Project Survey with grade 8 students at two middle schools.
- c) Request additional information on the proposal to conduct the Canadian Index for Adolescent Health Upstream Project Survey.

5.0 DEPUTY SUPERINTENDENT'S COMMENTS

The Journey Home Strategy has the potential to transform the landscape of our community. By early identification of students at-risk of homelessness, supports can be put in place that will mitigate this trajectory for our vulnerable youth. Surveying grade 8 students at two middle schools will provide an initial review of students' vulnerability and will enable staff to begin developing a comprehensive early intervention program.

6.0 STAFF RECOMMENDATION

THAT: The Education and Student Services Committee recommends to the Board:

THAT: The Board of Education approve grade 8 student participation from two middle schools in the Canadian Index for Adolescent Health Upstream Project Survey.

7.0 APPENDIX

A. The Canadian Index for Adolescent Health Upstream Project Survey

APPENDIX A

This survey asks some questions about you, your life, and relationships at home, at school and outside of school. Your answers to the questions will be treated with confidentiality and not shared with teachers or school staff. A few questions might seem a little personal - please answer as honestly as possible.

1. Age: ☐ 12 ☐ 17
☐ 13 ☐ 18
☐ 14 ☐ 19
☐ 15 ☐ 19+
☐ 16

2. Cultural background:

- a. Do you identify as Indigenous or do you have Indigenous ancestry? (This includes First Nations, Métis, Inuit, with or without status.)

☐ Yes ☐ Don't know
☐ No ☐ Decline to answer

- b. If you answered Yes to 2a, please specify:

☐ First Nations ☐ Inuit ☐ Métis
☐ Non-status ☐ Other Indigenous group

- c. Were you born in a non-English-speaking country?

☐ Yes ☐ No

If Yes, which country: _____

- d. Were one or both of your parents born outside of Canada in a non-English-speaking country:

☐ One ☐ Both
☐ Neither parent ☐ Don't know

3. Living Situation (mark one only):

- a. Which setting best describes where you stayed **last night**?

- ☐ 1 Family-owned house/apartment/condo
- ☐ 2 A privately rented house or apartment with family
- ☐ 3 A social/public housing
- ☐ 4 In a trailer
- ☐ 5 Supported accommodation (e.g. a youth shelter, family shelter, transitional housing, etc.)
- ☐ 6 Short-term stay with friends or relatives – **just visiting; everything is normal and OK**
- ☐ 7 Short-term stay with friends or relatives – **really did not want to be at home with my parent(s) / guardian(s) / family**
- ☐ 8 Boarding with another family
- ☐ 9 Stayed outside (e.g. bus shelter, park, under a bridge, abandoned building, all-night coffee shop, etc.)
- ☐ 10 On my own in a house/apartment/condo

- b. **Over the past 3 months**, at any time, have you ever left to stay with friends or relatives because you did not want to be at home with your parent(s) / guardian(s) / family?

☐ Yes ☐ No

3. continued,

- c. **Over the past 12 months**, at any time, have you ever left to stay with friends or relatives because you did not want to be at home with your parent(s) / guardian(s) / family?

☐ Yes ☐ No

- d. **Have you ever, at any time in your life**, left to stay with friends or relatives because you did not want to be at home with your parent(s) / guardian(s) / family?

☐ Yes ☐ No

4. Your Family (mark one only):

Which adult(s) do you currently live with, all or most of the time?

- ☐ 1 Both parents together
- ☐ 2 Shared or joint custody – both parents but at different times
- ☐ 3 One parent
- ☐ 4 One parent and a step-parent/live-in partner
- ☐ 5 Sometimes with parent(s), sometimes with another relative

Neither parent, but with:

- ☐ 6 Foster parent(s)
- ☐ 7 Relative(s) (e.g. grandparents, aunts, uncles)
- ☐ 8 Brother(s) / sister(s) / sibling(s)
- ☐ 9 Friend(s)
- ☐ 10 Other non-related person(s)
- ☐ 11 Live alone

5. Some other things you may have going on:

- a. Do you regularly smoke cigarettes? ☐ Yes ☐ No
- b. Do you regularly drink alcohol? ☐ Yes ☐ No
- c. Have you ever used marijuana? ☐ Yes ☐ No
- d. Have you ever used other substances? ☐ Yes ☐ No
- e. Have you ever been stopped by the police? ☐ Yes ☐ No
- f. Have you ever been charged or convicted? ☐ Yes ☐ No
- g. Have you ever been involved in a violent incident (i.e. a fist-fight or assault) and appeared in court? ☐ Yes ☐ No
- h. Have you ever been to see a doctor or a psychologist about a psychological or psychiatric struggle/experience, regardless of the severity (i.e., anxiety, depression, anger, self-harming)? ☐ Yes ☐ No

APPENDIX A

6. The following statements are about you. Indicate what you think are the best answers to describe yourself – on a scale from 1 to 7, from Strongly Disagree to Strongly Agree.

- a. I usually manage one way or another.
- b. I feel proud that I have accomplished things in life.
- c. I usually take things in stride. [This means: I deal with things calmly and I don't let things bother me too much].
- d. I am friends with myself. [This means: I mostly keep to myself].
- e. I feel that I can handle many things at a time.
- f. I am determined.
- g. I can get through difficult times because I've experienced difficulty before.
- h. I have self-discipline.
- i. I stay interested in things.
- j. I can usually find something to laugh about.
- k. My belief in myself gets me through hard times.
- l. In an emergency, I'm someone people generally rely on. [This means: Others believe I am responsible in times of emergency].
- m. My life has meaning.
- n. When I'm in a difficult situation, I can usually find my way out it.

Strongly Disagree				→	Strongly Agree		
1	2	3	4	5	6	7	
1	2	3	4	5	6	7	
1	2	3	4	5	6	7	
1	2	3	4	5	6	7	
1	2	3	4	5	6	7	
1	2	3	4	5	6	7	
1	2	3	4	5	6	7	
1	2	3	4	5	6	7	
1	2	3	4	5	6	7	
1	2	3	4	5	6	7	
1	2	3	4	5	6	7	
1	2	3	4	5	6	7	
1	2	3	4	5	6	7	
1	2	3	4	5	6	7	
1	2	3	4	5	6	7	

7. The following are some statements about your home life.

Indicate what you think is the best answers to describe your home life – from Strongly Agree, Agree, Unsure, Disagree and Strongly Disagree.

- a. I feel happy at home.
- b. I would like to move out of home soon.
- c. I get into lots of conflict with my parent(s) / guardian(s).

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

- d. Do you feel safe at home? ☐ Yes, definitely ☐ Sometimes not safe ☐ Often not safe

- e. Have you moved out of home for any period in the past 12 months? ☐ Yes ☐ No

8. The following are statements about life at school and how that

is. Indicate your best answer – Strongly Agree, Agree, Unsure, Disagree or Strongly Disagree.

- a. I enjoy going to school every day.
- b. If I was able to get a job, I would leave school now.
- c. I regularly skip school (i.e. miss school without permission).
- d. I get along well with most of my teachers.
- e. I get into a lot of trouble at school.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

9. The following statements are about how you see yourself.

Indicate what you think is the best answer to describe yourself – Strongly Agree, Agree, Disagree, or Strongly Disagree.

- a. On the whole I am satisfied with myself.
- b. At times, I think I am no good at all.
- c. I feel that I have a number of good qualities.
- d. I am able to do things as well as most people.
- e. I feel I do not have much to be proud of.
- f. I certainly feel useless at times.
- g. I feel I am a person of worth, at least on an equal plane with others.
- h. I wish I could have more respect for myself.
- i. All in all, I am inclined to feel that I am a failure.
- j. I take a positive attitude towards myself.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

APPENDIX A

10. The following questions concern how you have been feeling during the past month. Indicate against each question the extent of your feelings over the past 30 days – from None of the Time, A Little of the Time, Some of the Time, Most of the Time, All of the Time.

- a. About how often did you feel tired out for no good reason?
- b. About how often did you feel nervous?
- c. About how often did you feel so nervous that nothing could calm you down?
- d. About how often did you feel hopeless?
- e. About how often did you feel restless?
- f. About how often did you feel so restless you could not sit still?
- g. About how often did you feel depressed?
- h. About how often did you feel that everything was an effort?
- i. About how often did you feel so sad that nothing could cheer you up?
- j. About how often did you feel worthless?

None of the Time	A Little of the Time	Some of the Time	Most of the Time	All of the Time
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

11. The following statements are about your relationships with your friends, family, teachers and school. Choose what you think is the best answer to describe your relationships – from Not True at all, Not Really True, Sort of True, True, Very True.

1. Spending time with friends is not important to me.
2. My family has fun together.
3. I work hard at school.
4. I care what my teachers think of me.
5. I have friends I'm really close to and trust completely.
6. It is important that my parent(s) / guardian(s) trust me.
7. I enjoy being at school.
8. I do not get along with some of my teachers.
9. Spending time with friends is a big part of my life.
10. I enjoy spending time with my parent(s) / guardian(s).
11. I get bored in school a lot.
12. I want to be respected by my teachers.
13. My friends and I talk openly with each other about personal things.
14. My parent(s) / guardian(s) and I disagree about many things.
15. I do well in school.
16. I try to get along with my teachers.
17. I spend as much time as I can with my friends.
18. My parent(s) / guardian(s) and I get along well.
19. I feel good about myself when I am at school.
20. I always try hard to earn my teachers' trust.
21. I usually like my teachers.
22. My friends and I spend a lot of time talking about things.
23. I care about my parent(s) / guardian(s) very much.
24. Doing well in school is important to me.

Not True at all	Not Really True	Sort of True	True	Very True
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

Thank you very much for your responses to this survey!



Memorandum

Date: May 31, 2019
To: Education and Student Services Committee
From: Terry-Lee Beaudry, Deputy Superintendent of Schools
Prepared by: Vianne Kintzinger, Assistant Superintendent
Information: **Board/Authority Authorized (BAA) Courses - Revised**

1.0 RELEVANT BOARD MOTION/DIRECTION

None.

2.0 BACKGROUND

As part of the Ministry of Education's updates on October 11, 2017, the Ministry provided information and updates to the Board/Authority Authorized (BAA) course policy and procedures that will take effect July 1, 2019.

In the 2018-2019 school year, the Ministry of Education is requiring Boards of Education to:

- Revise BAA courses to align with the "Know-Do-Understand" curriculum model
- Determine a regular review cycle for BAA courses to ensure that content remains current

3.0 INFORMATION STATEMENT

Thirty senior secondary teachers were engaged in an in-service to ensure the revisions of the original Board/Authority Authorized (BAA) courses aligned with the redesigned curriculum and the Ministry of Education's requirements.

The following 62 Grade 11 and 12 Board/Authority Authorized (BAA) courses have been revised to align with the new Ministry of Education criteria.

- Animation 11 and 12
- Art Metal and Jewelry 11
- Baseball 11 and 12
- Basketball 11 and 12
- Computer Animation 11 and 12
- Debate and Speech 11 and 12
- Fire Academy 11 and 12
- First Nations Art Studio 11
- English Language Development and Culture 11 and 12
- Football 11
- Golf 11 and 12
- Grad Council 12
- Health Sciences 12
- Hockey 11 and 12
- Indigenous Leadership 11 and 12

- Individual Sport Training 10A, 10B, 11A, 11B, 12A, 12B
- Journalism 11 and 12
- Jazz Studies 11 and 12
- Leadership 11 and 12
- Learning Strategies 11 and 12
- Medieval Armouring 11
- Mixed Martial Arts 11 and 12
- Peer Counselling 11 and 12
- Photography 11 and 12
- Physical Lab Science 12
- Peer Counselling 11 and 12
- Psychology 11 and 12
- Resiliency 11 and 12
- Soccer 11 and 12
- Speech and Debate 11 and 12
- Teacher Assistant 11 and 12
- Video Game 11
- Yoga and Wellness 11 and 12

4.0 NEXT STEPS

Boards of Education/Authorities wishing to offer BAA courses in the 2019/2020 school year should follow the 2018 Graduation Program Board/Authority Authorized Courses: Requirements and Procedures.

5.0 APPENDIX

1. October 5, 2017 Ministry of Education Letter - Board/Authority Authorized (BAA) Course Updates for 2017/18 and beyond school years.



October 5, 2017

Ref: 196005

Dear Superintendents:

RE: Board/Authority Authorized (BAA) Course Updates for 2017/18 School Year

The Ministry of Education is pleased to provide information and updates to Board/Authority Authorized (BAA) course policy and procedures that will take effect July 1, 2018 and require action during the 2017/18 school year.

In winter 2016, Ministry staff reviewed the existing policies for BAA, Equivalency, Challenge, and Independent Directed Studies (IDS) in consultation with representatives from the BC School Superintendents Association, along with representatives from other education partner organizations.

Current BAA, Equivalency, Challenge and IDS course policies include specific language that aligns with the learning outcomes in the outgoing Integrated Resource Packages. Because the new curriculum is based on the “Know-Do-Understand” curriculum model, current policies and guidelines for the various graduation credit options, in this case BAA, are being aligned in time for implementation of the new 10-12 curriculum.

As a result of these changes and engagements, Boards of Education and Independent School authorities are asked to:

- review their BAA courses offered in the 2018/19 school year to determine which BAA courses:
 - are to be retired, given the flexibility offered with the new Ministry curriculum, or that no longer meet requirements; and
 - are to be revised to align with the new “Know-Do-Understand” curriculum model
- determine a regular review cycle for BAA courses to ensure that their content remains current

Please note that some former BAA courses, such as Musical Theatre 11 and Philosophy 12, are now offered as Ministry courses in the new curriculum.

.../2

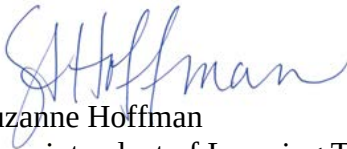
The following Ministry documents have been updated to assist with the review and development of new BAA courses:

- [BAA Courses Requirements and Procedures Guidebook 2017](#)
- [BAA Course Form](#)
- [BAA Framework Template](#)
- [BAA Course Categories](#)

If you have any questions about the new BAA course policy and procedures, please contact Emilie Hillier, Executive Director of Strategic Initiatives and Student Certification at Emilie.Hillier@gov.bc.ca.

Thank you for your continued support of education transformation.

Sincerely,

A handwritten signature in blue ink, appearing to read 'S. Hoffman', is positioned above the printed name.

Suzanne Hoffman
Superintendent of Learning Transformation