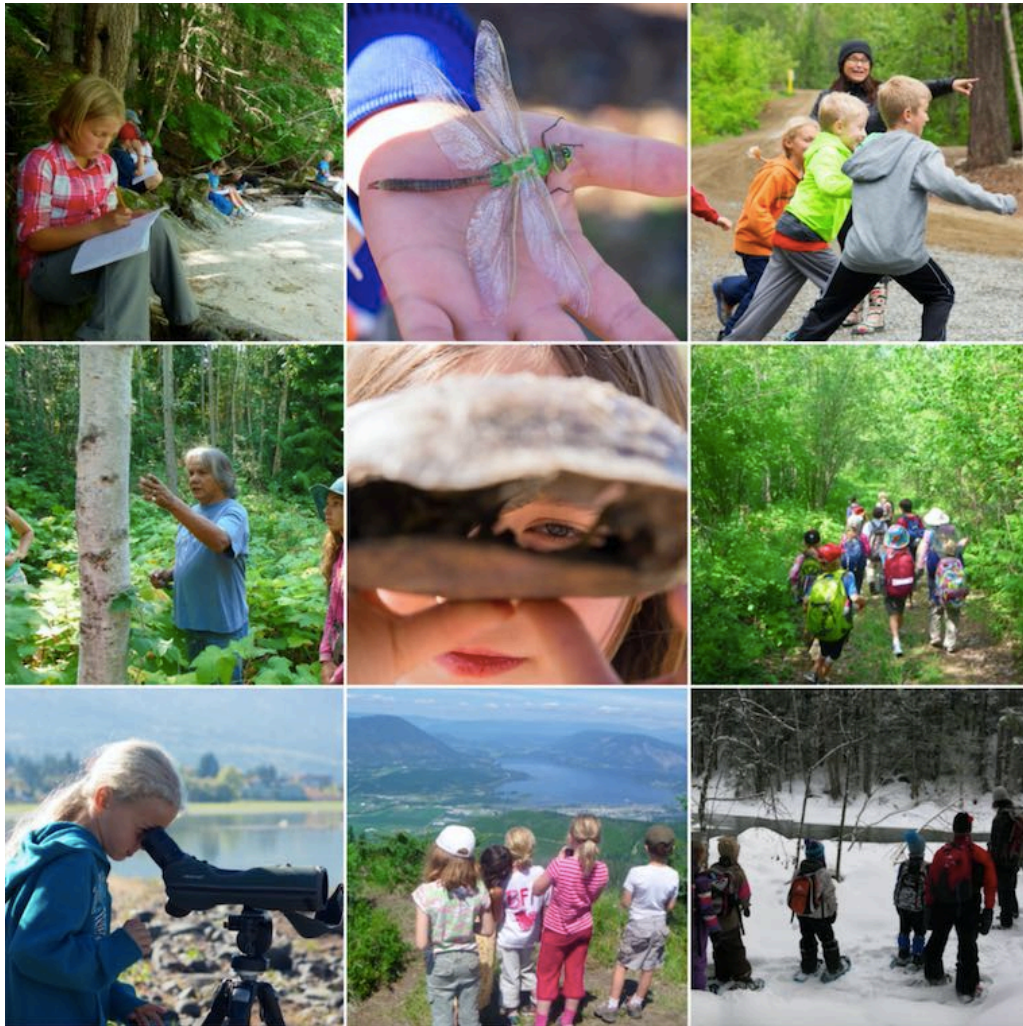


Report to the North Okanagan-Shuswap School District No. 83 Board of Trustees

A proposal for an Outdoor Learning School at South Canoe Centre



Prepared by the SD83 Outdoor Learning Committee

December 19, 2017

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Overview

This document is a report on the potential for the development of an Outdoor Learning-focused program and/or school at the South Canoe School site owned by School District 83 (SD83) and other schools in our district. This document aims to provide a clear view of the rationale, philosophy, feasibility and organizational steps involved in the development of such a program. It also provides recommendations for implementation of such a program. While this document explores the South Canoe site in detail, it is inclusive to possibilities of programs at other sites in our district.

Background

Growth in Outdoor Learning

Over the past decade, the movement to connect children meaningfully to the natural world has gained momentum throughout the globe. Both private and public organizations in the health and education sectors have adopted the movement, including many School Districts throughout British Columbia. SD83 in particular, has wholeheartedly embraced this movement, as evidenced in both teacher and parent surveys (Appendix 8), learning outdoors is valued highly throughout our region and teachers and parents would like to see more opportunities in this regard.

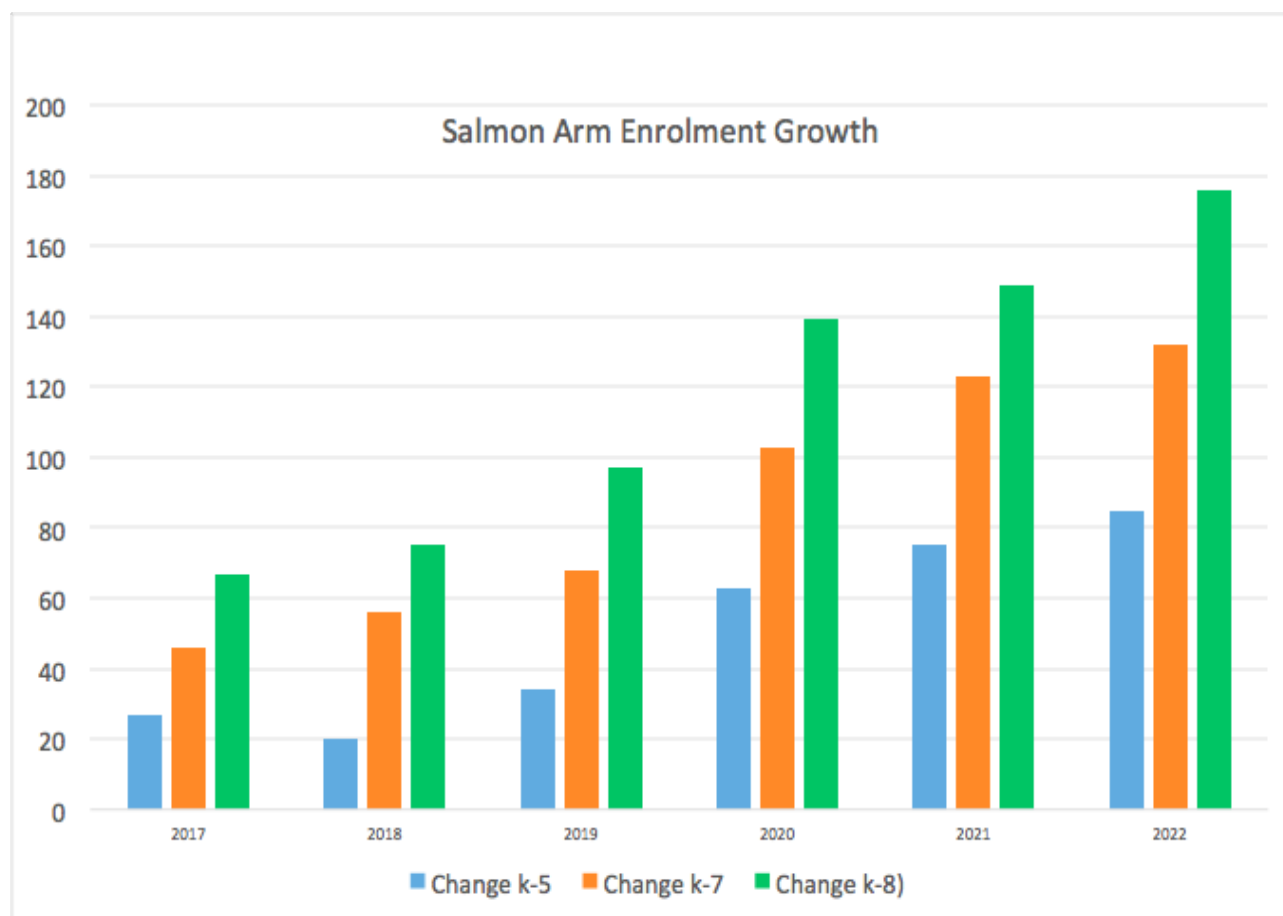
A notable shift in teacher pedagogy is observable in our district to include increased integration of the natural environment into teachers' lessons. Outdoor Learning-related professional development has gained popularity, and schools throughout the district demonstrate this pedagogical shift through the development of school gardens, outdoor classrooms on school grounds and regular periods dedicated to Outdoor Learning.

South Canoe School

In 2002, due to declining student enrolment and feasibility considerations, SD83 discontinued use of South Canoe School as a full school. It was later used by the school district for Alternate programs for students with behavioral support needs and was also used by itinerant staff for office space. In 2013, it was listed for sale and in 2016 the school received much public attention as the City of Salmon Arm attempted to purchase the property for use as a public works yard. Due to strong community opposition and an application that was denied by the Agricultural Land Commission, the sale to the city could not happen.

Enrolment projections and an opportunity for Outdoor Learning in SD83

In 2017, SD83 is faced with rising enrolment within the City of Salmon Arm, with increasing capacity challenges at various schools. SD83 staff and senior leadership saw this as a potentially unique opportunity to support the growth of Outdoor Learning, solve some of the facility capacity challenges and to show leadership in program innovation. Conceivably, with the consideration of the location of South Canoe, and by opening this program to students of all catchment areas, enrolment pressures of key schools would be reduced.



Enrolment projections for Salmon Arm Schools. Baragar data updated December, 2017

Outdoor Learning Committee Overview

In June of 2017, a committee was approved by the SD83 Board of Trustees to explore the potential for outdoor learning programs at South Canoe School.

Committee mandate

The mandate of this committee has been to explore outdoor learning as a possibility at South Canoe. Specifically, the committee was asked to explore K-5 or K-8 grade configurations at South Canoe as part of their study and investigations.

Committee process

Five group meetings and numerous sub-committee meetings were held over a five-month period. Additional communication was completed via group emails in which all members of the committee and sub-committees were included. Tasks from the committee mandate were divided up by topic and assigned to teams. The teams gathered information and made recommendations to the entire committee, which were then discussed, amended and finally included in this report.

Committee members

The committee included representation from different grade-levels and included people from rural as well as urban schools. It was composed of 2 district staff, 6 teachers and 2 school administrators.

The NOSTA executive selected the following teachers for the committee:

- Adam Barraball, Shuswap Middle School
- Amanda Bowlby, Carlin Elementary
- Susan Brown, Armstrong Elementary
- Ceren Caner, Bastion Elementary
- Kira Limber, Shuswap Middle School
- Chris Stromgren, Salmon Arm Secondary School

Senior leadership selected the following administrators to support the work of this committee:

- Isabelle Gervais, Bastion Elementary
- Glen Overgaard, North Canoe Elementary

District Staff

- Carl Cooper, Director of Instruction (Committee Chair)
- Irene Laboucane, SD83 principal of Indigenous Education

The following teachers were invited to share their experiences at some of the committee meetings:

- Geoff Styles, Bastion Elementary
- Emily Styles, Bastion Elementary

Proposed Vision and Philosophy

The OL Committee has developed this proposed philosophy based on personal experiences in outdoor programming, in-depth review of the literature on the topic, relevant professional development and conferences attended, consultations with experts, and various visits to similar outdoor programs and schools throughout the province. The committee recommends that the following mission, vision and philosophy would best suit the needs of the students and community in the Shuswap.

Mission

Among **students**, our mission is to inspire learners to act wisely by cultivating healthy relationships with nature, community, and self.

Among **teachers**, our mission is to work collaboratively to develop curriculum and best practices for optimum learning outdoors. Teachers at the Outdoor Learning school will encourage, critique, and fuel each other's practice so as to be better able to support all teachers throughout the district in the delivery and growth of their own Outdoor Learning programs.

At a macro level, our mission is to develop a successful program that is replicable in our district and beyond, while contributing to the cultural shift in education towards human and planetary health.

Vision

Our aim is to develop and run an Outdoor Learning school where the B.C. curriculum is taught through nature's lens and where learning supports the four dimensions of health (mental, physical, emotional, and social) through the following pedagogical approaches:

1. Mental Wellness: Inquiry-based learning

Learning through curiosity, asking personally meaningful and relevant questions, wondering and seeking solutions, story, play and science. Developing life-long learning habits such as problem solving, creativity, and reflection.

2. Physical Wellness: Experiential learning

Learning through doing, exploring, trying, failing, reflecting, and bravely trying something new. Learning how to take appropriate learning risks. Making sense of the world through real lived experiences.

3. Emotional Wellness: Place-based learning

Learning outdoors, growing an understanding of the natural world, and finding our human place within nature. Becoming familiar with the animals, plants, physical features, history, and intricate interconnectedness between components of the natural world, and thereby developing a sense of connection. Learning how to balance care of self and others.

4. Social Wellness: Learning within a Community

Developing strong and compassionate relationships within all the communities of which we are a part, such as a class, multi-age groups, whole school, neighbourhood, city, etc. Deliberately nurturing gratitude, compassion, resiliency, collaboration, emotional regulation, and confidence.

Philosophy

We believe that thoughtful and active learning outdoors in a supportive community allows us to connect and relate to others and to the natural world, which together enables and inspires us to act wisely.

We believe that Outdoor Learning is most effective when all four dimensions of wellness are exercised: mental, physical, emotional, and social.

We believe that learning is about who we are, how to live well with others, and how to grow joy and balance.

We believe that nurturing a sense of connection grows compassion and responsibility: to oneself, to others, and to the natural world.



The circle is a symbol of connection, unity, and harmony and is recognized as a theoretical framework of Indigenous philosophy. The circle represents the Indigenous belief system of wholeness and balance, which symbolizes inclusion and equality for all.

Goals

Program and pedagogy

1. *Deliver an outdoor-focused program founded on inquiry, place-based learning and experiential education*
2. *Provide learning experiences that enable reflection on the concept of all things being inter-connected.*
3. *Provide transformative outdoor experiences that are awe-inspiring, imaginative, self-reflective, challenging and cooperative in nature.*
4. *Develop an educational program that is thoughtful, effective and (to some degree) replicable.*
5. *Support the professional growth of teachers and parents (eg. first aid, certifications, Pro-D)*
6. *Provide resources and experiences for other schools in our district, including inviting other classes to visit the school and offer a 'learn-by-doing' approach for students and Pro-d for teachers.*

Organizational

1. Build an organizational culture of experimentation (ie. embody experiential ed)
2. Establish a network of supportive community partners
3. Establish a team of instructors, admin, parents (PAC), advisors and volunteers that are positive, inclusive, and supportive of each other's ideas and work.
4. Cultivate a process-based mind set - the end goal has value but the steps to getting there must be exciting, fun and creative.
5. Achieve organizational stability & develop/implement a sustainable growth plan.
6. Achieve reputation as a model school for outdoor learning in our region and beyond.

Student Attributes

The following are a list of attributes the OL committee recommends should be fostered through the proposed program:

- | | |
|------------------------------------|--|
| • Gratitude | • Self-care (Well-being/fitness/nutrition/sleep) |
| • Positivity | • Self-expression |
| • Empathy | • Humility |
| • Literacy (Eco and Language Arts) | • Communicativeness |
| • Problem solving | • Adaptability |
| • Resiliency | • Mindfulness |
| • Collaboration | • Risk takers and Risk managers |
| • Inclusion | • Reflectiveness |
| • Creativity | • Curiosity |
| • Self-confidence | |
| • Self-regulation | |

Location and Property Notes

South Canoe School Property Notes

South Canoe is a rural community within the Salmon Arm City limits. The school site is on 5.1 acres of land adjacent to private properties and includes 2 sports fields and a forested space. The school itself has a gym, student and staff bathrooms, 8 classrooms and a student capacity of 188 students. It is on an existing bus route and has a small parking area for parents in front of the school. The school is currently zoned within the Agricultural Land Reserve (ALR) and an application would need to be submitted and approved in order to re-open as a school (Appendix 5).



View of the front of the front entrance of the school from the parking lot.



View of the forest on school property. More detailed school photos and maps can be found in Appendix 1.

South Canoe Area details

The surrounding area is largely composed of hobby farms within the ALR, many of which are oriented to equestrian use. Klahani park is a 200-metre walk to the East and includes a forested area, playground, a ball field, pickle ball courts and 2 multi-use trails, one of which leads to the South Canoe Trail system. The mid-to long-range master plan for the park intends to see Klahani park developed into a recreation hub, potentially including a network of walking trails, ball fields, a bike skills park and an amphitheater (see Appendix 4). Additionally the 2011 Salmon Arm Greenways strategy indicates a multi-use trail bridging Little Mountain Park to the South Canoe Trails, running adjacent to South Canoe School and Klahani park.



View of rural multi-use roads on 60th St NE in South Canoe

KLAHANI PARK MASTER PLAN

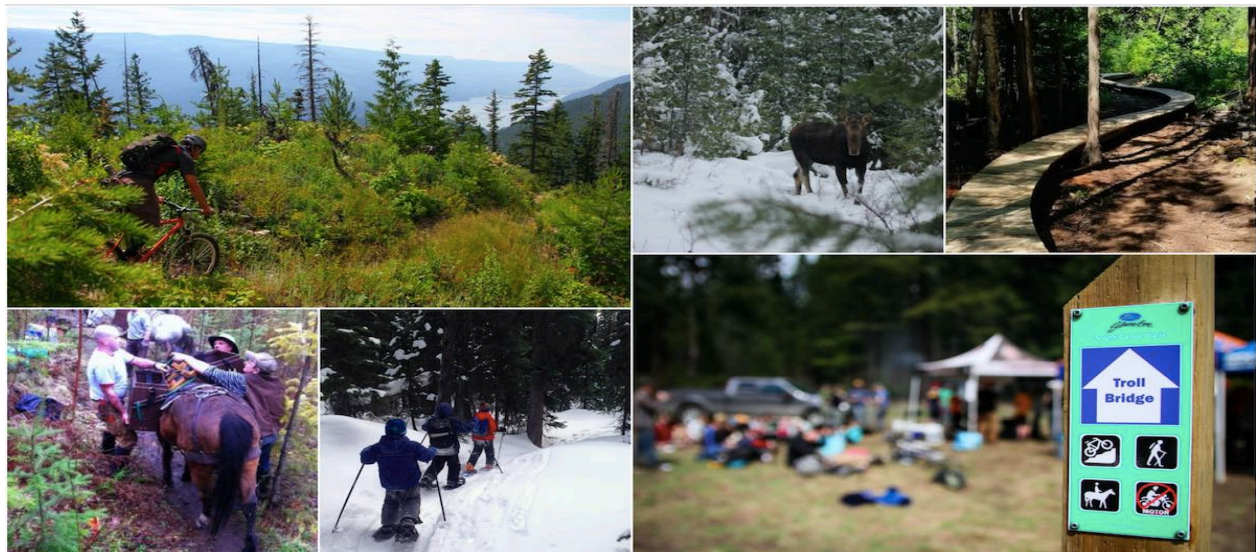


Image taken from Klahani Park Master Plan 2016, City of Salmon Arm

The South Canoe trail system is 800 metres away. The South Canoe Trail System in itself is a comprehensive trail system and is the Shuswap's most visited system by locals and visitors. It is complex in its incorporation of multiple modes of trail use, including stewardship by the Fish & Game Club. It is unique in its links to a wider system that includes the Larch Hills Traverse which links to Sicamous, Splatina, the Hyde Mountain Lookout, AND the soon to be realized Sicamous to Armstrong Rail-Trail. It also links up to the Larch Hills Ski Area trail system, which is an important wilderness area environmentally, culturally, recreationally, and economically.

Additionally, the City of Salmon Arm has a non-motorized greenway planned in their long-term greenway strategy connecting Little Mountain Park, running adjacent to the school, passing by Klahani Park and to the South Canoe trail system (Appendix 4). When established, this would facilitate safe commuting for students to Klahani Park, South Canoe trails and other outdoor locations in the community.

The South Canoe trail system is on the edge of 2 different biogeoclimatic zones - the Interior Douglas Fir and the Interior Cedar Hemlock zones. Wildlife generally thrive in these zones, with several interesting songbird, mammal, and amphibian species that can be found here. These trails move through provincially-managed Ungulate Winter Range, which provide high value habitat for mule deer in the winter. This trail system is also on the edge of cleared residential area and natural upland forest. These edges and the effects that they have on plant and animal communities, provide opportunity to ask questions, design experiments, and learn about ecological systems and our connections to them.



The nearby South Canoe trails offering a range of experiences

Inventory of resource people and places in South Canoe

An established South Canoe community group has put forward their properties and expertise for use by students of South Canoe. These free resources, most within walking distance, would help the variety of learning experiences that could potentially be provided to students at the South Canoe School site. The following properties, businesses and organizations from the South Canoe community have offered to help:

- Akerview Guesthouse - Ria van Zealand
- Bob and Mary Howard & Family
- Fleming and Phyllis Jorgenson & Family
- Haney Heritage Village
- Lockwood Family Farm
- High Mountain Farm - Doris and Axel Hvidberg
- Harpur Pumpkin Patch Sydney and Steve Harpur
- Klahani Park
- Thurgood's Family Farm - Jay and Lennie Thurgood & Family
- Moondaisy Farm - The Ross Family
- Steve and Christine Williams Family
- Topline Stables
- Zappone Bros. Gravel



More descriptions of these sites can be found in Appendix 6.

Rationale

Research Summary

In 2005, the book 'Last Child in the Woods' cited only 9 reliable peer-reviewed articles on benefits of nature to children that existed to date. Today, well over 500 peer-reviewed articles exist, exploring a range of topics (Richard Louv, CN&N Conf., 2017). Some of these topics include the positive impacts from time spent in nature regarding: ADHD, Autism, executive functioning, academic performance, obesity, myopia, depression, anger, cortisol levels, post-operative recovery, socialization, creativity, critical thinking, resiliency, sleep, improved engagement/enthusiasm/behaviour in school, ability to focus, impulse control, reduced stress and irritability, cooperative play, and reductions in criminal behaviour, among many others. The Child and Nature Network has an easily accessible research library that is free for public use. It includes a multitude of research studies, including many comprehensive literature reviews in the field of outdoor learning. In the context of a place-based, experiential outdoor model for a school, we have included some highlights below:

Executive Function

Outdoor experiences, particularly those that are play-based and experiential, help to strengthen an inter-related set of mental processes that support the retention of information, focus attention, problem solve and mental flexibility.

Mental Health, Emotional Health and Well-being

Inspire wonder and awe in the wild spaces throughout the Shuswap, thus cultivating a connection to place and an ethic of care for our natural environment. It should be noted that 'Health and Wellness' is one of the key headings in our draft strategic plan for School District No. 83.

Physical Health

Simply having access to parks and green-spaces increases physical activity among children and reduces risk of obesity. Outdoor play as children increases the likelihood of physical activity in adolescence.

Environmental care

Spending time in nature with a caring adult as a child is the single best indicator for being an environmentally conscious person and seeking out professions in the field of environmental care and protection.

Notable Studies in the field of Outdoor Learning

Academics

Time spent in nature boosts performance in reading, writing, math, science and social studies

1. Lieberman & Hoody (1998). Closing the achievement gap: Using the environment as an integrating context for learning. Results of a Nationwide Study. *San Diego: SEER*.
2. Chawla (2015). Benefits of nature contact for children. *J Plan Lit*, 30(4), 433-452.
3. Berezowitz et al. (2015). School gardens enhance academic performance and dietary outcomes in children. *J School Health*, 85(8), 508-518.
4. Williams & Dixon (2012). Impact of garden-based learning on academic outcomes in schools: Synthesis of research between 1990 and 2010. *Rev Educ Res*, 83(2), 211-235.
5. Wells et al. (2015). The effects of school gardens on children's science knowledge: A randomized controlled trial of low-income elementary schools. *Int J Sci Edu*, 37(17), 2858-2878.

Time spent in nature enhances creativity, critical thinking and problem solving

1. Moore & Wong (1997). Natural Learning: Rediscovering Nature's Way of Teaching. *Berkeley, CA: MIG Communications*.
2. Barker, J., Semenov, A., Michaelson, L., Provan, L., Snyder, H., & Munakata, Y. (2014). Less-structured Time in children's daily lives predicts self-directed executive functioning. *Frontiers In Psychology*, 5(593), 1-16. DOI: 10.3389/fpsyg.2014.00593

Time spent in nature increases focus and attention

1. Faber Taylor et al. (2002). Views of nature and self-discipline: Evidence from inner-city children. *J Environ Psy*, 22, 49-63.
2. Martensson et al. (2009). Outdoor environmental assessment of attention promoting settings for preschool children. *Health Place*, 15(4), 1149-1157.
3. Wells (2000). At home with nature effects of "greenness" on children's cognitive functioning. *Environ Behav*, 32(6), 775-795.
4. Berto et al. (2015). How does psychological restoration work in children? An exploratory study. *J Child Adolesc Behav* 3(3).

Time spent in nature can decrease ADHD symptoms

1. Faber Taylor et al. (2001). Coping with ADD: The surprising connection to green play settings. *Environ Behav*, 33(1), 54-77.
2. Amoly et al. (2014). Green and blue spaces and behavioural development in Barcelona schoolchildren: The BREATHE Project. *Environ Health Perspect*, 122, 1351-1358.

Time spent in nature fosters greater engagement with learning

1. Rios & Brewer (2014). Outdoor education and science achievement. *Appl Environ Educ Commun*, 13(4), 234-240.

Well-being

Time spent in nature increases physical activity

1. Hartig et al. (2014). Nature and health. *Annul Rev Publ Health*, 35, 207-28.
2. Christian et al. (2015). The influence of the neighbourhood physical environment on early child health and development: A review and call for research. *Health Place*, 33, 25-36.

Time spent in nature reduces stress, anger and aggression

1. Chawla et al. (2014). Green schoolyards as havens from stress and resources for resilience in childhood and adolescence. *Health Place*, 28, 1-13.
2. Roe & Aspinall (2011). The restorative outcomes of forest school and conventional school in young people with good and poor behaviour. *Urban For Urban Gree*, 10, 205-212.
3. Younan et al. (2016). Environmental determinants of aggression in adolescents: Role of neighbourhood green space. *J Am Acad Child Adolesc Psychiatry*, 55(7), 591-601.
4. Wells and Evans (2003). Nearby nature: A buffer of life stress among rural children. *Environ Behav*, 35(3), 311-330.
5. Roe and Aspinall (2011). The restorative outcomes of forest school and conventional school in young people with good and poor behavior. *Urban For Urban Gree*, 10, 205-212

Time spent in nature leads to improved relationship skills

1. Chawla et al. (2014). Green schoolyards as havens from stress and resources for resilience in childhood and adolescence. *Health Place*, 28, 1-13.
2. Chawla (2015). Benefits of nature contact for children. *J Plan Lit*, 30(4), 433-452.

Time spent in nature allows children to better cope with stress

1. Wells & Evans (2003). Nearby nature; A buffer of life stress among rural children. *Environ Behav*, 35(3), 311-330.
2. Corraliza et al. (2012). Nature as a moderator of stress in urban children. *Procedia - Soc Behav Sci*, 38, 253-263
3. Chawla et al. (2014). Green schoolyards as havens from stress and resources for resilience in childhood and adolescence. *Health Place*, 28, 1-13.

District-wide surveys of Outdoor Learning

OL Survey of admin and teachers

In March 2017, a survey was sent out to all schools within SD83 on outdoor learning. It attempted to be both a snap-shot of the current status of outdoor learning and outdoor learning initiatives in each school and a tool to gain feedback on the possible future direction of OL in the district. The survey had 29 respondents, composed of teachers and school administrators, representing 20 of the 24 schools in SD83. The data collected can be deemed reliable as 25 of the 29 respondents had been at the school they were representing for at least 2 years.

Highlights:

- Every survey respondent placed at least 'a fair importance' or 'a great deal of importance' on students engaging in outdoor learning activities as part of their schooling.
- While all 29 respondents said their staff feel it is important for young people to receive outdoor learning experiences as part of their education, when asked to what extent OL is an educational priority only 9 said outdoor learning was either 'quite a lot' or 'a great deal'.
- Only 11 respondents reported classes in their school having 1/2-day field trips on average once per month, only 4 reported classes engaging in full-day field trips on average once per month.
- 10 respondents said no teacher in their school has a dedicated weekly outdoor learning time slot
- Top 3 OL learning activities provided by schools: 'reading, drawing or journaling in natural settings', 'outdoor art' and 'cross-country skiing'.
- 12 schools have now or are planning to build a student-maintained garden
- 11 schools have now or are planning to build an outdoor learning space on school grounds
- The most-accessed school district OL program over the past 2 year: 'Outdoor Awesome'
- Top 2 funding sources that support OL: 'parent fees' and 'parent fund-raising activities'
- Zero respondents were 'highly satisfied' with the established programs for OL in the district, 11/29 'somewhat satisfied'
- 22 respondents were 'somewhat' or 'highly' satisfied with the available green space near their school, some noting it's there but just not being used.
- Top additional resources needed to increase OL experiences: funding/bussing, training for teachers, district OL teacher and/or facility
- Biggest barriers: 'background knowledge in teaching outdoors', 'adequate funding'
- Biggest SD-based initiative they think would improve quality of OL-based learning: 24 of 29 respondents chose 'outdoor school providing day programs'. The next highest was 20 choosing an 'OL Pro-D series', which is currently being run in 2017.

Survey results seem to point to there being a lot of interest in outdoor learning as well as an understanding that learning outdoors is important for children at school. A wide variety of activities are being provided to students from elementary through high school, mostly during 1/2-day field trips. The data also suggests a necessity for both more funding and district leadership in taking outdoor learning to the next level.

Creating an outdoor school that supports other schools' OL programs by running day programs itself was the top choice for 24 of 29 respondents. Other respondents also noted that having dedicated outdoor learning teachers either within the district or within each school would also work to further OL initiatives in those schools. Teacher training came up frequently, with many pointing

to the Outdoor Awesome model as one worth continuing as students receive outdoor experiences at the same time that teachers receive professional development in natural settings.

The survey results seem to support the creation of an outdoor learning school that in turn helps support the growth of outdoor learning across the district.

For full survey results, see Appendix 8.

OL and South Canoe parent survey

Outdoor Learning Parent Survey Summary

In September/October 2017 a survey was sent out to all parents in SD83 in regards to the possible opening of an Outdoor Learning school in our district. Also included was a question specifically geared towards gauging interest in the school being at South Canoe. Parents were asked to fill out the survey once for each child that might enroll in an Outdoor School. The response favoured there being an Outdoor Learning school option within our district as well as specifically at South Canoe.

Highlights:

- 1003 students were represented by the survey participants
- 552 indicated interest in enrolling a child in an Outdoor School in their area, a further 270 said it would depend on the location of the school.
- 391 indicated an interest in enrolling their child in an Outdoor School at South Canoe in September 2018.
- Of the 363 who answered the gender question, 61% were for male students and 39% were for female students.
- Of the 362 who answered, 76 of the students represented are Indigenous.
- Of the 363 who answered, 45 are students with special needs.
- Of the 361 who answered, 99 are in or will be in French Immersion
- Even with 640 survey participants who skipped the question of current school location, students from 22 schools were represented in the survey, showing interest across the district.
- Although only a third answered this question, a K-8 configuration gained the most votes, followed by K-12 then K-5 (only half the number of K-8).

Results from this survey indicate that parents in SD83 strongly support the creation of an Outdoor School as an educational option for their child(ren). There is also broad support for that school being placed at South Canoe for the 2018/2019 school year. Of those 391 who answered 'yes' to it being at South Canoe, there were some cohorts whose interest in the school may change based

on the configuration (high school and middle school participants) or the fact there won't be French Immersion offered at this school (Bastion, Shuswap Middle and possibly High school participants).

Of the survey respondents, at least 71 attend or will attend middle school (SMS - 60, LWM - 11, Carlin Elem/Middle - 14). 66 students attend or will attend high school (SASS - 49, ALF - 10, PVSS - 4, ERS - 3). The largest cohort was from Bastion, with 78 students represented in the survey, though the percentage of Immersion and English-track students was not gathered in this survey.

Many questions on the survey were skipped by a majority of survey participants; however, the data collected nonetheless shows the trend of how the general parent body views outdoor learning in our school district. One might also assume that those who are most interested in enrolling their child in an outdoor school were among the group of around 360 who did answer the majority of questions.

A large number of parents also chose to leave written responses when allowed in the last two questions. "What interests you most about an outdoor learning program?" garnered 241 written responses, and "Do you have any other comments, questions, or concerns?" led to 376 written responses. These written responses are discussed below for each question

Question 10: What interests you most about an outdoor learning program?

All 241 written responses were read, comments were divided into common themes, and then tallied. If two or more themes were noted in a single comment, points were added into each different theme. Here are the highlights, in order of number of tallies.

1. The most tallies (91) were linked to the theme of the Outdoor School possibly providing a different teaching/learning philosophy than parents feel traditional school classrooms currently offer. Strands that were noted in this theme were linked to a non-textbook-based learning approach, hands-on and experiential learning, learning that applies to real life, increased focus on creative thinking and problem solving and their child being "taken out of the norm".
2. Second on the list was based on the theme of connection with nature (76). Comments linked to this theme included fostering a connection to nature, creating an appreciation for nature in the student while building respect for and a comfort in nature, as well as growing their child's knowledge base of local flora and fauna. Creating a connection to place was also included in this theme.
3. The location/setting of learning was next with 70 related comments. This theme was for comments strictly linked to being outdoors itself - fresh air, more movement, more space, no desks, no walls and the general thrust of responses is summed up well by one that said that their child "thrive(s) in an outdoor environment". No comments linked to learning styles nor teaching styles were included here, nor were there any specific comments linked to the health benefits of being outdoors.
4. Fourth-highest was linked to the theme of health and wellness and how being outdoors supports full-body wellness (51). These parents commented on being healthy outdoors, being more active, getting increased exercise, and some cited scientific data that supports this theme. Comments noting how outdoor learning would help specific learning needs in their child were also included here (ADHD, ASD, Anxiety Disorder and Attention Priority Disorder were all noted).

Other themes gleaned from the comments were linked to being unplugged (15), it being community-linked with multi-age possibilities (8), creating links to Indigenous heritage/culture (3) and this school being a resource for other schools to develop their own outdoor learning program (1).

Question 11: "Do you have any other comments, questions or concerns?"

All 376 written responses to this question were read and divided into common themes. If two or more themes were noted in a single comment, tallies were added into each different theme.

1. The theme with the most tallies was positive comments, with 130 containing words of support, excitement and general approval of the Outdoor School concept within SD83. While many of these were short words of support, a number were added as comments along the theme of: "I would enroll my child if the school were closer to my home".

2. The biggest concern/question was linked to bussing/distance of South Canoe from home or current school, with 91 comments. Many of these survey participants support the idea of an Outdoor School (as noted above), but felt the commute was simply too long for their child. Communities mentioned in individual comments were Armstrong (28), Sorrento (12), Enderby and North Shuswap (5) as well as Sicamous, Falkland and Blind Bay.

3. The second-highest tally for concerns/questions was linked to a broad theme that in general asked "why Salmon Arm?" with concerns over elitism, exclusivity and the fact that this Outdoor School might pull funds from outdoor programs in other schools. This theme also included suggestions that the district support outdoor learning with a lead teacher like both Literacy and Math currently have in SD83. A quote that sums up a large number of the feelings in this theme was that one participant wanted outdoor learning to be "woven into all schools" rather than focused in one school.

4. The next theme that garnered a significant number of tallies was 58 participants wanting more information on how the program would look at an Outdoor School at South Canoe. They felt more information was needed on age-range of the school, what the school objectives would be, how support for special needs would be structured and what timelines the district is envisioning moving forward.

The next few themes were concerns linked to age (37), such as students graduating within the next two years or students who will only enter Kindergarten in 2019 or 2020, participants who value their connection to their child's current school (21) too much to move and French Immersion-related questions (17).

Policy Review

Much of the investigation into proposed policies was done through conversations with teachers at other schools that have embraced similar philosophies. The bulk of our policy questions were directed at three successful outdoor learning programs in British Columbia.

1. Maple Ridge Environmental School (MR), School District 42

- Principal: Randy Bates
- K-7 school, 88 students

Visited by Isabelle Gervais, Emily Styles and Ceren Caner in February 2017

This school is based out of a research forest and they have some outbuildings used to store materials. With the exception of visits to the library, pool and a workshop in town, 100% of the learning takes place outdoors. Maple Ridge embraces the idea of experiential education thoroughly, thus policies are ever changing and not recorded in much detail. What we have from them was gathered from interviews with their principal from last year who helped establish the program from its inception 5 years ago, Clayton Maitland. Clayton states that this project became possible because of a research partnership with the school and Simon Fraser University. They work closely with local Indigenous groups and with many partner organizations. As pedagogical exploration and experimentation is at the heart of the principles and values of the school, many areas are different than other schools including: assessment and evaluation, registration, and hiring.

2. Sangster Nature Kindergarten (SNK), School District 62 (Sooke)

- Principal: Maureen Lauren
- Kindergarten, 20 students

Visited by Isabelle Gervais and Emily Styles in March 2017

Sangster has operated successfully for 5 years. This year, they have opened a second nature kindergarten in the Sooke School District. At this school the teacher is supported with one full time early childhood educator (ECE). Sangster's Nature Kindergarten was built within the school district's rules, as Maureen says, "followed the policy, down to the wire". For example: they followed the district's policies on hiring; the teacher/ECE seem completely comfortable teaching in a 'traditional' way though they are also skilled at an inquiry-based approach to learning; and their class is embedded in a regular school, which means they have a classroom that they use in the afternoons and they go to music and use the gym and go to assemblies.

3. NEST program at Davis Bay Elementary, School District 46 (Sechelt)

- Principal: Ursula Hardwick
- K-7, dual track school, 90 students

Meetings with teachers by Isabelle Gervais, Emily Styles and Ceren Caner in Sept 2017

NEST was a program created to prevent the school from closing due to low enrolment. There is a 'regular stream' of students at the school and an 'outdoor stream'. In general, it seems that NEST was also conceived within their school district's bounds, though they are pushing the edge as they ask 'what is authentic learning and reporting?' They have a reporting system that is based more on dialogue with parents, on student-led demonstrations of learning, and on anecdotal written reports, and they do not use grades or numbered scales. Our SD83 team was impressed by their setup and have created partnerships with the teachers and also the researchers from SFU (Sean

Blenkinsop and Laura Piersol) that have supported start up for their program and the program in Maple Ridge.

Field trips & Off-school-grounds

MR: Meet off site 2-3 times a week at different locations, based on their year plan: generally they spend a chunk of time (a couple of weeks to a couple of months) at one site before moving on to the next. Parents are expected to drive/carpool.

SNK: They are outside for 3 hours every morning in the forest adjacent to the school property, about 1km one-way. This is not considered a field trip, just daily learning, so they have one teacher and one ECE for 20 kindergarten students. Sometimes they go on 'regular' field trips (to the library, etc), and then they need to follow district policy, but their district doesn't have an adult-child ratio so as long as they can get all of the children there (by bus or car), they don't need to have a bunch of other adults along. NOTE: The Nature Kindergarten at Scout Island (Williams Lake) also does not have an adult-child ratio.

NOTE: SNK has M.O.U's with First Nations and with the school district saying that they will be outside at these particular sites everyday.

NEST: They walk about 1km one-way to their daily sites. Like SNK, they have a couple of sites depending on the weather (eg. if it's windy they go down to the beach; if it's rainy they shelter under the trees of the forest). Also like SNK, these sites are not considered 'field trips' because they are their daily learning spaces, so they don't have field trip adult-child ratios: they go two teachers together, which means two classes, so that there are two adults in a group. Their district also doesn't have adult-child ratios for field trips.

Safety risks/policies

SNK: They had an official person from the Provincial Emergency Preparedness ministry come and do an assessment, and at the same time they brought a 7-year old child with them to walk the land and record what hazards/risks a child would uncover or be drawn to. They don't share their risk management plan with parents (or anyone else, including us), but they do tell parents at the informational meeting that they have a risk management plan. This document is always changing, such as when they had an unusual snowfall, or the kids ran into a bees' nest.

From Sangster's Risk Management Plan:

Step One – Determine your Philosophy Regarding Risk

Step Two – Identify your Internal and External Human Resources ie who can help build risk

Step Three – Identify a Point Person

Step Four – Consult with a Risk Management Expert

Step Five – Review the Standard Risk Register Template

Follow this link – www.bcspp.org

Step Seven – Re-format Your Risk Management Plan to Include Necessary Details

Step Nine – Revisit the Risk Management Guidelines Continuously

Application & Registration process

MR: On-line application only for kindergarteners except for the first few years, to allow entry of all grades and only Kindy registration now that the program is full. After online application, each family is interviewed to ensure that principles are understood and to help ensure a good fit. All families were interviewed prior to entering school. It was important to them that they were clear on the philosophy and reality of the school - i.e. being outside all the time. Just because a family applies to the school, does not mean that they will be able to register: it depends on the interview.

SNK: There is lots of information at this link re: their first year registration:
<http://naturekindergarten.sd62.bc.ca/registration-process/>

There are three information sessions offered in January, and parents who are interested in registering their child in the Nature Kindergarten must attend one: on a Thursday night or on a Saturday morning (accessible for all parents, working or not), or at the Indigenous centre called “Journey of the Heart” (which is an intentionally chosen venue so that the news gets out to the Indigenous community and they have an equal chance to register). Attendance at an information meeting is mandatory, and attendance is tracked. At the meeting there are the teachers, the admin, and a parent of a child who has already done the Nature K program. At the information sessions they discuss expectations, such as clothing, and parents sign an application form saying that their child can walk a couple of kilometers, that their child can follow directions, that their child is toilet trained, etc. This application form is then colour-stamped and handed in to admin by the Friday of the online registration week, which doubles as an attendance record. The Monday after these parent information meetings, online registration begins. Registration is first-come, first-served, within the guidelines of 9 girls, 9 boys, and 2 aboriginal students. They don’t do interviews. They also don’t restrict composition (other than ministry composition limits). They have two orientation days, with the future-students and their parents: one in February (when the weather is cold and difficult, to give parents and kids an idea of what the reality of 3-hrs-a-day outside is like), and another one in May/June (they use Ready-Set-Learn money for a TOC for this day).

Composition

MR: Using online registration, they were able to filter elements of composition including boy/girl ratios and the number of Indigenous students. Class sizes K-8 are between 18-23 students per class, due to a large number of students with I.E.P.’s.

SNK: The Nature Kindergarten program follows ministry composition limits. The application form that parents sign off on acknowledges that an outdoor program needs to be a good fit for their child, and that withdrawing from the program may be necessary if, after conversations and adjustments have been made, it is still not suitable or safe because a child’s “ongoing needs prove greater than the supports available”.

Students withdrawing part way through the year

MR: This happened for a couple of students, but in general, a rigorous interview process that outlined expectations avoided this. Students that chose to withdraw simply transferred back to their regular catchment school.

SNK: This happened on one occasion for a student whose behaviour simply made it too unsafe to be outdoors, even with designated CEA. This was in the first year of the Nature Kindergarten program: there was a child who was oppositional/defiant, who was unable to listen and follow directions, and who would run away. It was unsafe to have a child who would bolt while trying to manage a class. They worked with this family to try to support this child, but in the end it was untenable.

Hiring timeline and procedures (connected to registration process)

MR: When they first started the school, they hired teachers in late April/May, which posed a major challenge in terms of setup and preparation.

MR requires that teachers complete a 40-hour special training course about experiential education and teaching outdoors, run by Clayton Maitland. This certificate trumps seniority.

District program, catchment

MR: Originally open to parents outside MR (ie other districts, countries), but evolved into district program, no catchment whatsoever – like French Immersion.

SNK: District program, no catchment; parents are responsible for transportation to/from the school.

NEST: District program, no catchment; parents are responsible for transportation to/from the school.

Behaviour

SNK: Teachers bring cell phones or walkie-talkies, and if there is a behaviour issue, they call the administrator who comes and retrieves the child and keeps them in the office for the rest of the morning; if it is a repeating problem the administrator will keep the child in the office for the next day too. There are always two adults in the forest. “We are firm on the behaviour. If they can’t handle it, they are out of there. It’s a safety issue if you can’t trust them out there,” says Maureen Lauren, the principal.

Parent drop off/pick-up at different locations in expectations/handbook, registration

MR: Drop off/pick up in town once a week and an additional drop off at off site location once a week. Phone communication via teacher/admin cell if unavailable. The school creates a year-plan with locations and parents know ahead of time where school will be held each day. There is a 45 minute radius (by car) that is considered the “learning area” for the school.

Requirements/ signals, procedures before going outside.

MR: Ongoing discussion with students on how to dress, boundaries, and procedures for animal encounters. Also rules about staying behind the lead teacher and in front of the sweep.

SNK: There is a period of time at the beginning of the year (a few weeks or more, depending on the class) where teachers practice signals and procedures with students on the school fields before taking them to the forest. Some procedures include: what to do if you see a cougar/bear/deer etc, how to treat simple first aid, how to respond to teacher signals, etc.

NEST: Students are part of the ongoing discussion around awareness and management of hazards.

Recess/Lunch/preps at Outdoor School

MR: As it is outdoors with no major school facility, teachers are always milling about. However, the principal, is in charge of supervision when he is on-site.

NEST: Typically they are gone for morning until lunch. Recess is compensated by keeping track of recesses and giving them days off. Preps are blocked into afternoons for all classes to allow for co-teaching and multi-aged learning when off school grounds

SNK: The teacher and the ECE take turns doing supervision at recess in the forest. They have prep in the afternoon when they are back at the school building.

NEST: Typically they are gone for morning until lunch. Recess is compensated by keeping track of recesses and giving them days off. Preps are blocked into afternoons for all classes to allow for co-teaching and multi-aged learning when off school grounds.

Assessment and Reporting

MR: They operate outside of the rest of the school district. Primarily they use learning stories, always focusing on what the student can achieve. Anecdotal comments are done unit by unit.

NEST: No numbered scales, only anecdotal comments. A major student led interview each term and also use of Fresh Grade.

SNK: They use the reporting system that the rest of the school district uses. They also document learning stories but primarily as an additional communication tool with parents and students.

Use of technology

MR: "We use extensive technology ... artifacts of technology, from pen and pencil to knitting needle and crochet hook, from shovel, adze and rake to hammer, saw and power tools, from knives for carving and cooking preparation to carving tools, and from creating/carving/ making their own fork, knife, spoons, baskets, flutes, drums." They also have 15 iPads and 25 laptops, but the founder of the school, Clayton Maitland says: "Digital technology is only one tool."

First aid training

MR: All teachers need first aid. One or two main first aid attendant with up to date certification, quite high. Everyone trained in a three-day Red Cross course, level 1 with add in discussions/practice for the needs of that school. All training was done as a complete staff. Review first aid is done every second year.

NEST: All have Wilderness first Aid, which is a 25-hour course. This was a requirement for qualification.

OL committee recommendations for policy and regulations

The OL committee considered many factors when discussing and agreeing upon the following recommendations. These considerations included: Responses from both district-wide surveys of Outdoor Learning, current district policies, the need for inclusion to all families, feasibility, community resources available, and ministry requirements.

Considerations for policy and regulations

The committee has discussed and weighed out the pros and cons for the following policy and regulation related issues. These recommendations serve to support decisions made by Senior Leadership, NOSTA, school administration and teachers working at that school.

Safety and risk management

It was agreed that regarding adult ratios, the teachers at the school should have a higher level of training and expertise for management outdoors and that they should have higher first aid training (such as Wilderness First Aid). Thus student/adult ratios should be determined by the teachers and administrator on a site-specific basis, with Risk Assessment Forms completed (approved by admin). These ratios would differ from the current district recommendations.

Catchment

It was agreed that this should be a program of choice for anyone in the district. All students in the South Canoe neighborhood wanting to register should be accepted automatically. Some thought will be needed if there is future enrollment pressure.

Application and Registration process

It was agreed that an intent-to-register would be prudent. Also, a phone-in-style or lottery system would be the most equitable way to pick students. Application could be done online or with a form or both.

Application form: Subcommittee recommends that: (note: timing will be different for starting up in 2018: these recommendations are for future years)

-At the Parent Information Meetings, parents sign an "intention to register", with contact and demographic information, then take home an application form and "sign off" on things like:

*parents are willing / able to drive to school and scheduled sites (or organize rides for their child OR take bus from feeder schools)

*parents are willing to properly outfit their child for weather, and commit to checking weather every day before school (funding needs to be in place to support clothing needs for those families that can't afford it)

*parents understand that their child will be (and come home) wet and dirty; and that their child will be outside a lot

*parents understand and support Outdoor School's values and principles of learning

*parents agree that if their child's ongoing needs prove greater than the supports available, there will be a discussion with school and district staff to see if Outdoor School is a good fit for their child. Committee felt that this was important. It is a safety issue when in outdoor spaces.

Composition

Agreed that preferential opportunities should be given for Indigenous students on Reserve. Given the very small percentage of students on Reserve, these applications could be automatically chosen/accepted.

Siblings

It was agreed that we should keep families together if desired. Thus siblings automatically accepted to program as done with French Immersion.

Assessment and Reporting

Once the school staff is selected they will collegially develop school-based assessment and reporting practices in line with district and Ministry guidelines.

Potential Community Partners

Based on the vision proposed by the OL committee along with much dialogue with a range of experienced educators, experts and community leaders, it was decidedly important that the establishment of community partners for this project was critical.

Partners Roundtable

It was agreed that it would be prudent to seek input and gather ideas from organizations that are potentially interested in supporting learning at this school.

On September 25th the Outdoor Learning Committee members hosted a Round Table Meeting with various organizations and community groups in the North Okanagan Shuswap. The goal of the meeting was to present the idea of Outdoor Learning and specifically an Outdoor Learning School at the former South Canoe Elementary site. The committee was interested in seeing if there was support for such a school as well as seeing how these community groups see themselves as part of the vision of this proposed school.

The meeting was held in the gymnasium at the South Canoe School site and approximately 30 people representing 20 different organizations were present (see the attached notes from the meeting in Appendix 3).

The meeting was opened by Isabelle Gervais and Louis Thomas. Carl Cooper, Director of Instruction then addressed the group, followed by a presentation by School District 83 teacher Ceren Caner. "It is the aim of this committee to develop a school that engages students with local ecosystems, where the focus of learning is on inquiry, experience and reflection. Teaching the BC curriculum through nature's lens, learning will support the well-being of the students, the community, and the land".

The vision of the school is that of a hub for Outdoor Learning in School District 83 and a school that would support other schools in providing Outdoor Learning Programs for their students. The school vision is that of a school of choice with a philosophy based on the First Peoples' Principles of Learning, is place-based, inquiry/student-centered, multi-aged, experiential and connected to the community.

The community members completed a survey before exiting. The survey data indicated that all community groups and organizations that could speak for their community group supported an Outdoor Learning School at South Canoe (All comments and results included in Appendix 3)

Suggestions and feedback from potential partner organizations

The participants then broke into round table discussions of the key elements of the vision and how the community partner groups see themselves fitting into this vision. Some of the main themes discussed included:

- Community building and access of local resources - accessing local knowledge keepers, the many local community organizations, local industry and individuals who could provide support for an Outdoor Learning School.
- South Canoe School could serve as a hub for Outdoor Learning and a Centre for all schools in the School District to grow a culture of Outdoor Learning. This would be a model that could help build equity and opportunity for all schools.

- A school with a Place-Based philosophy that could make connections that are historical, current and forward thinking. Experiences and learning that is grounded in the place where students live and learn and can deal with such topics as food sovereignty, stewardship and could include projects that could benefit the local community.
- South Canoe is a natural fit for a school that promotes ecoliteracy. The school lies in close proximity to the South Canoe Trails, the Larch Hills Trails System, Klahani Park, as well as local streams and forested areas.
- The need to compliment learning using the natural world and yet having a strong foundation in academics and using technology when necessary to enhance learning. A hands-on, experiential learning experience that is project-based and inquiry focused.

Feasibility

A meeting was held to determine the projected costs of this school on October 26, 2017. The projections identified in this section are based on the information gathered at that meeting, although a number of changes and amendments took place following the meeting in consultation with individuals that attended this meeting. The following School District personnel gave their input into the costs:

- Carl Cooper, Director of Instruction
- Steve Bennett, Director of Operations
- Stephen Ollinger, Manager of Information Services
- Gary Greenhough, Director of Finance
- Nicole Bittante, Secretary Treasurer
- Ceren Caner/Adam Barraball/Isabelle Gervais, OL Committee members
- Peter Jory, Superintendent

Capital Costs

The one time capital costs to get the school up and running were projected. Some repairs are needed on the roof and interior flooring. Technology infrastructure costs are high as the school did not receive the upgrades that all district schools have been receiving in recent years to make them consistent with the District's technology plan.

One Time Expenditures

Roof repair	120,000
Renovations	50,000
Technology and infrastructure	100,000
Data upgrade/wiring	70,000
PA system	25,000
Furniture	40,000
Equipment/materials	50,000
Playground	0
Total One Time Expenditures	\$455,000

Additional Annual Operating Costs

The annual operating costs are calculated on the assumption that the school would be running at capacity with 180 students attending. These calculations factored in the costs saved at other schools from which the students will have left. Thus these costs represent additional annual operating costs to the district.

	FTE	Cost	Savings
Principal (FTE)	1.0	\$142,000	
Teachers (FTE)	8.6	843,722	738,257
Education Assistants (Hrs per week)	60.0	67,200	67,200
Lunch Hour Supervisor (Hrs per week)	7.5	7,500	
Clerical (Hrs per week)	30.0	38,400	
Custodial (Hrs per week)	28.0	29,120	
Total Wages including Benefits		\$1,127,942	\$805,457
<i>Additional considerations</i>			
<i>LRT (within Principal FTE/follows needs)</i>			
<i>Music (population based)</i>			
Net Cost after Savings			\$322,485

School Allocations	\$3,000
Equity/access	\$5,000
Utilities	17,000
Maintenance	20,000
Technology	5,000
Grounds	15,000
Transportation	0
Other Costs	\$65,000
Total Annual Operating Costs	\$387,485

Portable classrooms

Factoring into the feasibility equation is the increasing student enrolment throughout the district and a need for portable classrooms. Thus, these costs have been calculated to help provide a clearer picture of the impact on the School District Budget.

Purchase and installation	135,000
Preparation	28,500
Connection (power, phone, intrusion, fire, data)	10,000
Technology (wifi, projector)	3,500
Furniture	5,000
Equipment/materials/resources	6,000
Utilities	3,000
Custodial	5,000
Total	196,000

8 Year Cost Projection

The following budget breakdown over 8 years, considers enrolment projections at different schools and requirements for classroom portables over time.

INITIAL ONE TIME START-UP COSTS

- Start up costs for 1 portable varies depending on site. Average cost is \$196,000. Within 8 years, it would be a conservative estimate to say we will need at least 8 portables between Hillcrest, Bastion, South Broadview and North Canoe.
- capital costs for 8 portables: \$1,568,000
- capital costs for South Canoe (repairs and upgrades to get it up and running): \$455,000

YEARLY OPERATING

- Additional annual operating cost of running South Canoe school is budgeted at \$387,485 (not including additional portable costs at other schools)
- One portable \$10,000 per year (not including maintenance)
- 8 portables \$80,000 per year

What is not factored in is that additional portables will be needed incrementally, not all at once. The following breakdown is a conservative ballpark estimation of 2 additional portables every 2 years:

Year 1/2:

Operating (additional operating costs incurred for district):

\$387,485 (SC operating) - 20,000 (2 portables operating) = \$367,485

Capital:

\$392,000 (buy and install 2 portables) - \$455,000 (SC school ready) = \$63,000

Year 3/4:

Operating (additional operating costs incurred for district):

\$387,485 (SC operating) - \$40,000 (4 portables operating) = \$347,485

Capital

-\$392,000 (**savings** due to installation of 2 portables)

Year 5/6:

Operating (additional operating costs incurred for district):

\$387,485 (SC operating) - \$60,000 (6 portables operating) = \$327,485

Capital

-\$392,000 (**savings** due to installation on 2 portables)

Year 7/8:

Operating (additional operating costs incurred for district):

\$387,485 (SC operating) - \$80,000 (8 portables operating) = \$307,485

Capital

-\$392,000 (**savings** due to installation on 2 portables)

*maintenance of portables not included, *inflation not included

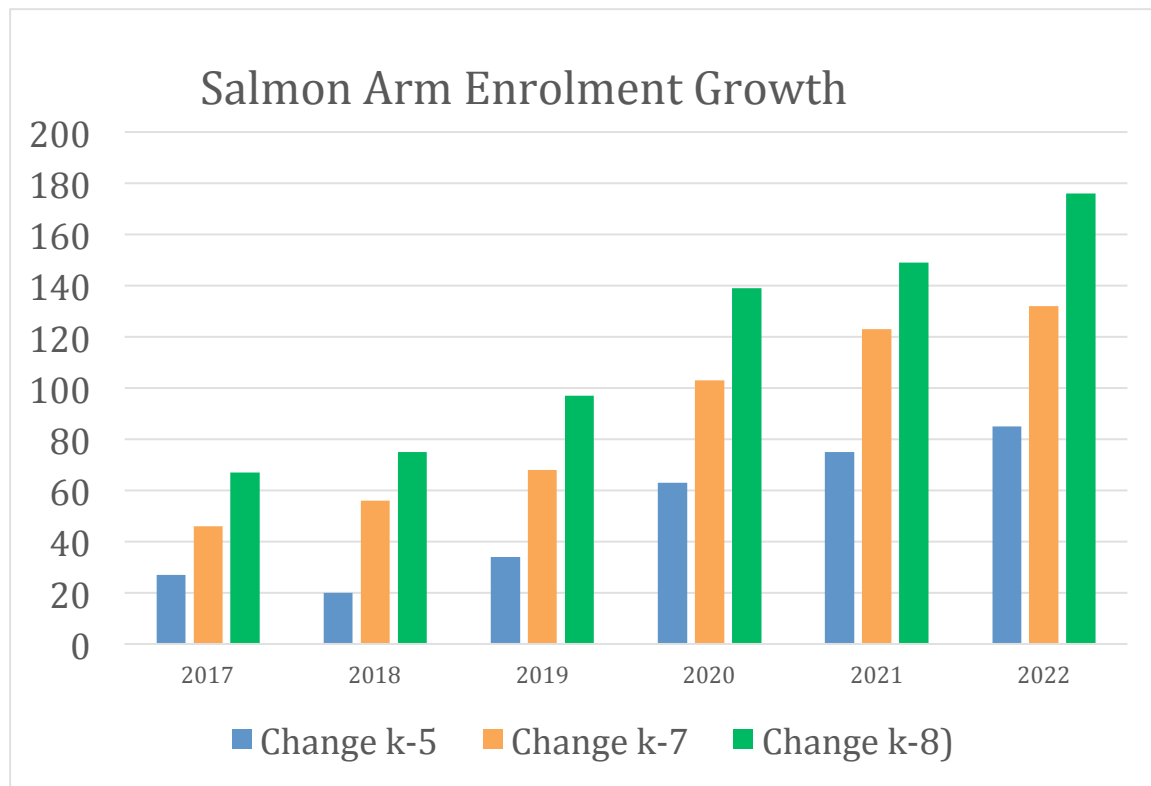
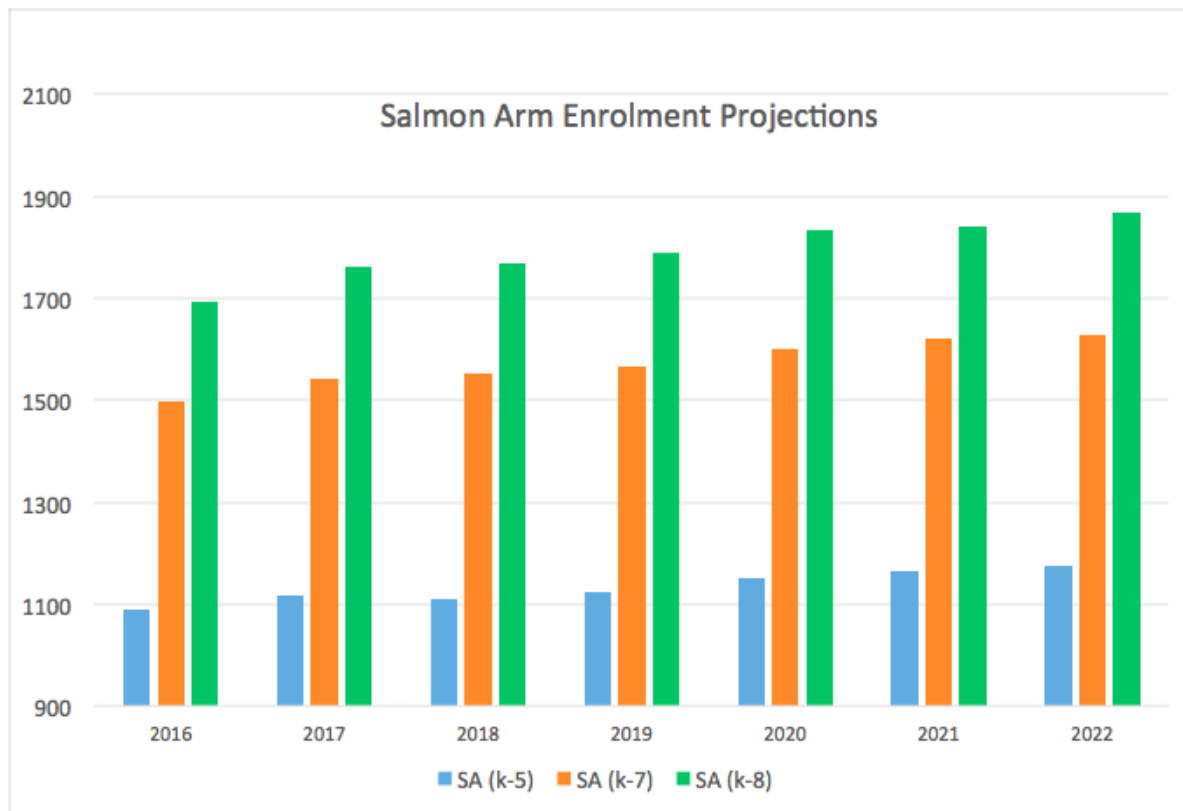
It is hard to determine needs beyond 8 years, but it is assumed that the South Canoe school would reach capacity so there would no longer be capital savings and it would incur additional operating costs of \$307,485 every year thereafter. This is the cost of running a small school vs. a large school. This would provide South Canoe residents the choice to go to a nearby neighbourhood school in their community.

Enrolment Projections

School District No. 83 has contracted Baragar Systems, a company that works with many Districts throughout Canada to provide accurate projections on student enrolment. The three figures below are updated data provided in December, 2017. The data indicates growth in Salmon Arm schools, including the five schools within 5km of South Canoe Centre: Hillcrest, Bastion, Ranchero, Shuswap Middle School and South Broadview. Bastion Elementary school, for example, is full and overcapacity, unable to allow new students within the school catchment, sometimes separating siblings between two schools due to capacity restrictions.

	Hillcrest	Bastion	SBR	Ranchero	SMS-6/7
2016	295	410	251	133	408
2017	317	404	263	132	427
2018	314	397	261	137	444
2019	312	400	261	150	442
2020	325	409	263	155	448
2021	326	420	260	158	456
2022	329	422	257	166	455

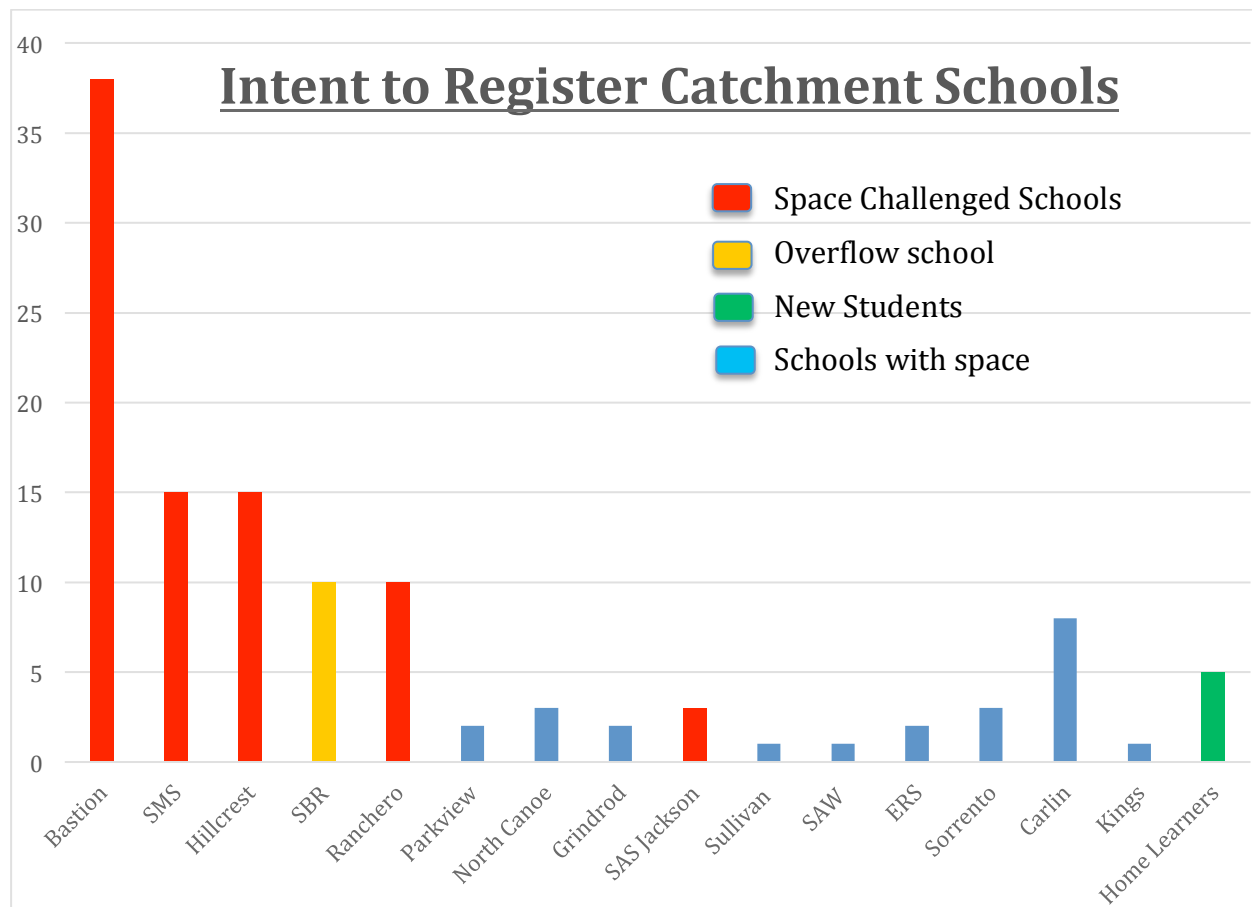
Enrolment data projections from 5 schools within 5 kilometres of South Canoe School.



Additional student enrolment by year for Salmon Arm Schools

Intent to Register Form

On November 7th, 2017 at 6pm a public information session was provided to parents and community members to present the concept of an Outdoor School at South Canoe. Approximately 140 people attended the session. Parents seriously considering this school were asked to fill out an Intent to Register form. A video of the presentation and forms were also made available online. To date 119 Intent to Register forms have been completed for school-aged children. Information gathered from these forms indicate that the 5 schools under significant projected enrolment pressure are significantly represented by the current schools these children are currently attending. 86 students K-6 are represented from these schools and 107 students K-6 from the entire district.



School representation of Intent to Register forms

Committee recommendations for school structure

The Outdoor Learning Committee weighed the pros and cons of various approaches and school structures and aimed to balance district philosophies, good pedagogy, finances, and community impact of such a school. Throughout this 6-month process, the following issues were considered in the development of options and a key recommendation.

Key issues considered for all options:

- evidence-based data from similar schools in BC and throughout North America and Europe
- support the growth of outdoor learning throughout the entire School District
 - an opportunity to do something innovative
- provincial leader in Outdoor Learning
- support Indigenous Education throughout our district
- parent, teacher and student interest in such a program
- school buildings are generally preferred by public over portables
- impact on communities
- Inclusivity of an additional costs for clothing / outdoor gear
- space and challenges on school infrastructure at area schools due to increased enrolment
- an option for South Canoe Catchment students to attend a school close to home
- reduced capital costs for purchasing portables every year after 2018
- capital costs savings over 8 years: \$1,113,000
- initial capital costs of \$455,000 to get school up and running
- increased operating costs for running a small school vs. adding portables to a large school.
- Between \$307,485 and \$367,485 depending on number of portables being operated/maintained
- some students won't access due to Salmon Arm location (too far/gas costs too high)
- after 8 years, additional operating costs would be \$307,485 annually
- desire to reduce transitions between schools

The following options were narrowed based on these considerations:

Option 1: Keep South Canoe Centre closed. Install needed portable classrooms at Shuswap Middle School, Bastion Elementary, Ranchero and Hillcrest Elementary over the next 4 years in response to projected enrolment needs.

Option 2: Re-draw catchment area/boundaries and re-open South Canoe Centre as a K-5 conventional school. This would reduce the space challenges at Hillcrest, Ranchero, South Broadview and Bastion but not Shuswap Middle School. This creates nearby access to school for South Canoe residents but will require some families to change schools without having a choice.

Option 3: Re-draw catchment area/boundaries and re-open South Canoe Centre as a K-8 conventional school. This would reduce the space challenges at Shuswap Middle School, Hillcrest, Ranchero, Bastion and South Broadview. Again, this creates nearby access to school for South Canoe residents but will require some families to change schools without having a choice.

Option 4: Re-open South Canoe Centre as a K-5 School with an Outdoor Learning Program. This would address space challenges at Hillcrest, Ranchero, Bastion, and South Broadview, but not Shuswap Middle School. There are 73 “intent to register” forms from these 4 elementary schools.

Option 5: Re-open South Canoe Centre as a K-6 School with an Outdoor Learning Program. This would address space challenges at Hillcrest, Ranchero, Bastion, South Broadview, and Shuswap Middle School. There are 88 “intent to register” forms from these 5 schools from grades K-6, helping to alleviate the anticipated space challenges at Shuswap Middle School. This model would allow for the possibility of a transition towards a K-8 model by adding a higher grade level each year.

Option 6: Re-open South Canoe Centre as a K-5 School with an Outdoor Learning Program. This could address the space challenges at Hillcrest, Bastion, Ranchero and South Broadview, and potentially Shuswap Middle School if the school transitions to K-8 by adding a grade each year. This would require a review of school and district needs in the spring of 2019.

Option 7: Re-open South Canoe Centre as a K-8 School with an Outdoor Learning Program. This could address the space challenges at Shuswap Middle School, Hillcrest, Ranchero, Bastion and South Broadview.

Option 8: Re-open South Canoe Centre and operate as a dual-track school either as K-5 or K-8 with an Outdoor Learning and a conventional school track. This would require re-drawing catchment area/boundaries. This would help fully utilize the school’s capacity and give options to South Canoe residents to enrol in a local school that has a more conventional pedagogical approach.

Committee Recommendation for School Structure (part 2)

Based on the growing research in Outdoor Learning, the large amount of parental support for this type of program and an ideal geographical location at South Canoe School, the idea of an Outdoor Learning school makes sense in our district. Partner organizations throughout the Shuswap and the South Canoe community in particular are keen to support this type of program. District Surveys of parents, teachers and administrators indicate that this type of program would benefit students in our district a great deal. The enrolment pressures at other district schools and the need to purchase and move students into portable classrooms further adds to the feasibility of such a program.

The incremental cost of portables gives merit to the idea of starting with 4 - 5 classes and building to school capacity over time as space is needed. The likelihood of success of the program in the first couple of years would be improved with fewer students as new staff and administration work together with a variety of partner groups to co-create a productive and innovative program for learning.

Specifically, the Outdoor Learning Committee Recommends Option 5: To re-open South Canoe Centre as a K-6 Outdoor Learning School of choice open to anyone in the School District. This would involve no change to catchment area/boundaries. This could address space challenges at Hillcrest, Ranchero, Bastion, South Broadview, and Shuswap Middle School. 86 current Intent to Register forms are from these 5 schools from grades K-6, helping to alleviate the

anticipated space challenges at Shuswap Middle School. This model presumes a transition towards a K-8 model by adding a higher grade level each year.

Implementation plan/timeline

1. If approved, registration may be in January and facility upgrades would begin in early Spring with the goal of finishing before summer. The school would open in September 2018. The school district Facility department has been consulted and can do the work necessary to open South Canoe in September 2018 if approved in December of 2017.
2. Finalize key school policies prior to start up: Specifically, in the areas of risk management, off-site field studies, parent participation, preparation periods for teachers, LRT support, registration process, physical space (classroom vs. workshop style), and Library/music structure.
3. In collaboration with NOSTA, work towards hiring staff early to allow for time to prepare pedagogical structure and school regulations and conduct further research as needed.
4. Site visit to Davis Bay Elementary in Sechelt K- 7 dual track school

Additional Implementation Considerations and Tasks

1. Highway crossing
2. Zoning
3. School Policies
4. School Intersection
5. Renovations
6. Training
7. Hiring timelines
8. Materials –academic, materials
9. Student Registration

Bibliography

City of Salmon Arm (2011), Official Community Plan – Bylaw No. 4000
<http://www.salmonarm.ca/DocumentCenter/View/52>

City of Salmon Arm (2011), South Canoe Trails Management Plan
<http://www.salmonarm.ca/DocumentCenter/View/1055>

City of Salmon Arm (2016). Klahani Park Master Plan
<http://www.salmonarm.ca/DocumentCenter/View/1704>

Appendix 1. Property maps and school images









Appendix 2. Timeline of process

June 29, 2002: Last day that South Canoe operated as a full school.

May 13, 2013: Bylaw authorized for sale of the school. Withdrawn due to lack of interest and re-listed in December 2015.

August 4, 2016: City of Salmon Arm makes offer to purchase for use as public works yard.

November 18, 2016: Local group opposes and stops city proposal for works yard at South Canoe. Application denied by Agricultural Land Commission.

January 2017: Rumours increasing about a lack of space in schools to absorb the increased classes due to the Nov 10, 2016 supreme court ruling.

February 1, 2017: Meeting at Jackson to learn about the ECO program, Chris Stromgren mentioned use of the South Canoe school as a site.

February 1st – 15th, 2017: Shuswap Outdoor Learning Foundation dedicates time to explore South Canoe as an Outdoor Learning school for SD83. Ceren Caner, Geoff Styles and Emily Styles spend time in meetings and phone calls with Kevin Pearson, Jen and Reid Findlay, Chris Stromgren, Steve Bennett, Ron Wallace (ALC), and Nora Kennett. Further to these conversations, a 'soft-proposal' to explore this concept further is written and sent to Carl Cooper (Director of Instruction) and Glenn Borthistle (Superintendent) from Shuswap Outdoor Learning Foundation.

February 17, 2017: Geoff Styles and Emily Styles visit the Nature Kindergarten at Williams Lake to research on behalf of SD No.83.

February 22-24, 2017: Ceren Caner, Emily Styles, and Isabelle Gervais visit Maple Ridge Environmental School to research on behalf of SD No.83.

February 26, 2017: Isabelle Gervais and Emily Styles visit the Nature Kindergarten at Sangster Elementary in Sooke to research on behalf of SD No.83.

April 14, 2017: South Canoe school is taken off of the market.

April 19-21, 2017: Ceren Caner and Emily Styles attend the Child and Nature Network Conference in Vancouver to help formulate ideas and build networks.

March 22, 2017: Meeting with Carl Cooper (Director of Instruction) at South Canoe with Geoff Styles, Isabelle Gervais, Ceren Caner and Emily Styles.

March 27, 2017: Geoff Styles, Emily Styles, Ceren Caner and Isabelle Gervais spend a day to discuss an approach to a proposed school at South Canoe.

June 13, 2017: Isabelle Gervais, Ceren Caner, Geoff Styles, and Emily Styles are invited to make a presentation to the School Board on the development of Outdoor Learning in our district – first public mention of South Canoe. A committee to pursue this idea was proposed by Carl Cooper and accepted by the board.

June 21, 2017: South Canoe committee meeting #1 at the board office with committee members: Carl Cooper, Keira Limber, Glen Overgaard, Chris Stromgren, Isabelle Gervais, and Ceren Caner. Invited to share their research were: Emily Styles and Geoff Styles.

August 30, 2017: South Canoe committee meeting #2 at South Canoe School with committee members: Carl Cooper, Amanda Bowlby, Adam Barraball, Glen Overgaard, Chris Stromgren, Isabelle Gervais, and Ceren Caner. Also invited were: Emily Styles and Geoff Styles.

September 8, 2017: Ceren Caner held a conversation with Maple Ridge Researcher now at Northern Arizona University, Michael Calkins, around effective design for alternative outdoor focused schools.

March - September 2017: Phone conversations and meetings with researchers from Victoria, SFU, Royal Roads, Florida Gulf Coast University, Northern Arizona University and SYKLI Environmental School of Finland to develop a vision and philosophy for the school. Phone conversations and meetings with teachers from Alpenglow school in Canmore, Sangster Elementary, Maple Ridge Environmental School, and the NEST program in Davis Bay to ask questions about stumbling blocks they encountered and how they overcame them, their philosophies and policies, and their advice.

September 9-10, 2017: Geoff Styles, Ceren Caner, Isabelle Gervais and Emily Styles attend the World Congress for Environmental Education to help formulate ideas and create partnerships.

September 13, 2017: South Canoe committee meeting #3 at South Canoe School with committee members: Carl Cooper, Amanda Bowlby, Adam Barraball, Glen Overgaard, Chris Stromgren, Isabelle Gervais, Ceren Caner, Irene Laboucane, and Susan Brown.

September 25, 2017: Partners' roundtable meeting at South Canoe. Approximately 40 people in attendance. Vision for an outdoor school at South Canoe is presented by the committee and ideas are presented by potential community partners about how they could support this initiative.

October 1, 2017: South Canoe residents meet to form a voluntary working group to put together an inventory of resource people and places in South Canoe.

October 26, 2017: Feasibility meeting with district management, finance team and OL committee representatives. Attended by Carl Cooper, Steve Bennett, Stephen Ollinger, Gary Greenhough, Nicole Bittante, Ceren Caner, Adam Barraball, Isabelle Gervais, and Peter Jory.

November 7, 2017: Parent information session at Sullivan campus theatre with 150 attendees and intent-to-register forms filled out.

December 4, 2017: South Canoe committee meeting #4 at Board Office with committee members: Carl Cooper, Amanda Bowlby, Glen Overgaard, Chris Stromgren, Isabelle Gervais, Ceren Caner, and Irene Laboucane.

In the news:

<http://www.vernonmorningstar.com/news/for-sale-sign-comes-off-south-canoe-school/>

<http://www.saobserver.net/news/looking-to-learn-outdoors/>

<http://www.saobserver.net/news/new-life-envisioned-for-former-school/>

<http://www.saobserver.net/news/plenty-of-interest-in-outdoor-school/>

Appendix 3. Feedback and discussion from potential community partners on Sept 25/17

On Sept. 25, 2017, from 3:30 - 5:00pm, a round table forum was hosted at South Canoe School. The intention was to share the working vision of South Canoe and gather ideas and feedback from potential community partners.

Invited Attendees

- North Okanagan-Shuswap School District No. 83 (SD83) - Peter Jory – Superintendent
- Splat sin First Nation - Darryl Jones – Director of department of Education – info@splat sin.ca
- Splat sin First Nation – Nerissa Joseph – Assistant in administration for the Education Dept.
- City of Salmon Arm - Alan Harrison - Councillor - aharrison@salmonarm.ca
- Creekside Montessori Preschool - Valerie Brousseau - owner - vbrousseau123@gmail.com
- District Parent Advisory Council - President – Kari Wilkinson- kari@toliverdesign.com
- Interior Health - Serena Caner - Clinical Dietician - serena.caner@interiorhealth.ca
- Kingfisher Interpretive Centre - Education Coordinator - Neil Brookes
Kingfisherinterpretivecentre@gmail.com
- Larch Hills Nordic Society - Duncan Moore - President - duncanm@telus.net
- Adams River Salmon Society - Molly Cooperman - mcooperman@hotmail.com
- Neskonlith Indian Band - Councillor - Louis Thomas - louist468@gmail.com
- Rotary Club of Salmon Arm - Lisa Nobbs - lisanobbs@shaw.ca
- SD83 - Laura Paiement - Healthy Schools/Self-Regulation
- SD83 - Indigenous Ed. - Helping Teacher - Mishel Quaal - mquaal@sd83.bc.ca
- Shuswap District Arts Council - Education Coordinator - nikki@salmonarmartscentre.ca
- Shuswap Ec. Dev., Shuswap Tourism, Salmon Arm Ec. Dev. Society -
kyle@kyledearing.com
- Shuswap Environmental Action Society - Jim Cooperman - mcooperman@hotmail.com
- Shuswap Food Action Co-op - John - president - johnwmac@telus.net
- Whole School Initiative – Becky Millard – Founder - woolkins47@gmail.com
- Literacy Alliance of the Shuswap – Kyla Sherman – District Coordinator -
patandkyle@shaw.ca
- Shuswap Rowing and Paddling - Director - Don Podlubny - donpad@telus.net
- The Original Wooden Dragon Boats - Coordinator - Ted Crouch- tcrouch@shaw.ca
- South Canoe Neighbourhood Committee – Len Lazzarotto - lenlazz@shaw.ca
- Wild BC, SABNES - Facilitator, Member - Kim Fulton - kfultondr_fish@yahoo.ca
- Shuswap Trail Alliance - Phil McIntyre-Paul - Executive Director - phil@shuswaptrails.com

All organizations stated a desire to partner with an outdoor learning school in School District 83. Two said that they could not answer this question for their organization (Alan Harrison and Louis Thomas).

Outdoor Learning Committee members in attendance - Irene Laboucane, Ceren Caner, Adam Barraball, Chris Stromgren, Glen Overgard, Kira Limber, Amanda Bowlby, Carl Cooper and Isabelle Gervais

SD83 teachers also in attendance - Emily Styles, Geoff Styles, Stacy Morrison

Collated summary of feedback sheet from partners' survey

Survey question: In what capacity could your organization help support outdoor learning in SD 83?

Preschool aged children would help feed the outdoor program. Bring families to the school. Preschoolers with outdoor learning would make a very smooth transition into K and Grade One. Montessori Education is a hands-on multi-aged, respectful way to learn. (Valerie Brousseau - Creekside Montessori)

Helping teacher = Indigenous Education connections to curriculum. (Mishal Quaal - SD83)

The STA is already an active point of partnership between SD83, the Shuswap Outdoor Learning Foundation and regional governments, stewardship organizations, businesses and sector organizations . (Phil McIntyre-Paul - Shuswap Trail Alliance)

Community connections/networking, info resource, access to business communities and identify partnerships. (Kyle Dearing - Contractor - Shuswap Ec Dev., Shuswap Tourism, Salmon Arm Ec. Dev. Society)

We already work with SD83 (specifically the schools) to create a tour/activity and experiential learning program with the exhibitors and the artists and I would love to see that grow and become outreach-based, involving more schools and students if possible. (Nikki Webber - Shuswap District Arts Council)

Connections to Community Partners, Grants, physical literacy (Outdoor games for moderate to vigorous activity) and research on how to increase mental and physical health and on self-regulation (Laura Paiement - SD83)

Community Connections (T. Crouch - The Original Wooden Dragon Boats).

Working with small groups in team building and respect for the environment (Don Podlubny – Shuswap Rowing and Paddling).

Communication, sharing, parent info night. (Kari Wilkinson – DPAC President)

Communication, fundraising possibilities, support. (Lisa Nobbs - Rotary)

Program start-up, One to One Reading, bringing knowledgeable volunteers with ability to teach map reading, etc... (Kyla Sherman - Literacy Alliance of the Shuswap)

"I believe the City of Salmon Arm feels any kind of Outdoor Learning School would be a plus for our area. It would be an amenity that would enrich the opportunities for kids and families. Potentially, it could influence families moving to our city. The thing I know about the SD finances is an "Outdoor Learning Centre" would have to somehow enrol students (in other words generate revenue). Given the enrolment situation in the city, this could be a win/win. (Alan Harrison - City of Salmon Arm - *his personal comments).

Provide a satellite centre for outdoor learning based curriculum (building a new chalet). Larch Hills Recreation Area is an excellent location for outdoor learning. (Duncan Moore - Larch hills Nordic Society)

Help promoting food literacy programs - Farm to School Grants. Partnerships with our "Knowledge Keepers, Senior Programs, writing articles in the Shuswap Observer. (Serena Caner - Interior Health)

We have been delivering experiential-based outdoor activities to the School district for 30 years using salmon as a vehicle for systems learning, first nations life ways and restoration projects. We fully support this initiative and will do what we can to support it. (Neil Brookes - Kingfisher)

Through educational opportunities, learn from mentors (knowledge keepers). (Molly Cooperman - Adams River Salmon Society)

There was consensus that we don't like 'sustainability' as a term but we don't like 're-generation' either, which implies that every thing is de-generated. We prefer 'stewardship': looking after the planet for future generations. There was consensus in our group that multi age learning could be great at South Canoe and could be extended to include high school, college, senior citizens, knowledge keepers, community gardens, etc. Community involvement is an essential part. For it to be a quality program there needs to be a lot of funding for field studies etc. Complete group consensus on outdoor learning, but not trying to force fit for some topics.
(Kim Fulton – Habitat Conservation Trust Foundation, SABNES and Wild BC)

Stewardship Projects - Possible funding opportunities. (Kim Fulton - Wild BC, SABNES)

From survey: Suggestions for other organizations recommended to contact:

- 4-H - Joy DeVos
- Okanagan College - Joan Ragsdale (jagsdale@okanagan.bc.ca)
- TRU
- UBCO
- Shuswap Spinners and Weavers Guild - Ann Nikmo or Nikki from Shuswap District Arts Council
- Canadian Mental Health - Shannon Hecker & Denise Butler - shannon.hecker@cmha.bc.ca
- Shuswap Construction Industry Professionals
- More partnerships with Industry Professionals
- Shuswap Daycares
- Early Childhood Learning Committee
- Neighbours in South Canoe
- Shuswap Children's Association
- Senior Centers
- Guides
- Scouts
- Cadets
- Shuswap Outdoors - Keith Cox
- Shuswap Association of Writers - Kay Johnston - website
- Shuswap Environmental Action Society - Jim Cooperman
- High Schools, Universities, NOSTA

Collation of Table Discussion Notes

Table Group “A”: *Mishel Quaal, Neil Brookes, Molly Cooperman, Kim Fulton, Amanda Bowlby, Isabelle Gervais, Peter Jory*

- Community Involvement
 - Intergenerational
 - Seniors
 - Multi-age
 - Helps logistically
 - Like to see high school/middle school involvement (mentors)
 - Ex. Quest program
 - Social Justice
 - Place-based (Place-conscious)
 - More local (ex. Inuit, Haida)
 - “Call the dog when it is coming toward you”
 - Includes history and future
 - Salmon
 - Keystone Species
 - Anchor
 - Systems
 - Need to consider student-teacher ratio for success
 - OK College, SFU, TRU involvement
 - Inquiry
 - Experiential
 - Hands on, All senses!
 - Indigenous Ed Center
 - All others connect with
 - Salmon Arm West
 - Training for teachers
 - Teachers immersion at outdoor school
 - Attention to language (ex. Sustainability vs Re-generation)
 - Stewardship
 - Big project that benefits the whole community
 - Funding?
 - On-going
 - Pay skilled, knowledgeable people
 - Ex. Kim Fulton, Neil Brookes
 - Ex. McQueen Lake
 - Full time teacher, caretaker
 - TRU
 - Idea to solve equity issue/privilege – whole class spends certain time (rotational immersion)

Table Group “B”:

- “Service learning”

- Seniors, business, trails, food bank, non-profits
 - Reciprocation piece
- Community knowledge keepers
 - Dragon boat history, spinners and weavers, writing group, IH (Interior Health?), seniors groups, indigenous, local businesses, seniors with students
- IH grants
- Farm to school program at site
- Indigenous support in school – knowledge and community connections
- Art gallery – link art/education/nature
- Don/Ted – rowing/paddling – multicultures, dragons education
 - Connects students to nature via boats and being on water
 - teamwork
- Forestry
- Grow a culture of outdoor learning throughout the whole district and whole community
 - Space – school serves as community hub
 - K-12 high school like “Quest” program
- Industry
 - Large and small scale
 - H2O, Forestry
 - Partnerships, education, knowledge, critical thinking skills
 - Environmental groups
- Land use – all users of land, all perspectives, how they use
- Train the trainers – college, teacher ed. programs
- DIA – show how raising future adults – connect them to place – more likely to come “home” after leave for education

Table Group “C”:

Table notes summary from Ceren Caner: Serena Caner (Shuswap Food Action), Ted Crouch (Dragon Boats), Don Podlubny (Shuswap Paddling club), Laura Paiement (Healthy Schools), Irene Laboucane (Indigenous Education), Ceren Caner (Outdoor Learning committee), Roger Parenteau (Downtown Salmon Arm)

Agreed by many that Service Learning could potentially be a major pillar of the program. I.e. Helping in senior centres, shoreline clean up, stream restoration etc.

A few community people and organizations that were mentioned that had not been discussed before: The Shuswap Writers group (Katie Johnson) that would be keen to come in and support classes. Spinners and Weavers group would be keen to come help with any projects. Also, intergenerational projects with long term care facilities have been piloted successfully and they may be interested in formalizing this in some way. Thus the multi-age is not limited to kids but to the older knowledge keepers from diverse backgrounds as well.

Someone shared that from tourism perspective, this may actually be a draw for some people to move to the region and Shuswap Tourism may be a potential partner for that reason. Or it may be something that keeps people from leaving the region.

It seemed to be an underlying theme that many people liked the idea of it serving as a hub as well as a school. Supporting the community and outdoor learning programs in other regions.

Dragon boats spur rich discussions around global cultures. The paddling club drew many connections to the Indigenous aspect of the project and felt that the large canoe was a unifying theme among distant and close (Secwepemc) cultures. The club is really looking to increase younger membership so working together to get kids on the water is a good thing for them. The nature of dragon boats supports varied abilities and ages, and requires teamwork and would fit perfectly in a multi-age school context in their opinion.

Another topic discussed was getting industry involved to provide a balanced perspective. Forestry education programs coupled with programs delivered with CPAWS. There are local wood lots that kids could potentially learn about and partner with the tenure holder (eg. Kurt Olson)

Table Group “D”:

- Larch Hills Society
 - Natural fit, new chalet connects with Larch Hills mission offering a place – hub for schools/classrooms
 - All seasons
 - Opens up opportunities for overnight trips
 - Larch Hills is very accessible for different needs (wheelchair friendly)
- LASS
 - Diversify reading content – e.g. maps, field guides, non fiction
 - Mobile tutors – willing to read outside
 - Ability to combine and complement the use of tech and the natural world (pictures/videos)
- Questions:
 - Will other schools be ‘less rich’?
 - Will students in other schools have the same opportunities? Teachers that are passionate about outdoor learning? Will it mean they will all be at one school?

Table Group “E”:

- Community Involvement:
 - Rotary
 - Reaches out to community groups
 - Financial and hands-on assistance
 - Communication to community leaders through networking and guest speakers
 - DPAC
 - Communicating the correct message and the opportunity
 - Neighbours
 - Involvement, opportunities, knowledge of the richness of the area
 - SA EDC, Shuswap Tourism, CSRD
 - 4H, guides, scouts, pony clubs, orienteering, summer programs
- Experiential
 - Neighbours – what are the identified assets in the community
 - Local neighbours have a great wealth of experience to add – historical, photography club, agricultural and sharing those.
 - Horse stables

- “I never let school get in the way of my education” – Mark Twain & John McLeod – Shuswap Food Action Co-op
- R-N-D – “Rip off ‘n’ do” – research what is happening well elsewhere and copy it
- Multi-age
 - Experience from neighbours
 - Went to school with 5 grades in a room; great leadership taught
 - Age differences disappear when you are all sitting around in a pond
 - Continue the learning that begins in daycare – 3-5 year olds helping the toddlers... Once they leave daycare some of that leadership training stops
- Food Policy/Inquiry
 - How do we grow our food? Where does it come from?
 - Future generations need to think more than 70 years down the road; we need to think 7 generations out
 - Food sovereignty
- How are the resources at outdoor learning school shared with other locations?
- Will other schools be able to have access to outdoor learning?
- Share ideas

Table Group “F”:

Louis Thomas, Phil Mc-Intyre Paul, Emily Styles, Geoff Styles, Alan Journeau, Adam Barraball, Valerie Brousseau

- question around if the school would be used as a "8-3" building, or something open 24/7 for community use

- tie-in with community groups could work both ways - them helping the school out but also the school playing venue for groups to gather (biking events etc.)

- discussion around how teachers at that school would be under the microscope and also would be needed to provide ongoing pro-d to visiting teachers, communicate openly and often with community groups, schedule and provide activities for visiting classes etc. = personnel will be key to making this school thrive

- partnerships are not only important but integral to the growth of this type of school

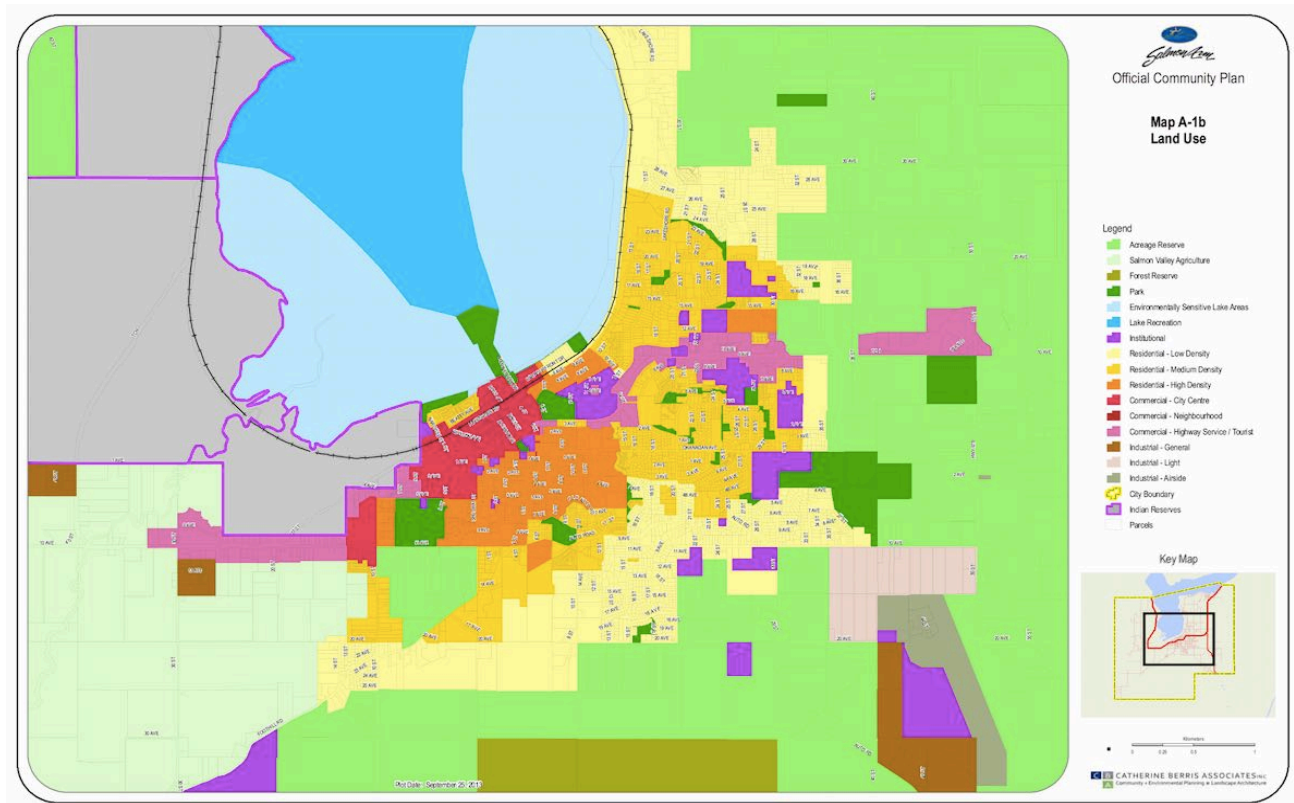
- multi-age model has merit (Montessori-type approach was touched on), and can lead to rich learning opportunities

Louis talked about teaching the teachers - SC as a hub for pro-d related to OL but also Indigenous perspectives. Phil asked whether there was enough momentum in education (regarding OL) now to support a school, compared to a few years ago. Also the worry that it would be a "brain-drain" having "all" the OL teachers at one place and no one left at other schools. (We assured them there were more than 3 OL teachers in our district!)

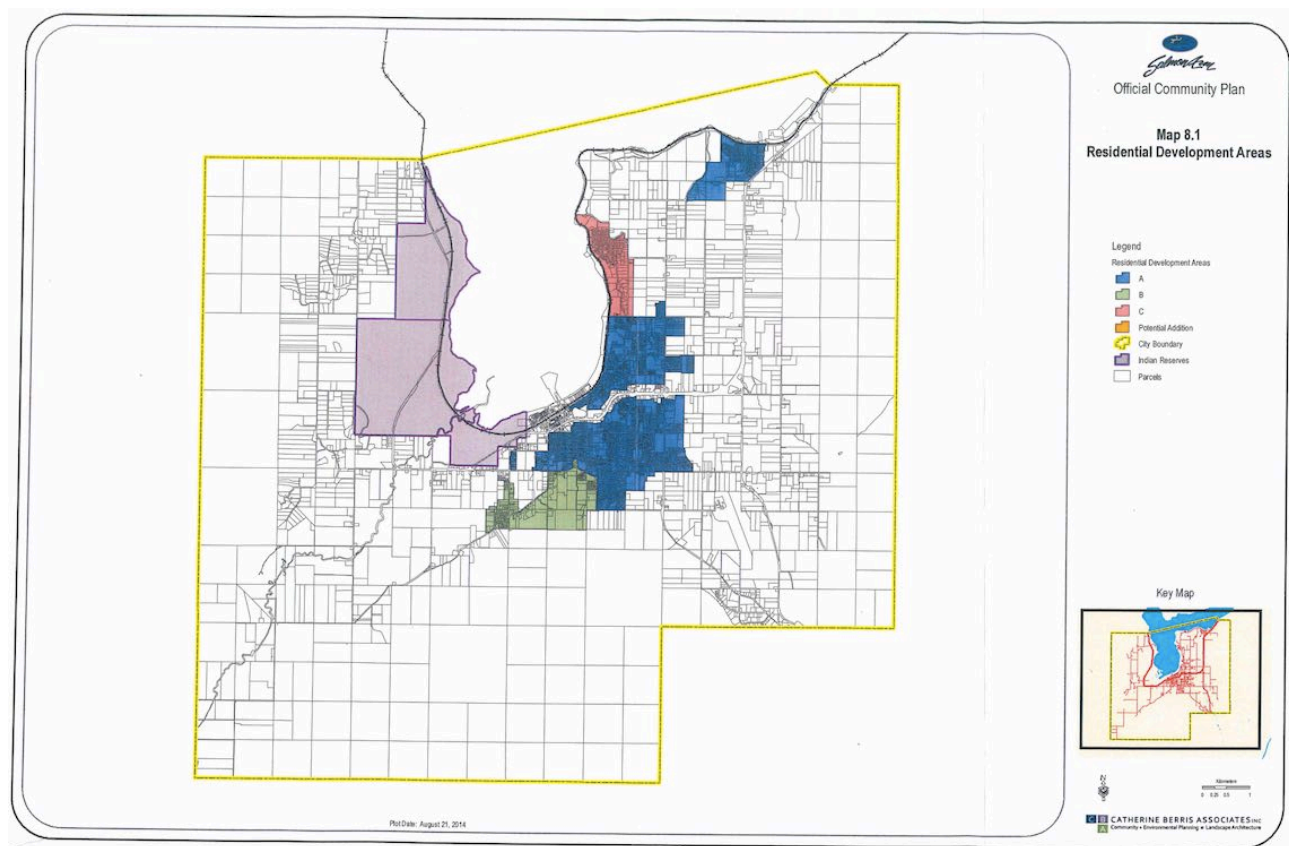
Appendix 4. Integration into community plan

Salmon Arm OCP

The Salmon Arm Official Community Plan outlines a general trend and plan to clustering developments in a compact and dense format within the city core and lowering densities gradually towards the rural areas (Pg.53 City of Salmon Arm, Official Community plan – bylaw 4000). These will have impacts on the enrollment at schools over time. In terms of increased enrolment, the schools most impacted by this planning strategy include Hillcrest, Bastion, South Broadview, Salmon Arm West, North Canoe and Shuswap Middle School.



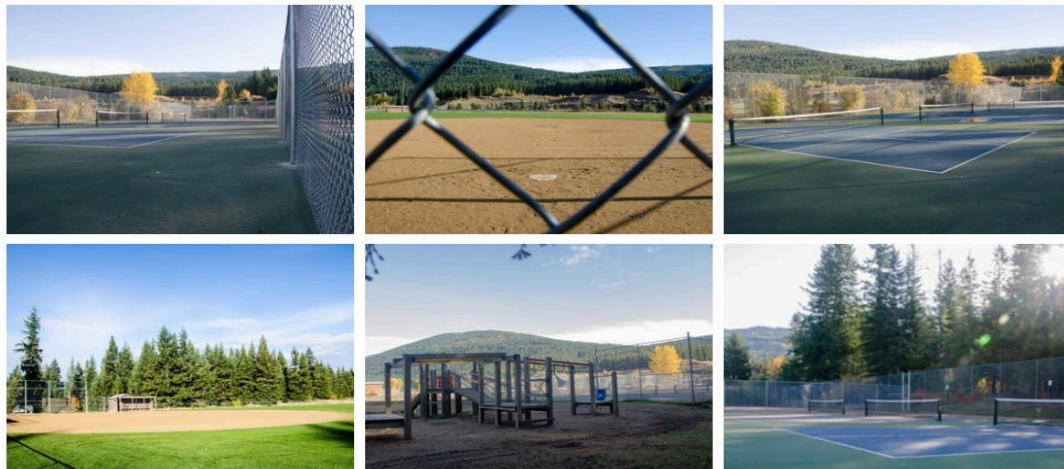
This land use map from the Salmon Arm OCP shows the medium and high density zoning in light orange and dark orange



This map shows the residential development priorities, with blue showing the highest priority for development.

Klahani Park concept plan

Klahani Park, a 200-metre walk from South Canoe School, offers a variety of experiences that support learning and Physical Education at the proposed school. It currently has a swing set, playground, baseball diamonds, pickle ball courts and a loop trail that goes through a forested area and around the park. Bathrooms are available seasonally and it has a small parking area. The city is planning on improving this park and creating a recreational hub that will adjoin to the nearby South Canoe trails. The summary of proposed improvements are listed below, taken directly from the Klahani Park Concept plan.



4.3 KLAHANI PARK CONCEPTUAL IMPLEMENTATION PLAN

A general implementation plan is provided below to inform direction for the potential phasing of new development and enhancements at Klahani Park. The concept plan has been prepared at a very high level, and as such, will need to be revisited over time.

This implementation plan provides Short term (i.e. 0 to 5 years) initiatives within the current park footprint. Medium term (i.e. 5 to 10 years) and longer term (i.e. 10 to 20 years) initiatives are suggested that will include new recreational spaces and programming in the adjacent gravel pit area. Many of these new uses will be unique within Salmon Arm.

The concept plan is a guiding document for future development and enhancement. As such, it does not provide all the details that may be necessary to consider prior to making investments into this park and timelines can be easily adjusted. In addition, elements of this plan can be implemented at various stages as resources become available such as funding, staff time, and community needs/desires. User groups and service clubs could also get involved in implementation over time.

The plan is described below in the context of each of the guiding principles noted in section 4.1.

Short term (0 to 5 years) Enhancements

Short term enhancements are considered priority items in the context of the overall plan and are based on community feedback and the Parks and Recreation Master Plan. Short term items include:

Expanding and enhancing equestrian experiences

- The existing equestrian path network could be expanded to ensure better access and connectivity along 10th Avenue SE and to the South Canoe Trails. The trail surface would be upgraded and improved at that time.

Ensuring safe and interesting places for play

- The existing playground area could be upgraded with new equipment to suit a variety of ages and meet safety requirements.
- There is potential to establish a larger open lawn area to provide unprogrammed open space for leisure activities and viewing of the northern most ball diamonds. Picnic tables, benches, and enhanced landscaping will be considered.

Providing a welcoming and safe dog-friendly zone

- A dedicated, fenced, off-leash dog area may be provided along the edge of the ball diamonds and equestrian trail to provide a conflict-free area between dogs and other users of the park.

Providing additional ball park diamonds

- An additional ball park diamond would help to meet current demands by users and would better facilitate the hosting of tournaments and other related events.



Renovating existing sport court areas to enable more multifunctional options

- Pickle ball continues to grow in popularity, so in response to this increasing demand, three additional courts could be added to the existing sport court area. The court would ultimately be configured to accommodate six pickle ball courts, two tennis courts – one of which will be a multi-use court for activities such as basketball. Fencing would be installed between the different courts.

Providing easier access to bike trails and skills training areas

- Access points to bike trails, such as South Canoe Trails, may be enhanced to enable better entrances into and exit points out of Klahani Park and along 10th Avenue SE for bikers. A bike skills training area could be provided adjacent to the existing ball diamond at the south end of the site. This area would provide an interim training area until a larger training area can be provided east of the new ball diamond.
- Parking - In order to ensure safe and efficient access to all the upgrades and additions to Klahani Park, there is some key support infrastructure that will be required overtime. This includes enhancing the existing parking lot to add more parking stalls and to provide a more formalized, paved parking lot. The access road from 10th Avenue SE could also be upgraded.

Other Enhancements and Considerations

- Washroom/Concession Building and Plaza – the existing building and plaza area can be upgraded and renovated to ensure it meets all building code standards and to be more visually appealing.
- Furnishings and Landscaping - Other amenities such as picnic tables, benches, drinking fountains, grass, and shrubs will also be provided within the existing park area.
- Gravel Pit Reclamation Plan – A plan will need to be prepared to confirm the life of the City's gravel resource and the potential for phased reclamation of the site for expansion of Klahani Park over time. There may be potential to begin to grade the area as gravel pit operations cease in areas directly adjacent to the park.

Medium term (5 to 10 years) Enhancements

Medium term enhancements are suggested in the 5 to 10 year range and include projects that would be undertaken to the east of the existing Klahani Park area. It is assumed that some areas of the gravel pit will be available for new development within the next 5 to 10 years.

Providing easier access to bike trails and training areas

- An enhanced bike skills training area may be added as space permits. The intended location is east of the proposed ball diamond.

Expanding and enhancing equestrian experiences

- A second parking lot could be constructed at the north end of the site for future horse trailer/event parking. This would also include enhancing the access from 60th Street SE (located west of the study area).



Offering new recreational opportunities that are unique to the community

- Currently, there isn't a dedicated space in Salmon Arm for disc golf. It is anticipated that a 9 hole disc golf course could be developed to provide users of this growing sport a formalized space for this activity.

Long Term (10 to 20 years) Enhancements

As the City's gravel pit operations wind down to the east of the existing park area, the following upgrades and enhancements could be undertaken as more land becomes available to the far east end of the existing Klahani Park area. The extent and timing of these enhancements is unknown at this time, and will depend on the findings of a reclamation plan to be undertaken by the City.

Expanding and enhancing equestrian experiences

- The intent is to have an equestrian path that circles the entire site and links to key access points throughout the site. Equestrian trails would be extended to the east as the City's gravel pit operation winds down in future years, with the potential for better trail connections to the Larch Hills Traverse and South Canoe trail network.

Providing a welcoming and safe dog-friendly zone

- Overtime, there may be opportunity to continue to provide an additional off-leash dog park as the gravel pit operations wind down. This will be located to the east of the existing site.

Other considerations – support infrastructure (not included in the Implementation Plan)

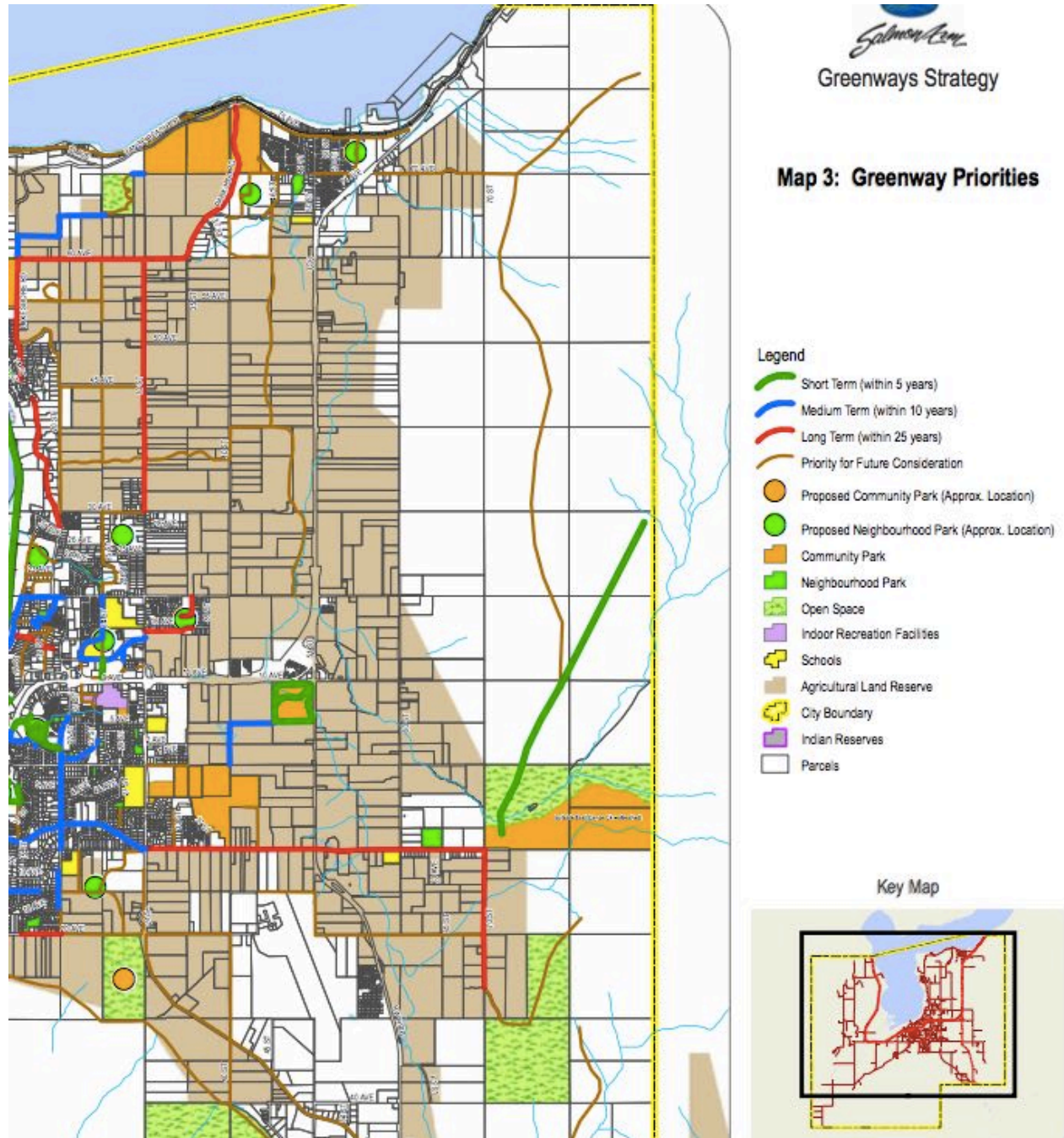
Other support infrastructure could be considered in the future. This infrastructure is highly dependent on the life of the gravel pit, and the demand/need for these amenities in longer term future. These considerations include the following:

- A second washroom facility could be provided at the north end of the site adjacent to the future horse trailer/event parking area to serve those users as well as the disc golf park and the future bike skills training area. This feature has not been identified as part of the overall implementation plan for the park area.
- Amphitheatre – during the development of the Parks and Recreation Master Plan, an amphitheatre was suggested. This feature has not been included in the Klahani Park Concept Plan at this time, but could be considered as this park area expands into the existing gravel pit area in the long run.
- Lacrosse Box – Salmon Arm does not currently have an outdoor lacrosse box. Klahani Park has been suggested as a location for this, and will be considered over the longer term development of this park area.



Salmon Arm Greenways strategy

The Greenways strategy developed in 2011 identified a key goal to provide safe connectivity among parks and schools. A greenway identified in this strategy connects Shuswap Middle School to the South Canoe Trail system, via Little Mountain Park, down 10th Ave SE, passing South Canoe School and Klahani park. This connects to the Larch Hills Nordic trails, Larch Hills Traverse, the Rubberhead trail system and the recently approved rail trail connecting Sicamous to Armstrong.

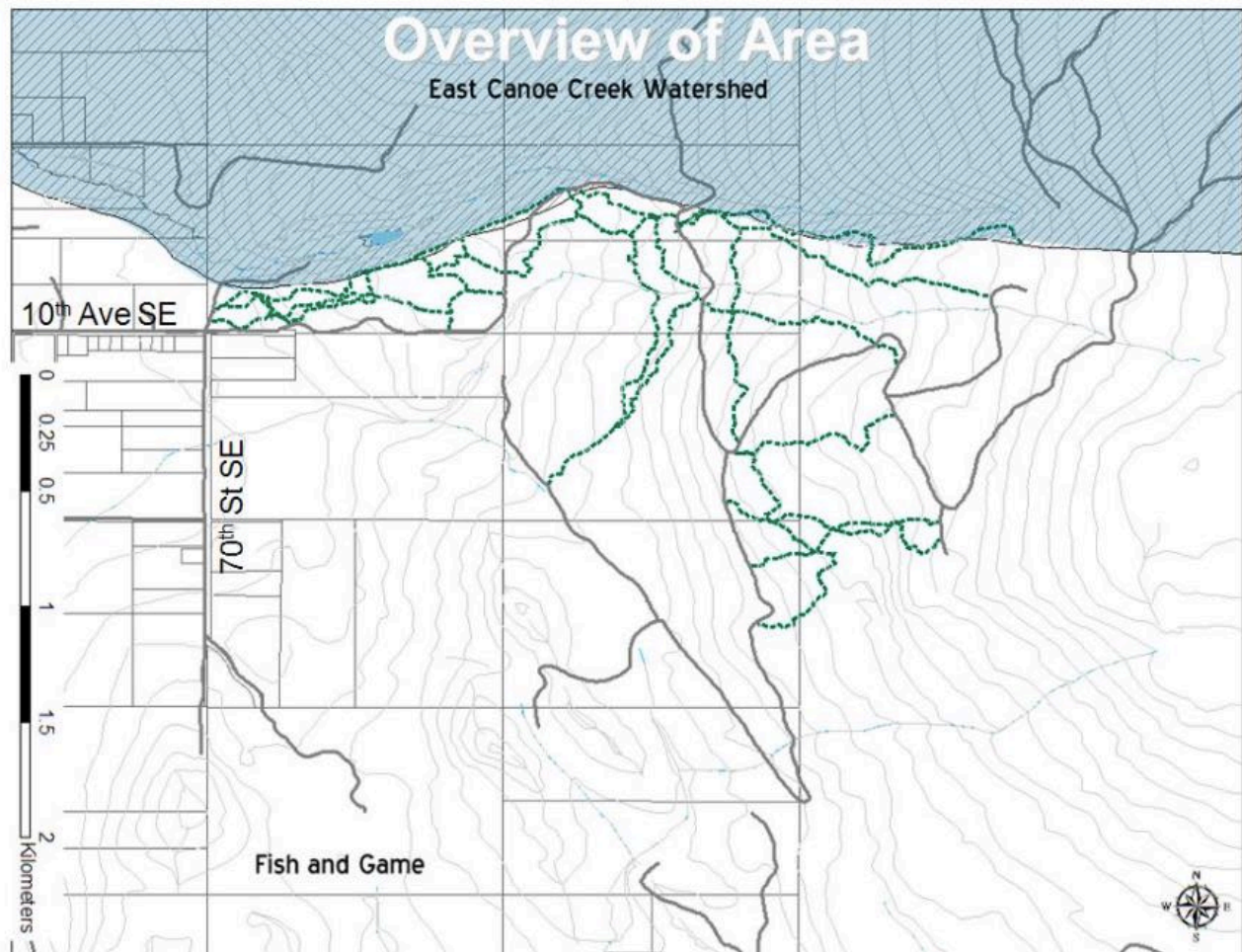


South Canoe Trails plan

It is possible that the learning community could play a role in the stewardship and management of the South Canoe trails in collaboration with the South Canoe Advisory and the Shuswap Trail Alliance. It may be possible to support the following core goals of the South Canoe Management Plan:

1. To protect the East Canoe watershed
2. To improve safety for trail users
3. To decrease environmental impact of trail use
4. To improve way-finding for locals and tourists
5. To improve usability for trail users
6. To acquire approvals for trails on City, Crown and private lands
7. To establish a well-designed trail head
8. To ensure long-term use of the trail system

Additional support may come in the way of environmental surveying of the site, student made interpretive signage for trail users, trail-side artwork and writing samples and recommendations for designated field study sites throughout the network.



An overview map of the South Canoe trail system

Appendix 5. Zoning

As mentioned in the background section of this report, the sale of South Canoe to the city was denied by the Agricultural Land Commission (ALC) due to zoning restrictions. The present municipal zoning (P-3) does not permit a new house unless it is rezoned to A-2, which would require that the school be torn down. This requires a \$1500 application fee from the buyer and a wait time for processing of the application. Planning staff at the City of Salmon Arm advise that applications are filed directly to the ALC and the first stage is for the application to go to City of Salmon Arm staff and Council for approval before the application is reviewed by ALC staff and the Okanagan Panel.

Meetings with City of Salmon Arm planners, which were reiterated by Ron Wallace, the key contact at the ALC, indicate that it would be very hard for SD83 to sell this property due to the hoops a buyer has to jump through. Further, Wallace states that the ALC has indicated that they will not allow school use to start up again without an approval of a re-zoning application. It was recommended by city staff that the School District investigate this further as it causes confusion and leaves the land virtually sterile.

A follow up conversation with Ron Wallace at the ALC helped to provide direction. It was advised that a formal 2 page proposal from SD83 to resume use as a school, particularly with recreational and agricultural education incorporated, would be accepted, and not even need the typically prescribed \$1500 application and lengthy review. Wallace thought it would be harder for other private schools to get permissions for this and they would take time. It was reiterated that in the end, it is the panel that decides. More information can be obtained from ALC file 55670.

Appendix 6. South Canoe community resources

Akerview Guesthouse - Ria van Zealand



Ria is a Licensed Practical Nurse and operates a green care farm for seniors and people who need physical and mental support. She loves to garden with flowers, vegetables and herbs and to share her farming experiences.

- Intergenerational experiences
- Access to South Canoe Creek, marshes and ponds
- Scented flower gardens and forest walk

The Roadways



Roads in the South Canoe community carry many different kinds of traffic. Whether it is mountain bikers accessing the vast network of trails built by the Shuswap Trail Alliance, horse- back riders out for a leisurely ride to the backcountry or logging trucks from the mountain woodlots, they all share these roads, respectfully.

- Quiet country roads
- Multiple recreational and commercial uses

Bob and Mary Howard & Family



The Howards have recently put some of their land into tillage. There are now corn fields in this roadside property where horses and jumping were seen for many years.

- Access to East Canoe Creek
- New agricultural initiatives
- New water conservation techniques

Fleming and Phyllis Jorgenson & Family



The Jorgenson Family have a novel solution to raising free-range chickens. This idea surely has application elsewhere in our community. Chicken Laying nests and shelter are conveniently located on a re-purposed tent trailer chassis. Moving the gates and shelter have become a weekly event throughout the summer and provides the birds with a continually changing supply of food.

- Fresh eggs in a backyard setting
- Life cycle experiences, caring for birds
- Natural pest control and source of organic fertilizer

Haney Heritage Village



Haney Heritage Village is located only a short distance from South Canoe School and offers a unique glimpse into Salmon Arm's recent past. The Haney family residence has been preserved in its early Edwardian state and many local buildings have been moved to the property to expand the experience.

- Trails, bridges and South Canoe Creek Access
- Vintage farm machinery, working hay and grain farm
- Intergenerational learning opportunities

High Mountain Farm - Doris and Axel Hvidberg



Promoting and growing Haskap berries is only one of this family's passions. They have a busy greenhouse and hanging basket business as well. They also have honey bees.

- growing vegetable and flower seedlings
- sharing their knowledge of apiculture
- Haskap berries, product development and marketing

Harpur Pumpkin Patch - Sydney and Steve Harpur



Harpur Family farm has a pumpkin patch and an interest in sustainable building, with a desire to support community initiatives.

- Access to swimming pool
- Agricultural learning opportunities
- Graphic design experience to share

Klahani Park



The Pickleball courts and tennis court upgrades are among the recent changes to this park. There is also a new water sprinkling system installed in the playground and improvements have been made to the washrooms. In 2016, a new Masterplan for Klahani Park was presented, detailing a multi-million dollar vision for expanding the recreational and sports facilities in the park.

- Home to several large mountain bike events - including the Salty Dog
- Playgrounds and ball fields
- Planned to help meet the expanding needs for outdoor recreation in our community and the whole of Salmon Arm

Thurgood's Family Farm - Jay and Lennie Thurgood & Family



With two veterinarians in this family, it is not surprising to see their commitment to animal agriculture. They have horses, sheep, llamas and cattle and this working farm has a big garden as well.

- 4H participants and leaders
- A wide range of agricultural experiences
- East Canoe Creek access with marshes and a spring fed pond

Moondaisy Farm - The Ross Family



The close proximity of this property to the South Canoe School (immediately across the road) , its large size, and its variety of terrain, make this location a treasure chest of Outdoor Learning opportunities.

- Second growth forest with some areas in transition from field to forest
- An old apple orchard with Heritage apple varieties
- Level fertile garden plots with raised beds
- Access to South Canoe Creek, adjoining marshes and skunk cabbage beds.

Steve and Christine Williams Family



This pond is part of a chain of ponds in the South Canoe area. It appears to be spring fed and like many of the other ponds in the area, it is home to numerous Western Painted Turtles. Steve and Christine and their family have been their guardians and do annual counts to see that this population is sustained.

- Western Painted Turtle
- Maintaining critical habitat
- Life cycle studies and species at risk experiences

Topline Stables



Top Line Stables is one of the original equestrian event facilities in the area. They offer a wide range of experiences, provide boarding, and throughout the year they give individual and group instruction for the care and handling of horses.

- Equestrian Events
- Riding instruction
- Boarding horses

Zappone Bros. Gravel



The Zappone family has been an integral part of this community for more than six decades. Your driveway, your pavement and perhaps the foundations of your house may contain building materials from this location. This community minded family is a leader in sharing. Some of their lands, which were formerly gravel pits, have been given to the city of Salmon Arm and are now some of the ball fields we enjoy.

- Community minded business
- Aggregate supply for the area
- Access to a unique geological asset

Appendix 7. Feasibility needs list

The following list was created as part of the Feasibility Group work in order to transform the current South Canoe School to become the future Outdoor Learning School. The items needed to run a facility such as an outdoor school are somewhat different than those needed in a regular school in our district. For example, a traditional playground structure is not ideal for an outdoor school, whereas a wide variety of outdoor gear is necessary to facilitate learning in an outdoor setting. Many items on this list support the learning of students in an outdoor setting, as well as equip the school building itself to further augment student learning inside. This list is by no means complete, as the staff that works at this school will have ideas and needs of their own. We recognize that it may take a number of years to fully equip this unique learning environment. The total cost for items will depend on how many "classrooms" will be created at the Outdoor Learning School. Some items listed below may already be in the current inventory at South Canoe School, or be available from other school sites.

Starred items * = immediate need

The School Building

Music Room

- outfitted with instruments*

Library

- with books* geared towards outdoor learning, primary and intermediate levels

Regular Classrooms

- Tables*, chairs*, stools, exercise balls, bean bag chairs, Hoki stools
- Sound damping headphones, sit pads
- Teacher station*
- White boards*
- Standing desk options

Hi-Tech Classroom

- Smartboard*
- Microscope plug in
- Elmo plug in
- Speakers*
- Charging cart with Chromebooks*
- Charging cart with Tablets (weatherproof cases)*
- Tables*, chairs*

Gymnasium

- Indoor Equipment* – balls, skipping ropes, bean bags, skittles, yoga mats, nets, hockey sticks, etc.
- Outdoor Equipment* – balls, ropes, cones, hoops, wide games gear, etc.

Office/Staff Room

- Tables*, chairs*, work stations*
- Phone system*
- Photocopier*
- PA system*

- Secretary station*
- WiFi*
- Fridge*, microwave*, dishes*, sink, etc.
- Administrator's station*

Multi-Purpose Room

- Science inquiry*: microscopes, water testing kits, magnifiers, dissecting kits, etc.
- Art Creation Area*: paint, brushes, paper, etc.
- Wood working*: tools, wood materials, hardware
- Deep Freezer for housing specimens*
- Washer/Dryer
- Loaner Gear Bin – backpacks, waterproof clothing, winter wear

Kitchen/Cooking Room

- Stove and ovens
- Fridge
- Sinks
- Dishwasher
- Cooking supplies
- Canning supplies
- Dehydrator

The School Grounds

- Outdoor Learning Shelters* – 2 permanent covered outdoor structures
- Natural playground elements – logs, wooden planks, big rocks, sand pile
- Goal posts for bottom* and top field
- Tetherball poles
- Move swing set to flat ground – reclaim the hillside as wild space
- Outdoor Gardens/Greenhouse – compost, tools, hoses, fencing for deer/bear, outdoor water access, garden beds, soil, plants, etc.
- Reforestation of part of the upper field - future project
- Bat houses, bird houses – materials to build these with students
- Re-paint lines for 4-square*, hop-scotch*, basketball court*
- Re-paint parking area*
- Re-paint crosswalks* and school zone warnings along roadways*
- Paint over graffiti on back of school*

Portable “Classroom(s)”

- Trailer to transport outdoor learning gear*
- Portable shelters*
- Sit pads*
- Outdoor student note cases* – waterproof containers for papers
- Folding tables*
- Digital Cameras
- Nature guide books* – flora and fauna of BC, tree books, etc.
- First aid kits* and training for teachers*
- Bear spray*
- Bins/Tubs* to store/transport gear
- Indoor storage area* (easily accessible to outside loading)– shelving, hooks, bins

- Ropes and tarps of various sizes*

Outdoor Pursuits

- Snow shoes
- Cross country skis
- Compass sets*
- GPS

Miscellaneous

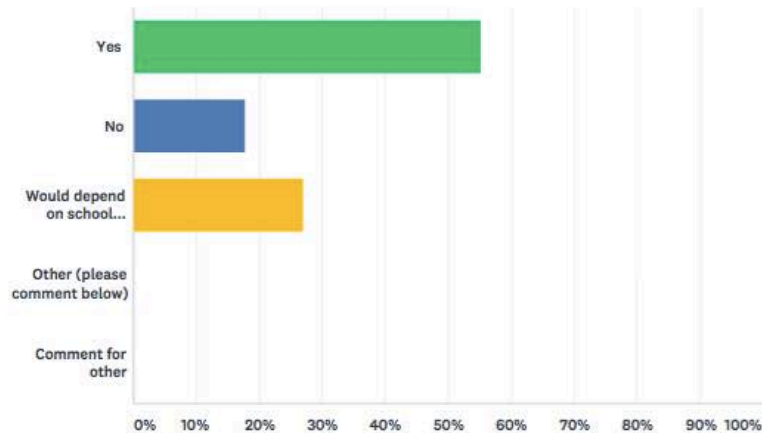
- Beautify front entry* – signage, painted mural, landscaping in boxes, trees!
- Clean up asphalt* – weeds in cracks, moss along building
- Highway #1 Speed limit zone – 70km to facilitate safe crossing of traffic
- Directional signage along the highway* and along 10th*

Appendix 8. Survey results of Outdoor Learning in SD83

District-wide parent survey

Q1 If there was an outdoor learning focused school in your area in the next two to three years, would you consider enrolling your child?

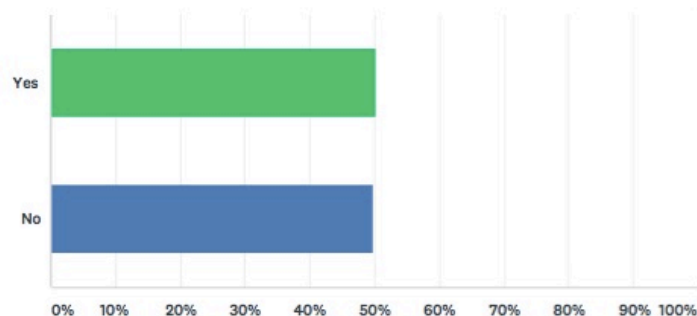
Answered: 999 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	55.26%	552
No	17.72%	177
Would depend on school location	27.03%	270
Other (please comment below)	0.00%	0
Comment for other	0.00%	0
TOTAL		999

Q2 Would you enroll your child in a district-wide Outdoor Learning School at South Canoe beginning in September 2018?

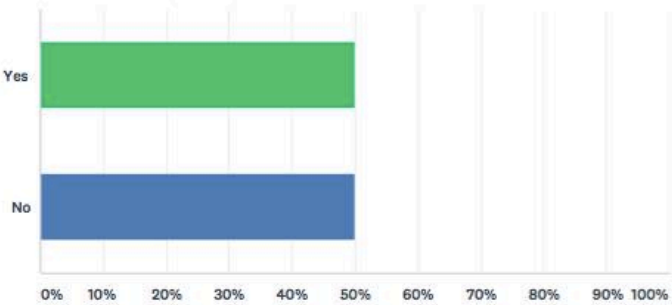
Answered: 779 Skipped: 224



ANSWER CHOICES	RESPONSES	
Yes	50.19%	391
No	49.81%	388
TOTAL		779

Q3 If there was a bus from Armstrong/Enderby areas would you be interested in enrolling your child in a district-wide Outdoor Learning School at South Canoe beginning in September 2018?

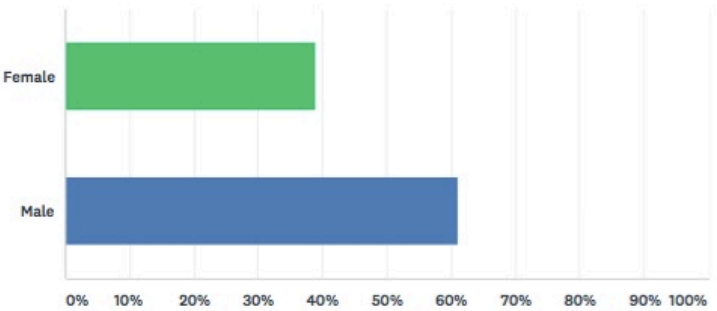
Answered: 6 Skipped: 997



ANSWER CHOICES	RESPONSES	
Yes	50.00%	3
No	50.00%	3
TOTAL		6

Q4 What is your child's gender?

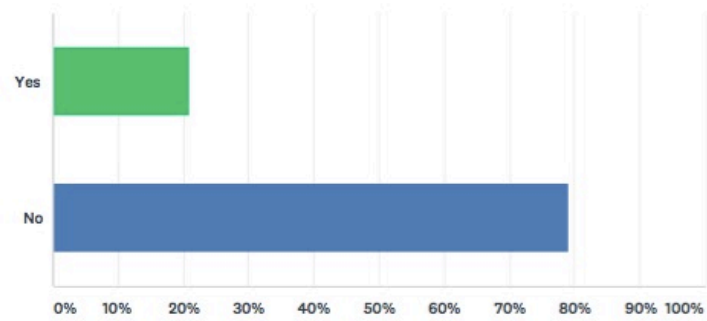
Answered: 363 Skipped: 640



ANSWER CHOICES	RESPONSES	
Female	38.84%	141
Male	61.16%	222
TOTAL		363

Q5 Is your child of Indigenous ancestry?

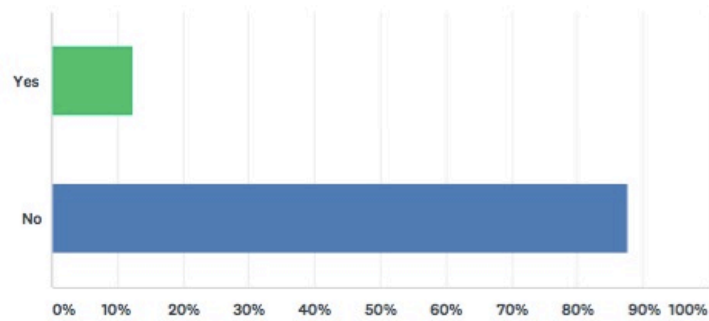
Answered: 362 Skipped: 641



ANSWER CHOICES	RESPONSES	
Yes	20.99%	76
No	79.01%	286
TOTAL		362

Q6 Is your child a student with special needs?

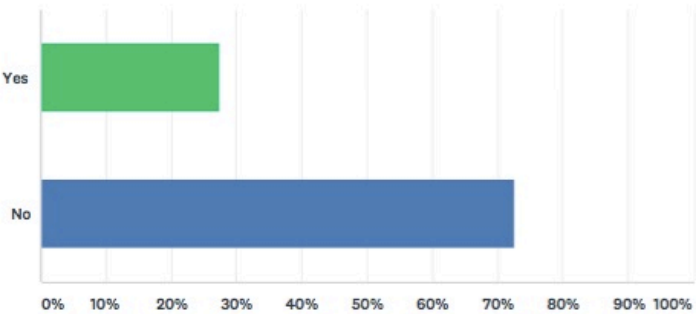
Answered: 363 Skipped: 640



ANSWER CHOICES	RESPONSES	
Yes	12.40%	45
No	87.60%	318
TOTAL		363

Q7 Is your child in French Immersion?

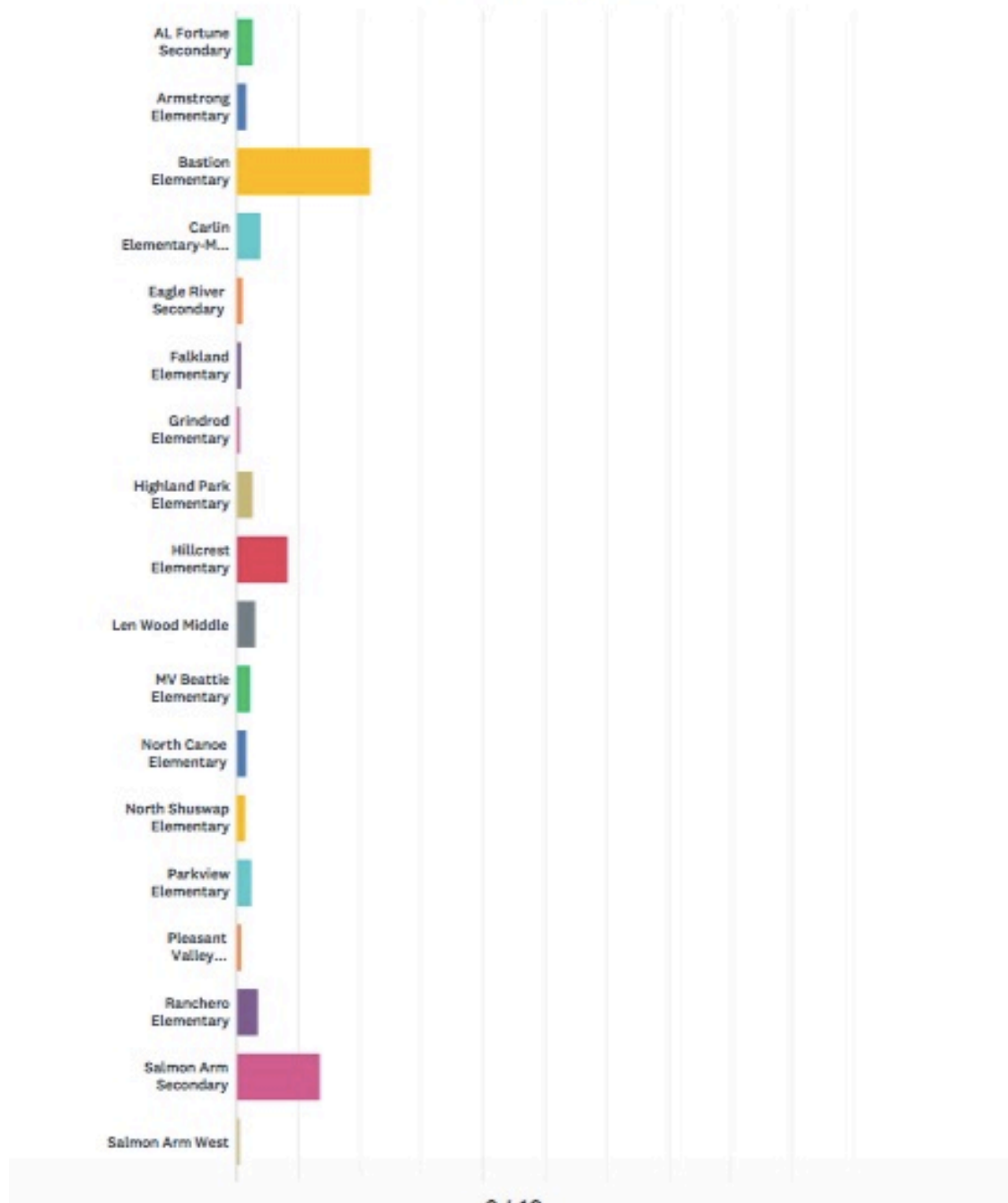
Answered: 361 Skipped: 642

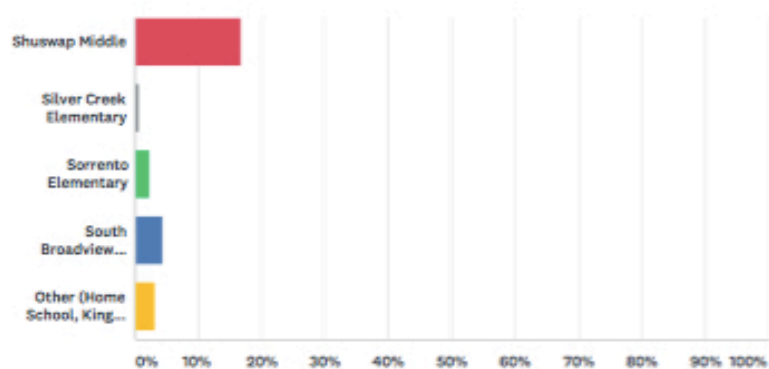


ANSWER CHOICES	RESPONSES	
Yes	27.42%	99
No	72.58%	262
TOTAL		361

Q8 What school is/will your child be attending in September 2018?
 Reminder to do a separate survey for each child -Thank you.

Answered: 360 Skipped: 643

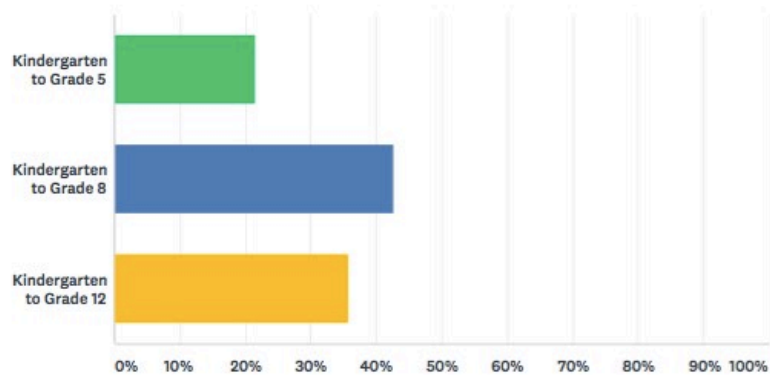




ANSWER CHOICES	RESPONSES	
AL Fortune Secondary	2.78%	10
Armstrong Elementary	1.67%	6
Bastion Elementary	21.67%	78
Carlin Elementary-Middle	3.89%	14
Eagle River Secondary	1.11%	4
Falkland Elementary	0.83%	3
Grindrod Elementary	0.56%	2
Highland Park Elementary	2.78%	10
Hillcrest Elementary	8.33%	30
Len Wood Middle	3.06%	11
MV Beattie Elementary	2.22%	8
North Canoe Elementary	1.67%	6
North Shuswap Elementary	1.39%	5
Parkview Elementary	2.50%	9
Pleasant Valley Secondary	0.83%	3
Ranchero Elementary	3.61%	13
Salmon Arm Secondary	13.61%	49
Salmon Arm West	0.56%	2
Shuswap Middle	16.67%	60
Silver Creek Elementary	0.56%	2
Sorrento Elementary	2.22%	8
South Broadview Elementary	4.44%	16
Other (Home School, Kings Christian, Non-SD83 option)	3.06%	11

Q9 Which grade configuration model most interests you?

Answered: 349 Skipped: 654



ANSWER CHOICES	RESPONSES	
Kindergarten to Grade 5	21.49%	75
Kindergarten to Grade 8	42.69%	149
Kindergarten to Grade 12	35.82%	125
TOTAL		349

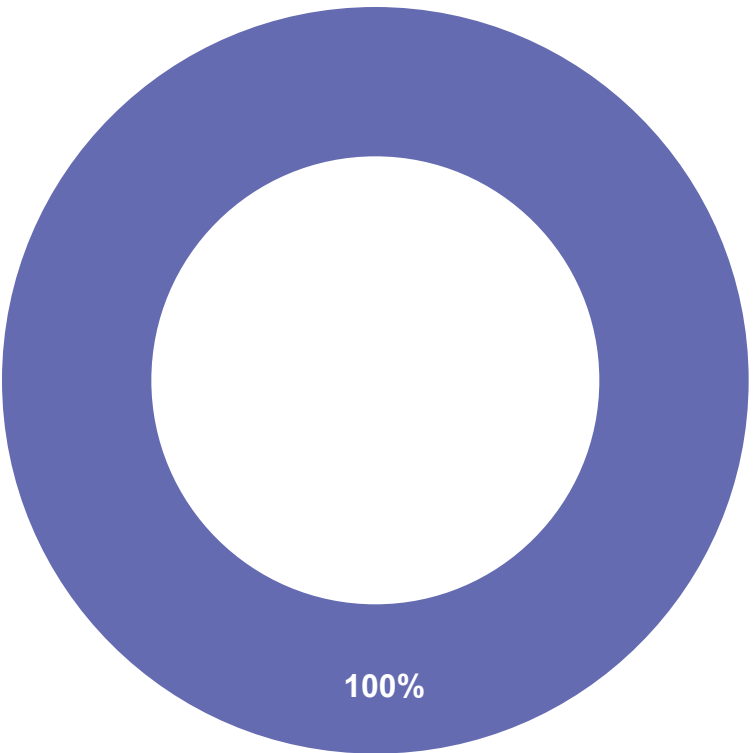
Teacher and Administrator survey

Q1

MULTIPLE
CHOICE

Throughout this survey the term 'outdoor learning' will be used. Outdoor learning can be incorporated into most subject areas and includes aspects of environmental education, outdoor education, adventure education and sustainability education. Outdoor learning involves a natural or semi-natural educational site where human constructions are not the predominant features of the learning environment. Additionally, the learning that is taking place should in some way help connect the learner with the outdoors. For the purposes of this survey, outdoor learning may include: Adventure based activities such as rock-climbing, kayaking, skiing, and mountain biking; Educational visits to outdoor centres, outdoor schools and/or farms; Visits to parks or nearby green spaces, hiking and/or camping at nearby or distant settings; Projects in the natural spaces of school grounds or the local community such as gardening and environmental action projects.*

Note: Questions 2,3 and 4 have been removed as they reveal personal information on the survey participants.



Answered
29

Unanswered
0

Choice	Total
● Okay, got it!	29
● This is confusing and unclear.	0

Q5

How long have you been at that school?

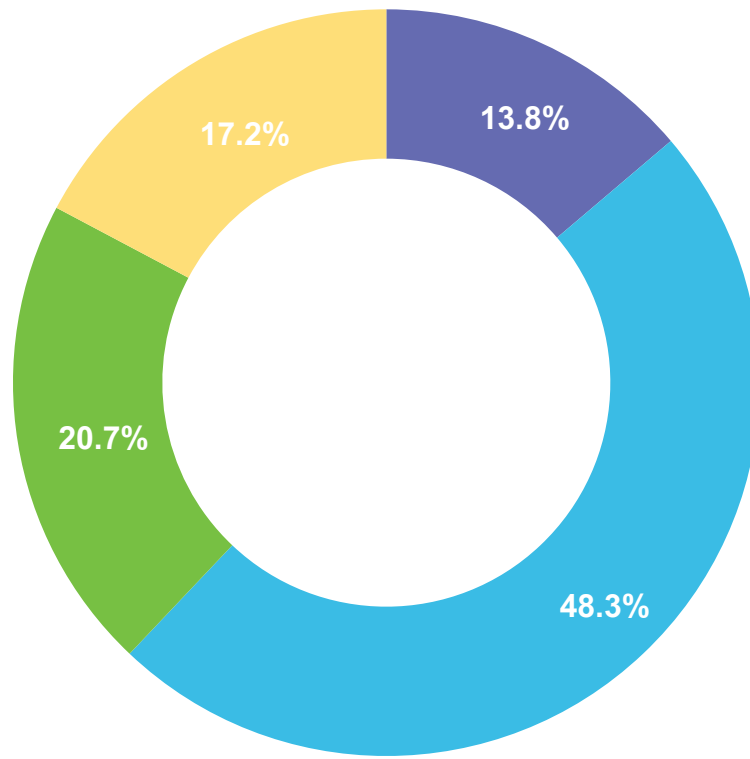
MULTIPLE
CHOICE

Answered

29

Unanswered

0



Choice

Total

- 1 year or less
- 2-5 years
- 6-10 years
- More than 10 years

4
14
6
5

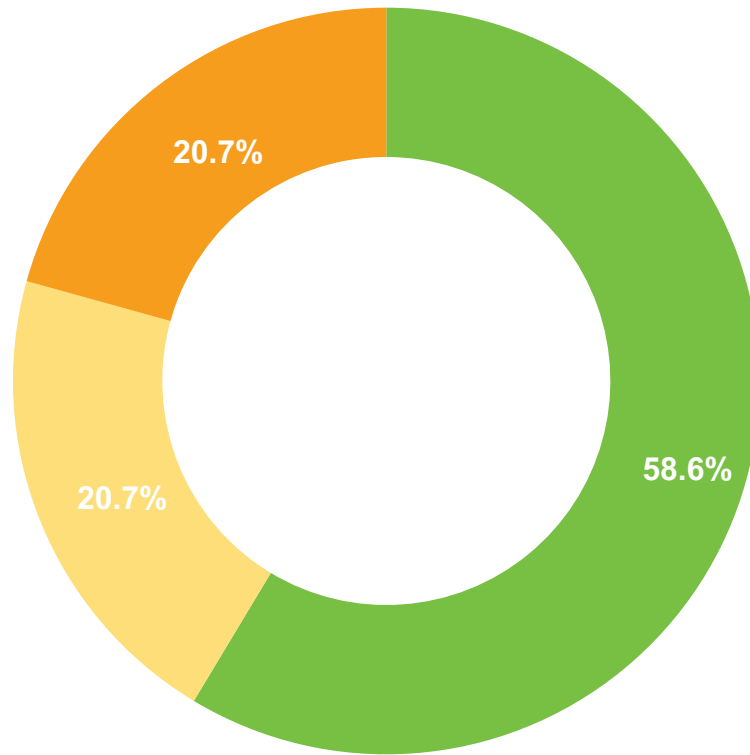
Q6

In general, how important does your school's staff feel it is for young people to receive outdoor learning experiences as a part of their schooling?

MULTIPLE
CHOICE

Answered
29

Unanswered
0



Choice

Total

● No importance	0
● Very little importance	0
● Fair importance	17
● Quite a lot of importance	6

- A great deal of importance

Q7

To what extent is outdoor learning an educational priority in your school?

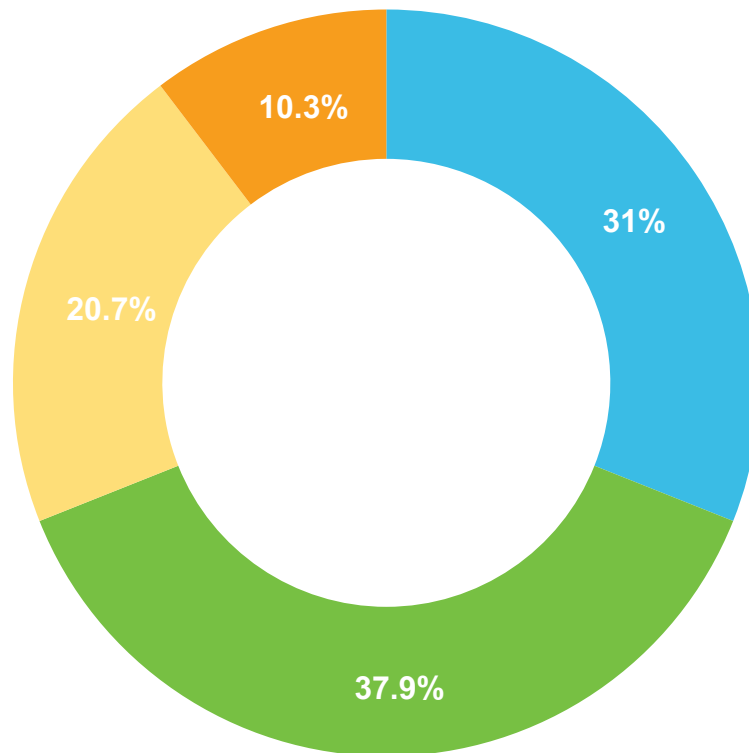
MULTIPLE
CHOICE

Answered

29

Unanswered

0



Choice

Total

● Not at all

0

● Very little

9

● Fair amount

11

● Quite a lot

6

● A great deal

3

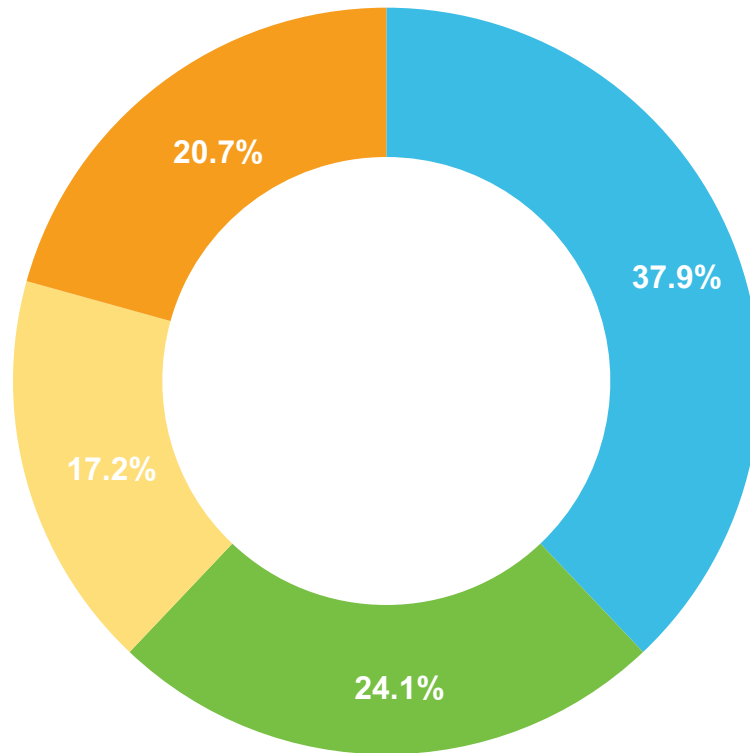
Q8

How many times per year do most classes at your school engage in outdoor learning activities that take half a day or less?

MULTIPLE
CHOICE

Answered
29

Unanswered
0



Choice	Total
● Never	0
● 1-5 times per year	11
● 6-10 times per year	7
● 11-15 times per year	5

- More than 15 times per year

6

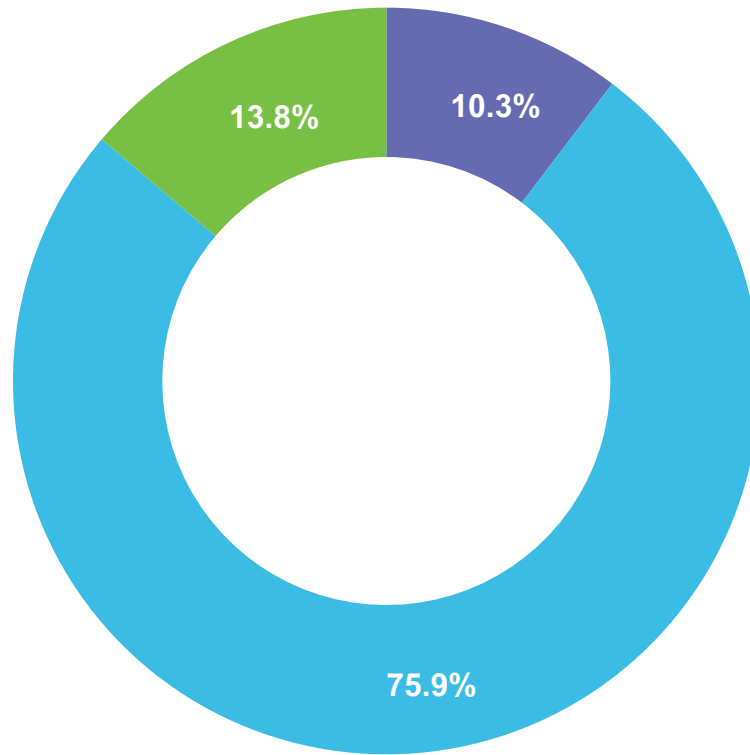
Q9

How many times per year do most classes at your school engage in outdoor learning activities that encompass one full school day?

MULTIPLE
CHOICE

Answered
29

Unanswered
0



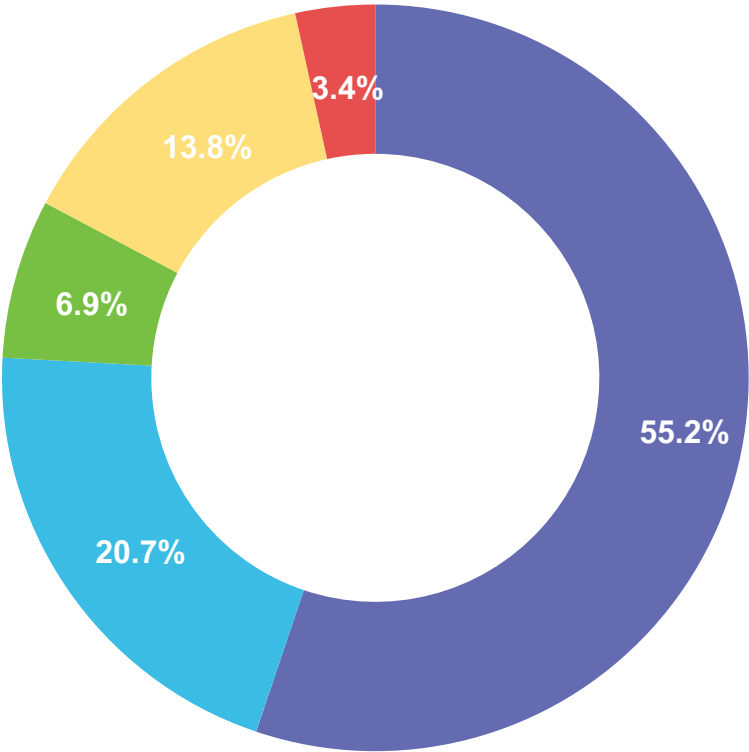
Choice	Total
● Never	3
● 1-5 times per year	22
● 6-10 times per year	4
● More than 10 times per year	0



How many classes at your school have outdoor learning trips that encompass 2 or more days in a row?

MULTIPLE CHOICE

Answered
29
Unanswered
0



Choice	Total
None	16
1	6
2	2
3	4
4	0

● 5 or more

1

Q11

If you answered 1 or more for the previous question, please provide some details about the type of activity and location.

ESSAY

March 16, 2017 5:29 AM

Barkerville trip - history and resources. Little mountain - frequent trips learning about the plants in the area

March 15, 2017 5:00 PM

Outdoor camp to wind up school year

March 13, 2017 8:58 PM

Geology field trip to the Rockies.

March 13, 2017 4:40 PM

Geology 12 - Rocky Mountain trip; POLE -

March 11, 2017 5:10 PM

Three day camping trip at the end of the school year. This will include hiking, possibly biking, swimming, outdoor survival challenges, nature appreciation.

Q12

ESSAY

At your school, how many teachers that you know of have a dedicated time slot for outdoor learning each week? If so, please provide some details about the time and duration of that time slot.

October 11, 2017 4:55 AM

Each week... two teachers... typically these teachers will go outside, on our school grounds for a 40-50 minute period.

April 4, 2017 5:19 PM

Most of us are trying to make outdoor learning a regular part of our instruction with outdoor activities 2-3 times a week. However with unsuitable weather conditions and scheduling conflicts that arise, there is some inconsistency.

March 16, 2017 5:29 AM

No dedicated times but we get out whenever we can

March 15, 2017 5:00 PM

0 - but many take the time when either students need it or when weather is accommodating

March 13, 2017 11:00 PM

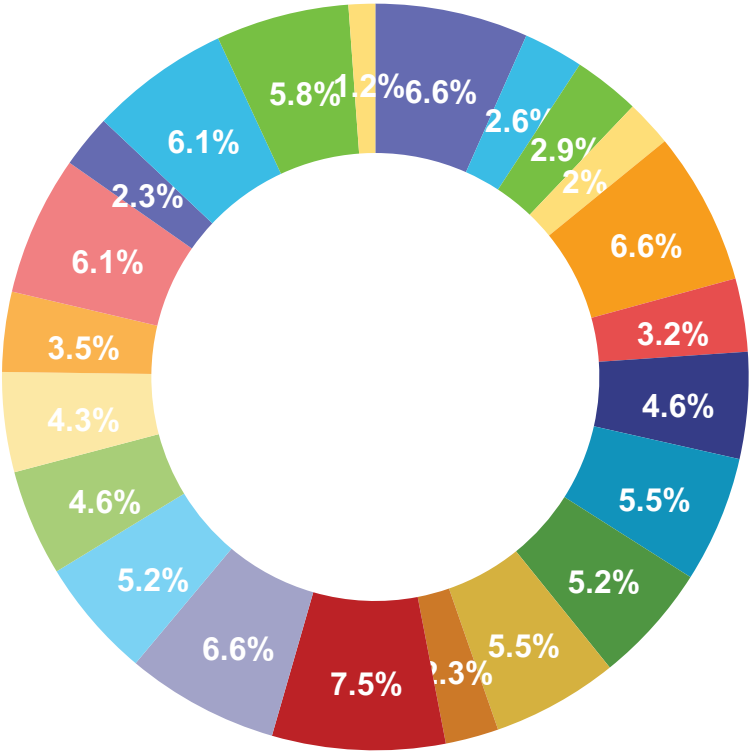
5 that I know of, may be more - different times...different activities...many involve hiking in Little Mountain

Q13

Which of the following outdoor learning activities are provided to the students by teachers at your school?
Select those that apply.

MULTIPLE
CHOICE

Answered
28
Unanswered
1



Choice	Total
● Academic field studies in natural settings	23
● Bird watching	9
● Camping	10

● Canoeing	7
● Cross-Country Skiing	23
● Biking	11
● Sensory Activities	16
● Environmental action projects (i.e. stream clean-up)	19
● Gardening	18
● Hiking	19
● Orienteering	8
● Reading, drawing or journaling in natural settings	26
● Outdoor art	23
● Team building or leadership activities in natural settings	18
● Visits to outdoor cultural centres	16
● Visits to environmental centres	15
● Visits to outdoor field schools or camps	12
● Visits to local parks, wetlands or beaches	21
● Visits to protected regional, provincial or national parks	8
● Walks and/or nature study at nearby nature trails	21
● Outdoor Aboriginal studies	20

● Other

4

Q14

Does your school have a student maintained garden?

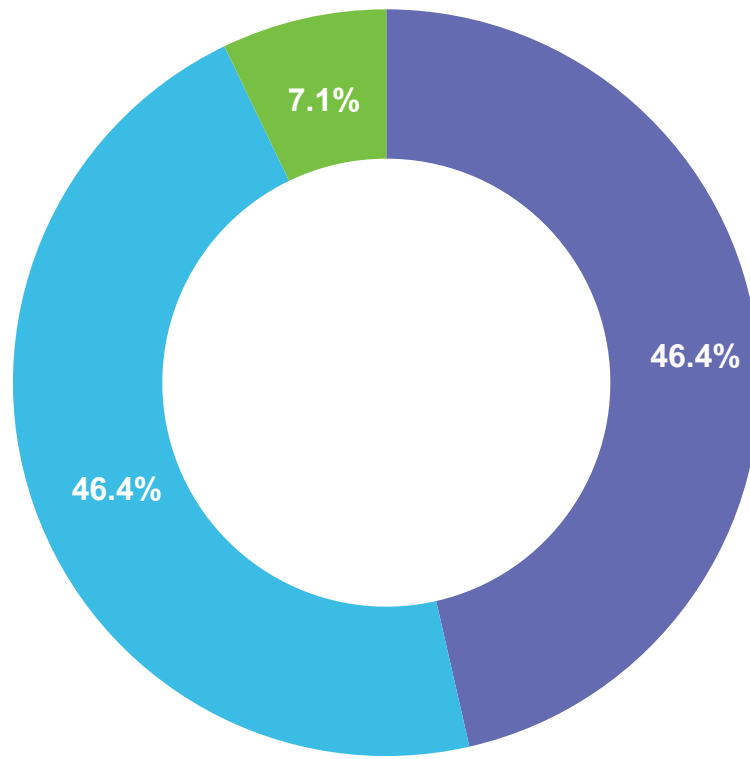
MULTIPLE
CHOICE

Answered

28

Unanswered

1



Choice

Total

yes	13
no	13
there is a plan in place to design or build one	2

Q15

Does your school have an outdoor space or structure dedicated to outdoor learning?

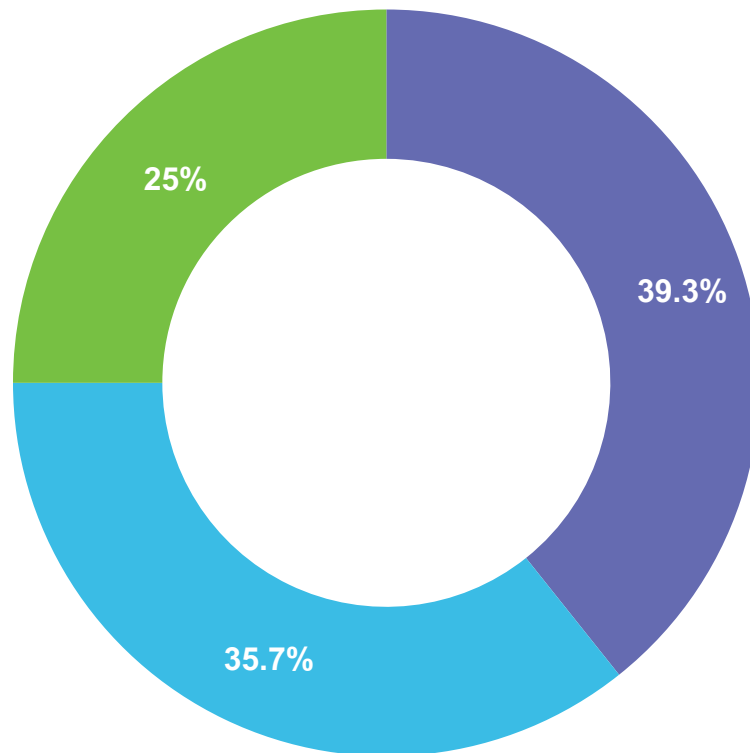
MULTIPLE
CHOICE

Answered

28

Unanswered

1



Choice

Total

● Yes	11
● No	10
● There is a plan in place to design or build one	7

Q16

List any school wide initiatives that engage students in outdoor learning.

ESSAY

October 11, 2017 4:55 AM

None

March 16, 2017 5:29 AM

Garden plots for classrooms

March 11, 2017 5:10 PM

We are developing a Teaching Garden called Food For Thought to be constructed in the spring of 2017. We do annual trips to Gardom Lake, King Fisher and we have an annual winter rec program that involves skating, cross country and downhill skiing and snowshoeing. We also take our students on an annual community clean up and do random hikes, trips to local farms and sites that enhance classroom learning. Enhancing our students outdoor learning opportunities is a school goal for us.

March 10, 2017 11:59 PM

outdoor building centre and planning an outdoor play kitchen in spring

March 10, 2017 11:47 PM

none :(

Q17

ESSAY

Over the past 2 years, which outdoor learning programs managed by your school district at the district level have you or your school been involved in (e.g. Outdoor Awesome)?

October 11, 2017 4:55 AM

None

March 16, 2017 5:29 AM

Outdoor Awesome

March 13, 2017 11:00 PM

Outdoor Awesome

March 13, 2017 8:58 PM

Pro-D activities

March 11, 2017 5:10 PM

We have been involved in both the winter and fall outdoor awesome programs and found them excellent! We participate in the Ski Loppet, cross country running, track and field events. Most of what we do we design and implement ourselves.

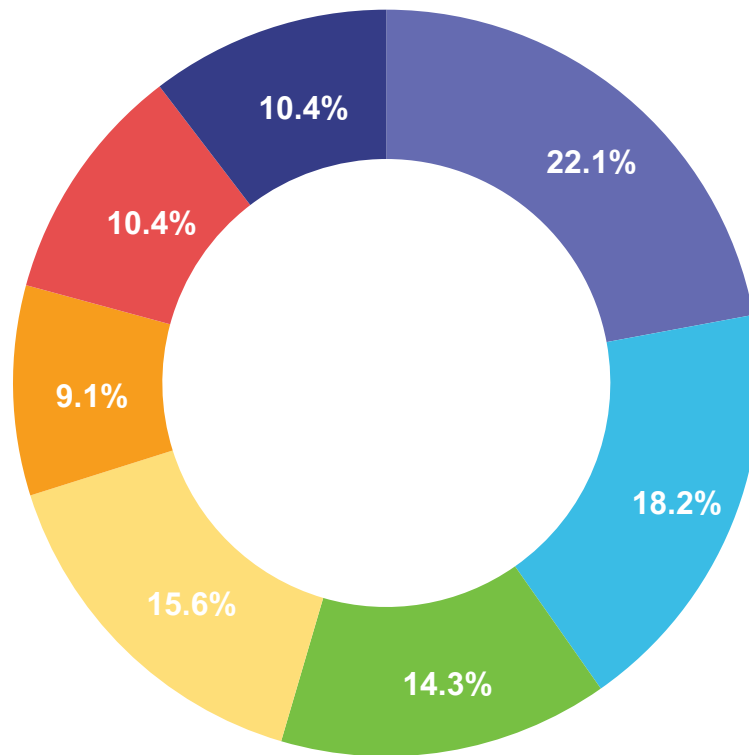
Q18

Please indicate which of the following funding sources apply to the support of outdoor learning activities by teachers in your school. Select those that apply.

MULTIPLE
CHOICE

Answered
28

Unanswered
1



Choice	Total
● Parent fees	17
● Parent fund-raising activities	14
● Student fund-raising activities	11
● District funds	12

- Provincial support, including lottery funds 7
- Charitable organizations/private donors 8
- Donations in Kind (i.e. equipment, transport, accommodation) 8

Q19

Indicate your level of satisfaction with the established programs for outdoor learning within the school district.

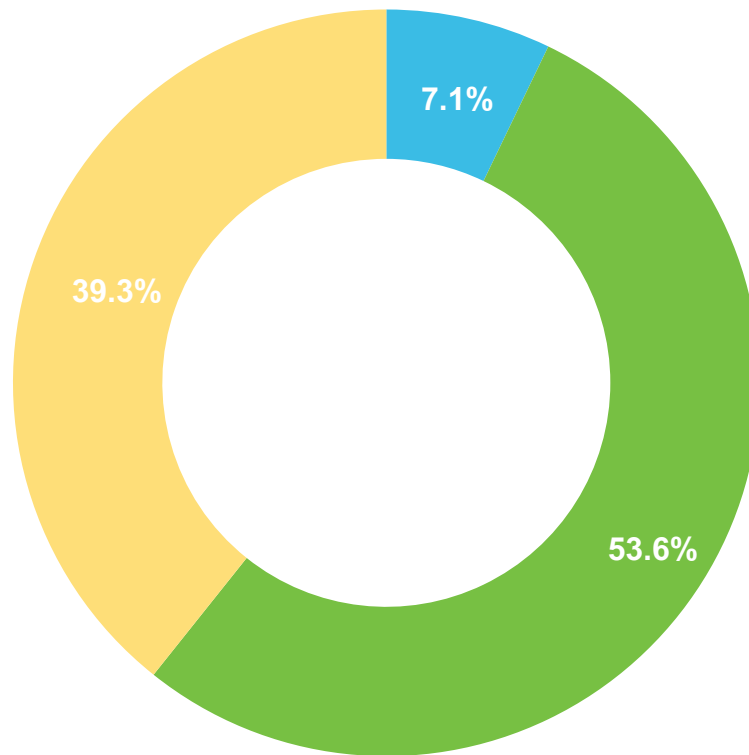
MULTIPLE
CHOICE

Answered

28

Unanswered

1



Choice

Total

● Highly dissatisfied (lots of room for growth)

0

● Somewhat dissatisfied

2

● Neutral

15

● Somewhat satisfied

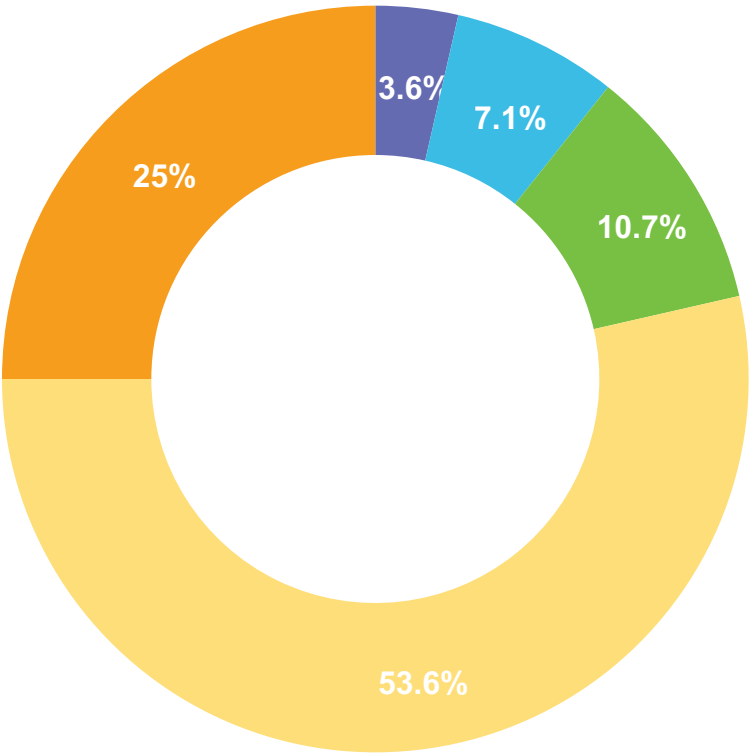
11

- Highly satisfied (little room for growth) 0



Indicate your level of satisfaction with the availability and utility of local green spaces for outdoor learning, including your school grounds.

MULTIPLE CHOICE



Answered
28
Unanswered
1

Choice	Total
<div></div> Highly dissatisfied	1
<div></div> Somewhat dissatisfied	2
<div></div> Neutral	3
<div></div> Somewhat satisfied	15

● Highly satisfied

7

Q21

ESSAY

What additional resources do you feel are desirable for teachers at your school to deliver more frequent and better quality outdoor learning experiences to your classes?

October 11, 2017 4:55 AM

Uncertain

April 4, 2017 5:19 PM

Support for transportation costs incurred when planning outdoor learning activities as all facilities require travelling to destinations, most 1+ hours away.

March 16, 2017 5:29 AM

Free bussing and more funding for supplies or facilitators. I find it unfortunate that students have to fundraise for their own educational opportunities!

March 15, 2017 8:51 PM

places to go, resources, or perhaps an outdoor learning school.

March 13, 2017 11:00 PM

Outdoor learning kits - magnifiers, waterproof cases for note taking/ drawing, sit spot pads, educational materials (local First Nations knowledge of plants, simple outdoor learning activities, etc.)

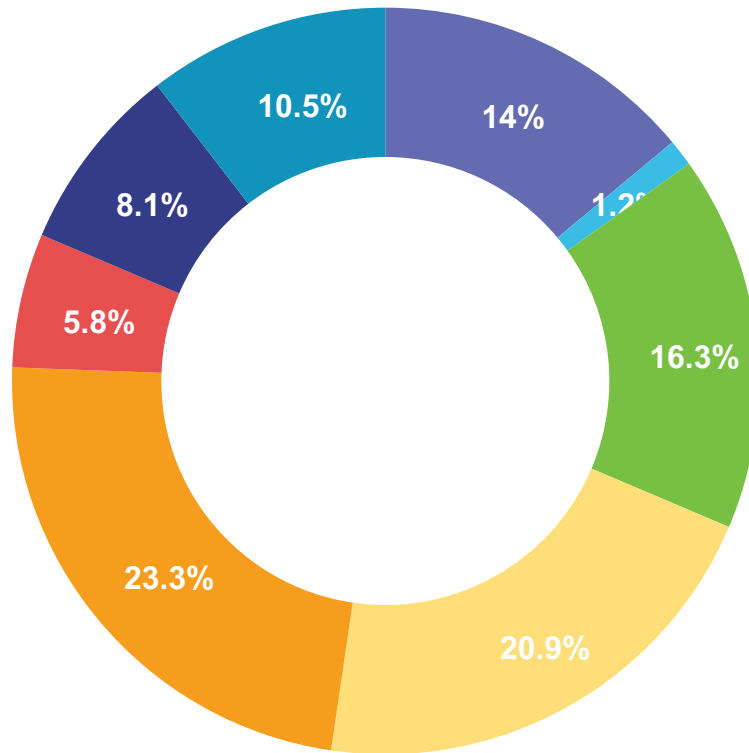
Q22

To what extent have the following acted as barriers for teachers doing outdoor learning with their classes at your school? Select all that apply.

MULTIPLE
CHOICE

Answered
28

Unanswered
1



Choice

Total

- Legal liability and risk factors
- School District policies
- Available time
- Adequate funding

12
1
14
18

● Background knowledge in teaching outdoors	20
● Parental support	5
● Focus on exams and curriculum content coverage	7
● Teaching resources	9

Q23

List any other significant barriers that you feel have had an impact on teachers' ability at your school to provide outdoor learning experiences to its students.

ESSAY

October 11, 2017 4:55 AM

Transportation would be a barrier. I could see teachers doing more if they had more places to walk to. Teachers have to rely on bussing or parent drivers to go anywhere, other than the school grounds. We have amazing school grounds, but variety would b nice.

March 16, 2017 5:29 AM

Funding

March 13, 2017 8:58 PM

The astronomical cost of TOC's at \$430.per day. This is the new price for this school year. It was previously \$396. Why the increase? A TOC may only be paid \$250 for the day yet we are charged a very high flat rate instead.

March 10, 2017 11:47 PM

See above. We are in a unique situation with a wonderful resource that is sadly under utilized.

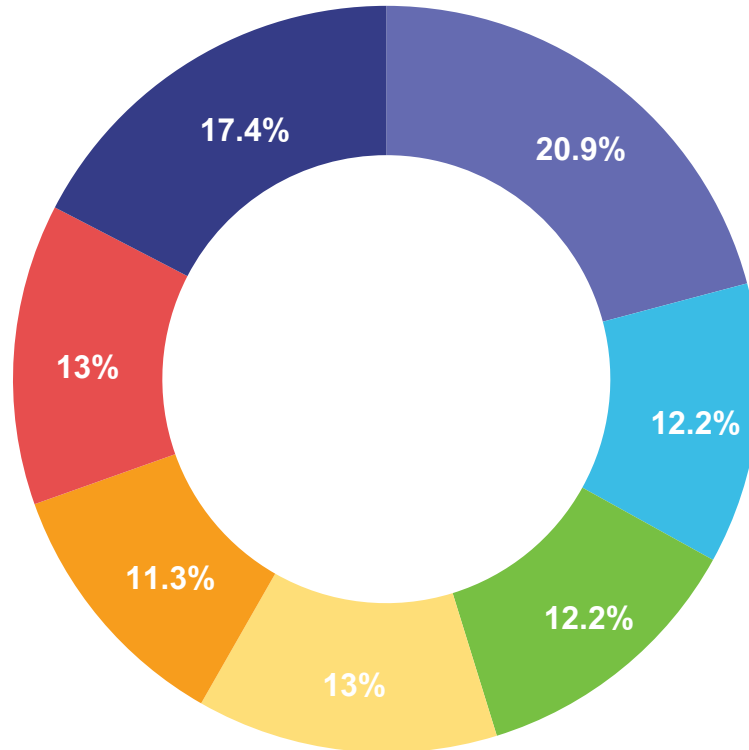
March 10, 2017 11:44 PM

I am so new to this position, it is difficult to answer.

Q24

MULTIPLE
CHOICE

Which of the following school district-based initiatives do you think could be an asset to improve the quality of outdoor-based learning in SD83? Select those that apply.



Answered
28

Unanswered
1

Choice	Total
Outdoor school providing day programs	24
Outdoor school providing overnight programs	14

● Nature kindergarten/s	14
● Semester-long, integrated outdoor program for secondary	15
● A district run Aboriginal cultural centre	13
● An outdoor learning resource teacher	15
● An outdoor learning Pro-D series	20

Q25

Please suggest any school district-based initiatives that could be an asset to improve the quality of outdoor-based learning in SD83.

ESSAY

October 11, 2017 4:55 AM

At the elementary level, I think a Pro-D series would be very beneficial. Each school could have one or two lead teachers who would attend the series and be leaders at the school.

March 13, 2017 11:00 PM

Have a lead teacher at each school trained in outdoor learning to act as a mentor/coordinator for other teachers. I also think a district lead teacher is necessary to coordinate the overall program. If our district is serious about outdoor learning, there needs to be leadership in this area. Funding must be directed to support this initiative. There also needs to be a strong vision.

March 13, 2017 8:58 PM

ECO 9!!

March 11, 2017 5:10 PM

The list above provides good suggestions that I think would help in the development of a quality outdoor education program.

March 10, 2017 11:47 PM

The pro-d series needs to be specific to schools. Taking advantage of the resources that they have and making connections on how to incorporate them into their teaching.