

EDUCATION COMMITTEE AGENDA



February 7, 2024 – 4:00 p.m.

WELCOME AND ACKNOWLEDGEMENT

This meeting is being held on the traditional and unceded territory of the Secwépemc People.

1. January 9, 2024, Education Committee Report
2. School Plans
3. Community Engagement for District Plan update
4. BAA Hockey 11 & 12
5. BAA EMR12
6. School Configuration - update
7. Cell Phone's Discussion
8. Future Meeting Dates:

MEETING	DATE	TIME	LOCATION
Education Committee	February 27, 2024	4:00 p.m.	Board Office
Education Committee	April 10, 2024	4:00 p.m.	Board Office
Education Committee	May 15, 2024	4:00 p.m.	Board Office
Education Committee	June 12, 2024	4:00 p.m.	Board Office

“Learning, Growing, and Belonging Together”

Education Committee Meeting Report



January 9, 2024 (4:01 p.m. – 5:06 p.m.)

Trustees in Attendance: Anne Kohut (Chaired Mtg.) Mary Forbes.

TEAMS: Michael Franklin, Linda Martens (4:16 pm), Ciel Patenaude (4:25 pm).

Regrets:

Staff: Superintendent Chris van der Mark, Deputy Superintendent Cheryl Lenardon, Secretary-Treasurer Brenda Hooker, Directors of Instruction Sean Cameron, Wendell Hiltz, and Director of Human Resources, Taryn Aumond, Director of Operations Ross Kendall, Executive Assistant Jodi Symmes.

Agenda Item	Notes	Action
Acknowledgment of Traditional Territory		
1. December 6, 2023, Report	The committee reviewed the report and recommended no changes.	None.
2. School Progress Reports	Moved to February	None. For information only.
3. Strategic Plan Update	Deputy Superintendent Lenardon provided an update on the District Plan for Learner Success Public Engagement. The plan has been in effect since September 2021. Starting in February 2024, the district is preparing to engage partners and rights holders in reviewing the priorities for the next iteration of the plan.	None. For information only.
4. Enhanced Student Learning	Deputy Superintendent Lenardon provided the committee with a summary of the preliminary Framework for Enhanced Student Learning annual report (FESL).	None. For information only.
5. Williams Lake Secondary Configuration	Superintendent van der Mark brought forward information to start a conversation around transitions and the configuration and alignment of Williams Lake Secondary.	THAT senior staff engage in focused conversations with school staff and stakeholders to surface initial responses and potential additional considerations to inform the Board’s next steps and provide a written report to the Board of Education for further discussion and decision.

Agenda Item	Notes	Action		
6. Proposed Future Meeting Dates				
MEETING	DATE	TIME	LOCATION	
Education Committee	February 7, 2024	4:00 p.m.	Board Office	
Education Committee	February 27, 2024	4:00 p.m.	Board Office	
Education Committee	April 10, 2024	4:00 p.m.	Board Office	
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Education Committee	June 12, 2024	4:00 p.m.	Board Office	

TO: Education Committee

FROM: Cheryl Lenardon, Deputy Superintendent

DATE: February 7, 2024

RE: District Plan for Learner Success Public Engagement Update

INFORMATION

Principals reviewed and gave feedback on the materials for their input sessions with staff, students, and parents/guardians. There were revisions made and schools are starting to hold their sessions to be completed by early March. The process will be conducted at FNEC, DPAC, and CCTA and IUOE meetings as well.

The results will be shared at the April Education Meeting in preparation for a May public forum.

Deputy Lenardon will share the presentation and the online survey with the committee.

RECOMMENDATION

None. For information and discussion.

TO: Education Committee

FROM: Anita Richardson, Director of Instruction

DATE: February 7, 2024

RE: Board/Authority Authorized (BAA) Courses – Hockey 11; Hockey 12

BACKGROUND

BAA courses provide an opportunity for educators to explore content beyond the boundaries of BC Ministry of Education and Child Care curriculum. BAA courses help educators respond to the local needs of schools and their communities, and to provide choice and flexibility for students. BAA courses may overlap with Big Ideas and Curricular Competencies of Ministry courses.

DISCUSSION

These courses have been developed based on community demand over a number of years and were created using BAA courses developed in School District 57 as a starting point. Every year there are wait lists for the hockey courses from grades 8 – 12.

Hockey 11 and 12 provide an opportunity for youth to develop or continue developing hockey skills and provide a space to participate in hockey in the community in a non-threatening, low-cost, low-risk experience. These courses set the foundation for students to enjoy ice hockey as a lifetime activity and allow participants to develop knowledge and skills such as goal setting, sportsmanship, integrity, commitment, character building, mental training, social responsibility, team play, cross-training, and individual hockey skill development.

Offering an alternative physical education elective in the community not only provides an additional option for students but also creates more availability in the school gym schedule and is a fantastic opportunity to collaborate with educational partners. Some key collaborative partners include Hockey Canada, BC Hockey, Williams Lake Minor Hockey, the City of Williams Lake, and the Total Ice Hockey Complex.

RECOMMENDATION

THAT the Board of Education approve the Board/Authority Authorized Courses, Hockey 11 and Hockey 12 as elective offerings in School District 27.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: SD 27 Cariboo Chilcotin	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Terry Duff	Date Developed: December 2023
School Name: Lake City Secondary	Principal's Name: Curt Levens
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Hockey 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): PHE 10

Special Training, Facilities or Equipment Required:

- **Special training:** Hockey Canada Coaching Certification, First Aid Certification
- **Facilities:** Cariboo Memorial Complex, Total Ice Training Facility, and school gymnasium/classroom
- **Equipment Required:** school bus to transport students, truck, and trailer to transport hockey gear. During on-ice sessions students are required to wear complete hockey gear as per Hockey Canada guidelines. During off-ice training sessions, students are required to wear full PE strip.

Course Synopsis:

Hockey 11 is designed to enable student athletes with a minimal hockey playing background a course focused on hockey skills within the regular school timetable. Participants will develop their hockey skills, fitness, training knowledge and nutritional knowledge under the guidance of a qualified teacher and hockey skills coach. Instruction will take place during on-ice sessions, off-ice training sessions, and in a classroom setting. The technical curriculum for the course is based on the curriculum model developed in partnership with Hockey Canada.

On ice instruction will be augmented with in class theory sessions consisting of hockey systems, nutrition, and social responsibility. A variety of dry land activities are incorporated to improve strength, conditioning, balance, and team play which are fundamental in hockey and in developing the “whole athlete”.

The Hockey 11 course reinforces the positive impact physical activity has on one’s physical and mental health.

Hockey 11 will promote physical literacy, team play, sportsmanship, and positive/safe lifestyle choices.

Classes will also get specialized instruction in training practices and fitness and utilize a smaller ice surface to develop small-sided hockey skills at our local Total Ice facility.

Goals and Rationale:

Rationale

Hockey 11 is offered to diversify the athletic choices provided to the students of Lake City Secondary School. The course goal is to enhance a student’s confidence and self-esteem with individual hockey skills, and to link athletics to academics. The class is open to players of all genders who have a passion for the game. The opportunity to participate in this class increases a student’s enjoyment of school in general. Many students have never experienced or have never had the opportunity to play organized hockey. This class allows beginners to experience the game in an affordable and non-threatening environment with minimal costs compared to minor hockey.

School District 27 is challenged by winter conditions that limit outside activities and put a strain on indoor gym activities. The Hockey 11 class off-site location alleviates pressure from schools and effectively utilizes the City/School District 27 joint use agreement. The student use of a community facility allows the teacher to reinforce acceptable behavior and care of a public facility.

Goals:

- Students will develop an understanding of basic techniques in order to develop balance, speed, agility, and quickness.
- Students will learn basic skills of puck control, shooting and passing.
- Students will develop an understanding of basic offensive and defensive hockey strategy.
- Students will identify the physical attributes required for effective hockey skill development and execution.
- Students will demonstrate that they are a cooperative and responsible member of the class.

Indigenous Worldviews and Perspectives

Declaration of First People's Principles of Learning:

- Learning is embedded in memory, history, and story.
- Learning hockey skills involves reciprocal relationships as there is learning from others as well as teaching others.
- Learning is holistic, reflexive, reflective, experiential, and relational.
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning involves patience and time.
- Playing hockey requires exploration of one's identity, philosophy and ethics through sportsmanship and fairplay.

The First People's Principles of Learning are inherent in the aspects included in Hockey 11. Hockey and sports in general are inseparable from connectedness and relationships; specifically:

- Community involvement by connecting with the local Aboriginal community.
- The power of story by inviting knowledge keepers and local Indigenous hockey players to share their hockey stories.
- Experiential learning.
- Flexibility
- Leadership
- A positive learner-centered approach
- Hockey supports the development of self in support of connecting with others.

Local Indigenous Connections

The community of Williams Lake along with surrounding communities have a long history of Indigenous successes in hockey. Many indigenous players have found success playing on a variety of different teams and leagues. Inviting local guest speakers in to share their stories will help inspire students to follow their dreams and continue to play hockey now and into the future.

BIG IDEAS

Technical and tactical skills promote lifelong participation

Positive sport culture will enhance **communication, leadership, teamwork, fair play** and contribute to **personal growth**

Sport specific **training** can help develop an appreciation for physical activity as part of a **healthy lifestyle**

Improving overall **fitness** will support athletic development and help set future **training goals**

Healthy choices influence, and are influenced by our **physical, emotional, and mental well-being**

Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <p>Skill Development:</p> <ul style="list-style-type: none"> • Develop and refine individual technical skills • Develop and refine individual and team tactical skills • Apply training techniques to enable them to achieve individual goals <p>Physical Conditioning and Mental Preparation:</p> <ul style="list-style-type: none"> • Create and analyze a training program that will improve personal fitness • Investigate ways to overcome potential barriers that affect participation in hockey and other activities • Investigate strategies for managing mental aspects of the game <p>Healthy Lifestyle:</p> <ul style="list-style-type: none"> • Explain how participation in hockey and other physical activities will enhance and maintain a healthy lifestyle • Explore and describe the important relationships between regular physical activity, mental well-being, and overall health • Analyze and explain the effects that nutrition, fitness, and physical activity have on body systems before, during, and after exercise <p>Social and Cultural Connections:</p>	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> • Technical and tactical hockey skills • How to participate, communicate and demonstrate leadership in practice and game situations • How to train to develop core strength, agility, balance, coordination, aerobic and anaerobic strength • Goal setting techniques to improve overall fitness • Motivational techniques related to preparation for specific hockey situations • Injury/illness prevention • How physiology can be affected by psychoactive substances and affect performance • How a healthy lifestyle increases performance in sport • Benefits of physical activities for health and mental well-being • Potential short and long-term consequences of health decisions, including those involving physical activity, healthy eating, and sleep routines • Proper technique for movement skills specifically for hockey

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| <ul style="list-style-type: none">• Develop skills for maintaining healthy relationships and responding to interpersonal conflict• Demonstrate safety, fair play, and leadership in hockey and other activities | |
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Big Ideas – Elaborations

Technical skills:

- Power skating: forward, backward, start, stop, cross-over.
- Stick handling: dribble, 360 control, control with extended reach, back-board play, pull-in, push-out, backhand pull, pull and push, pull and pivot.
- Passing: forehand, backhand, forehand saucer, cushion receiving, catch receiving, receive with skates in front.
- Shooting: wrist shot, snapshot, backhand shot, slap shot, wrist shot from knees.
- Checking: stick checking, angling, balance.
- Goaltending: basic stance, butterfly, shuffle steps, t-pushes, stick saves, glove saves, passing, telescoping, playing angles, stacking pads, lateral movement into new positions, poke check.

Tactical skills:

- One vs. one, two vs. one, two vs. two, three vs. two, offensive play, defensive play, regrouping entries, communication, checking, goaltending, etc.

Personal growth:

- How to be a leader in your environment, cooperation with others in group settings, communicating effectively and having mutual respect for others around you will help to build a positive community around you.

Healthy lifestyle:

- Living a life with proper nutrition, sleep, exercise, and hydration.
- Setting goals to achieve health and fitness goals.

Curricular Competencies – Elaborations

Skill Development: Use timed drills to measure and track development in skating, shooting and puck handling skills.

Training techniques: isometrics, plyometric, aerobic, anaerobic, and strength training.

Training program: individualized to maximize outcomes, monitored, utilizing various exercise – core strength, agility, balance and coordination exercises, utilize relaxation techniques, effective warm-ups, personal motivational techniques, understand the relation between stress and performance.

Mental aspects: motivation, mental toughness, character development, teamwork, sportsmanship, leadership, accountability, overcoming nervousness, apprehension, self-doubt.

Potential barriers: time required to achieve results, physical abilities, equipment, use of facilities.

Content – Elaborations

Technical and tactical skills – using Canada hockey techniques and training.

Goal setting strategies: SMART (Specific, Measurable, Achievable, Relevant, Time-bound).

Motivational techniques: input, why, how, recognition, relationships, modelling.

Recommended Instructional Components:

- Direct instruction
- Demonstrations
- Modelling
- Simulations
- Skill training videos
- Performance analysis
- Experiential
- Game play

Recommended Assessment Components:

- Self-assessment
- Peer assessment
- Performance/skill assessment
- Oral presentations
- Quizzes and exams (practical and theory)

Learning Resources:

Hockey Canada Skills Academy Curriculum Manual

Hockey skills videos

Drill and Gameplay Resources

Additional Information:

Shared bus costs with the existing Hockey Academy program and Aquatics program will allow for significant cost savings of travel to/from the Cariboo Memorial Complex Arena.

An academy/course fee of \$200 would be required by each student to offset facilities use at Total Ice Arena Complex for the course and bus transportation.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: SD 27 Cariboo Chilcotin	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Terry Duff	Date Developed: December, 2023
School Name: Lake City Secondary	Principal's Name: Curt Levens
Superintendent Approval Date (for School Districts only): 	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: 	Board/Authority Chair Signature:
Course Name: Hockey 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): PHE 10 or Hockey 11

Special Training, Facilities or Equipment Required:

- **Special training:** Hockey Canada Coaching Certification, First Aid Certification
- **Facilities:** Cariboo Memorial Complex, Total Ice Training Facility, and school gymnasium/classroom
- **Equipment Required:** school bus to transport students, truck, and trailer to transport hockey gear. During on-ice sessions, students are required to wear complete hockey gear as per Hockey Canada guidelines. During off-ice training sessions, students are required to wear full PE strip.

Course Synopsis:

Hockey 12 is designed to further develop hockey skills and participation at the intermediate, or advanced level. In class, assessment of a variety of hockey skills will be used to determine appropriate delivery model ranging from intermediate to advanced level of proficiency. On ice instruction will include individual skills, game rules, etiquette, and focus on team play, and responsibility as a team member.

On ice instruction will be augmented with in class theory sessions consisting of hockey systems, nutrition, social responsibility and future hockey career pathways. A variety of dry land activities are incorporated to improve strength, conditioning, balance, and team play which are fundamental in hockey and in developing a “whole athlete”.

The Hockey 12 course reinforces the positive impact physical activity has on one’s physical and mental health.

Classes will stay up to date with current training practices and fitness with sessions at the first-class facility Total Ice available with elite level trainers and instructors. This will incorporate, yoga, cross fit training as well as skating treadmill sessions.

Goals and Rationale:

Rationale

The rationale of Hockey 12 is to provide an opportunity for students to participate in hockey and further develop confidence and skill so they can continue to play hockey after they graduate. This class allows all students to experience the game in an affordable and non-threatening environment. The expense of minor hockey precludes many students from playing hockey. Hockey 12 is also designed for students who have other outside of school time commitments to enjoy and continue to learn the individual and team skills in a controlled school setting. This course also provides the opportunity for the more proficient hockey player to develop their skills that stress goal setting, sportsmanship, integrity, and commitment.

School District 27 is challenged by winter conditions that limit outside activities and put a strain on indoor gym activities. The Hockey 12 class off-site location alleviates pressure from schools and effectively utilizes the City/School District 27 joint use agreement. The student use of a community facility provides the opportunity to show the development of acceptable behaviour, and care of a public facility.

Students in Hockey 12 will gain knowledge in a variety of areas: Goal setting; individual skill development; sports nutrition; character building; mental training; social responsibility; team play; cross-training, and life skills.

Goals:

- Students will demonstrate skating, stick handling, shooting and passing skills
- Students will deepen their knowledge of complex offensive and defensive strategies
- Students will learn the benefits of physical activity and healthy lifestyles
- Students will demonstrate leadership, sportsmanship and a sense of fair play
- Students will examine different career pathways in hockey

Indigenous Worldviews and Perspectives

Declaration of First People's Principles of Learning:

- Learning is embedded in memory, history, and story.
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- Learning is holistic, reflexive, reflective, experiential, and relational.
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning involves patience and time.
- Playing hockey requires the exploration of one's identity, philosophy, and ethics through sportsmanship and fairplay.

The First People's Principles of Learning are inherent in the aspects included in Hockey 10. Hockey and sports in general are inseparable from connectedness and relationships; specifically:

- Community involvement by connecting with the local Aboriginal community.
- The power of story by inviting knowledge keepers and local Indigenous hockey players to share their hockey stories.
- Experiential learning.
- Flexibility
- Leadership
- A positive learner-centered approach
- Hockey supports the development of self in support of connecting with others.

Local Indigenous Connections

The community of Williams Lake along with surrounding communities have a long history of Indigenous successes in hockey. Many indigenous players have found success playing on a variety of different teams and leagues. Inviting local guest speakers in to share their stories will help inspire students to follow their dreams and continue to play hockey now and into the future.

BIG IDEAS

Strategic, technical, and tactical skills promote lifelong participation and game understanding

Hockey skill development can increase **leadership and community involvement** and increase our chances of being **active** throughout our lives

Self-**motivation** and physical activity are important parts of overall **health and well-being**

Implementing proper **training and nutrition** programs can help us reach our health and fitness goals.

Personal choices influence our **health and fitness goals**.

Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <p>Skill Development:</p> <ul style="list-style-type: none"> • Develop and refine individual technical and individual tactical skills • Develop and refine team tactical skills • Implement strategies of team tactical skills • Analyze offensive and defensive strategies • Apply training techniques to enable athletes to achieve individual goals • Create and lead a dry land training session and/or an on-ice practice session <p>Physical Conditioning and Mental Preparation:</p> <ul style="list-style-type: none"> • Create and analyze a training program that will improve personal fitness • Investigate strategies for managing mental aspects of the game <p>Healthy Lifestyle:</p> <ul style="list-style-type: none"> • Analyze the importance of personal fitness and nutrition • Create and practice personal nutritional plans for performance and lifestyle • Monitor and report on personal eating and hydration habits • Describe the relationship between physical activities, mental well-being, and overall health 	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> • Technical and tactical hockey skills • Offensive, defensive, power play and penalty killing systems • Practice and game preparation techniques • Leadership qualities that contribute to community • Benefits of physical activities for health and mental well-being • Potential short and long-term consequences of health decisions, including those involving physical activity, healthy eating, and sleep routines • Strategies to monitor and adjust physical exertion levels • Relationships between specific exercises and muscle development • Proper training techniques for movement skills specifically to hockey • Different types of physical activities, including individual, dual, and group activities • Strategies for goal-setting and motivation for self and others • Coaching and other hockey-related careers

Social and Cultural Connections:

- Demonstrate personal growth through competition that fosters teamwork, sportsmanship, **leadership**, cooperation, communication skills and community
- Recognize and reflect on different perspectives in coaching and training in the development of personal growth
- Explain how developing competencies in hockey can increase confidence and foster **lifelong participation** in hockey and other activities

- Self-officiate stressing fairness and rules
- The relation between proper **nutrition**, hydration, rest and recovery performance

Big Ideas – Elaborations

Technical skills:

- Power skating: forward, backward, start, stop, cross-over and more edge work for transitional play.
- Stickhandling: dribble, 360 control, control with extended reach, back-board play, pull-in, push-out, backhand pull, pull and push, pull and pivot.
- Passing: forehand, backhand, forehand saucer, cushion receiving, catch receiving, receive with skates in front and more team passing drills.
- Shooting: wrist shot, snapshot, backhand shot, slap shot, wrist shot and shooting with deception.
- Checking: stick checking, angling and containment drills related to specific positions.
- Goaltending: continue to refine stance, butterfly, shuffle steps, t-pushes, stick saves, glove saves, passing, telescoping, playing angles, lateral movement into new positions, stick checks.
- Use video technology to monitor skill improvement.
- Offensive skills: line drives, turn-backs/delays, communication, fore checking, protecting and controlling the puck (cycles), game behind the net, attacking on the rush 3v1, 3v2, pulling and pushing the blue line, heel-to-heel wrap around, creating separation and timing, read and react, supporting the puck.
- Defensive skills: gap control, keeping the defensive side, angling skills 1 vs. 1, layering 2 vs. 2, shot blocking, controlling the opponent's stick, controlling passing lanes.

Tactical skills:

- One vs. one, two vs. one, two vs. two, three vs. two, offensive play, defensive play, regrouping entries, communication, checking, goaltending, etc.
- Multiple players executing offensive play, defensive play, regrouping, entries, communication, checking, goaltending, etc.
- Power play and penalty-killing systems.
- Small ice or three vs. three tactics.

Personal growth:

- Cooperation with others in group settings, communicating effectively and mutual respect for self, others and the environment.
- How to build a positive community around you.
- How to be a leader on and off the ice.
- Motivational strategies: how can you keep yourself and others motivated.

Healthy lifestyle:

- The importance of off-ice training for injury prevention and strength development.
- Understand nutrition (7 steps to nutritional power for hockey players), and hydration related to performance.
- Pre-game preparation and post-game recovery techniques.

Curricular Competencies – Elaborations

Skill Development: Use timed drills to measure and track development in skating, shooting, and puck-handling skills.

Training techniques: On ice and off ice isometrics, plyometric, aerobic, anaerobic, and strength training.

Training program: individualized to maximize outcomes, monitored, utilizing various exercises – core strength, agility, balance, and coordination exercises, utilize relaxation techniques, effective warmups, personal motivational techniques, understand the relation between stress and performance.

Mental aspects: motivation, mental toughness, character development, teamwork, sportsmanship, leadership, accountability, overcoming nervousness, apprehension, self-doubt.

Personal growth: how to become a leader in hockey and community; lifelong love of activity and sports.

Potential barriers: time required to achieve results, physical abilities, equipment, use of facilities.

Content – Elaborations

Technical and tactical skills: using Canada hockey techniques and training.

Leadership qualities: chances to lead practices and training, examples of leaders in and outside of hockey.

Goal setting strategies: SMART (Specific, Measurable, Achievable, Relevant, Time-bound).

Motivational techniques: input, why, how, recognition, relationships, modelling.

Coaching and training opportunities: work with younger hockey players as role models/coaches.

Career options: learn about other career paths other than playing (coach, trainer, scout, equipment, etc.).

Recommended Instructional Components:

- Direct instruction
- Demonstrations
- Modelling
- Simulations
- Skill training videos
- Performance analysis
- Experiential
- Game play

Recommended Assessment Components:

- Self-assessment
- Peer assessment
- Performance assessment
- Skill development
- Quizzes and exams (practical and theory)

Learning Resources:

Hockey Canada Skills Academy Curriculum Manual

Hockey skills videos

Drill and Gameplay Resources

Additional Information:

Shared bus costs with the existing Hockey Academy program and Aquatics program will allow for significant cost savings of travel to/from the Cariboo Memorial Complex Arena.

An academy / course fee of \$200 would be required by each student to offset facilities use at Total Ice Arena Complex for the course and bus transportation.

TO: Education Committee

FROM: Anita Richardson, Director of Instruction

DATE: February 7, 2024

RE: Board/Authority Authorized (BAA) Course – Emergency Medical Responder (EMR) 12

BACKGROUND

BAA courses provide an opportunity for educators to explore content beyond the boundaries of BC Ministry of Education and Child Care curriculum. BAA courses help educators respond to the local needs of schools and their communities, and to provide choice and flexibility for students. BAA courses may overlap with Big Ideas and Curricular Competencies of Ministry courses.

DISCUSSION

This course provides an opportunity for students to develop skills in first aid-related professions, it provides them with a certificate, as well as the opportunity to write their certification exams, and provides an opportunity to find employment in a variety of fields which require medical training. This class will allow students to pursue a practical set of skills with direct employability during their time in a secondary environment.

Students in EMR 12 will gain knowledge in a variety of areas: Goal setting; first aid skill development; character building; mental training; social responsibility; teamwork; and life skills. The exposure to this material will allow them to form teamwork connections with their peers as they develop practical skills. They will also develop a practical and theoretical knowledge of human anatomy and physiology that will help them in their upper-year biology classes. This class will be taught on campus at Lake City Secondary School and will provide students with training that they previously would have had to travel to participate in.

EMR 12 is designed based on the JIBC curriculum for an EMR (Emergency Medical Responder) course. The skills and training attained through the EMR course meet and exceed occupational first aid training and will help students become productive members of their community with employable certifications. EMR 12 is designed to help students develop their EMR and first aid skills to a level that would allow them to write their EMR exam at JIBC and to find work in an ambulance or in any other field where EMR would be an asset. The EMR 12 course prepares students for the Emergency Medical Responder (EMR) certification in partnership with the Justice Institute of BC.

RECOMMENDATION

THAT the Board of Education approves the Board/Authority Authorized Course, Emergency Medical Responder (EMR) 12 as an elective offering in School District 27.

“Learning, Growing, and Belonging Together”



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: SD 27 Cariboo Chilcotin	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Rob Cook	Date Developed: December 1, 2023
School Name: Lake City Secondary	Principal's Name: Curt Levens
Superintendent Approval Date (for School Districts only): 	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: 	Board/Authority Chair Signature:
Course Name: Emergency Medical Responder (EMR) 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

There is a high level of expectation for this program that requires a strong work ethic and a good attendance record. Recommended (not all

required) prerequisites include:

- Enrolled in grade 12 (grade 11 may be acceptable if other prerequisites are met - must be 16 years of age)
- Students have either Standard First Aid and/or have a strong demonstrated interest in a health care profession
- Students must have demonstrated a strong attendance history and will sign a contract agreeing to their attendance

As per the partnership agreement with the Justice Institute of BC, the course will have a fee to cover costs. This will be less than a quarter of the full tuition cost if the course were taken as a post-secondary program. (~ \$256/student to JIBC).

Special Training, Facilities or Equipment Required:

- Teaching in conjunction with JIBC
- Instructor EMR certification and licensing (1 primary teacher, 1 teacher to cover sick days or absences of the primary teacher)
- EMR supplies (based on Canadian Red Cross program standards): These supplies may be available on loan from JIBC.

Emergency Medical Responder– General Equipment	<i>(Up to 12 participants per instructor)</i>
Adult Mannequins	1:3
Infant Mannequins	1:3
AED or SAED Trainers	1:3
Blankets	2-3:4
N-95 masks	1:1
Stethoscope	1:1
Spine boards/long boards c/w strapping	2 per class
Clamshells/scoop c/w strapping	2 per class
Latex-Free Exam Gloves (S, M, L, XL)	Minimum 2 full boxes per size per class session
Hot Packs	Instructor's discretion
Safety Glasses	1:1
Airway Training Manikin (must be able to accept Oropharyngeal Airway (OPA) and Nasopharyngeal Airway (NPA))	1:12
Basket Stretcher	1 per class
Assorted Helmets	Minimum 1 full face motorcycle helmet
Birthing Manikin	1 per class
IV Bags	1:3
Drip Sets	1:3
Obstetrics Kit	1:3

Professional Responder Kit (1 Kit per 3 students)

- Adult BVM c/w tubing (1)
- Set of OPA's (1)
- Set of NPA's c/w lubricant (1)
- Pelvic Wrap (1)
- Burn Dressings (various sizes)
- Abdominal Dressings (2)
- Pressure Dressings (1)
- Tensor Bandages (1)
- Roller Gauze (2)
- Cold Pack (1)
- Sterile Gauze (4)
- Non-stick sterile dressings (4)
- Trauma Dressings (1)
- Tourniquet (1)
- Elastic straps (2)
- Pen light (1)
- Glucose (2)
- Tongue depressors (2)
- Epinephrine Auto-Injector Trainer (1)
- Metered Dose Inhaler Trainer (1)
- Moldable Splint (2)
- Pocket Mask (1)
- Assorted wound closures (6)
- Adult Blood Pressure Cuff (1)
- Child Cuff (1)
- Extra Large Bladder (1)
- Triangular Bandages (2)
- Non-allergenic tape (1)
- Thermometer (1)
- Pulse Oximeter (1)
- Scissors (1)
- Saline (rinse wounds) (4-15ml or equivalent)
- Suction (manual or electronic) (1)
- Roller Gauze (2)
- Non-Sterile dressings (10)
- Antiseptic Towelettes (4)
- Clipboard with Patient care records/ SOAP note (1)

Oxygen Kit (1 Kit per 4 students)

- E or D size oxygen cylinders (must be able to flow oxygen) (1)
- Regulator (1)
- Non-rebreather adult mask c/w tubing (1)
- Regular adult face mask c/w tubing (1)
- Nasal Cannula (1)
- Pediatric face mask c/w tubing (1)

Hard Collar Kit (1 Kit per 4 students)

- Adult Adjustable Hard Collars (2)
- Pediatric Hard Collars (1)
- Adhesive Tape (1)
- Adult Commercial Head immobilization device (jurisdiction appropriate) (1)
- Pediatric Commercial Head immobilization device (jurisdiction appropriate) (1)
- Splint – rigid, mouldable (1)
- Foam spacers (1)

Course Synopsis:

EMR 12 is designed based on the JIBC curriculum for an EMR (Emergency Medical Responder) course. The Emergency Medical Responder Course is an entry-level medical course that trains candidates to respond to life-threatening medical conditions and traumatic emergencies. The EMR course is systematically designed to progress learners through all aspects of pre-hospital care including various treatment guidelines and medical protocols. The course also focuses heavily on enhancing situational management skills, confidence and communication within the context of emergency medicine and pre-hospital care. As learners develop through the course, they are introduced to essential concepts of emergency medicine and establish a basic foundation in medical terminology, human anatomy, physiology, pharmacology and clinical science. The skills and training attained through the EMR course meet and exceed occupational first aid training. Employment opportunities for licensed Emergency Medical Responders may include Ambulance services, Fire and Rescue services, Occupational or Industrial first aid settings and more.

EMR 12 is designed to help students to develop their EMR and first aid skills to a level that would allow them to write their EMR exam at JIBC and to find work on an ambulance or in any other field where EMR would be an asset. Students will work together as a team to cover the learning resources and develop strong practical skills. They will be able to demonstrate their skills through JIBC approved written and practical examinations as well as through regular skill check-ins during the course. The skills learned in this course will be applied and theoretical versions of information they will learn in their physical education and anatomy & physiology courses. This course will help students to develop skills that will make them productive members of their community with employable certifications. Classes will stay up to date with first aid practices.

The EMR 12 course prepares students for the Emergency Medical Responder (EMR) certification in partnership with the Justice Institute of BC. Final assessment will follow Justice Institute criteria, including written exams and practical exams. If successful, this is worth post-secondary credits in addition to high-school credits. The Emergency Medical Responder course is an introduction to emergency medicine and is a level above First Responder (FR) or Occupational First Aid training. This practical course focuses on the core skills and protocols within the Emergency Medical Responder level of practice as defined by the Paramedic Association of Canada (PAC). EMR certification meets one of the mandatory admission requirements for the Justice Institute's School of Health Sciences' Primary Care Paramedic Program and Diploma in Health Sciences (EMS) Academic Pathway. This course provides training that students require in order to gain employment as an Emergency Medical Responder within a range of areas including: ambulance services; industrial and workplace settings as a first-aid attendant; life guarding; ski-patrol and medical response for fire departments. Certified graduates are eligible to apply for EMR licensure in British Columbia through the Emergency Medical Assistant Licensing Branch (EMALB).

Goals and Rationale:

Rationale

The rationale of EMR 12 is multilayered. This course provides an opportunity for students to develop skills in first aid-related professions, it provides them with a certificate, as well as the opportunity to write their certification exams, and provides an opportunity to find employment in a variety of fields which require medical training. This class will allow students to pursue a practical set of skills with direct employability during their time in a secondary environment. The exposure to this material will allow them to form teamwork connections with their peers as they develop practical skills. They will also develop a practical and theoretical knowledge of human anatomy and physiology that will help them in their upper-year biology classes. This class will be taught on campus at Lake City Secondary and will provide students with training that they previously would have had to travel to participate in.

Students in EMR 12 will gain knowledge in a variety of areas: Goal setting; first aid skill development; character building; mental training; social responsibility; teamwork; and life skills.

Goals

- To prepare students for further education or a career within health care
- To provide successful students with an Emergency Medical Responder certification for provincial licensing applications
- To provide successful students with Standard First Aid certification (or re-certification) and cardio-pulmonary resuscitation certification level 'C' –Health Care Provider (CPR-HCP)
- To provide post-secondary credits through a partnership agreement with the Justice Institute of BC.

Indigenous Worldviews and Perspectives

Declaration of First People's Principles of Learning:

This course would emphasize the Aboriginal value of experiential learning. It is focused on practical skills and patient outcomes. It also

incorporates some important principles of learning:

- Learning about emergency medicine ultimately supports the well-being of the self, the family, and the community.
- Learning through practical teamwork is holistic, reflexive, reflective, experiential, and relational.
- Learning about saving lives involves recognizing the consequences of one's actions.
- Learning about patient consent and confidentiality involves recognizing that some knowledge is only shared with permission and/or in certain situations.

Declaration of Indigenous Worldviews and Perspectives:

- Make it a priority to connect with the local Aboriginal community, utilizing the school's Indigenous Support Worker(s) and/or trusted local contacts for guidance and help.
- Health strategies will allow students of any background to provide support and care for their community.
- First aid training supports the development of self in support of connecting with others.
- Learning is embedded in history and story.
- Leading and playing involves learning from mentors as well as those we are meant to lead.
- Learning is holistic, reflexive, reflective, experiential, and relational.
- Learning first aid allows for the exploration of one's identity, philosophy, and ethics.

Local Indigenous Connections

The community of Williams Lake along with surrounding communities have a need for emergency responders and access to emergency medical care. Encouraging youth to learn the skills involved with the EMR course will help to provide healthcare knowledge and services to our local communities.

BIG IDEAS

Emergency Medical work requires **professionalism**

Emergency medical workers are expected to have a current base of **knowledge**

Emergency medical workers must be able to perform resuscitation **procedures**

Emergency medical workers must use **judgement** in following specific medical assessments and treatment protocols

Emergency medical workers must be capable of traumatic injury **management**

Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <ul style="list-style-type: none"> Assess and manage a broad range of life-threatening traumatic and medical emergency procedures Demonstrate a secondary assessment involving history taking and diagnostics in a way that demonstrates professionalism Demonstrate basic airway and breathing management and critical interventions Demonstrate cardiopulmonary resuscitation (CPR) and Automated External Defibrillation (AED) procedures Demonstrate spinal-injury management procedures and techniques Demonstrate a knowledge of specific treatments and medical interventions, as well as the judgement of which treatments and interventions are appropriate 	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> Priority Action Approach sequence, steps, and decision making Resuscitation principles and problems-solving Professional patient communication and handling Equipment use and care Knowledge of signs and Symptoms of traumatic and medical conditions Secondary Assessment sequence and steps Trauma and medical treatment protocols and procedures Anatomy and physiology as it applies to practical skills Contra-indications for medical interventions, judgement, and decision making IV maintenance Managing mass casualty scenarios and special rescue considerations

Big Ideas – Elaborations

Emergency Medical Responder Specific Big Ideas that are identified above.

- 1) **Professionalism:** This includes personal safety, leadership, teamwork, decision-making, communication skills, punctuality, self-reflection, etc.
- 2) **Knowledge:** This includes a desire to learn, critical thinking, information literacy, independent and group learning, communication, etc.
- 3) **Procedures:** It is crucial that emergency workers see the value in adhering to specific procedures and protocols
- 4) **Judgement:** Students must be able to assess given information and use judgement to make appropriate decisions about the next steps.
- 5) **Management:** This refers to the ability to manage the injury, manage the patient, manage the team, and manage the situation.

Curricular Competencies – Elaborations

The curricular competencies for this course are defined by the Justice Institute EMR curriculum (and the Red Cross SFA/CPR curriculum):

- **broad range of life-threatening traumatic and medical emergencies.** Examples include, but are not limited to: Respiratory and Circulatory Emergencies, Diabetes, Poisoning, Overdose, Seizures, Temperature Emergencies, Bites, Stings, Hemorrhage, Head/Neck/face Injury, Burns, Sprains, Dislocation, Fractures, Emergency Childbirth, etc.
- **diagnostics.** This includes pulse oximetry, blood pressure, auscultation, glucometer, etc.
- **basic** at a “health-care provider” (HCP) level that includes bag valve masks, airway adjuncts, oxygen therapy, suction, etc.
- **specific treatments and medical interventions:**
 - Acute coronary syndrome symptom relief with oxygen, nitroglycerin, and acetylsalicylic acid
 - Blood glucose sampling and glucose administration to treat diabetic emergencies
 - Pain management through the administration of nitrous oxide gas
 - Emergency childbirth and neonatal/pediatric basic life support
 - Basic first-aid techniques including minor wound care and at-work treatment
 - Maintenance and dosage calculations of an intravenous line

Content – Elaborations

The content for this course is largely defined by the Justice Institute EMR curriculum (and the Red Cross SFA/CPR curriculum).

- **Priority Action Approach** are the priority steps to approach a scenario such as Scene Assessment, Primary Survey, Treat for Shock, etc.
- **Resuscitation** refers to the treatment of an unconscious patient that requires critical interventions such as AR/CPR/AED
- **Equipment** includes ambulances, stretchers, cots, lifting aids, diagnostic instruments, AED’s, first aid supplies
- **Secondary Assessment** refers to the details of patient assessment such as Vitals, History, Head to Toe

Content – Elaborations

- **Protocols** include national and provincial standards for patient management (such as the procedure for the administration of Entonox for example)
- **Anatomy and physiology** is mostly covered in the online course, but key information will be re-enforced in the practical portion of the course.
- **Contra-indications** are anything that might indicate you should not give a medication (such as an allergy, or conflicting drug)
- **IV maintenance** this is strictly as a helping role – EMR's are not responsible to start an IV
- **Mass casualty situations** are addressed mostly as a theory item, in terms of triage and situation management
- **Special Rescues** such as drowning are also addressed mostly as a theory item, rather than through scenarios

Recommended Instructional Components:

- Direct Instruction and Demonstrations
- Skill Practice and Feedback
- Scenarios and Simulation
- Protocol Memorization
- Rubrics and Checklists
- Peer/Self-Assessment and Reflection

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Formative assessment will be ongoing through clear criteria, checklists, rubrics, and practice tests. There will be ongoing peer and self-assessment. Quizzes will primarily help memorize procedures and protocols.

Knowing and Understanding

Classwork/Quizzes	20%	Focused on learning procedures and protocols for practical skills
Written Exams	30%	Written Exams from the Justice Institute (70% minimum)

Understanding and Doing

Professionalism	10%	See the “big ideas” for elaborations
Practical Skill Tests	40%	Two Practical exams as required by the Justice Institute (75% minimum)

Learning Resources:

EMR training resources as listed above in the “Special Training, Facilities or Equipment Required” section of the BAA

The following texts should be available for students. We will look into acquiring a class set of the first 3 books which students can sign out for the duration of the course. The last two resources are available online and can be printed as needed.

1. Emergency Medical Responder: A Skills Approach. Fourth Canadian Edition, 2013. K. Karren et al. ISBN 978-0-13-289257-5
2. Canadian Red Cross First Aid & CPR Manual. Canadian Red Cross 2014. ISBN 978-158480-513-7
3. Emergency Medical Responder Student Study Guide and Resource Manual (2015). Justice Institute of British Columbia, School of Health Sciences.
4. BC Emergency Health Services Act, Emergency Medical Assistants Regulation. BC Reg. 210/2010 (Available online at the following link: www.bclaws.ca/civix/document/id/complete/statreg/210_2010)
5. British Columbia Emergency Health Services Treatment Guidelines (Available online at the following link: www.bctg.bcas.ca)

Additional Information:

Much of this information is copied from the Justice Institute EMR Course Outline that is available online:

http://www.jibc.ca/sites/default/files/health_sciences/pdf/OfficialCourseOutline_PARA-1050.pdf

JIBC will provide a training contract with our school that will cover the rental of training supplies as well as the coverage of material according to their guidelines.

JIBC will also provide free EMR training for the course instructors.

Partnerships for funding and employment opportunities can be developed with local BCEHS, mining groups and forestry groups to help students find employment after the completion of the course.

Grade 11's who participate in the course successfully could return as Peer Tutors in their grade 12 year, as well as volunteer as first aid providers at school events.

TO: Education Committee

FROM: Chris van der Mark, Superintendent

DATE: February 7, 2024

RE: High School Configuration Discussion

ISSUE

The need to examine the secondary delivery model in the Williams Lake area in response to the secondary transition data.

UPDATE

As discussed last month, the school district is in the process of examining transition data while considering best practices given our context limitations, and where they exist.

The senior team is discussing this with the administration leadership team (Wednesday, February 7) as part of an initial discussion to get a broader understanding of what best serves the students of our community. Fundamentally, if we were designing the best model from scratch, what would it be? Would it be what we currently have?

Both Columneetza and WL have been engaging in some informal discussions that have been expansive and insightful. It is refreshing to hear people discussing big topics in a thoughtful, professional manner rather than simply stoking fears of what they might worry about.

DISCUSSION

The Senior team (through Director Cameron) is also pulling together some additional research to consider and engaging with professional researchers on this topic to bring additional relevant information to consider in this discussion. An easy Google search will yield considerable information, though this is not an advisable direction. The research is wide-ranging and ultimately identifies trends that may or may not apply to all settings. In short, there is no one-size-fits-all model. Moreover, as noted last month, other factors may lead districts in directions due to other pressures, real or imagined.

Interested parties may wish to consider:

Improving Primary to Secondary School Transitions (2023) Beatson, et al
[Improving primary to secondary school transitions: A systematic review of school-based interventions to prepare and support student social-emotional and educational outcomes - ScienceDirect](#)

“Learning, Growing, and Belonging Together”

Ultimately, our discussions are based on our wondering if we can make changes to improve student transitions and ultimately success. It's a great question.

We have left some of the local context below.

Perspective

High School configuration is not a new topic for School District 27, or other Districts across BC, and Canada for that matter. Configuration discussions can be driven by population changes, financial imperatives, and even politics. Ideally, however, school districts design their school configurations around educational outcomes.

Irrespective of selected configurations, there is significant educational research (for more than 30 years) highlighting the impact (negative) of transitions on a student's educational outcomes. For example, students from families who move frequently create additional "transitions" for their children to navigate. This is not to say the child will not be successful, it is simply more challenging. Similarly, schools have long noticed that minimizing transitions has a positive impact on learning. Elementary schools are often the best example of this as students have more stability in terms of their key adult contact, and even within that classroom, effective teachers focus on effective, meaningful transitions between activities. It is not surprising that students transition reasonably effectively across grades within an elementary school.

The secondary school has often been more challenging, largely due to the course delivery model of 4 blocks per semester. In a very short span, students not only leave the elementary structure they have existed in for up to 7 years, they move to a new building, often 2 or 3 times the size, full of new students from other elementary schools and less consistent adult interaction. The transition to high school, combined with adolescence, is challenging.

In Williams Lake, we have added an additional transition for students by splitting the secondary campuses into middle and secondary. The transition is somewhat mitigated in that their cohort remains largely intact with respect to those above and below. The major variable of change in this transition is the adults.

Consideration For Change

Why now? What's changed?

The district has undergone significant change over the past 5 years as part of a massive effort to modernize all aspects of its operation. This conversation has been on the back burner as we have not been in a place to move forward coherently and thoughtfully. Significant, foundational work had to be done with regard to our understanding of core services and how these services potentially impacted successful school completion. These efforts included a better understanding of inclusive education practices and our school's understanding of the Act, as well as our understanding of alternate school delivery and service. This work had to be

done first, and we have seen a positive impact through these efforts. Nevertheless, our data would indicate more is needed.

Critically, it is a consideration for change. There may be reasons why change in this area is not operational, but have we considered the options?

While grade-to-grade transitions in elementary school run at nearly 100%, by high school these start to drop. In SD27, grade-to-grade transitions from grade 7 to grade 12 have shown a positive trend over the past 5 years (with a notable exception during COVID) and look as follows:

	ALL	COVID	INDIGENOUS	COVID
7-8	98		98	
8-9	96	93	96	88
9-10	94		90	
10-11	95	82	91	70
11-12	91	81	87	70

On the surface, these transition rates may look good, especially when considering historic transition and completion rates in SD27. However, one must take into account the diminishing impact of each successive year. For example, if 98% of students transition from grade 7-8 and 96% from 8-9, the result is based on 96% of 98%, and so on. By graduation, that could result in a graduation rate of 76% without significant intervention.

Possible Benefits

Even a cursory glance reveals some significant benefits that would be immediate, create enhanced belonging and better student outcomes.

Students	Staff	Parent/Community
Choice	Choice	Choice
Relationships	Relationships	
Extracurricular	Enhanced sharing/pedagogy	Extracurricular

Possible Implications

Students	Staff	Parent/Community
Elective offerings	Change	Change
		Perceptions of age group

Similarly, there are potential implications and perceived negative impacts.

There are some significant structural issues that would also need to be considered, that may be prohibitive. For example, the configuration of the shop facilities is not ideal, even though it currently services both secondary sites. Similarly, there may be concerns of the schools being

grade 7-12, rather than 8-12. It is unlikely surrounding schools have or will have the capacity to re-capture 250 grade 7 students.

The structural pieces (such as above) may or may not be prohibitive. In any event, we still need to be willing to examine them if we are to continue improving outcomes for students. Doing what we are doing will simply get the results we are getting. So, we ask, what can we do better?

RECOMMENDATION

None. We are continuing to discuss and expand the audience. Will report back as needed.

TO: Education Committee

FROM: Chris van der Mark, Superintendent

DATE: February 7, 2024

RE: Provincial Cell Phone Announcement

ISSUE

On Friday, September 26, the Ministry of Education and Childcare announced a series of actions intended to keep kids and young people safe from online threats.

[B.C. launches concrete actions to keep kids safe, healthy | BC Gov News](#)

Districts will be required to be compliant by the start of the 2024-25 school year.

BACKGROUND

Government has taken steps to restrict cell phones in schools due to increased issues of inappropriate use and ultimately safety risks for kids and youth. There is no reference to a ban, though some media outlets have described it as such.

It should be noted that all schools currently restrict cell phones to a certain degree, though it varies from site to site, and even across classrooms. There are some classrooms and activities where a cell phone is an appropriate learning tool. The usefulness is dependent upon the expectations of the school and classroom teachers, as well as parents, who ultimately provide these devices to their children.

DISCUSSION

Government has indicated there will be more instruction coming as they work with school districts. BC Schools are already required to have Codes of Conduct that include behaviour expectations, anti-bullying expectations and acceptable uses of technology. SD27 is currently reviewing existing codes of conduct to get a better understanding of existing expectations so as to determine if and where these need to be updated to more accurately reflect the required expectations set forth by the government.

SD27 references Codes of Conduct under [Policy 390 - Safe, Orderly and Caring School Communities](#)

- b) Each school develops and implements a code of conduct in accordance with the Provincial Standards for Codes of Contact Order

[Safe and Caring School Communities - Province of British Columbia \(gov.bc.ca\)](#)

“Learning, Growing, and Belonging Together”

SD27 will also engage with partner groups through the committee structure, FNEC, and DPAC.

This is also an excellent opportunity for parents to be more engaged on this topic and its implications for their children. Beyond the learning implications from interruptions or off-task time due to the use of devices, parents need to be more aware of the safety issues involved with their child's access to, and use of these devices. It is difficult for schools to do this on their own.

RECOMMENDATION

None. Information only.