



Superintendent's Report to the Board September 18, 2024 **Dream. Believe. Achieve.**

On September 3rd schools opened their doors and welcomed students to the first day of the 2024-2025 school year. That day marked a fresh start for students, but also an exciting beginning for a number of new staff members, including myself. As Superintendent, I excitedly join the Board on the journey to support the students and families of our communities. On opening day and every day that follows, each one of us will have opportunities to inspire and support the students we serve so that they can flourish and achieve educational excellence! This cannot be accomplished without the engagement of staff, community, Trustees, and families - each one is a key partner in learning.

This school year, SD22 will continue to focus on the vision of ***becoming a community where all are respected, and each person is encouraged to develop to their full potential***. This vision can only be accomplished through our collective efforts that are described within the [Board's Strategic Plan](#). The purpose of the plan is to align our work so we can increase ***student success***, ensure ***leadership excellence***, and deepen our ***connections to community***. With these things in mind, it is key to affirm our commitment to the success of children from priority populations who have been historically underserved by education, those being Indigenous learners, children and youth in care, and learners with disabilities and diverse learning needs.

To help each of our students succeed, this year will bring a continual focus on student well-being and also a focus on how learners are achieving in literacy and numeracy as part of British Columbia's Core Competencies. The Core Competencies determine where students are headed and are the intellectual, personal, and social/emotional proficiencies that all students need in order to engage in deep, lifelong learning. Along with literacy and numeracy foundations, the Core Competencies are central to British Columbia's K-12 curriculum and assessment plan for learners as they become educated citizens. This curriculum is based on a "Know-Do-Understand" approach. [Curriculum / Building Student Success - B.C. Curriculum \(gov.bc.ca\)](#)

I would like to recognize the collective efforts of staff in ensuring that the school year has gotten off to such a fantastic start. In addition, I want to acknowledge the employees who may not work directly with students who worked all summer to ensure schools and our resources were ready for start up. It is their dedication to learners and our District that allows everything to run smoothly, which in turn, contributes greatly to engaging and inclusive learning environments for children. These efforts are sincerely appreciated.

Respectfully Submitted,

Karla Mitchell
Superintendent of Schools

Student Success

To provide many pathways for all students to pursue and achieve desired outcomes.

Literacy and Numeracy Responsive Framework



School District 22's Learning Department has officially removed 'DRAFT' from the Literacy and Numeracy Responsive Framework teacher support document after two years of revision and feedback. This responsive framework has been constructed using current research and pedagogy; it is student-centered, inclusive, and intentional. It is a valuable resource for K-9 educators and describes the district's philosophy and approach to supporting student learning.

The Literacy and Numeracy Framework incorporates Indigenous Ways of Knowing and First People's Principles of Learning, aligned with the British Columbia curriculum; it emphasizes the importance of strong foundations in literacy and numeracy for full social and economic participation in today's connected global world.

Open Parachute Training

The SD22 Inclusive Education Department is supporting capacity within elementary schools for effective social emotional learning program delivery through *Open Parachute*. Open Parachute is a Canadian online video-based social-emotional learning (SEL) program that includes lessons featuring documentary-style videos of real youth sharing their lived experiences related to mental health challenges. The program aims to build resilience and teach mental health skills to students through peer role-modeling. Open Parachute has been implemented in various school districts across British Columbia, receiving positive feedback from educators on its effectiveness in supporting student mental health and well-being. Each interested elementary school will receive funds towards the school-based license, and support for implementation, including ongoing support from psychologists for program delivery.

Kinder-stars at Coldstream

In the midst of all the start-up, Coldstream is always excited to welcome their newest members, the Kinder-stars! These students are just beginning their journey through school, with all the adventures that will come along the way. New friends were met, big buddies will help along the way, teachers, EA's, clerical, and care takers will all be alongside students as the Kinder-stars embark on their learning journey. Welcome to Coldstream Kinder-Stars; we look forward to all your success as you develop the skills of CARE (Cooperation, Achievement, Respect/Responsibility, Enthusiasm and Safety).



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Student Learning Plans at vLearn

Welcoming vLearn families back to school has been an exciting time, marked by the annual tradition of co-creating Student Learning Plans (SLPs). These plans are a cornerstone of student success at vLearn, as they emphasize student voice and choice, support ongoing graduation planning, and respond to student progress in literacy and numeracy. SLPs are personalized and flexible, outlining the intended learning for the upcoming year, including materials, resources, and activities to support this learning. They are dynamic documents that evolve as the year progresses.

Student Learning Plans are designed by considering students' passions, strengths, learning styles, lifestyles, and preferred methods of demonstrating learning. This holistic approach ensures that the plans support both the students' overall wellness and their academic achievement. For instance, Grade 3 student Ethan and Grade 1 student Willow have incorporated gross-motor activities and outdoor learning opportunities into their SLPs, reflecting their active learning preferences.

Additionally, SLPs grant students access to Student Learning Funds, enhancing their educational experiences.

Grade 11 student Emrys, who excels in Fine Arts and Textiles, utilized these funds to further develop their skills in stained glass and pottery, blending cultural insights into their artistic work. Emrys also plans to offer a beading class to younger students in honor of Truth and Reconciliation Day, showcasing how Student Learning Plans can enhance both personal growth and community contribution.



Welcoming Learning Environments at WL Seaton Secondary School

Seton Secondary has embarked on a new school year, and there is a palpable sense of excitement and ambition within the learning community. This positive atmosphere is greatly enhanced by the outstanding efforts of our maintenance and custodial teams. Their dedication ensures that our facilities



reflect the enthusiasm of our students and staff. Notably, WL Seaton boasts a freshly painted gym floor, sparkling windows, and classrooms that are ready to inspire learning.

In August, students played a pivotal role in creating a welcoming environment for the Grade 8 orientation. The leadership class organized a scavenger hunt, distributed schedules, and assisted new students in understanding their timetables. Their efforts have set a positive tone for the year ahead!

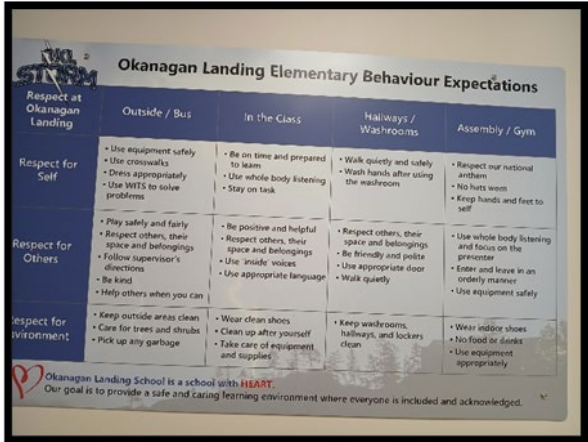
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Numerous clubs and activities that allow students to extend their learning and connect with one another are starting to get up and running. Impressively, over 20% of Seton Secondary students will participate in the exceptional Fine Arts programs, including Band, Choir, Theatre, and Theatre Production.

Okanagan Landing Elementary: Updated Behaviour Matrix

The team at OKL worked collaboratively and with dedication to welcome staff and students back to school! Teaching staff were hard at work ensuring that schedules were in place, first week and month plans were created, and classrooms organized so that students and families felt supported with a smooth start-up. Last year the staff worked together to review and update the school's behavior matrix. A new OKL Behavior Matrix wall poster was installed by custodial staff and now students, parents, and teachers can easily view this as they walk down the hall. This matrix will support learning of expected behaviours that contribute to an overall positive school environment.



	Outside / Bus	In the Class	Hallways / Washrooms	Assembly / Gym
Respect at Okanagan Landing	- Use equipment safely - Use crosswalks - Dress appropriately - Use WITS to solve problems	- Be on time and prepared to learn - Use whole body listening - Stay on task	- Walk quietly and safely - Wash hands after using the washroom	- Respect our national anthem - No huts worn - Keep hands and feet to self
Respect for Self	- Play safely and fairly - Respect others, their space and belongings - Follow supervisor's directions - Be kind - Help others when you can	- Be positive and helpful - Respect others, their space and belongings - Use "inside" voices - Use appropriate language	- Respect others, their space and belongings - Be friendly and polite - Use appropriate door - Walk quietly	- Use whole body listening and focus on the presenter - Enter and leave in an orderly manner - Use equipment safely
Respect for Others	- Keep outside areas clean - Care for trees and shrubs - Pick up any garbage	- Wear clean shoes - Clean up after yourself - Take care of equipment and supplies	Keep washrooms, hallways, and lockers clean	- Wear indoor shoes - No food or drinks - Use equipment appropriately
Respect for Environment				

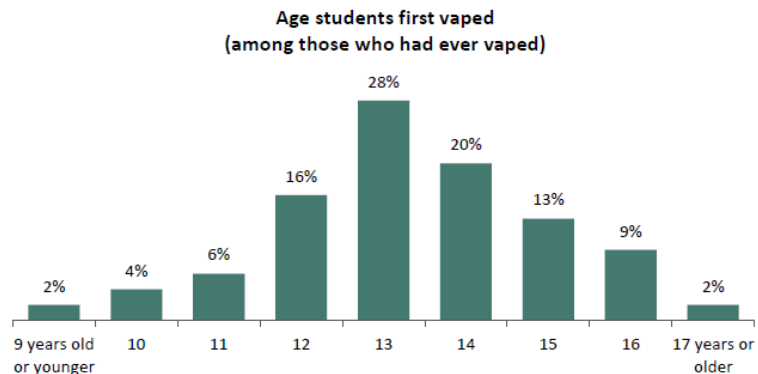
Okanagan Landing School is a school with HEART.
Our goal is to provide a safe and caring learning environment where everyone is included and acknowledged.

Secondary School Vaping Pilot Program

The BC Adolescent Health Survey (BC AHS) was conducted across the province in 2023, including in SD22. Students in grades 7-12 were surveyed about a broad variety of factors that affect their overall health, including vaping.

In this school district, 33% of students had tried vaped, as compared to 26% provincially. Of SD22 students who have tried vaping, 22% vaped every day in the last 30 days preceding taking the survey (compared to 15% provincially).

This is obviously a concerning trend. Among the work occurring in the in SD22, District Counsellor Doug Rogers is collaborating with school administration to begin a vaping pilot program at Seaton Secondary. This program is being supported by Interior Health through grant funding, and this will be one of three pilot sites in the province.



Professional Learning Communities at Harwood Elementary

The dedicated staff of Harwood collaborate to learn, plan, and grow together. As they reconnected and welcomed new faces, they engaged in supportive interactions, joint activities, and team-building. Their meetings serve as opportunities to analyze, reflect, celebrate, brainstorm, adapt and collaborate in order to continue our work on the collective school goal, **“to create a welcoming, caring school culture that fosters a sense of belonging, builds connections and creates positive relationships.”** Through data, conversations and the stories of Harwood students the school team recognized this goal to be critical for the growth and learning of students. With regard to **Indigenous Learning Integration**, the staff remains committed to embedding Indigenous learning into team meetings. This year, the staff will delve into discussions and reflections on specific aspects of the Indian Act, exploring its historical impact and ongoing relevance. Using the book *‘The 21 Things You May Not Know About The Indian Act’* by Bob Joseph, staff are encouraged to continue their journey of reconciliation by sharing our Canadian history.



Evidence of Student Learning and Well-being: School Data Reports

The SD22 Learning Department continues to support schools with their evidence of student learning. At the beginning of the school year, all school administrators had access to a slide deck presentation of school data to support staff collaboration and planning. Having this information organized and available early in the year gives school staff the ability to plan the year effectively and implement their School Learning Plans with the most recent information.

Technology & Innovation Residencies

Last school year, our Technology Innovation Coordinators (Chelsea Kiddine, Kristin Beeby, Brendan Robertson & Bradley Ogasawara) actively engaged in numerous residencies, promoting a culture of collaboration and innovation. These residencies provided invaluable opportunities for coordinators to collaborate with educators and students, driving forward innovative projects and integrating technology into the curriculum. Excited for the upcoming school year, the coordinators are eager to embark on new residencies, bringing fresh ideas and enthusiasm to further enrich our educational community.

“What Happens Upstream” Youth Forum

SD22 is collaborating with the OKIB Youth Leadership Council as they make plans to host an upcoming youth forum on October 22nd. This forum will offer an opportunity for students (OKIB, Indigenous and non-Indigenous) to engage in learning and dialogue about approaches to mental health and community support that promote safety, belonging and self-determination for youth. Sessions include a youth panel, workshops supporting wellness and healthy relationships, and youth serving resources booths. Lunch and door prizes will be provided.



September 23rd District Learning Day

The Indigenous Education Department has coordinated the 4th annual Indigenous focussed non-instructional day on September 23, 2024, for all SD22 employees. The theme of the day is "Paddling Together - kʷu ʔucl". As a school district, it is essential for us all to work together with the idea in mind of paddling together. When we collectively join together in learning, we move forward alongside one another on our reconciliatory journey. This shared commitment to learning is so critical for us to move forward together in a good way, where respect, commitment, and understanding guide our actions. By supporting one another in this journey, we can create meaningful and lasting change in our schools and for the children and communities we serve. The learning day will have a sylix focus to promote deeper learning about the stewards of this traditional territory.

SOGI Education for Leaders

For the 2024/2025 school year, the district will be focusing on enhancing education around SOGI for our school leads and administrators. To achieve this goal, learning opportunities throughout the year will equip participants with a comprehensive understanding of sexual orientation and gender identity topics, effective communication strategies, and leadership skills to create inclusive and supportive environments for the diverse student population and staff we serve.